SAN JOSÉ spotlight

Silicon Valley charter school disputes education board's discrimination claims



by Lorraine Gabbert February 11, 2024



Maureen Israel, Bullis Charter School superintendent and principal, said the school doesn't discriminate against students in its lottery process. Photo by Lorraine Gabbert.

A public charter school targeted by the Santa Clara County Office of Education is fighting to retain its charter.

Bullis Charter School in the Los Altos School District is facing accusations of discrimination by the county Board of Education that it's under-enrolling Hispanic English-language learners, students with disabilities and socio-economically disadvantaged students. Maureen Israel, superintendent and principal of Bullis Charter School, said these claims are baseless and the county office of education is ignoring its recent data. Students are chosen through a lottery.

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Approximately 1,026 students attend the TK-8 public charter school, where 32 languages are spoken. Bullis doesn't discriminate against students in its lottery process, Israel said, and revised its charter two years ago to add a preference for students who qualify for free and reduced lunch in and out of district. Information provided to potential students is in English, Spanish and Mandarin. The school also employs workers who speak multiple languages.

Israel said last year Bullis saw a 95% increase in its socio-economically disadvantaged population and a 47% increase in its English-language learners population. The demographics being questioned by the county office of education are within 5 percentage points of local district demographics, she said.

"There continues to be a false narrative that we do not represent our local district," she told San José Spotlight. "However, when we look at the data of schools the county authorizes, we are one of the schools that actually has the most parity in these key subpopulations."

Israel said the board of education is including out of district students in its calculations, although the charter school's facilities agreement with the local district prevents it from enrolling out of district students beyond its current 8% of total enrollment. She said Bullis, a high performing charter school that's been in the district for 20 years, "cannot be anywhere remotely near the zone of possible non-renewal" simply because its student population doesn't precisely mirror that of the Los Altos School District.

"It feels terrible to have that narrative persist," she said. "It's detrimental to our families, to our communities."

Mary Ann Dewan, Santa Clara County Office of Education superintendent, told San José Spotlight the underrepresentation at Bullis of several historically underserved groups has been a longstanding area of concern. She said following the Charter Schools Act, the county board of education sent a notice to Bullis in May 2021 to provide time for it to respond and remedy the situation.

Dewan said in response to notices sent to Bullis about its enrollment demographics, the school has taken the necessary steps to enroll students from historically underserved groups.

"When (Bullis) submits its request for renewal of its charter (expected in the 2024-25 school year), the county board of education will process that renewal request in accordance with all requirements of law," she said, "and will make its renewal decision based on all the facts and applicable legal standards."

For parent Jolee Crosson, who has enrolled her second grader at Bullis since kindergarten, the charter school is the perfect choice. In addition to being the closest neighborhood school within walking distance, her son adores its drama program, one among many specialty offerings.

“He absolutely thrives,” she told San José Spotlight. “He just loves his school. He’s happy.”

Israel said the school’s student population performs well above district and state averages, including English-language learners and students with disabilities. Bullis is a National Blue Ribbon and California Distinguished School.

“We’ve been really proud to get these recognitions and it’s really frustrating that those merits aren’t what we’re being judged by,” she said.

Crosson hopes the board of education focuses on the school’s current data, and said closing Bullis would be devastating to families and children.

“You create a community,” she said. “There are 1,000 kids between the two campuses. That’s a lot of people to displace. Let’s be thoughtful about the kids.”

Crosson said efforts are being made by the school and parent association to put information in different languages as one way to help people in the community feel welcome.

“We keep changing and adjusting,” she said, adding she’d like the county to work collaboratively with the school rather than repeating what seems to be a false and outdated narrative. “We all want to move forward.”

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October 10, 2023

Sent Via Email: mdewan@sccoe.org

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: Response to August 4, 2023 "Notice in Accordance with Education Code Section 47607(e) and Notice of Concern"

Dear Superintendent Dewan:

I write on behalf of Bullis Charter School ("Bullis" or "BCS") in response to the Santa Clara County Office of Education's ("SCCOE") August 4, 2023 letter. We remain steadfast in our commitment to student diversity (as BCS demonstrated through concrete actions and results) and working in partnership with SCCOE to address questions and concerns. At the same time, we must reiterate our fundamental disagreement with SCCOE's central allegation. BCS, a high performing charter school, is not and cannot be anywhere remotely near the zone of possible non-renewal under Education Code Section 47607(e) simply because its student population does not precisely "mirror" that of the Los Altos School District ("LASD" or the "District") as closely as some SCCOE representatives would like it to. We have extensively responded to and addressed this issue at-length in prior letters to SCCOE. Inexplicably, SCCOE did not respond to our detailed information and analysis and did not attach or even reference that correspondence in the August 4, 2023 letter. We have attached two important examples here for reference. (*See* Attachment 1A [October 11, 2019 letter] and Attachment 1B [May 5, 2021 letter].)

We begin by affirming that there is no requirement that a charter school "mirror" the demographics of the district where it is located. Rather, there is a requirement that charter petitioners, as part of the petition itself, provide a reasonably comprehensive description of "the means by which … [they] will achieve a balance … reflective of the **general population**" residing within a district—**not** the demographics of the district itself. BCS did just that. In any event, BCS more closely reflects LASD's enrolled student population than nearly **all other charter schools authorized by SCCOE** with regard to their respective districts. In that regard, SCCOE appears to be treating BCS in an unfair, arbitrary manner. We hope this response puts an end to such treatment.

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BCS' positions on the requirements here at issue should be non-controversial, because they appear to be reflected in SCCOE's own publicly-stated guidance. For example, on a frequently asked questions page, SCCOE posts, "Are charter schools required to have enrollment demographics that match those of the district in which they operate?" SCCOE then rejects that proposition and provides SCCOE's official statement about the meaning of the population balance language in Section 47605 at issue:

> "[t]his is understood to be an outreach and recruitment plan to **encourage** applications for enrollment that is reflective of the general population within the district. Charters are charged with developing and implementing effective outreach and recruitment plans; however, **they are prohibited by law from implementing racial and ethnic, special education, or English learner enrollment practices, even with the purpose of achieving pupil balance reflective of the jurisdiction.**"

(https://www.sccoe.org/supoffice/charter-schools-office/Pages/faq-2.aspx.) (Emphasis added.) We agree. In response to another posited question, "[c]an charter schools be required to enroll students according to their demographic characteristics in order to achieve specific targets or equity with district averages?" SCCOE answers "**No**. Enrolling students based upon their race, ethnicity or other characteristics is illegal."

I. The Premise of SCCOE's Ongoing Inquiries Regarding BCS Is Incorrect and Unlawful, and Disregards the Extraordinary Efforts BCS Has Taken

A. BCS' Efforts to Recruit a Diverse Student Population Have Been Effective

BCS is the most diverse public school operating within the District by multiple measures: BCS serves the fewest white students of any District school and the most students of color. On a subgroup-by-subgroup basis, BCS is well within the ranges of subgroup representation for District schools. For example, on a percentage basis using 2022-23 school year data, BCS enrolled more African American students than Springer and Gardner, more American Indian/Alaska Native than Springer, Oak Avenue, Loyola, Blach, and Gardner, more Filipino students than all but one District school, the same Hispanic enrollment as Springer, more English learners ("EL") than Blach and Oak Avenue, and the same enrollment of disabled students ("SWD") as Oak Avenue. Accounting for all students on the continuum of EL status from initial EL designation through Reclassified Fluent English Proficient ("RFEP") status,[1] BCS is on par

[1] All students identified as EL are required to receive English Language Development ("ELD") instruction sufficient for them to make annual progress towards fluency in English, which culminates with the RFEP designation. An RFEP student always remains an RFEP student; RFEP students are subject to monitoring to ensure that their English fluency persists, and so that they may receive further ELD support to the extent needed. Thus, RFEP students are part of the EL education continuum.

with the District (19.7% and 20.8%, respectively); BCS' RFEP rate, which is 3% higher than the District, is a testament to BCS' support for and success with EL students. BCS also serves more Asian-American students than any District elementary school. We are proud of the diversity represented within that subgroup, whose members reflect the diversity of the largest continent on our planet, which includes students of Chinese, Japanese, Korean, Vietnamese, Thai, Cambodian, Filipino, Malaysian, Indian, and Pakistani origin.

BCS actively invites and encourages students of all races, ethnicities, and backgrounds to apply and enroll in BCS, and has engaged in targeted efforts to recruit a diverse student body as SCCOE is aware, including by hiring an employee dedicated exclusively to recruiting and diversity initiatives. BCS has engaged in targeted outreach programs and Spanish-language materials to encourage Hispanic and EL students to apply. BCS has also established relationships with preschools serving diverse populations to create a pipeline to kindergarten, including socioeconomically disadvantaged students ("SED") and students with disabilities ("SWD"). These efforts are described in further detail herein.

The facts and data reflect that BCS has taken extensive steps, to the extent allowable by law, to recruit and enroll a diverse student population. We celebrate that as of the last lottery cycle, as a consequence of BCS' admission preference for SED students, i.e., students qualifying for free and reduced-price meals ("FRM"), BCS offered admission to each and every in-district FRM-qualifying student who applied. **Between the 2022-23 and 2023-24 school years alone, BCS has seen a 95% increase in the percentage of its student population classified as FRM/SED, which now stands at 38 students**. BCS is also proud of significant growth in its EL enrollment and enrollment of students with disabilities between the 2022-23 and 2023-24 school years:

Table 1 - BCS Subgroup Enrollment Growth 2022-23 to 2023-24

	BCS 2022-23	BCS 2023-24	% Growth
SED	1.9%	3.7%	95%
SWD	6.9%	7.79%	13%
EL	6.1%	8.96%	47%

As of this current school year, BCS now has a higher socioeconomically disadvantaged student population than District schools Blach, Loyola, and Oak Avenue did last year, a higher count of students with disabilities than Egan and Oak Avenue did last year, and a higher count of EL students than Egan, Gardner, Blach, Loyola, and Oak Avenue did last year.

B. Detailed Comparison of BCS and LASD Student Data By School

For all data presented, we broke out the LASD data across the District's nine school sites, as listed in DataQuest.[2] The tables below display the school-level data percentages and include the rank of BCS among the 10 total schools included in the analysis.[3] For ethnicity ranks, BCS students are within the range of LASD schools in all categories except for Asian students (where BCS has the highest proportion) and White students (where BCS has the lowest proportion).

Table 2 -Student Race/Ethnicity Percentage by School, 2022-23

School	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Almond Elementary	0.8%	0.3%	34.3%	0.6%	15.9%	0.3%	29.7%	13.9%	4.2%
Ardis G. Egan Junior High	0.6%	0.2%	36.6%	0.8%	13.3%	0.2%	36.4%	10.1%	1.8%
Covington Elementary	1.4%	0.2%	49.0%	0.5%	5.7%	0.7%	29.0%	11.6%	2.0%
Gardner Bullis Elementary	0.0%	0.0%	28.2%	0.0%	4.6%	0.0%	51.4%	13.9%	1.9%
Georgina P. Blach Junior High	0.2%	0.0%	40.9%	0.5%	6.7%	0.2%	38.2%	12.0%	1.2%
Loyola Elementary	0.6%	0.0%	36.8%	0.3%	5.1%	0.0%	38.3%	17.4%	1.5%
Oak Avenue Elementary	0.6%	0.0%	44.6%	1.5%	5.4%	0.3%	32.8%	12.0%	2.7%
Santa Rita Elementary	0.3%	0.3%	30.1%	1.0%	20.5%	0.8%	34.3%	9.4%	3.4%
Springer Elementary	0.0%	0.0%	37.3%	0.6%	4.2%	0.3%	41.5%	15.5%	0.6%
Bullis Charter	**0.1%**	**0.1%**	**59.0%**	**1.2%**	**4.2%**	**0.2%**	**18.1%**	**14.5%**	**2.6%**
BCS Rank	**8/10**	**5/10**	**1/10**	**2/10**	**T9/10**	**T6/10**	**10/10**	**3/10**	**4/10**

C. BCS is Being Unfairly Singled Out Amongst SCCOE-Authorized Schools; the Implicit Demands on BCS to Reduce Asian-American Enrollment is Unlawful

Under these circumstances, any contention that BCS is in violation of SCCOE's requirement that BCS achieve a particular enrollment target is inextricably a claim that BCS serves **too many** students belonging to a subgroup deemed by SCCOE to be overrepresented, and that BCS must take steps to effectively **reduce** that particular student population. (August 4

[2] SCCOE did not provide any of its underlying data with its August 4, 2023 letter. Only after our request did SCCOE provide that data, but not until October 3.
[3] (Rank 1 being the highest level of the metric, Rank 10 being the lowest; T preceding a rank indicates a tied rank).

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letter, p. 9 ["BCS must address this concern, including making and implementing the updates to its corrective action plan necessary **to result in** increasing the proportions of the BCS student body who are members of each of these student groups."]) By definition, an enrollment **increase** in one subgroup means **decrease** in others. This is especially problematic in light of the fact that the District caps our enrollment with our Facilities Use Agreement. BCS cannot take part in, directly or indirectly, discriminating against or violating the civil rights of any group of students on the basis of race, as SCCOE appears to subtly suggest we do—that is unlawful. We cannot ignore that reporting last year highlighted that Asian-Americans, in particular, experienced a 339% increase in hate crimes, (https://www.nbcnews.com/news/asian-america/anti-asian-hate-crimes-increased-339-percent-nationwide-last-year-repo-rcna14282), and face discrimination in education. (*See, e.g.,* https://theconversation.com/discrimination-took-a-heavy-toll-on-asian-american-students-during-the-pandemic-210030.) We implore SCCOE to do all in its power to end the community divisiveness that false narratives about BCS have caused and will continue to cause; the unfounded and dangerous rhetoric or implications about BCS excluding or preferring students on the basis of race must stop.

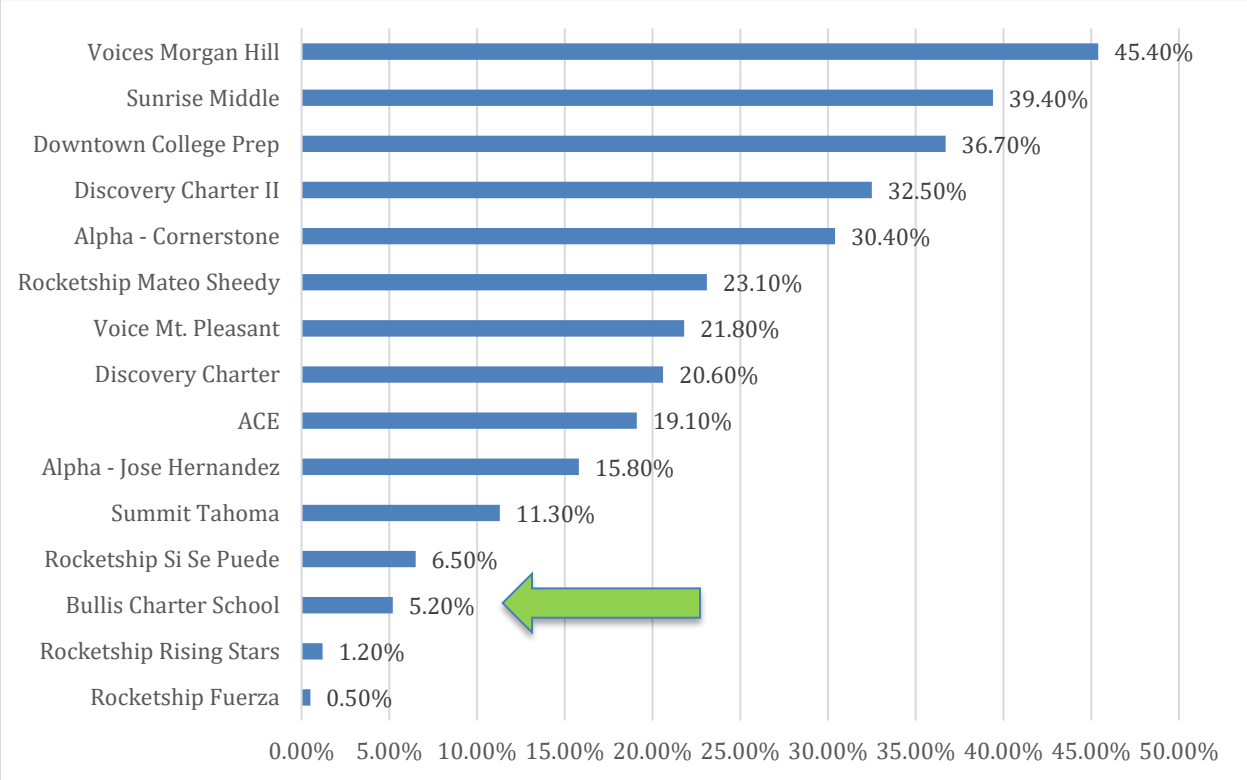
That BCS is being singled out unfairly and for inappropriate reasons is readily apparent by the fact that **no other charter school under SCCOE's jurisdiction "mirrors" the population of the district where they are located.** Yet SCCOE has targeted BCS with "concern" and "cure" letters and threats of non-renewal on the basis of not enrolling enough of certain subgroups, and by extension, too many of certain other student subgroups. But facts are stubborn things. As the 2022-23 school year data published by CDE indisputably demonstrates, **BCS is among the closest** to reflecting a student population balance of the district where it is located in the entire county, as compared with the other charter schools authorized by SCCOE:

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Table 3 - Percentage Difference Between Charter School Hispanic Populations and District Hispanic Populations



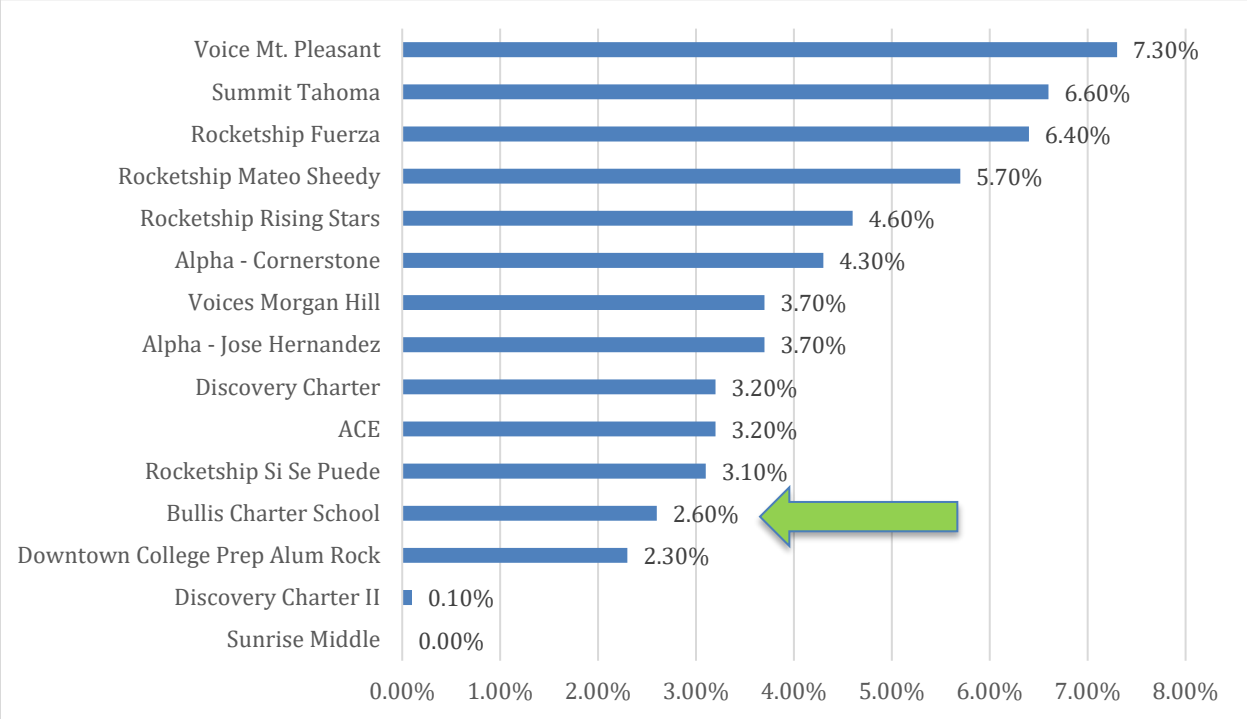
Rank[4]	Charter School	District	% Hispanic (Charter)	% Hispanic (District)	Difference[5]
1	Voices Morgan Hill	Morgan Hill Unified	97.900%	52.500%	45.400%
2	Sunrise Middle	San Jose Unified	94.200%	54.800%	39.400%
3	Downtown College Prep	East Side Union	89.400%	52.700%	36.700%
4	Discovery Charter II	San Jose Unified	22.300%	54.800%	32.500%
5	Alpha - Cornerstone	Franklin-McKinley	31.300%	61.700%	30.400%
6	Rocketship Mateo Sheedy	San Jose Unified	77.900%	54.800%	23.100%
7	Voice Mt. Pleasant	Mount Pleasant	98.600%	76.800%	21.800%
8	Discovery Charter	Moreland	12.300%	32.900%	20.600%
9	ACE	Alum Rock	98.400%	79.300%	19.100%

[4] "Rank" reflects, in order of highest to lowest, the charter schools with the highest spread between the charter school's population percentage and the school district's population percentage for a given student subgroup.
[5] To be clear, the "difference" column identifies the percentage point difference between the given population at each charter school and the respective school district where it operates. For example, with respect to Hispanic enrollment, there is a 5.2% spread between the percentage of students at BCS who identify as Hispanic and the percentage of students enrolled at District schools that identify as Hispanic.

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10	Alpha - Jose Hernandez	Alum Rock	95.100%	79.300%	15.800%
11	Summit Tahoma	East Side Union	41.400%	52.700%	11.300%
12	Rocketship Si Se Puede	Alum Rock	85.800%	79.300%	6.500%
13	Bullis Charter School	Los Altos	4.200%	9.400%	5.200%
14	Rocketship Rising Stars	Franklin-McKinley	62.900%	61.700%	1.200%
15	Rocketship Fuerza	Alum Rock	78.800%	79.300%	0.500%

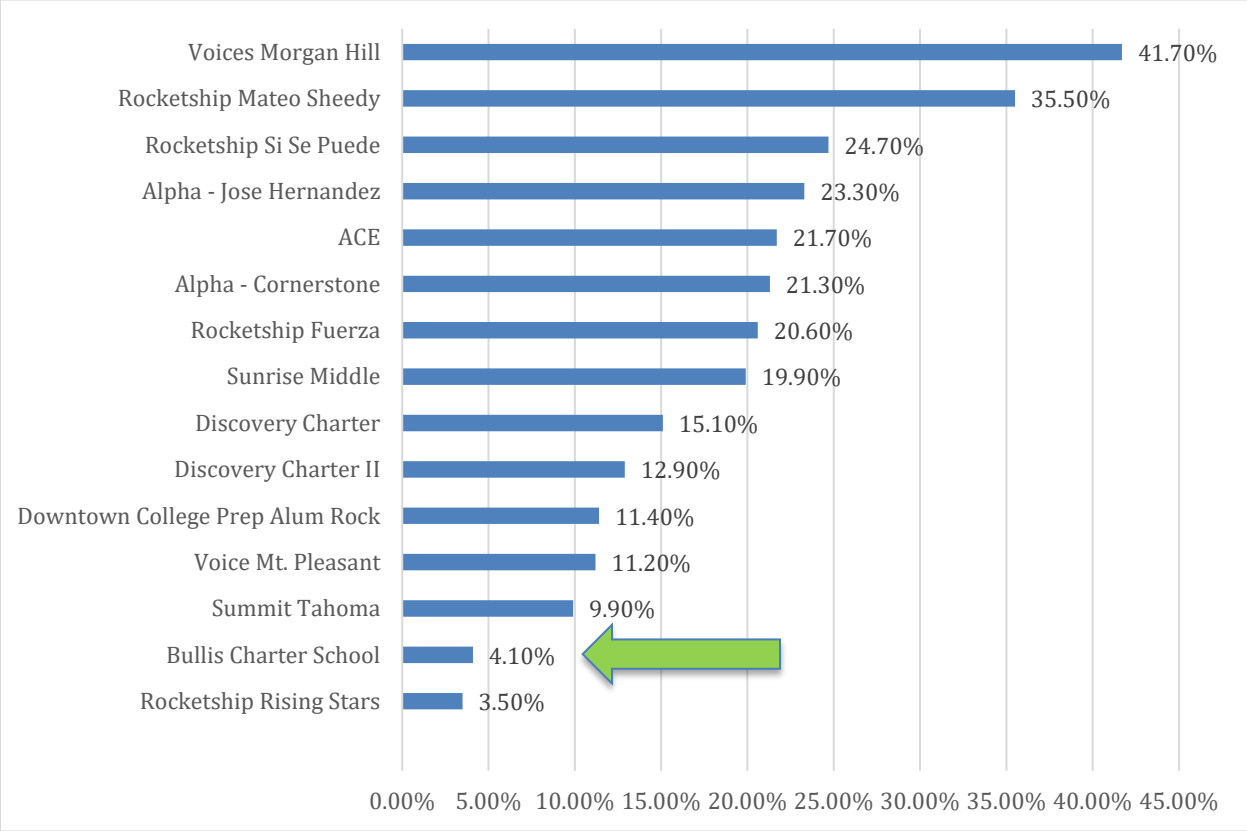
Table 4 - Percentage Difference Between Charter School SWD Populations and District SWD Populations



Rank	Charter School	District	% SWD (Charter)	% SWD (District)	Difference
1	Voice Mt. Pleasant	Mount Pleasant ESD	8.70%	16.00%	7.300%
2	Summit Tahoma	East Side Union	18.50%	11.90%	6.600%
3	Rocketship Fuerza	Alum Rock	6.60%	13.00%	6.400%
4	Rocketship Mateo Sheedy	San Jose Unified	7.30%	13.00%	5.700%
5	Rocketship Rising Stars	Franklin-McKinley	7.80%	12.40%	4.600%
6	Alpha - Cornerstone	Franklin-McKinley	8.10%	12.4%	4.300%
7	Alpha - Jose Hernandez	Alum Rock	9.30%	13.00%	3.700%
8	Voices Morgan Hill	Morgan Hill Unified	9.00%	12.70%	3.700%
9	ACE	Alum Rock	16.20%	13.00%	3.200%
10	Discovery Charter	Moreland	9.50%	12.70%	3.200%

11	Rocketship Si Se Puede	Alum Rock	9.90%	13.00%	3.100%
12	Bullis Charter School	Los Altos	6.90%	9.50%	2.600%
13	Downtown College Prep Alum Rock	East Side Union	14.20%	11.90%	2.300%
14	Discovery Charter II	San Jose Unified	13.10%	13.00%	0.100%
15	Sunrise Middle	San Jose Unified	13.00%	13.00%	0.000%

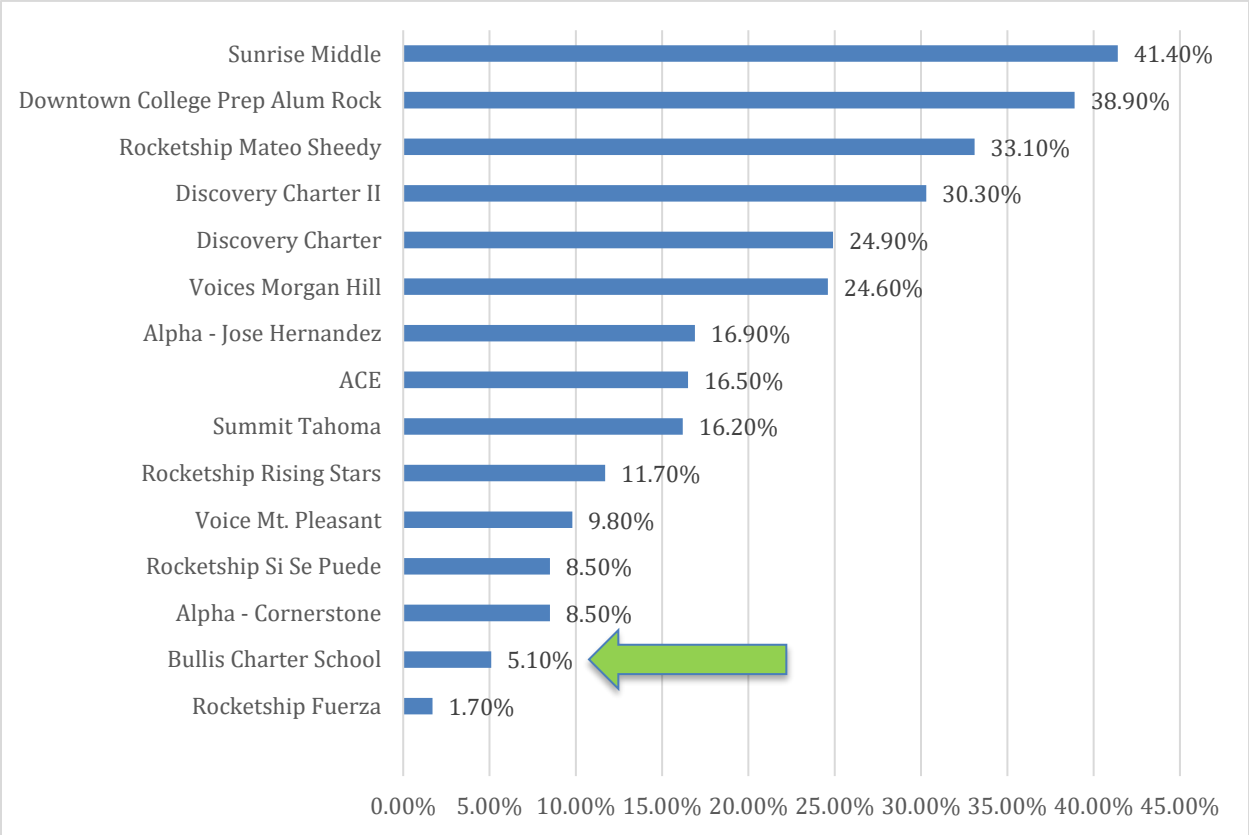
Table 5 - Percentage Difference Between Charter School EL Populations and District EL Populations



Rank	Charter School	District	% EL (Charter)	% EL (District)	Difference
1	Voices Morgan Hill	Morgan Hill Unified	59.90%	18.20%	41.70%
2	Rocketship Mateo Sheedy	San Jose Unified	57.80%	22.30%	35.50%
3	Rocketship Si Se Puede	Alum Rock	67.90%	43.20%	24.70%
4	Alpha - Jose Hernandez	Alum Rock	66.50%	43.20%	23.30%
5	ACE	Alum Rock	64.90%	43.20%	21.70%
6	Alpha - Cornerstone	Franklin-McKinley	27.50%	48.80%	21.30%
7	Rocketship Fuerza	Alum Rock	63.80%	43.20%	20.60%

8	Sunrise Middle	San Jose Unified	42.20%	22.30%	19.90%
9	Discovery Charter	Moreland	13.30%	28.40%	15.10%
10	Discovery Charter II	San Jose Unified	9.40%	22.30%	12.90%
11	Downtown College Prep Alum Rock	East Side Union	31.20%	19.80%	11.40%
12	Voice Mt. Pleasant	Mount Pleasant	54.50%	43.30%	11.20%
13	Summit Tahoma	East Side Union	9.90%	19.80%	9.90%
14	Bullis Charter School	Los Altos	6.10%	10.20%	4.10%
11	Rocketship Rising Stars	Franklin-McKinley	52.30%	48.80%	3.50%

Table 6 - Percentage Difference Between Charter School SED Populations and District SED Populations



Rank	Charter School	District	% SED (Charter)	% SED (District)	Difference
1	Sunrise Middle	San Jose Unified	85.40%	44.00%	41.40%
2	Downtown College Prep Alum Rock	East Side Union	80.30%	41.10%	38.90%
3	Rocketship Mateo Sheedy	San Jose Unified	77.10%	44.00%	33.10%
4	Discovery Charter II	San Jose Unified	13.70%	44.00%	30.30%
5	Discovery Charter	Moreland	10.30%	35.20%	24.90%

6	Voices Morgan Hill	Morgan Hill Unified	64.70%	40.10%	24.60%
7	Alpha - Jose Hernandez	Alum Rock	93.60%	76.70%	16.90%
8	ACE	Alum Rock	93.20%	76.70%	16.50%
9	Summit Tahoma	East Side Union	25.20%	41.10%	16.20%
10	Rocketship Rising Stars	Franklin-McKinley	73.70%	62.00%	11.70%
11	Voice Mt. Pleasant	Mount Pleasant	64.00%	73.80%	9.80%
12	Alpha - Cornerstone	Franklin-McKinley	53.50%	62.00%	8.50%
13	Rocketship Si Se Puede	Alum Rock	85.20%	76.70%	8.50%
14	Bullis Charter School	Los Altos	1.90%	7.00%	5.10%
15	Rocketship Fuerza	Alum Rock	78.40%	76.70%	1.70%

(*See* Attachment 2 to this letter, which includes each of the Dataquest reports from which the above tables and graphs were prepared.)

D. SCCOE Presents No Evidence That BCS is Not Serving "All Students Who Wish to Attend"

It is important for SCCOE to understand that potential nonrenewal under Section 47607(e) applies only to circumstances where actual evidence demonstrates that a charter school "is not serving all pupils **who wish to attend"** because **enrolled** students **have left or been disenrolled for discriminatory reasons**, based on evidence provided by the California Department of Education—which here has not been provided or even suggested. (*See* Section 47607(d).) SCCOE's allegation that "statistics establish ongoing underrepresentation of traditionally underserved student groups at BCS, evidencing that BCS continues not to serve all students who wish to attend BCS" (August 4 letter at p. 9) is false, conclusory without any supporting factual evidence, and entirely unsubstantiated. Enrollment statistics here do not and cannot "establish" "evidence" that BCS does not "serve all students who wish to attend BCS."

SCCOE has presented no evidence that BCS has engaged in any practices that violate the letter or spirit of Section 47607(d)-(e). Putting aside the actual limited scope of Section 47607(d)-(e), there is no evidence that BCS "is not serving all pupils who wish to attend." SCCOE has not cited a case of even one student who "wishes to attend," and has been unlawfully denied enrollment at BCS, e.g., on the basis of race or protected status. The fact that BCS' population does not precisely "mirror" the District does not mean that BCS "is not serving all pupils who wish to attend."

As required by law, and subject to BCS' admission preferences that prefer socioeconomically disadvantaged students, all applicants have the same chance of admission pursuant to the random public drawing that BCS is statutorily required to conduct under Section 47605(e)(2)(B) and does so consistent with constitutional principles that wholly prohibit consideration of race in admission. Nothing in the Education Code requires BCS' student population to exactly match or even closely match the population of the school district in which

it is located on the basis of race or other protected classes. SCCOE has not cited a law that requires this, because none exists. Nothing in the Education Code authorizes a chartering authority to penalize a charter school when its population does not mirror the population of the school district to the subjective satisfaction of the chartering authority. And certainly SCCOE cannot apply such a standard to BCS when nearly all the other charters it authorizes are far more divergent from district demographics.

Indeed, no typical school district with a diverse population has each of its neighborhood schools mirror the population balance of the district as a whole. LASD exemplifies this truth by operating multiple schools that are significantly whiter and more affluent than other schools within the District, and by maintaining those disparities within its school attendance boundaries. The District could eliminate those disparities within by randomly assigning students to schools without regard to zip code and address (which create wealth-based disparities). Unlike BCS, which is open to all students within the District equally, the District chooses to maintain imbalanced schools where affluent students attend some schools (Oak Avenue, 2.2% SED) and less-affluent students attend other schools (Santa Rita, 18.8%); the same imbalance within the District exists on racial lines as well, e.g., with a Hispanic population of 20.5% at Santa Rita and 4.2% at Springer. There is no school in the District that reflects the District's overall population, and so, it is troubling that BCS faces penalty and concern from SCCOE for doing that which the District itself does not do. BCS' presence in the District actually serves to **eliminate** access disparities within the District, while the District maintains school populations that would likely be labeled segregated under SCCOE's approach.

All that BCS can legally do is that which is reasonable and feasible to attempt to attract students from diverse backgrounds to apply to BCS. Any measures beyond general recruitment efforts to ensure a student population balance based upon race would violate the state and federal constitutions. And of course, BCS cannot force any student to apply to BCS, and BCS cannot use any method other than a random lottery to determine enrollment. Recruitment effort is all that the Charter Schools Act and BCS' charter petition command and expect of BCS.

E. <u>BCS Satisfied its Obligation Under the Law to Articulate a Plan to Achieve a Student Population Balance, and Has Implemented That Plan</u>

Under BCS' charter, Education Code Section 47605(c)(5)(G) required BCS to provide a "reasonably comprehensive **description**" of "[t]he means by which the school will achieve" a student population balance that "is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." BCS provided such a reasonably comprehensive description to the satisfaction of the SCCOE Board. BCS has implemented those plans. The Education Code does not allow for BCS to be non-renewed on the basis that BCS has not "achieved" a population balance that exactly matches the District at large.

BCS has been pleased to implement a plan designed to recruit and encourage students from diverse subgroups to apply for enrollment at BCS. BCS is pleased to continue to modify its plan over time to increase its effectiveness, which it has done at the request of and coordination with SCCOE. BCS has also periodically reviewed the effectiveness of its recruitment strategies, and has made adjustments as appropriate; for example, adding a full-time staff member (the Director of Community Engagement and Outreach) to focus BCS' recruitment efforts. BCS is pleased to update SCCOE on those efforts and on BCS' data relative to those efforts. (*See* pp. 15-18.) But BCS does not accept the false charge that BCS is failing to enroll all students who "wish to attend" on the basis of race, disability, or English learner status, or otherwise. Insofar as the only evidence SCCOE relies on is the fact that too few of such students are actually enrolled, and BCS faces non-renewal as a consequence, this inextricably and unlawfully penalizes BCS on the basis of the race and other demographic characteristics of students who actually have enrolled at BCS.

SCCOE must keep in mind that there is a limited public school population residing within the District, and students' only local public education options are enrollment in District schools or BCS. The only way that BCS can increase its enrollment of the subgroups identified by SCCOE is if those students apply to BCS, gain admission through the lottery, and choose to attend BCS instead of a District school. BCS welcomes and encourages that enrollment. Naturally, however, families predominantly send their children to their assigned neighborhood school; indeed, by default, compulsory education laws compel students to attend their local District school, and BCS lacks the same compulsory pipeline as the District. That compulsory pipeline matters, as indicated by District school populations that reflect the demographic stratification within the District, e.g., Santa Rita has by far the highest proportion of Hispanic, EL, and SED students.

Moreover, as we have addressed in the past, the District has intentionally and systematically undermined BCS efforts to actually serve all students who might wish to attend by weaponizing the Proposition 39 process to deprive BCS students and potential BCS students (including students of color, SED, and SWD) of sufficient facilities, and restricting BCS' ability to enroll out-of-district students. BCS stands ready to work with the District to encourage students to enroll in BCS, overcome the inertia that favors enrollment in District schools, and to address BCS' facilities needs.

II. SCCOE's Conclusions are Not Supported by the Data it Presents

Not only is the underlying premise of the allegations against BCS unfounded, the data analysis relied upon by SCCOE in making those allegations is flawed. Specifically, SCCOE's data analysis does not account for the actual reasons that SED, EL, and families of SWD may enroll, in greater numbers, at District schools. Many families may be content attending their

neighborhood school, and do not "wish to attend" BCS for reasons having nothing to do with BCS per se, but instead, reasons having to do with location, convenience, or active messaging by the District to families **discouraging** attendance at BCS. For example, SCCOE's data analysis does not account for the fact that parents, by default, enroll their children in their neighborhood schools to which they are automatically assigned by the District (https://www.losaltos.k12.ca.us/District/Portal/Registration), and that the decision to enroll in a neighborhood school does not mean that they "wish to attend" BCS or have been denied access to BCS for discriminatory reasons.

With respect to District messaging, the District has for many years actively discouraged families from enrolling at BCS through a defamatory public campaign that has **falsely** accused BCS of "engag[ing] in systematic discrimination throughout its fifteen plus years of existence" (*See* Attachment 3 [September 10, 2019 letter from LASD, cc-ing State officials such as the Governor, Attorney General, and California Superintendent of Schools as part of a publicity stunt.]) Those defamatory letters continue to be posted on LASD's website under the "community" tab, which has a prominent link for "Bullis Charter School Related Topics." (*See, e.g.,* https://www.lasdschools.org/District/10842-BCS-s-Los-Altos-Hills-Geographic-Lottery-Preference.html.)

The data presented by SCCOE cannot fairly be read to mean that BCS is engaging in any practice to undermine diversity, or that BCS' efforts are inadequate. The data does not at all explain or address the factors that motivate students to apply to BCS or not.

Unfortunately, the comparisons SCCOE selects paint an inaccurate or incomplete picture. With respect to students with disabilities in particular, SCCOE's analysis does not account for the fact that students are sometimes overclassified as disabled (especially students of color and English learners), when other interventions can be sufficient to overcome issues presented. For example, the most recent data available in Dataquest indicates that Hispanic students comprise nearly 12% of the District's population of students with disabilities, yet in that same academic year, Hispanic students accounted for only 7.8% of students. Notably, the CDE has identified the District on its list of "2022 significantly disproportionate LEAs," i.e., LEAs that have disproportionately identified students belonging to particular races/ethnicities as disabled for three consecutive years. (https://www.cde.ca.gov/sp/se/qa/sigdisplea2022.asp.) **The CDE explicitly identified LASD** as "significantly disproportionate for the 2022-23 school year" for its practice of over-classifying Hispanic students as having specific learning disabilities. BCS should not be asked to mirror the District's SWD population where the CDE explicitly found that LASD over-classified Hispanic students as disabled.

SCCOE missed the fact that BCS enrolled its highest ever proportion of students with disabilities in the 2022-23 school year, indicating that BCS' efforts to recruit and enroll students with disabilities is having a measurable impact. That said, current data does not accurately

demonstrate the full impact of BCS' efforts to recruit and enroll more students with disabilities. Because BCS' entry point to its program is transitional kindergarten/kindergarten, and students are rarely classified as disabled prior to or even during kindergarten, BCS' overall growth in enrolling disabled students will take time to assess. The current classes of incoming students will need to progress to grade levels in which disabilities are typically identified, e.g., fourth/fifth grade, to accurately measure BCS recruitment initiatives.

SCCOE also relies on data analysis that skews District growth and obscures growth at BCS. Specifically, SCCOE's data comparisons between BCS and the District use arbitrary sets of years to make comparisons over time and draw conclusions that vary dramatically depending on which prior years are selected as the baseline. For example, SCCOE relies on data that compared Hispanic student population between the school years 2017-18 and 2022-23. The selection of those two years is entirely arbitrary. Comparing 2021-22 with 2022-23, on the other hand, demonstrates that BCS experienced similar growth as the District. Similarly, measuring EL populations without including RFEPs fails to account for BCS' success in serving the EL population through reclassification – a primary goal of ELD education. (*See* pp. 2-3 and FN 1, above.) SCCOE's allegation that there has been a meaningful decrease in the EL population at BCS misconstrues the data. When one accounts for **all** students that participated in the EL learning cycle through reclassification, BCS saw an **increase** in this population from 2017-18 to 2022-23, while in comparison the District saw a **decrease**. The 2017-18 EL metric in particular is also a red herring; the State changed the classification guide for EL students such that **all** public schools throughout the state saw decline. In light of that change, criticisms of BCS based on that academic year in particular are unfounded and unreasonable.

Likewise, SCCOE's contention that there was no significant change in the SED population at BCS while there was an increase in that population at LASD again reflects arbitrary, misleading date ranges. Using 2016-17 or 2018-19 as a comparison indicates significant increases at BCS. Comparing 2022-23 through 2023-24 also demonstrates a significant increase, again; BCS saw a **95% increase** in the percentage of BCS' SED/FRM population in one year alone.

III. Response to SCCOE's Specific Inquiries

In response to SCCOE's specific inquiries, BCS responds as follows:

1. ***A comprehensive, point-by-point analysis of the provisions in Element G of the BCS Charter and BCS's current corrective action plan/Enrollment Action Plan. This should include each specific provision/item, a description of if and how BCS has implemented each item, an analysis of how effective each item has been, and any revisions BCS has made or is making to each item.***

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BCS provides the following update of its efforts to implement its plan in Element G of its charter and the Corrective Action Plan:

- The 2023-24 enrollment process commenced in September 2022. The first step was to organize the calendar and set up priorities and timing. BCS determined for this campaign to be directed particularly to communities in Los Altos and Mountain View emphasizing Hispanic families. BCS specifically conducted in-person outreach in East Palo Alto, Palo Alto, and Sunnyvale. As a result of that effort, BCS gained 13 new Hispanic students.
- BCS created an outreach plan, printed colorful fliers (approximately 300, in English and Spanish), and personally distributed promotional materials to prospective families to promote enrollment in BCS, including tote bags, water bottles, and pencils with BCS' logo.
- BCS informed parents of the enrollment process through social networks, such as Facebook, Instagram, and Next Door. BCS posted information to social media accounts at least twice per week since the enrollment process started and through February 2023.
- BCS staff visited daycares (more than 25), nonprofit organizations such as Head Start, supermarkets (more than 5), laundromats (5), buildings where low-income families reside and gas stations (4), and personally handed out fliers and promotional materials. Those interactions allowed BCS staff to have meaningful conversations with parents and introduce them to BCS' mission, vision, values, and goals.
- BCS formed a dedicated team of volunteers to support recruitment efforts, including myself as superintendent, principals, teachers, parents, and community leaders. Together, staff outlined a multifaceted outreach strategy. BCS held informative meetings in our North and South Campus that included distributing informative pamphlets, organizing community meetings, and using social media to spread information about the benefits of our educational programs for all learners. This effort was instrumental in dispelling misconceptions and showcasing the strengths of our school.
- BCS held three information sessions at our two campuses where we were able to address parents' questions and concerns.
- BCS conducted eight school tours principally led by students from different grade levels and supported by principals and teachers. Current parents volunteered in these activities and answered prospective families' questions. BCS also held three school tours using Zoom for those parents who were not able to attend an in-person tour.
- BCS remained in touch with families who enrolled in the Bullis Boosters Club nonprofit summer camp, informing them about BCS' enrollment process. We made sure that any families who may have had challenges with the enrollment links or forms were personally supported and were able to access support resources on campus. BCS Summer camp has been a longstanding tradition that invites FRM

students from our community to attend a free-of-charge five-day summer camp that provides them with the opportunity to experience BCS' programs.

- The public lottery process took place transparently and was available for families to observe remotely on Zoom. Thereafter, BCS communicated with all families whose lottery numbers were called, offered them a spot, and explained next steps to complete enrollment.
- The enrollment process ended the last week of February 2023. Current parents presented an online "AMA" (Ask Me Anything) session for parents who decided to enroll their students in our school. This session was offered online to maximize accessibility.
- As a result of this big community effort, 190 new students enrolled in the 2023-24 school year and more than 1000 students on our waitlist. Of that new enrollment, approximately 10% are classified as SED/FRM.

2. ***Please include a clear explanation of how BCS has assessed and measured the effectiveness of the plan components and determined which were successful and which may need to be modified or replaced.***

Please see Attachment 4, providing a comprehensive analysis and review of BCS' Enrollment Action Plan and process. As addressed in this letter, BCS' actions under its Enrollment Action Plan appear to be effective and have resulted in increased enrollment of targeted student groups. However, BCS anticipates that it will take multiple enrollment cycles for the full impact to be realized. As BCS plans for the 2023-24 recruitment and enrollment cycle, it engages in internal data reviews and conversations with stakeholders to adjust recruitment activities as appropriate.

3. ***The Charter specifies that BCS's recruitment strategy includes "[a]n enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and enrollment process." Please specifically include an analysis of whether and how BCS's recruitment and open enrollment schedule – which appears to be earlier than that of most schools – comports with this provision of the Charter, and whether and how BCS has considered if modifying its recruitment and open enrollment schedule might increase its effectiveness.***

BCS' open enrollment schedule spans a period of more than three months that begins in the fall and concludes in the winter. Before and during the entire period, BCS engages in active recruitment efforts to encourage families to apply and provides them with information on how to apply and applicable deadlines. Because BCS receives significantly more applications than it has capacity to enroll, BCS believes it is important that parents know, heading into the Spring, whether they have secured a spot at BCS or not. The timeline ensures that if a family has not secured a spot, that they have ample time to research and plan for alternative educational options for their child for the coming school year.

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4. ***Within the first month of school, a detailed demographic breakdown for 2023- 24, including a breakdown of the results of the public random drawing for admission for 2023-24 for newly admitted students, total BCS enrollment, and enrollment by grade level. Please provide any pertinent updates to this information no later than Census Day for 2023-24. The breakdown should include all the following:***

   a. A comparison to prior years' enrollment
   b. Information about how many students applied for admission using the preferences for students who qualify for free or reduced-price meals (distinguishing between the preferences for students who do and who do not reside within LASD), and including for those students:
   i. how many were offered admission;
   ii. how many were placed on the waiting list;
   iii. how many have enrolled; and
   iv. how many are attending BCS.

Table 7.1 – Comparison of 2022-23 and 2023-24 Enrollment Data

Grade Level	Lottery Seats		Offered		Newly Enrolled		Total Enrollment	
Year	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
TK	N/A	44	N/A	68	N/A	40	N/A	40
K	122	65	185	108	110	61	126	87
1	15	29	30	40	13	21	128	111
2	2	3	26	38	8	16	129	134
3	8	0	24	37	11	16	134	137
4	1	0	32	32	5	9	130	129
5	6	0	19	23	10	9	130	126
6	0	0	7	33	0	12	109	117
7	1	15	13	22	3	6	82	72
8	7	4	9	5	3	1	82	73
Totals	**162**	**160**	**345**	**338**	**163**	**151**	**1050**	**1026**

Table 7.2 –2023-24 FRM Enrollment Data

		IN DISTRICT				OUT OF DISTRICT			
Grade	ALL FRL Applicants	Applied	Offered	Enrolled	Waitlisted	Applied	Offered	Enrolled	Waitlisted
TK	10	4	4	3	0	6	0	0	6
K	28	5	5	3	0	23	0	0	23
1	18	4	4	4	0	14	0	0	14
2	15	2	2	1	0	13	0	0	13
3	13	5	5	3	0	8	0	0	8
4	7	3	3	1	0	4	0	0	4
5	9	2	2	2	0	7	0	0	7
6	14	1	1	1	0	13	0	0	13
7	13	1	1	0	0	12	0	0	12
8	0	0	0	0	0	0	0	0	0
TOTAL	127	27	27	18	0	100	0	0	100

5. ***A detailed assessment of the effectiveness of the TK pilot program in increasing diversity in enrollment.***

The effectiveness of BCS' recruitment efforts targeted at pre-kindergarten students (inclusive of transitional kindergarten-eligible students) is indicated, among other data, by the increase in FRM/SED enrollment at BCS. As the tables above indicate, as of the 2023-24 school year, FRM/SED students comprise 10% of all TK enrollment at BCS, which is 3% higher than the District's FRM/SED population (districtwide) on a percentage basis as of the 2022-23 school year. The effectiveness of these efforts is also indicated by BCS' lower English-only population in transitional kindergarten (44%) compared to students in 5th grade (58%).

IV. Corrective Action Plan Updates

BCS has gone above and beyond to implement the terms of its charter, the Charter Schools Act, and the Corrective Action Plan. BCS' measures to date are effective within the constraints that BCS cannot compel students to apply and attend BCS, and BCS cannot admit students through any mechanism but a random public drawing. The current measures should be maintained, and it will take time for the full impact to be realized; SCCOE needs to have realistic and reasonable expectations in that regard.

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In terms of concrete steps, we ask that SCCOE call on the District to work with BCS to accommodate more students with respect to facilities, and to help BCS welcome District families and encourage their enrollment at BCS. For years, the District has spread a false narrative to its families that BCS discriminates and is bad for the community, which may have untold consequences on families' decision to not seek to enroll in BCS – particularly working families with limited English proficiency, and limited time to independently investigate the District's irresponsible and harmful claims. We ask that SCCOE call on the District to work with BCS in partnership to promote BCS as an option for District families. If the District believes there are District students who "wish to attend" BCS but cannot, the District should refer them to BCS and work with BCS to expand BCS' capacity to serve them.

The number of Hispanic students living in Los Altos attending public schools is known, and the vast majority attend District schools near to where they live. BCS would be pleased to work with the District on a campaign to reach and encourage these students to apply to and enroll at BCS. If the District will not help its students enroll in BCS, it has no grounds to complain that too few of its students are doing so. Indeed, the only way BCS can meaningfully increase its, e.g., Hispanic enrollment, is if such students disenroll from or decline to attend District schools and attend BCS instead.

Specifically, BCS proposes the following actions for SCCOE, which can be included in the Corrective Action Plan:

1. SCCOE should direct the District to allow BCS to post Spanish-language advertisements inviting parents to apply to BCS at District schools.
2. SCCOE should direct the District to provide BCS with directory information for its students so that BCS may communicate with them and invite them to apply to BCS.
3. SCCOE should direct the District to include a link on its website in Spanish inviting students to apply to BCS.
4. SCCOE should direct the District to include information about enrollment in BCS in communications to parents about enrolling in school.

In response to SCCOE's requests for specific ongoing commitments from BCS, BCS can provide SCCOE an annual written report of its evaluation process related to its recruitment efforts and enrollment, including to address any changes BCS makes to its process. BCS also agrees to promptly provide SCCOE the results of its open enrollment process following the completion of each public random drawing for admission, and updated reports after Census Day each year for the remainder of BCS' charter term.

In closing, again, BCS remains committed to diversity through concrete action, as it has demonstrated, and will continue to work diligently towards that end and to foster a school

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community that welcomes and supports students of all backgrounds and abilities. BCS remains committed to working with SCCOE and the Board of Education in partnership to serve students.

Sincerely,

Maureen Israel
Superintendent/Principal

Cc: Members of the Santa Clara County Board of Education:
President Victoria Chon
Vice President Tara Sreekrishnan
Maimona Afzal Berta
Joseph Di Salvo
Raeena Lari
Grace H. Mah
Don Rocha

Attachment 1A

BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

October 11, 2019

Santa Clara County Board of Education
In care of: Mary Ann Dewan, Ph.D.,County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
SENT VIA EMAIL (MaryAnn_Dewan@sccoe.org) AND REGULAR MAIL

Re: BCS Response to Santa Clara County Office of Education October 2, 2019 Letter and Los Altos School District September 10, 2019 Letter

Dear Dr. Dewan and Members of the Santa Clara County Board of Education:

This responds to Superintendent Dewan's October 2, 2019 letter and the Los Altos School District's ("LASD" or the "District") September 10, 2019 letter addressed to the Santa Clara County Board of Education ("SCCBOE"). LASD makes misleading claims concerning Bullis Charter School's ("BCS") student demographics and expresses "concern" that we might re-introduce a geographic enrollment preference for kindergarten previously approved several times by the Santa Clara County Board of Education ("SCCBOE"). LASD also makes baseless, incendiary claims of "discrimination" and "segregation", yet fails to identify any actual discrimination or segregation at BCS.

As explained in detail below, LASD's allegations are demonstrably false and misleading. We would rather, however, focus our resources on educating students rather than arguing with LASD; healing rather than dividing. We are therefore accepting option one offered in your October 2nd letter. We shall continue the suspension of the geographic preference formerly applied to students seeking to enroll in kindergarten at BCS from the former Bullis-Purissima attendance area. LASD's divisive tactics must stop.

LASD falsely alleges that BCS discriminates against socioeconomically disadvantaged students, students with disabilities, and English Language Learners (collectively the "LASD-Selected Subgroup Students"). BCS and most LASD schools serve similar percentages of these LASD-Selected Subgroup Students. Yet LASD, which has complete control over its own attendance boundaries, operates with wider-ranging percentages of LASD-Selected Subgroup Students among *its own schools* than with BCS. The verifiable facts published by the state completely refute LASD's allegations by demonstrating that:

- BCS serves a *higher* percentage of English Language Learners than *more than half* of all LASD-operated schools;
- The percentage of students at BCS identified as socioeconomically disadvantaged is within *one-percent* of four other LASD schools; and
- BCS serves a *higher* percentage of students with disabilities than two LASD schools, and is within *one-percent* of four other LASD schools.

Notably, *none* of the subgroups decried by LASD are racial or ethnic designations. In fact, BCS is more racially and ethnically diverse than LASD, and draws from all corners of the District. These verifiable facts make LASD's demand for a "desegregation plan" ridiculous.

As you know, BCS is a school of choice and is legally required to admit all students, subject to capacity. Because we have more applicants than available seats, we use a fair, public and random drawing (known as a "lottery") to determine enrollment. BCS does not ask for or have any information about a student's disability, socioeconomic, or English Language Learner status before the lottery or admitting a student. Thus, BCS never has in the past, does not currently, and cannot discriminate against applicants on these or any other grounds. BCS's only enrollment constraint is imposed by none other than LASD itself, by its consistent refusal to allocate adequate facilities and the classroom space that our in-district students are entitled to. This is particularly troubling in light of the fact that one-in-five public school students residing within the District are enrolled with BCS.

Both the Santa Clara County Office of Education ("SCCOE") staff and the SCCBOE have previously considered—and refuted—LASD's discrimination allegations in the context of serving students with disabilities:

> "It is unlikely that equivalent percentages of special needs students will exist in a small school each year compared to a larger school district. Furthermore, percentages can vary dramatically from year to year with the inclusion or withdrawal of one student…That being said, there exists no law that requires all schools to have equivalent percentages of special needs students [or other High-needs Students]. *So long as BCS is offering equal enrollment opportunities to all students – regardless of whether they have special needs – it is meeting its obligation*."[1]

BCS has met and is meeting its obligation by offering and encouraging all students the opportunity to apply for enrollment. BCS even conducts extra outreach with regard to special education students at LASD's insistence. Regardless, BCS and LASD have similar student demographics, which should be expected considering nearly 95 percent of BCS students *are LASD residents*. As exclaimed by LASD in its letter, 20% of all public school students residing within the district choose to attend BCS, making it by far the largest of any school within the district. And many more students are on the waiting list. This means that nearly one-in-four public school children in grades K-8 who reside within LASD either attend BCS or are on the waitlist to attend. Choice is a powerful and meaningful thing.

If LASD was truly concerned about "discriminatory impacts", LASD would change its attendance boundaries to address its own enrollment disparities. BCS is more diverse than the average LASD school and serves a greater percentage of LASD-Selected Subgroup Students than many LASD schools. In fact, LASD's Almond and Santa Rita schools enroll a disproportionally *higher* percentage of certain LASD-Selected Subgroup Students as compared to the other District schools. The SCCOE should find it disconcerting that LASD not only tolerates but encourages such disparity in one quarter of its elementary schools. LASD has the power to take action to address what it describes as discrimination at its own schools, but has done nothing.

[1] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20Close%20LCS.pdf.

LASD's letter is particularly offensive because it accuses BCS of "systematic discrimination" and "segregation" knowing the data and law demonstrate otherwise. LASD repeatedly and wrongfully accuses BCS of discrimination hoping that if the district repeats the false contention enough, people will believe it's true. But it's not true. For years LASD has blurted out similar unsupported accusations, yet more and more LASD families continue to enroll their children at BCS with demographics consistent with what we see district-wide. LASD's efforts to spread misinformation do not sway families away from BCS; it only serves to ignite tensions with the community.

If there is any party responsible for "systematic discrimination" in this community, it is LASD. LASD has systematically discriminated against BCS children by failing to provide adequate facilities under Proposition 39. LASD resident families who choose BCS are plainly discriminated against by LASD in that regard. LASD admits that one in five students who reside within the district attends BCS. And yet, LASD has never provided BCS children with equivalent school facilities they are entitled to under the law. Instead, LASD forced BCS into temporary "bungalow" type classrooms on split campuses. BCS is the *only* school within LASD that is forced to conduct operations on two separate sites. BCS has also needed to seek judicial relief on multiple occasions to prevent LASD from hindering or outright denying BCS's access to even those substandard facilities.

LASD's discrimination against BCS families is exacerbated by the District's failure thus far to use proceeds from the 2014 Measure N bonds to support BCS facilities. Measure N authorized LASD to issue up to $150 million in bonds to acquire, improve and construct school facilities within the district. LASD's resolution requesting an election for Measure N explicitly provided for facilities to support the charter school. Voters supported Measure N with the understanding that students who attend BCS would be benefited by facilities provided or supported by the bond funds. Instead, LASD has committed to purchase a property at the edge of the District, sandwiched within a shopping center, that is much too small to ever serve BCS.

LASD claims that BCS is divisive, but the September 10 letter to the SCCBOE—with a number of state officials copied—is the latest chapter in the long story of the District's divisive tactics seeking out any opportunity to attack BCS's reputation and harm the families who have enrolled their children at BCS. Despite these attempts to undermine BCS, we are one of the highest performing schools in the region. BCS has received numerous awards, including being recognized as a California Gold Ribbon School and National Blue Ribbon School.

It is fortunate that students in our community have great public education options with both BCS and LASD schools. However, LASD makes clear it does not believe parents should have a charter school choice within the district. LASD residents have thought differently for almost twenty years. Each year, BCS receives substantially more student enrollment applications than it has seats available. Our hope is LASD will stop these counterproductive attacks that pit one neighbor against another, and instead focus on working with us on a long-term resolution on school facilities for the benefit of our entire community.

A. BCS Uses a Transparent and Equitable Admissions Process to Admit Students

BCS is a school of choice offering enrollment opportunities to all interested families. BCS is required to and does admit all pupils who wish to attend, subject to capacity. (Ed. Code, § 47605(d)(2)(A).) BCS encourages all interested students to apply, especially students with special needs. We have many more applicants than seats available, and therefore use a public random drawing to admit students pursuant to our approved charter petition. This is a typical admissions process for charter schools across the state. SCCBOE has approved this admissions process *seven times* through charter and material revision approvals.

BCS's use of a random drawing is not discriminatory against any student group—that is the entire purpose of a public random lottery. The application to participate in the drawing only asks for basic information and does not ask for any information about a student's race, ethnicity, disability status, income level, or English Language Learner status. A computer-generated drawing is conducted in public in a fair and transparent manner to determine enrollment. There is simply no evidence of "segregation" or "discrimination" in the admissions process.

B. BCS Efforts to Achieve Racial and Ethnic Balance Reflective of LASD's Student Population

LASD claims BCS is required to "ensure" it maintains a "racial and ethnic balance reflective of [LASD]" and repeatedly demands that BCS be brought into "compliance" with this standard. But LASD utterly fails to explain or provide any evidence of a "racial or ethnic balance" concern. Instead it focuses on LASD-Selected Subgroups which are not racial or ethnic designations at all. And in any event, they've got the wrong standard, and have missed the point. The Charter Schools Act requires BCS to describe the school's *efforts to achieve* a racial and ethnic balance reflective of the population residing within the local school district in its charter petition. (Ed. Code, § 47605(b)(5)(G).) Charter schools cannot *guarantee* a reflective balance will occur because they are schools of choice required to admit all pupils.

BCS's description of the BCS Outreach Recruitment Plan in its charter petition does much more than merely comply with the Charter Schools Act—it goes above and beyond. This plan features a variety of outreach strategies specifically tailored for underserved communities, including, but not limited to providing applications, school tours, website information, and other enrollment materials in multiple languages (e.g., Spanish, Mandarin) and interpreters for Parent Information Nights. We also expend significant resources for outreach activities in North of El Camino ("NEC") neighborhoods which feature a higher percentage of English Language Learners and socioeconomically disadvantaged pupils compared to other neighborhoods in LASD. This includes direct mail postcards targeting NEC neighborhoods, advertisements in the local Spanish newspaper, and extensive flyering in NEC neighborhoods (e.g., laundromats, apartment buildings, parks, gas stations, grocery stores, Mountain View Community Center, etc.) LASD has also actively obstructed BCS's efforts to conduct outreach to these communities by rejecting BCS's requests to participate in LASD's kindergarten open-house enrollment events.

LASD does not and cannot identify a single instance of segregation or discrimination at BCS, because discrimination is not occurring at BCS. In fact, BCS's successful implementation of the Outreach Recruitment Plan has resulted in a *more racially diverse* student population than LASD:

Percent of Total Student Population

	LASD	BCS
African-American	0.5%	1.1%
American Indian	0.2%	0%
Asian	33.6%	47.3%
Filipino	0.6%	0.9%
Hispanic	7.6%	4.2%
Two or More Races	11.7%	18.5%
Pacific Islander	0.2%	0.3%
White	45.4%	25.8%

Source: California School Dashboard (2018)

BCS has a slightly higher percentage of students in five of the seven minority student groups detailed in the California School Dashboard. This data demonstrates that LASD claims of "segregation" and demand for a "desegregation plan" are unfounded.

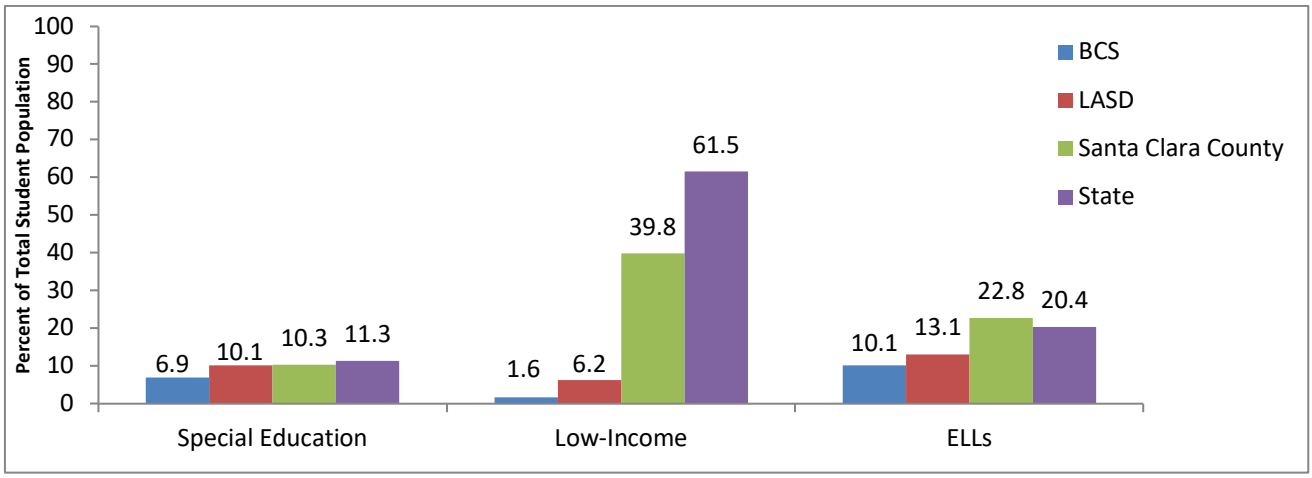
C. At the Individual School Level, BCS and LASD's Average Student Population Feature Similar, Comparable Percentage of Students with Disabilities, English Language Learners, and Socioeconomically Disadvantaged Students

As SCCOE/SCCBOE correctly noted previously, BCS is not required to serve "equivalent percentages" of LASD-Selected Student Subgroups, and it is unreasonable to expect this result.[2] Nevertheless, BCS and LASD serve a similar percentage of LASD-Selected Subgroup Students in large part due to BCS's outreach efforts and the strong community demand for BCS.

LASD has devised misleading graphs and manipulated statistics in order to support an incorrect conclusion that BCS has "discriminatory impacts." For example, LASD used an artificially-shortened Y-Axis in an attempt to deceivingly exaggerate the marginal differences between BCS and LASD in enrollment percentages of LASD-Selected Subgroup Students. In other words, LASD attempted to mislead the SCCBOE. Here is a corrected bar graph with an appropriate Y-Axis range (0-100) for a comparison of percentages:

[2] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20Close%20023.pdf.

2018 Students in LASD-Selected Subgroup Classifications (Corrected)



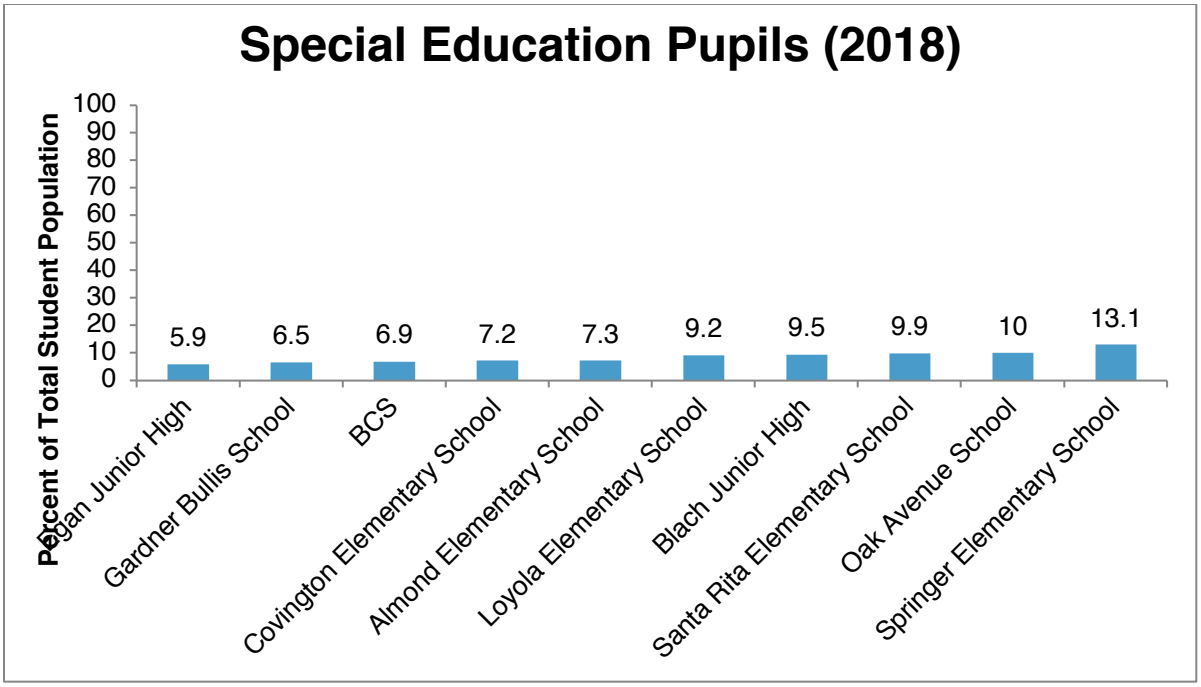
Source: California School Dashboard (BCS and LASD); DataQuest (County and State)

The differences between LASD district-wide average and BCS are relatively minimal, particularly when compared with Santa Clara County and State averages. But comparing BCS to individual LASD schools reveals the both BCS and the majority of LASD schools enroll essentially the same percentage of LASD-Selected Subgroup Students. See graphs below.

BCS's Growth in Enrollment of Students with Disabilities

LASD uses misleading statistics to suggest BCS is underserving students with disabilities. First, LASD claims 6.8% of BCS students are students with disabilities, when the actual statistic is 6.9% in 2018 according to the California School Dashboard. LASD then compares a *seven-year average* of how many students with disabilities BCS and LASD served (BCS's enrollment has more than doubled in that period) to support its demand for a "desegregation plan".

Our special education program, provided in collaboration with and staffed by the SCCOE, is an attractive component of our program. Between the 2014-15 and 2018-19 school years, BCS grew by over 200 students and the percentage of students with disabilities *increased* by 1.75%. Recent data indicates 6.9% of BCS students are students with disabilities, whereas the district-wide average is 10.1%. But the graph below demonstrates that BCS is within one-percent of four LASD schools and serves a higher percentage of students with disabilities than two LASD schools:

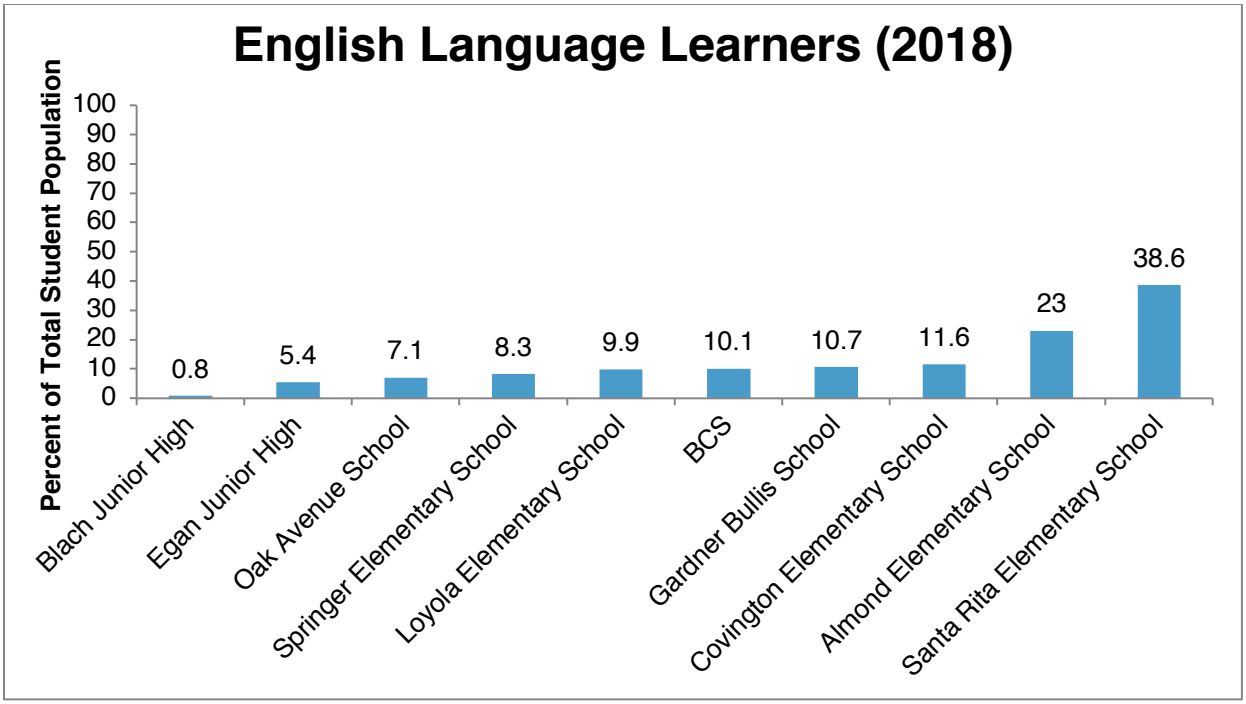


Source: California School Dashboard

LASD also claims BCS is somehow responsible for serving fewer "high cost" students with disabilities. BCS cannot control the severity of an admitted student's disability or the costs associated with serving the student. Unlike LASD, BCS does not view any of its enrolled students through a lens of cost; if a special needs pupil is enrolled at BCS, school teachers and administrators work diligently with SCCOE staff to ensure the student receives a fair and appropriate public education.

BCS and Majority of LASD Schools Enroll Similar Percentage of English Language Learners

The graph below demonstrates BCS and the majority of LASD schools serve a similar percentage of English Language Learners, with the exception of two LASD schools—Almond and Santa Rita—that appear to over-index with ELL students compared to every other school in the District.

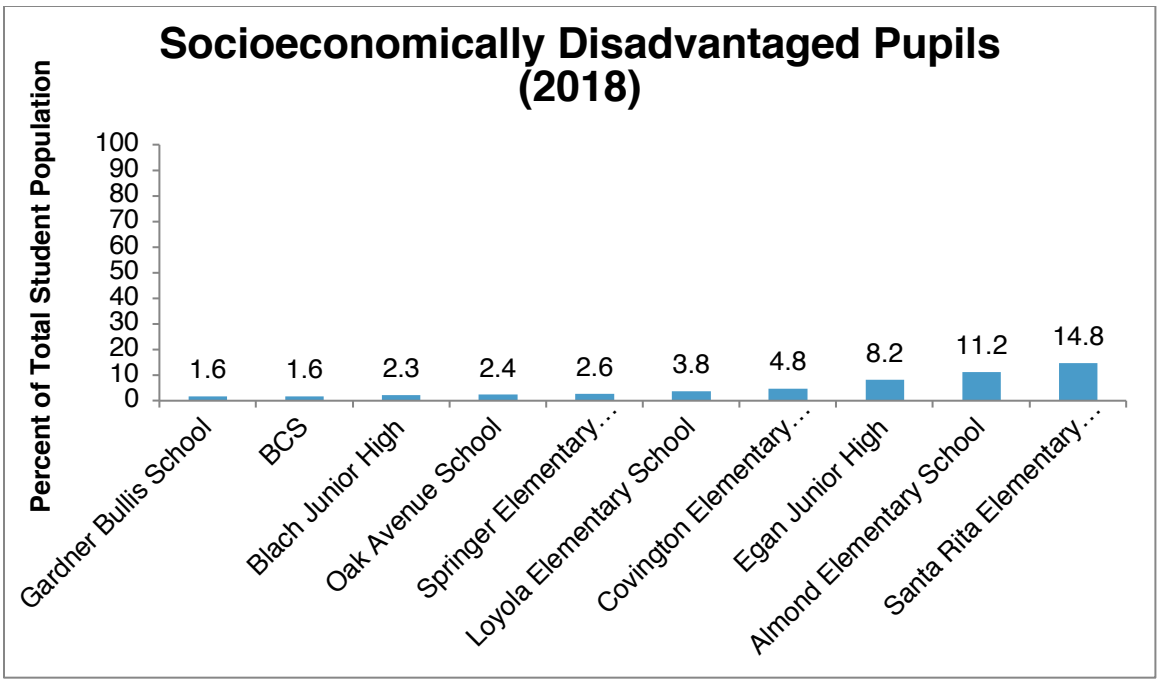


Source: California School Dashboard

BCS is essentially the median school within the district. BCS is within a few percent of the majority of LASD schools and serves a higher percentage of English Language Learners than more than half of all LASD-operated schools.

BCS and Majority of LASD Schools Serve Similar Percentage of Socioeconomically Disadvantaged Pupils

There are a relatively small percentage of families who are socioeconomically disadvantaged living within LASD, and this is reflected in both BCS and LASD student populations. Reviewing the data on a school-by-school basis demonstrates that the percentage of students at BCS identified as socioeconomically disadvantaged is within one-percent of four other LASD schools:



Source: California School Dashboard

BCS will continue its diligent efforts to recruit socioeconomically disadvantaged pupils by implementing strategies in the Outreach Recruitment Plan including, but not limited, to multilingual advertisements and extensive flyering in the NEC neighborhoods.

LASD claims requests for donations demonstrate that BCS is somehow failing to serve socioeconomically disadvantaged pupils, but LASD follows and benefits from the same practice. The district's Los Altos Educational Foundation, a nonprofit organization dedicated to supporting LASD, asks for $1,200 in donations from each LASD family. The Foundation supporting BCS asks for voluntary donations to make up for the large funding gap between BCS and other LASD schools. No BCS family is required to donate any amount as a condition of enrollment. Seeking voluntary donations is a common practice throughout elementary schools in California, not evidence of discrimination by either party.

D. LASD's Failure to Address Discrimination Concerns at LASD Schools

LASD criticizes BCS's "low" enrollment of LASD-Selected Subgroup Students, but LASD schools serve a percentage range of these same student groups (some higher than BCS, some much lower), yet LASD has done nothing to equalize its own percentages. For example, Almond and Santa Rita Elementary Schools have much larger percentages of socioeconomically disadvantaged pupils and English Language Learners compared to the other LASD schools. By LASD's own standards, the district should be outraged and seek to immediately "desegregate" those schools and "integrate" those LASD-Selected Subgroup Students into its schools with fewer representative students than Almond and Santa Rita.

If LASD was sincere about its "discriminatory impact" concerns, one would expect the District to take action for its own schools. For example, LASD could change the attendance boundaries of its district schools so there is a greater balance of LASD-Selected Subgroup Students among LASD schools. LASD could also seek to modify school district boundaries to server a greater number of LASD-Selected Subgroup Students. Instead, LASD chooses to focus its ire solely on BCS even though BCS has comparable student demographics as LASD schools.

E. LASD's Failure to Comply with Proposition 39 Obligations Systematically Discriminates Against Children Who Choose to Attend BCS

LASD has repeatedly accused BCS of discriminatory practices for years. But in fact, LASD has systematically discriminated against BCS's LASD-resident students by failing to meet its legal duty to provide equivalent facilities for those residents.

Under Proposition 39, LASD is required to make available facilities sufficient for BCS to accommodate all students who reside within LASD boundaries in conditions reasonably equivalent to those in which those students would be accommodated if they were attending other LASD schools. (Ed. Code, § 47614(b).) The Courts of Appeal have consistently held charter school students are entitled to receive a proportionate fair share of public resources, including access to reasonably equivalent school facilities. (See *Bullis Charter School v. Los Altos School District* (2011) 200 Cal.App.4th 1022, 1063; see also *Ridgecrest Charter School v. Sierra Sands Unified School Dist.* (2005) 130 Cal.App.4th 986, 999.)

LASD has abused its control of local public school facilities to discriminate against BCS students by forcing those students into cramped, unequal conditions in temporary modular buildings as compared to those facilities they would enjoy if they attended a LASD school. LASD's repeated unlawful conduct has forced us to seek relief from the courts to protect children's right to access public school facilities within the district.

For example, BCS challenged LASD's offer of facilities for the 2009-10 school year because LASD used a distorted methodology with the intention of minimizing its offer of facilities. The Court of Appeal found LASD had violated the law in numerous ways with respect to its obligations under Proposition 39 and criticized LASD's methodology that resulted in a deficient offer of facilities. We hoped LASD would follow the Court of Appeal's direction and remedy its facilities offers. Unfortunately, LASD continues its failure to offer equivalent facilities and instead seeks out opportunities to obstruct BCS.

In 2013, LASD even sought to acquire property far outside of LASD's boundaries (two school districts away in the City of Sunnyvale) in an attempt to forcibly relocate LASD-resident BCS students. LASD tried to use Proposition 39 – the law intended to provide BCS students living within LASD access to facilities *within LASD* – to move BCS far away with the hopes of shuttering the school altogether. They failed. The Court held LASD could not acquire the Sunnyvale site nor could it force BCS to relocate without BCS's consent.

Considering that BCS is the largest school in LASD by far, and approximately 95% of BCS students live within LASD, it is unconscionable LASD has spent the better part of twenty years withholding access to public school facilities these children are entitled to under the law. Even with LASD's persistent attacks, BCS continues to succeed thanks to the strength of its education program and incredible community support.

F. The Geographic Preference Reflects the Former Attendance Boundaries of a Closed LASD School

BCS provided families in Los Altos and Los Altos Hills with an enrollment preference for all grade levels to ensure they had access to a nearby school and the K-8 BCS experience after LASD closed their neighborhood school ("Preference"). The boundaries of the Preference are the former boundaries of the district school LASD closed.

As part of BCS's short-term facilities resolution with LASD in 2014, BCS agreed to seek SCCBOE's approval to progressively reduce the Preference for only the kindergarten grade level. That change in enrollment preference required SCCBOE's approval at a public hearing. (Ed. Code, § 47605(d)(2)(B)(ii).) At a public board meeting in September 2014, SCCBOE approved a material revision to BCS's charter petition that allowed the modified Preference.

The current SCCBOE-approved charter requires that the Preference will once again apply to kindergarten applicants after the 2019-20 school year. As stated above, BCS accepts option one offered in your October 2, 2019 letter, and shall continue the suspension of the geographic preference formerly applied to students seeking to enroll in kindergarten at BCS from the former Bullis-Purissima attendance area.

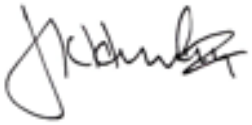
In any event, the Preference is lawful and has never resulted in "discriminatory impacts". As demonstrated above, BCS is more racially and ethnically diverse than LASD and serves a similar percentage of LASD-Selected Subgroup Students.

G. Conclusion

We appreciate this opportunity to address LASD's erroneous claims about our enrollment practices and school. BCS has never had a history of discrimination. BCS uses a public random drawing to decide enrollment and remains committed to recruit students of all backgrounds through the Outreach Recruitment Plan.

LASD claims SCCBOE needs to take action to conduct appropriate oversight, but the requested "desegregation plan" is nonsensical considering BCS has a more diverse student population than LASD. While we vehemently disagree with LASD's accusations, we remain committed to working in good faith with LASD to reach a long-term resolution concerning facilities.

Sincerely,



Joe Hurd
Chair and President,
BCS Board of Directors

Attachment 1B

BULLIS charter school
A CALIFORNIA K - 8 PUBLIC SCHOOL

May 5, 2021

VIA EMAIL:
Superintendent:
MaryAnn_Dewan@sccoe.org

Board Members:
crossi@sccoe.org
kking@sccoe.org
vchon@sccoe.org
jdisalvo@sccoe.org
rkamei@sccoe.org
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portiz@sccoe.org

Santa Clara County Board of Education
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: BCS Response to Santa Clara County Board of Education's May 5, 2021 Agenda Item 7A

Dear Dr. Dewan and Members of the Santa Clara County Board of Education:

On behalf of Bullis Charter School ("BCS"), I request that the Santa Clara County Board of Education ("County Board") deny or decline to take action as set forth in Agenda Item 7A, which incorrectly concludes without specific facts or evidence that BCS is not serving all pupils who wish to attend the school, and suggests that BCS must "cure" that fictitious "alleged violation." Nothing could be further from the truth. In fact, BCS admits all students who wish to attend, subject only to capacity constraints, and uses a fair and transparent admission process that the County Board has approved at least seven times. Making matters especially troubling here, the Santa Clara County Office of Education ("SCCOE") has couched this item in terms of a justification for potential nonrenewal of the charter.

The obvious obstacle to BCS not serving all pupils who wish to attend is our lack of access to school facilities, which has been a constant struggle for BCS. The SCCOE staff have incorrectly and improperly conflated a "notice of violation" provision under new Education Code section 47607(e)—

which by its own terms cannot be issued until **after** the conclusion of this school year—with a charter element description concerning pupil balance required for our not-yet-submitted renewal petition.

The agenda item came as a complete surprise to us, especially in light of the collaboration we have been experiencing with the SCCOE staff over the past several months. We request that County Board refrain from authorizing or delegating any authority for a notice of violation unless and until the SCCOE staff present substantial, specific, factual evidence that BCS is not complying with the law or has unlawfully excluded any person or group from admission to the school that would warrant such a notice. Otherwise, the County Board is tainting what should be a fair renewal process, in violation of BCS' right to due process.

Background

For more than a year, BCS has been working collaboratively and constructively with the SCCOE Staff to develop and strengthen a plan to educate and serve all students in our community. We appreciate the insights and advice that SCCOE staff have provided, and we have made several adaptations to our Outreach Plan—and expect to continue making adaptations going forward—based on their input.

BCS is required to and does admit all pupils who wish to attend, subject to capacity. (Ed. Code § 47605(e)(2)(A).) BCS is a school of choice offering enrollment opportunities to all interested families. BCS continues to implement an equitable and transparent admissions process that the County Board has approved at least seven times through charter and material revision approvals.

Because we receive many more applications than seats available, we use a public random drawing process to admit students set forth in our approved charter. The use of a random drawing is not discriminatory against any student group.

It is significant that BCS is the largest school within the Los Altos School District ("LASD"), enrolling more than a quarter of all public-school students grades K-8 residing within LASD. LASD operated schools have seen their enrollment drop from 2018-19 to 2020-21 by 668 students, while BCS increased enrollment by 177 students during the same period. And notably, BCS enrolled just under **one-third** of all Kindergarteners residing within LASD in 2020-21.

In addition to taking all students either on completion of enrollment forms or, when oversubscribed, through the use of a fair-and-transparent random lottery, BCS is committed to enrolling a more diverse student population, consistent with the letter and spirit of the Charter Schools Act. We value guidance from SCCOE Staff, but there are several assertions about our current enrollment that need to be corrected:

1. The Action Item oddly asserts that "BCS is not serving all pupils who wish to attend." While BCS encourages and welcomes all pupils to enroll, as the Trustees know, BCS **cannot** serve all students and families who wish to attend because we have many more applications than we have available spots in our classrooms. Each year, enrollment is determined by a public random drawing ("the lottery") that is held following our Open Enrollment period, using common enrollment preferences authorized by you, the County Board.

2. The Action Item incorrectly asserts without evidence that "the percentage of BCS's enrollment of some pupil groups has actually decreased." That is true only for the white student group. In fact, enrollment of almost all subgroups of students at BCS have remained steady in recent years, with statistically small increases or decreases. The only student group at BCS with a statistically significant decrease in enrollment is white students:

   2017 - 27.6%
   2018 - 25.8%
   2019 - 25.5%
   2020 - 22.5%

3. The Action Item incorrectly asserts without evidence that "Pupil groups that are underrepresented at BCS include:
   - English learners
   - Hispanic
   - Socioeconomically disadvantaged
   - Students with disabilities"

   In fact, based on data from the California School Dashboard:
   - English Learner enrollment percentage at BCS has been steadily increasing: 4.5% in 2019, 5.7% in 2020, and 6.7% in 2021, and the English Learner/Reclassified Fluent English Proficient enrollment percentage at BCS is on par with the district.
   - Hispanic student enrollment is steady: 4.2% in 2018, 3.8% in 2019, 3.9% in 2020, and 3.3% in 2021
   - SED student enrollment is steady: 1.6% in 2018, 1.2% in 2019, 1.4% in 2020, and 1.7% in 2021.
   - Enrollment of students with disabilities is steady: 6.9% in 2018, 7.0% in 2019, 6.7% in 2020, 6.7% in 2021.

   These percentages are similar to several LASD schools, and close to the averages for the district as a whole.

BCS appreciates diversity. We respect all students and families, and we appreciate the support of County Staff as we continue developing, improving, and implementing our Outreach Plan that will help BCS enroll an even more diverse student population.

A Notice of Concern under Section 47607(e) is Statutorily Premature

Under Education Code § 47607(e)—the new code section that Action Item 7A explicitly purports to rely upon—the County Board may only submit a notice to a charter school for allegedly failing to serve all pupils who wish to attend based on data provided only "at the conclusion of the year immediately preceding the final year of the charter school's term." (See Ed. Code § 47607(d)-(e).) Furthermore, that notice must be based upon documentation provided by CDE at the end of that school year. (Id.) BCS's final year of its charter term is FY 2021-22, and thus the County Board and SCCOE are prohibited from submitting a notice under Education Code § 47607(e) before the end of this school year. Thus, Agenda Item 7A is premature and should be denied.

Because SCCOE staff cannot under any circumstance—for good reason or not—form a basis to issue a notice under Education Code § 47607(e) until the end of the school year, the County Board cannot, or at least should not, delegate authority to SCCOE to issue such a significant notice as a predicate to a non-renewal recommendation. Otherwise, the County Board is tainting what should be a fair renewal process, in violation of BCS' right to due process. And again, the Agenda Item here utterly fails to meet the County Board's burden—it fails to make any specific allegations let alone offer any reviewable, never mind substantial, evidence that BCS is not serving all pupils who wish to attend.

BCS is required to and does admit all students subject to capacity and, as stated in the current charter, the school describes the means by which the school will achieve a pupil balance reflective of the general population within the boundaries of LASD. The County Board and SCCOE staff have previously acknowledged BCS is not required to serve the exact percentage of a particular student group as LASD, but instead must "[offer] equal enrollment opportunities to all students" to meet its legal obligations.[1]

SCCOE Staff Conflates the Obligation to Admit All Students With the Description of the Means To Achieve Pupil Balance

The Charter Schools Act does not (and cannot) require BCS to enroll specific percentages of particular student subgroups. Instead, BCS is required to describe the school's means to achieve pupil balance reflective of the population residing within the local school district (LASD) in the charter petition. Charter schools cannot guarantee a reflective balance will occur because they are schools of choice required to admit all pupils. BCS's charter petition exceeds the statutory requirements by describing BCS's Outreach Recruitment Plan.

The Agenda Item 7A irresponsibly alleges without evidence that BCS is not serving sufficient percentages of certain student groups, yet the County Board and SCCOE staff previously considered and refuted similar claims from LASD. SCCOE issued a letter in response to a claim that BCS failed to

[1] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

enroll the same percentage of special education pupils as LASD stating: "So long as BCS is offering equal enrollment opportunities to all students ... it is meeting its obligation."[2] Thus, it is inappropriate for the County Board to now authorize SCCOE staff to issue a notice here. And as demonstrated by facts, BCS has increased percentages among most pupil subgroups, except for the white student group.

BCS's Student Population Reflects General Population Residing within LASD, Is Growing More and More Diverse, and Our Outreach Recruitment Plan Increases Student Diversity

The Agenda Item claims BCS has "underrepresented" certain student groups, yet BCS reflects the geographic pupil balance of LASD (to the extent it can even be known—LASD has repeatedly refused to released data for in-District students, combining it with demographic data for out-of-District students it accepts for financial and other reasons). In fact, BCS is more racially and ethnically diverse than LASD in serving non-white student groups according to the latest California Dashboard data. Your Agenda Item claims four student groups are underrepresented and references that BCS's enrollment of certain groups has decreased. Yet, BCS's enrollment of three of the four listed student groups increased or remained steady as a percentage of total student population. Moreover, BCS serves a comparable percentage of these referenced student groups as many LASD schools.

BCS uses a public random drawing for enrollment and remains committed to recruit students of all backgrounds through the Outreach Recruitment Plan. Our extensive efforts have successfully increased diversity for student groups and we have discussed additional strategies with SCCOE staff. This includes the hiring of a staff member dedicated to increasing outreach and consequent diversity, and we are committed to continued deep engagement with the County Board and SCCOE staff on these important issues. However, instead of supporting BCS, this Agenda Item seeks to undermine BCS by creating a superficial notice outside of the parameters of the statutory renewal process.

We appreciate this opportunity to address the Agenda Item's erroneous claims regarding BCS's enrollment practices and the law. There is no "violation" evidenced; and no "cure" proposed. We request that the County Board deny or take no action on Agenda Item 7. The County Board should not delegate broad authority to SCCOE staff to issue a notice that is premature under Education § 47607(e) and wholly lacking in evidentiary support. To the extent SCCOE staff has questions or suggestions regarding BCS's enrollment practices and outreach efforts, we are more than happy to work with them.

Sincerely,

Maureen Israel
Superintendent
Bullis Charter School

[2] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

Attachment 2

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

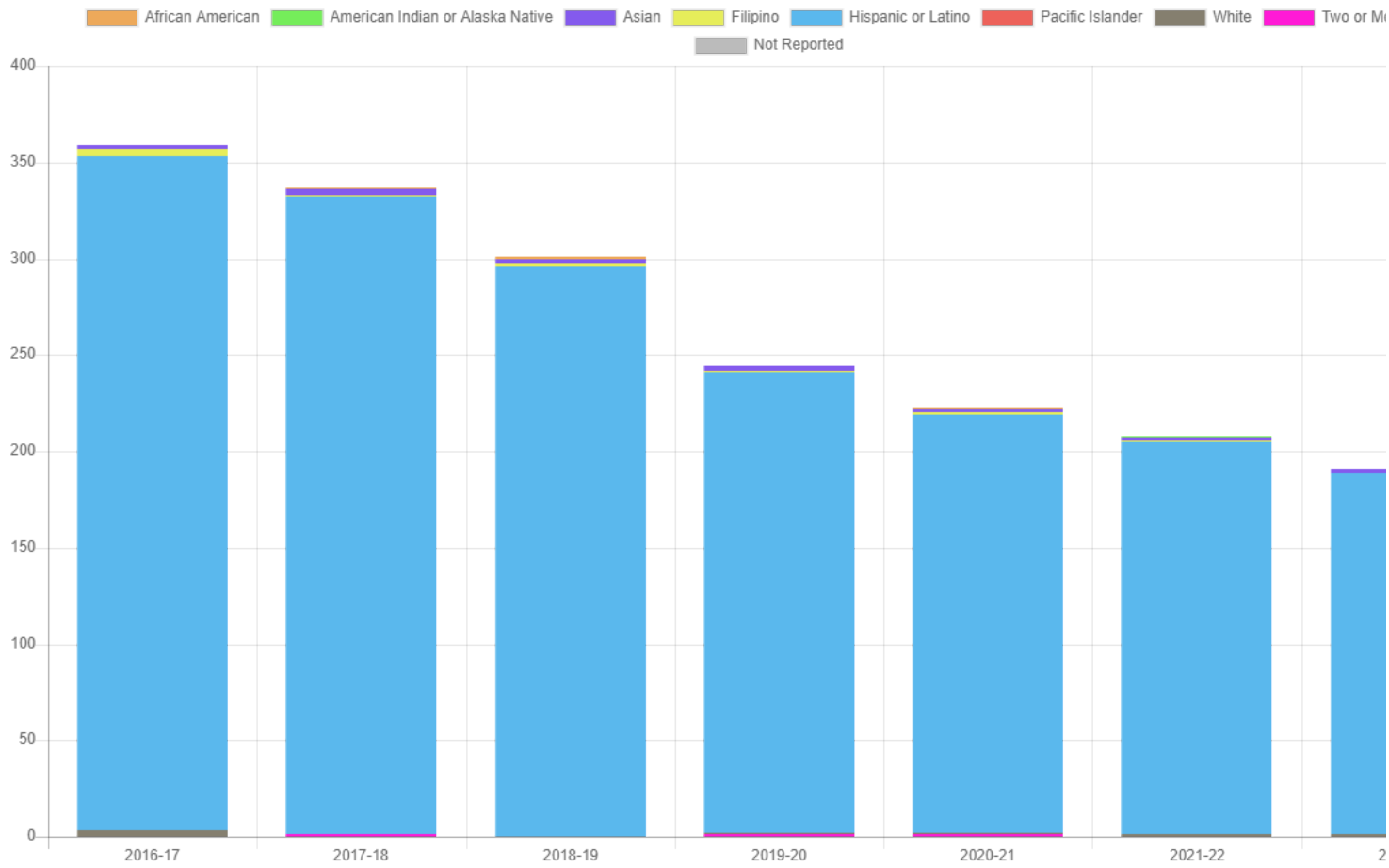
ACE Charter Report (43-10439-0116814)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**191**	0.0%	0.0%	1.0%	0.0%	98.4%	0.0%	0.5%	0.0%	0.0%
2021-22	**208**	0.0%	0.5%	0.5%	0.5%	98.1%	0.0%	0.5%	0.0%	0.0%
2020-21	**223**	0.4%	0.0%	0.9%	0.4%	97.3%	0.0%	0.4%	0.4%	0.0%
2019-20	**244**	0.0%	0.0%	0.8%	0.4%	98.0%	0.0%	0.4%	0.4%	0.0%
2018-19	**301**	0.3%	0.0%	0.7%	0.7%	98.3%	0.0%	0.0%	0.0%	0.0%
2017-18	**337**	0.3%	0.0%	0.9%	0.3%	98.2%	0.0%	0.0%	0.3%	0.0%
2016-17	**359**	0.0%	0.0%	0.6%	1.1%	97.5%	0.0%	0.8%	0.0%	0.0%

Enrollment by Ethnicity



California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

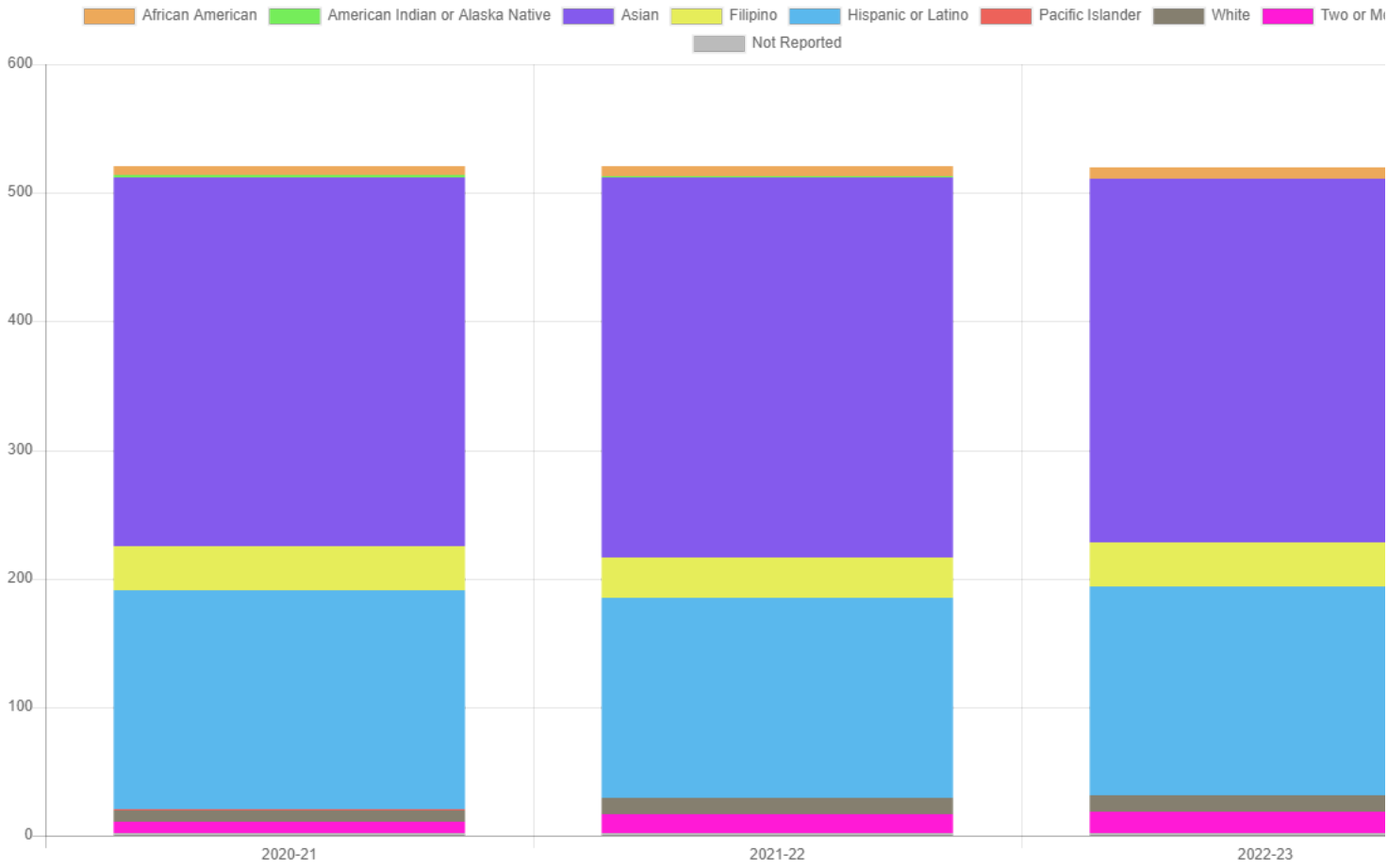
Alpha: Cornerstone Academy Preparatory Report (43-10439-0121483)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**520**	1.7%	0.0%	54.4%	6.5%	31.3%	0.0%	2.3%	3.3%	0.4%
2021-22	**521**	1.5%	0.2%	56.8%	6.0%	29.9%	0.0%	2.3%	2.9%	0.4%
2020-21	**521**	1.3%	0.4%	55.1%	6.5%	32.6%	0.2%	1.7%	1.7%	0.4%

Enrollment by Ethnicity



SR-000045

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

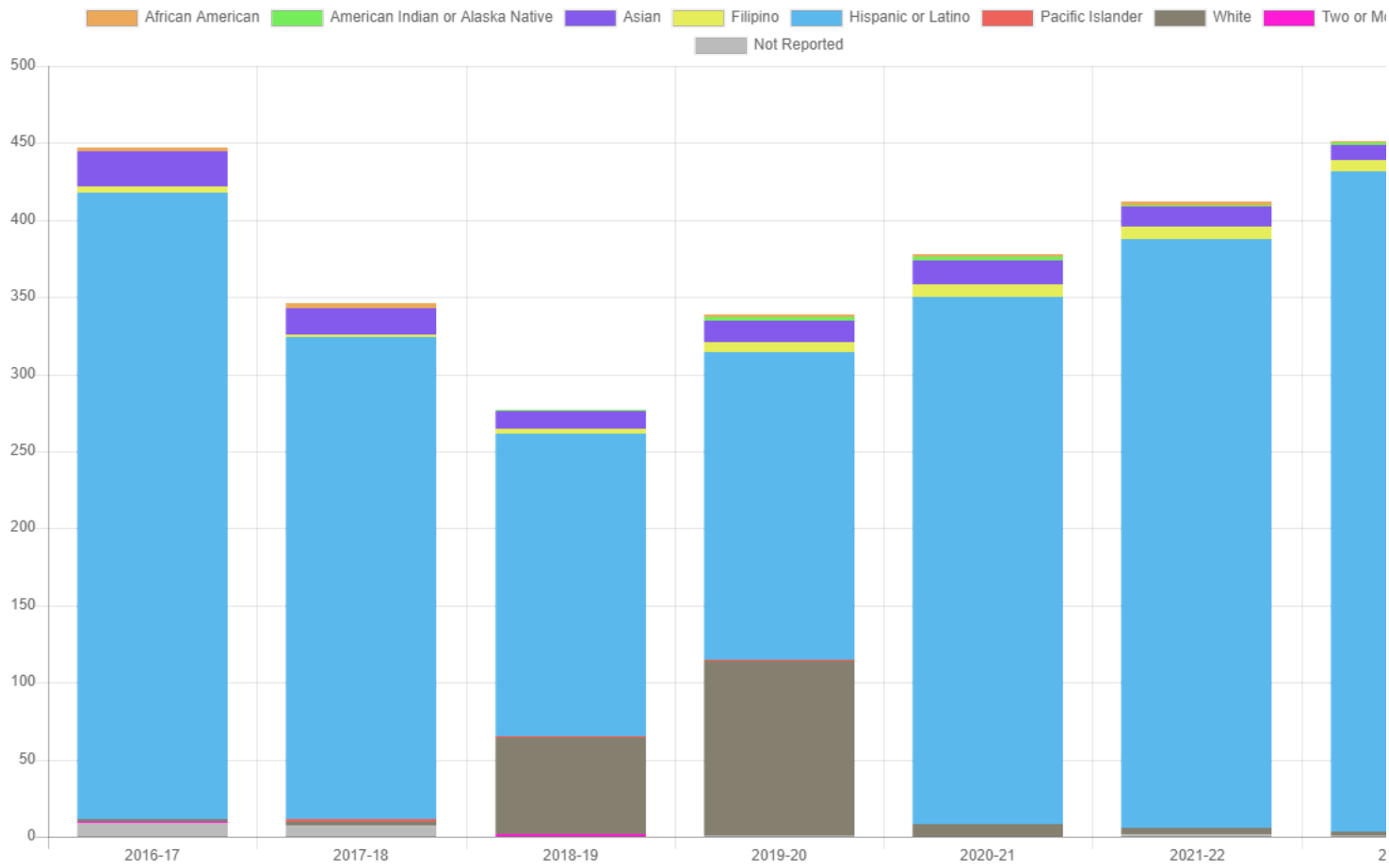
Alpha: Jose Hernandez Middle Report (43-10439-0129213)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**451**	0.2%	0.2%	2.2%	1.6%	95.1%	0.0%	0.4%	0.0%	0.2%
2021-22	**412**	0.5%	0.2%	3.2%	1.9%	92.7%	0.0%	1.0%	0.0%	0.5%
2020-21	**378**	0.5%	0.5%	4.2%	2.1%	90.5%	0.0%	2.1%	0.0%	0.0%
2019-20	**339**	0.6%	0.6%	4.1%	2.1%	58.7%	0.3%	33.3%	0.0%	0.3%
2018-19	**277**	0.0%	0.4%	4.0%	1.4%	70.8%	0.4%	22.4%	0.7%	0.0%
2017-18	**346**	0.9%	0.0%	4.9%	0.6%	90.5%	0.3%	0.9%	0.0%	2.0%
2016-17	**447**	0.4%	0.0%	5.1%	0.9%	91.1%	0.0%	0.2%	0.2%	2.0%

Enrollment by Ethnicity



SR-000046

SR-000047

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

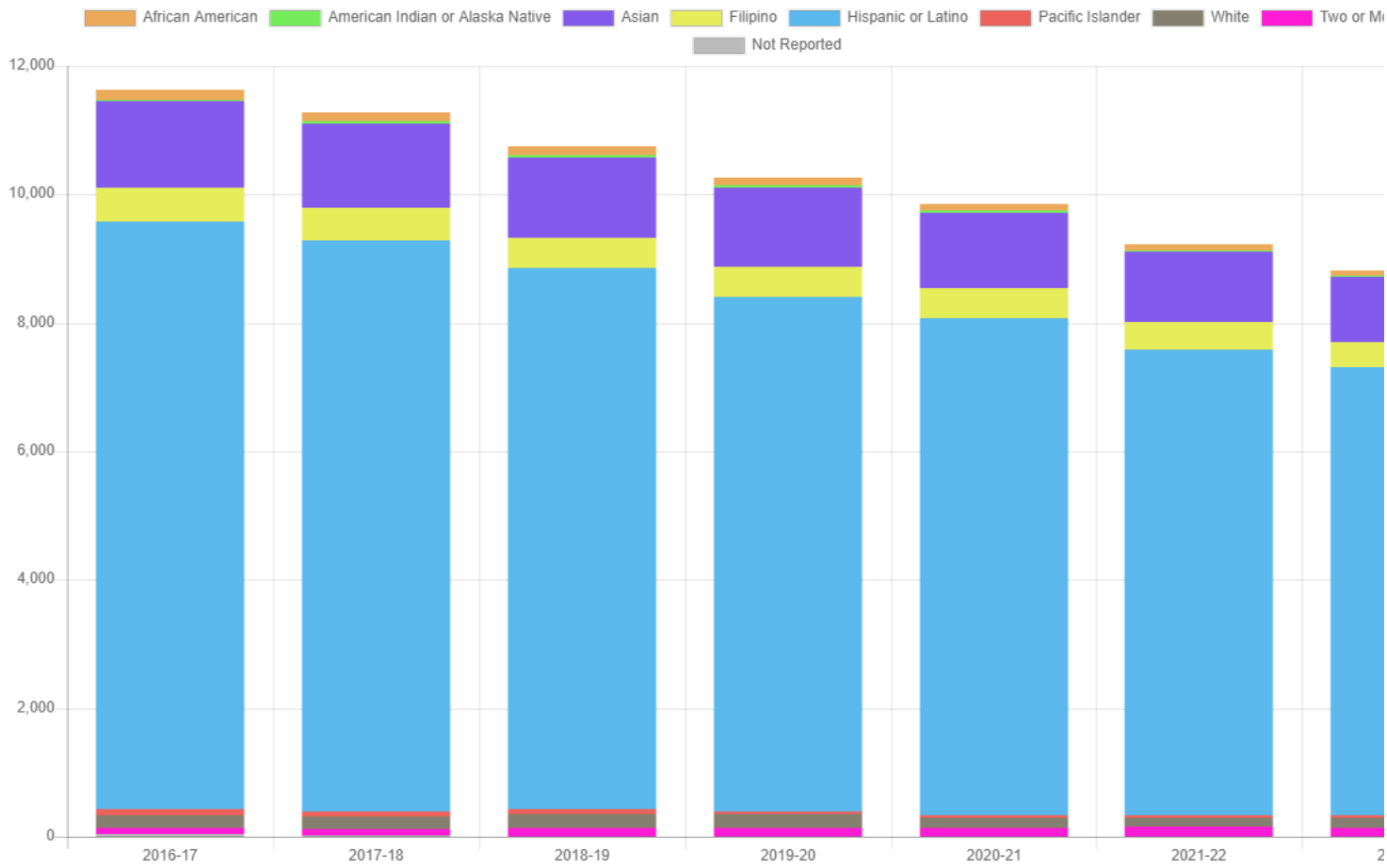
Alum Rock Union Elementary Report (43-69369)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**8,807**	0.9%	0.2%	11.5%	4.5%	79.3%	0.4%	1.7%	1.6%	0.0%
2021-22	**9,226**	1.1%	0.2%	11.9%	4.6%	78.6%	0.3%	1.5%	1.6%	0.1%
2020-21	**9,850**	1.0%	0.3%	12.1%	4.7%	78.5%	0.4%	1.6%	1.4%	0.0%
2019-20	**10,264**	1.2%	0.3%	12.1%	4.5%	78.0%	0.4%	2.1%	1.3%	0.0%
2018-19	**10,744**	1.2%	0.3%	11.8%	4.3%	78.4%	0.7%	2.1%	1.2%	0.0%
2017-18	**11,270**	1.2%	0.2%	11.7%	4.5%	78.9%	0.7%	1.7%	0.9%	0.1%
2016-17	**11,624**	1.3%	0.2%	11.5%	4.6%	78.8%	0.8%	1.7%	0.9%	0.3%

Enrollment by Ethnicity



SR-000048

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

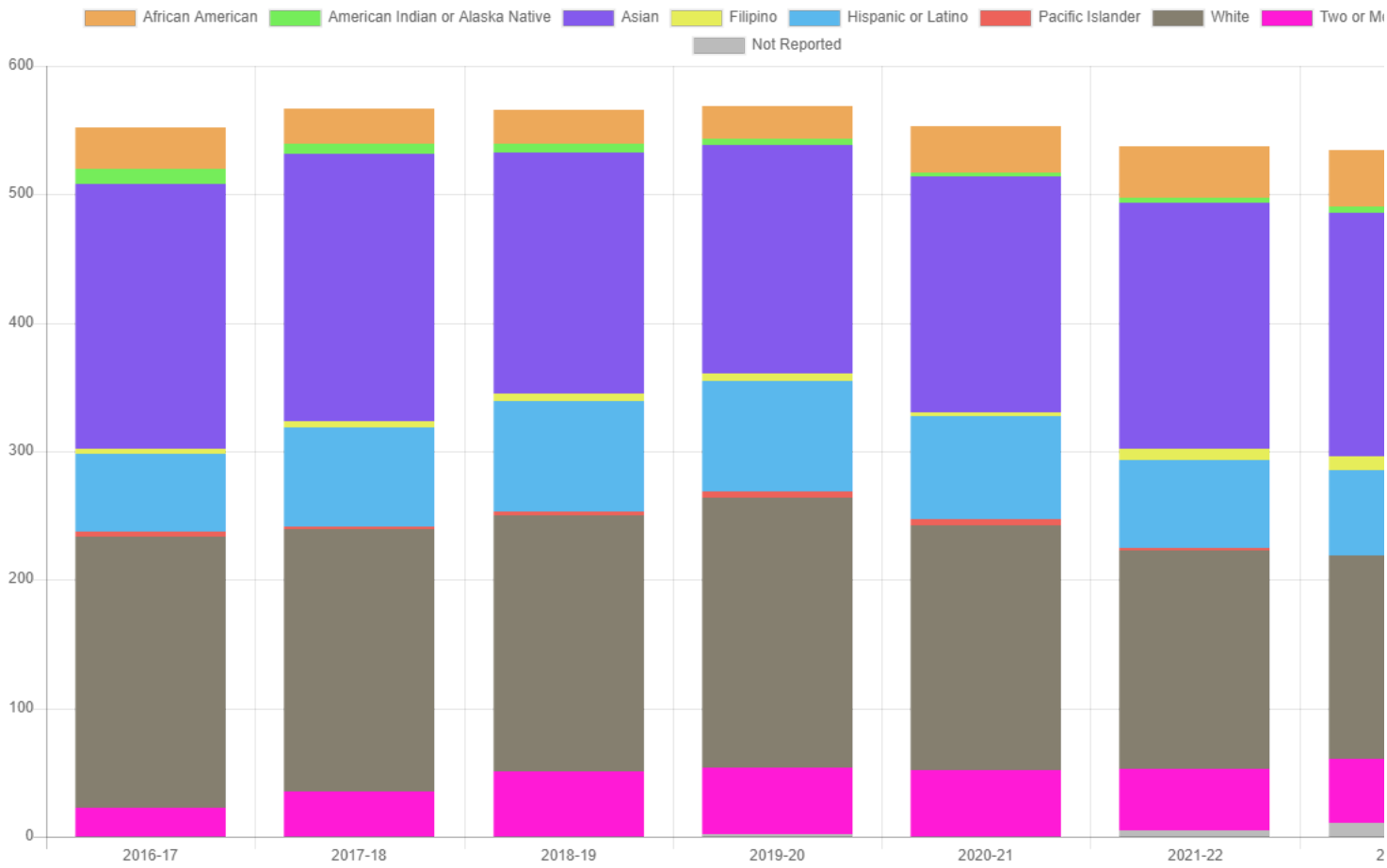
Discovery Charter Report (43-10439-0111880)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**535**	8.2%	0.9%	35.5%	2.1%	12.3%	0.0%	29.5%	9.3%	2.1%
2021-22	**537**	7.4%	0.7%	35.6%	1.7%	12.7%	0.4%	31.7%	8.9%	0.9%
2020-21	**553**	6.5%	0.5%	33.3%	0.5%	14.5%	0.9%	34.4%	9.4%	0.0%
2019-20	**569**	4.6%	0.9%	31.1%	1.1%	15.1%	0.9%	36.9%	9.1%	0.4%
2018-19	**566**	4.8%	1.1%	33.2%	1.1%	15.2%	0.5%	35.2%	9.0%	0.0%
2017-18	**567**	4.9%	1.2%	36.9%	0.7%	13.8%	0.4%	36.0%	6.2%	0.0%
2016-17	**552**	5.8%	2.2%	37.3%	0.7%	11.1%	0.5%	38.4%	4.0%	0.0%

Enrollment by Ethnicity



SR-000050

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

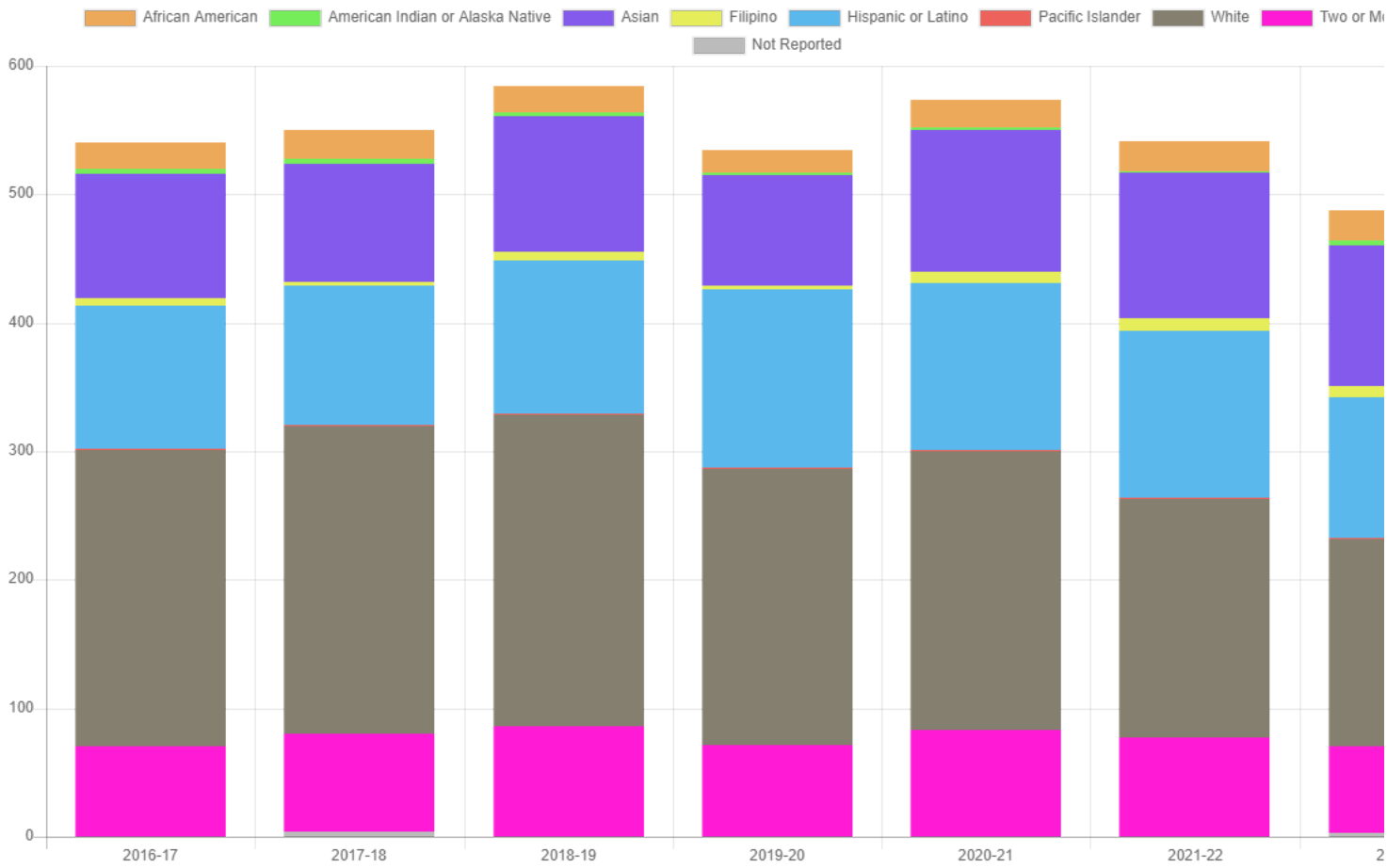
Discovery Charter II Report (43-10439-0127969)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**488**	4.9%	0.8%	22.3%	1.8%	22.3%	0.2%	33.2%	13.7%	0.6%
2021-22	**541**	4.3%	0.2%	20.9%	1.8%	24.0%	0.2%	34.4%	14.2%	0.0%
2020-21	**574**	3.8%	0.3%	19.2%	1.6%	22.6%	0.2%	37.8%	14.5%	0.0%
2019-20	**535**	3.4%	0.4%	16.1%	0.6%	26.0%	0.2%	40.2%	13.3%	0.0%
2018-19	**584**	3.4%	0.5%	18.2%	1.0%	20.5%	0.2%	41.4%	14.7%	0.0%
2017-18	**550**	4.0%	0.7%	16.7%	0.5%	19.6%	0.2%	43.6%	13.8%	0.7%
2016-17	**540**	3.7%	0.7%	18.0%	1.1%	20.6%	0.2%	42.8%	13.0%	0.0%

Enrollment by Ethnicity



SR-000052

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

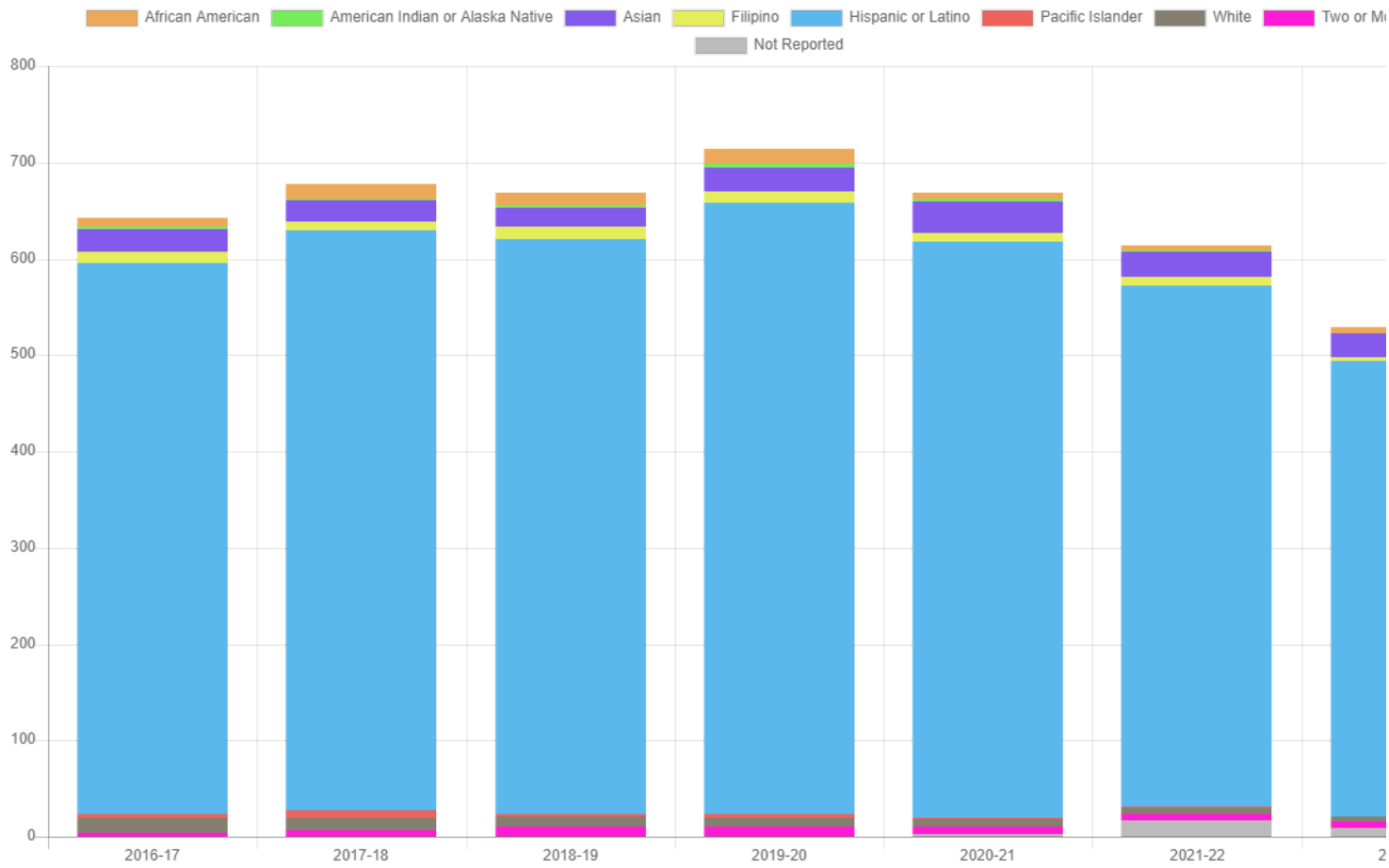
Downtown College Prep - Alum Rock Report (43-10439-0123257)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**529**	1.3%	0.0%	4.5%	0.8%	89.4%	0.0%	0.9%	1.3%	1.7%
2021-22	**614**	1.0%	0.2%	4.2%	1.5%	88.1%	0.2%	1.1%	1.0%	2.8%
2020-21	**669**	1.0%	0.4%	4.8%	1.5%	89.2%	0.3%	1.0%	1.2%	0.4%
2019-20	**714**	2.2%	0.6%	3.4%	1.7%	88.9%	0.4%	1.3%	1.5%	0.0%
2018-19	**668**	1.9%	0.3%	3.0%	1.9%	89.4%	0.3%	1.6%	1.5%	0.0%
2017-18	**677**	2.2%	0.3%	3.1%	1.5%	88.9%	1.0%	1.9%	1.0%	0.0%
2016-17	**642**	1.4%	0.3%	3.7%	1.7%	89.1%	0.6%	2.5%	0.6%	0.0%

Enrollment by Ethnicity



California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

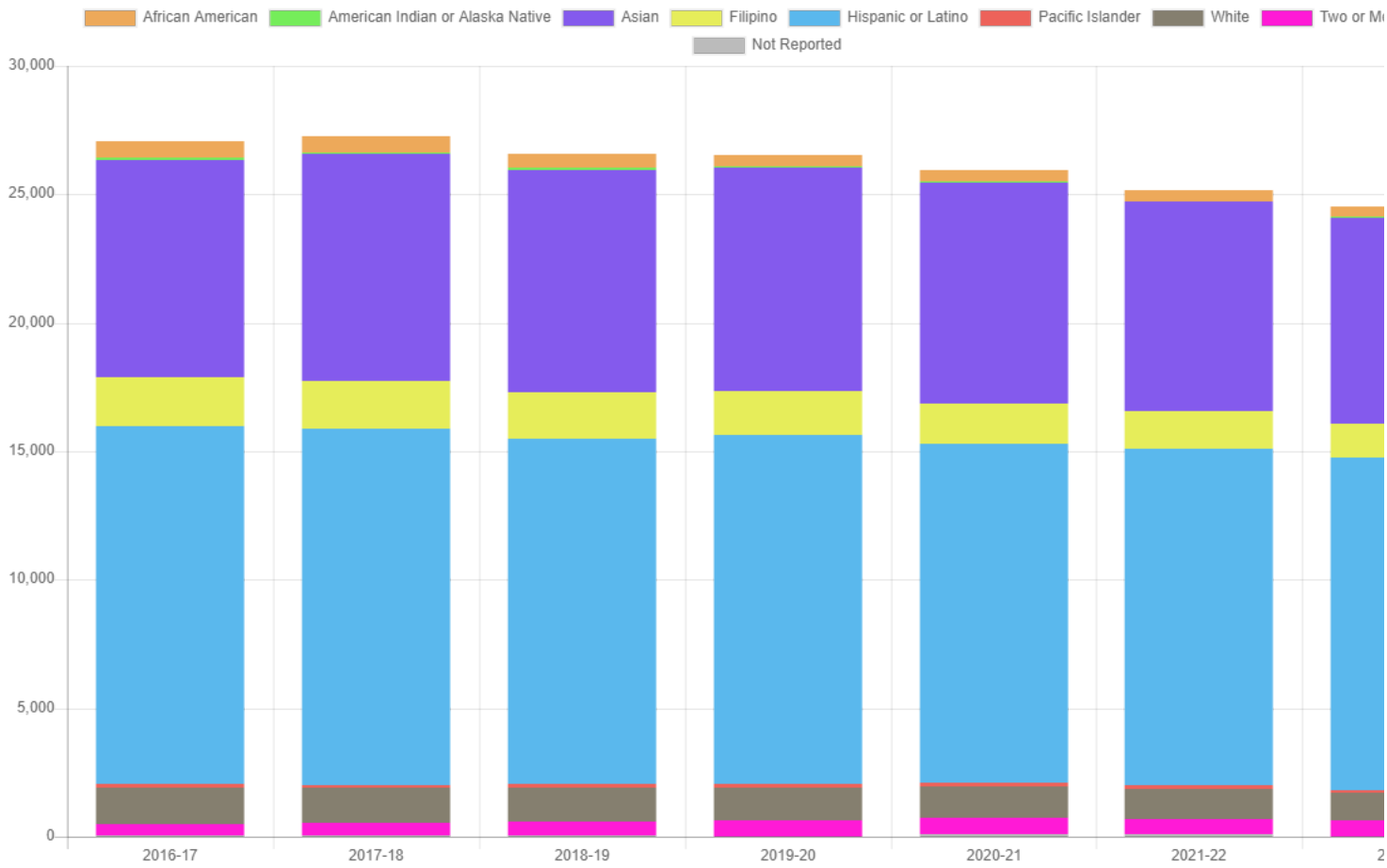
East Side Union High Report (43-69427)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**24,514**	1.6%	0.2%	32.5%	5.5%	52.7%	0.5%	4.4%	2.5%	0.1%
2021-22	**25,174**	1.7%	0.2%	32.3%	5.7%	52.1%	0.6%	4.6%	2.4%	0.3%
2020-21	**25,946**	1.8%	0.2%	33.0%	6.1%	50.9%	0.6%	4.7%	2.4%	0.3%
2019-20	**26,537**	1.8%	0.2%	32.7%	6.5%	51.2%	0.6%	4.8%	2.3%	0.1%
2018-19	**26,568**	2.1%	0.2%	32.7%	6.8%	50.5%	0.5%	4.9%	2.1%	0.2%
2017-18	**27,263**	2.3%	0.3%	32.4%	6.9%	50.8%	0.5%	4.9%	1.9%	0.1%
2016-17	**27,049**	2.4%	0.3%	31.2%	7.0%	51.6%	0.5%	5.3%	1.7%	0.2%

Enrollment by Ethnicity



SR-000056

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California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

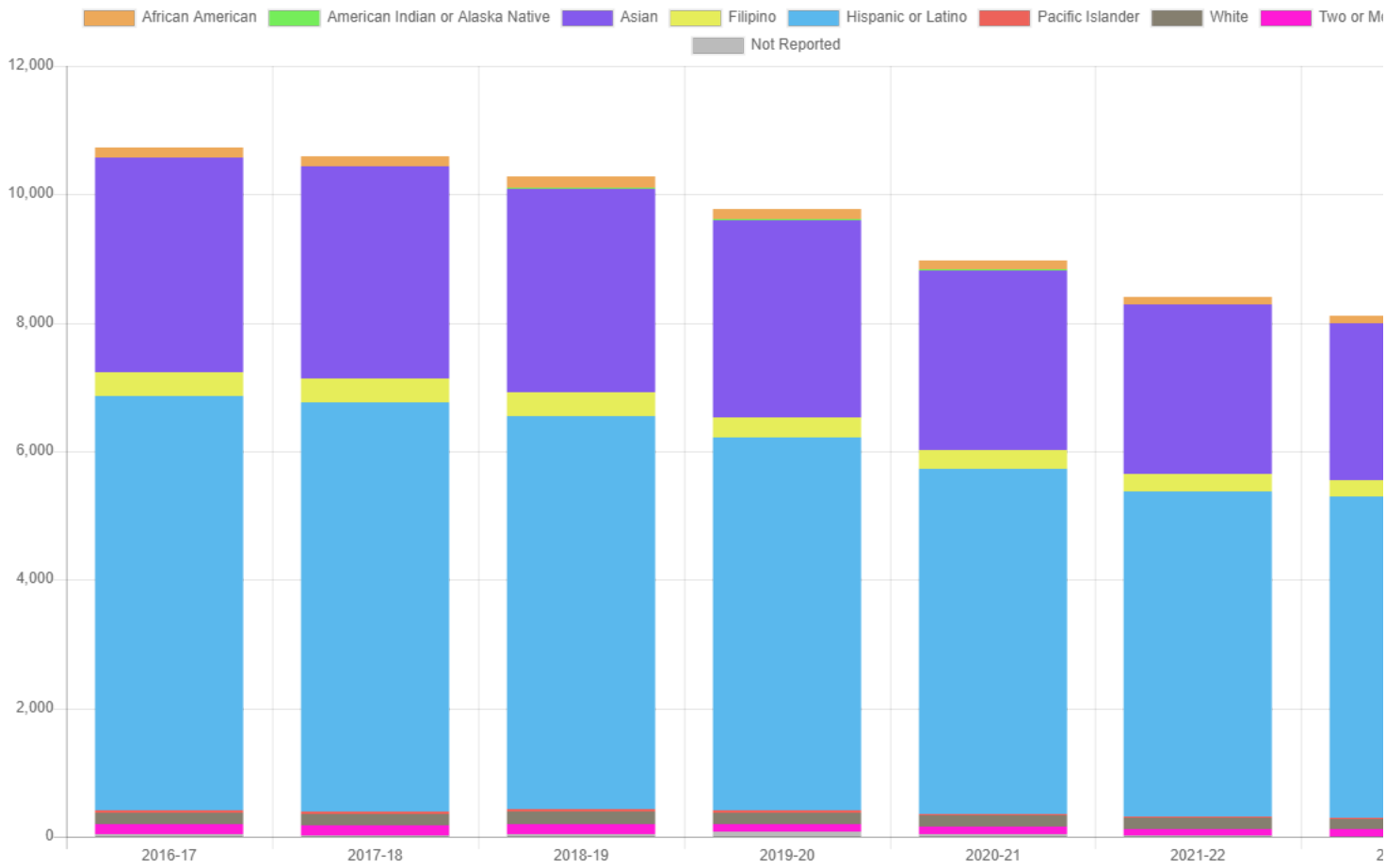
Franklin-McKinley Elementary Report (43-69450)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**8,107**	1.4%	0.1%	30.1%	3.0%	61.7%	0.3%	1.9%	1.4%	0.1%
2021-22	**8,402**	1.4%	0.1%	31.3%	3.2%	60.2%	0.3%	2.0%	1.4%	0.1%
2020-21	**8,980**	1.7%	0.1%	31.2%	3.3%	59.8%	0.3%	2.0%	1.2%	0.4%
2019-20	**9,775**	1.7%	0.1%	31.3%	3.3%	59.4%	0.3%	1.8%	1.3%	0.7%
2018-19	**10,275**	1.7%	0.1%	30.9%	3.6%	59.5%	0.4%	1.9%	1.5%	0.4%
2017-18	**10,596**	1.5%	0.1%	31.1%	3.5%	60.2%	0.3%	1.6%	1.5%	0.2%
2016-17	**10,735**	1.5%	0.1%	31.0%	3.4%	60.2%	0.3%	1.7%	1.4%	0.3%

Enrollment by Ethnicity



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California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

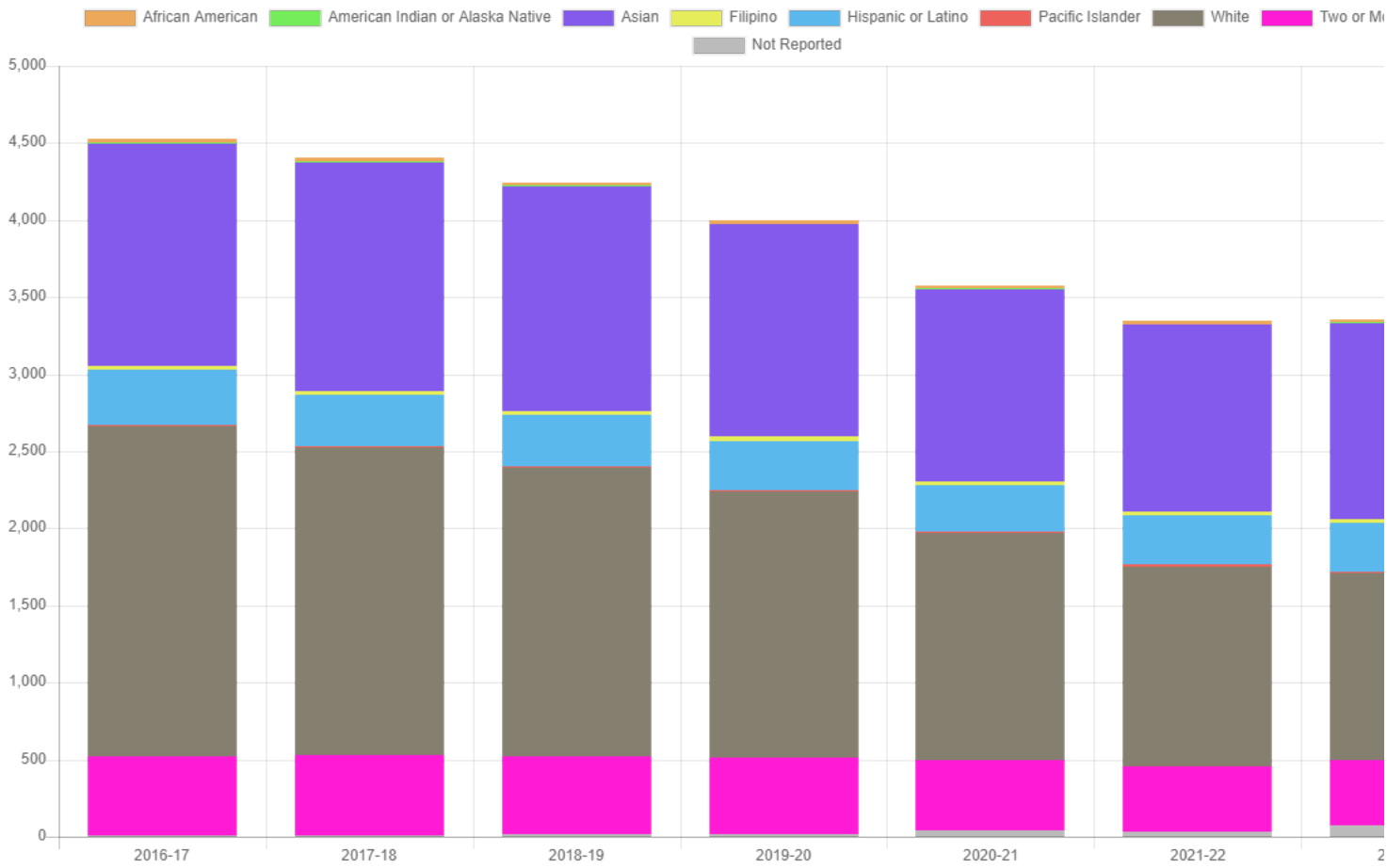
Los Altos Elementary Report (43-69518)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**3,355**	0.5%	0.1%	38.0%	0.7%	9.4%	0.3%	36.2%	12.6%	2.1%
2021-22	**3,347**	0.6%	0.1%	36.3%	0.7%	9.6%	0.3%	38.8%	12.8%	0.9%
2020-21	**3,576**	0.6%	0.1%	34.8%	0.7%	8.4%	0.3%	41.1%	12.7%	1.2%
2019-20	**3,999**	0.6%	0.2%	34.4%	0.6%	8.0%	0.2%	43.2%	12.4%	0.4%
2018-19	**4,246**	0.5%	0.2%	34.2%	0.6%	7.9%	0.2%	44.0%	12.0%	0.3%
2017-18	**4,403**	0.5%	0.2%	33.6%	0.6%	7.6%	0.2%	45.4%	11.7%	0.2%
2016-17	**4,527**	0.5%	0.2%	31.9%	0.6%	8.0%	0.1%	47.3%	11.4%	0.1%

Enrollment by Ethnicity



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California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

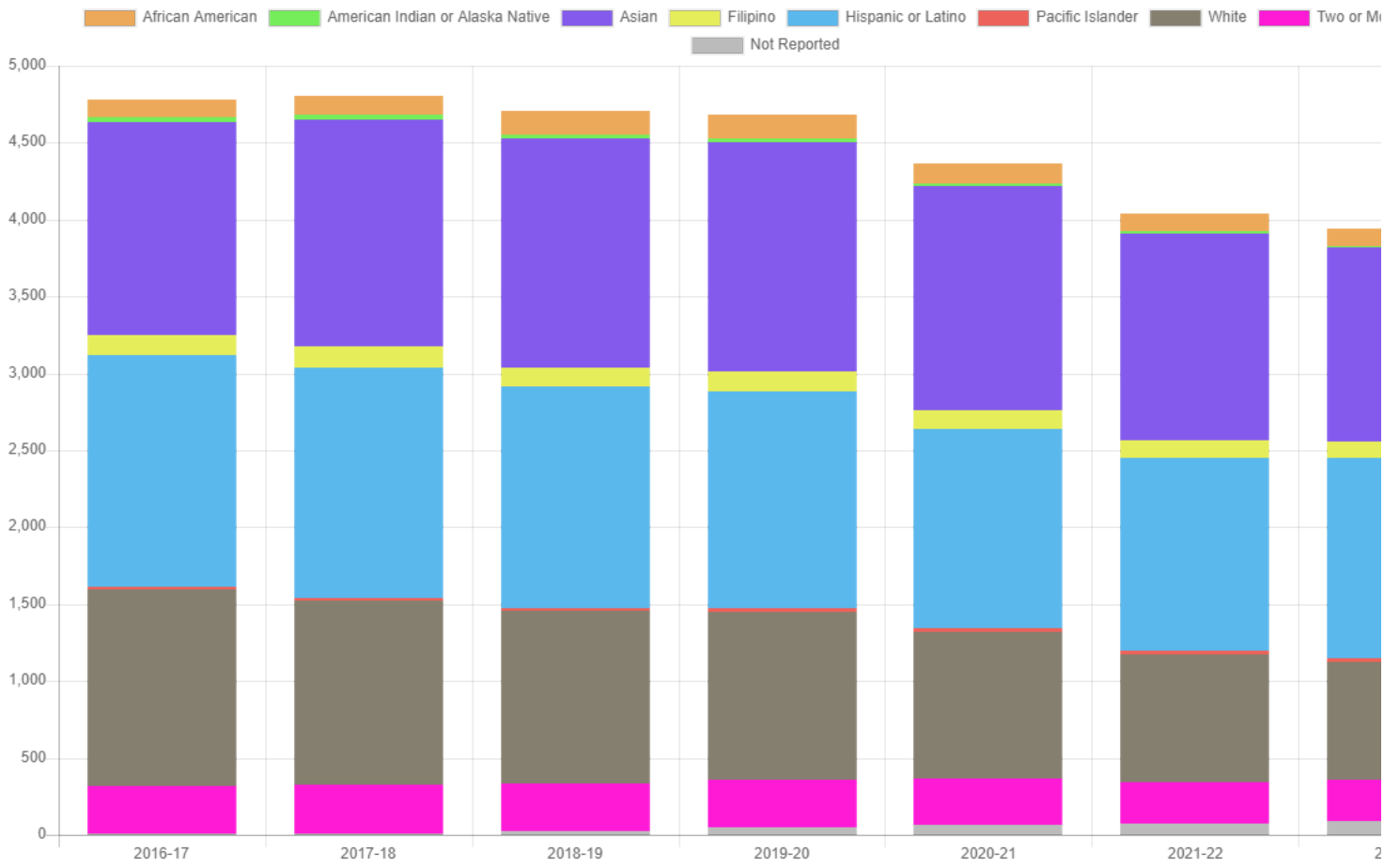
Moreland Report (43-69575)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**3,940**	2.8%	0.3%	32.0%	2.8%	32.9%	0.7%	19.3%	6.8%	2.3%
2021-22	**4,043**	2.9%	0.4%	33.3%	2.9%	30.9%	0.7%	20.5%	6.5%	1.9%
2020-21	**4,364**	3.0%	0.4%	33.3%	2.7%	29.8%	0.5%	21.9%	6.9%	1.5%
2019-20	**4,683**	3.3%	0.4%	31.9%	2.8%	30.1%	0.4%	23.3%	6.7%	1.0%
2018-19	**4,703**	3.1%	0.6%	31.7%	2.7%	30.6%	0.4%	23.8%	6.6%	0.6%
2017-18	**4,805**	2.6%	0.7%	30.7%	2.7%	31.2%	0.3%	25.0%	6.6%	0.2%
2016-17	**4,780**	2.4%	0.7%	28.9%	2.9%	31.4%	0.3%	26.8%	6.5%	0.1%

Enrollment by Ethnicity



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California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

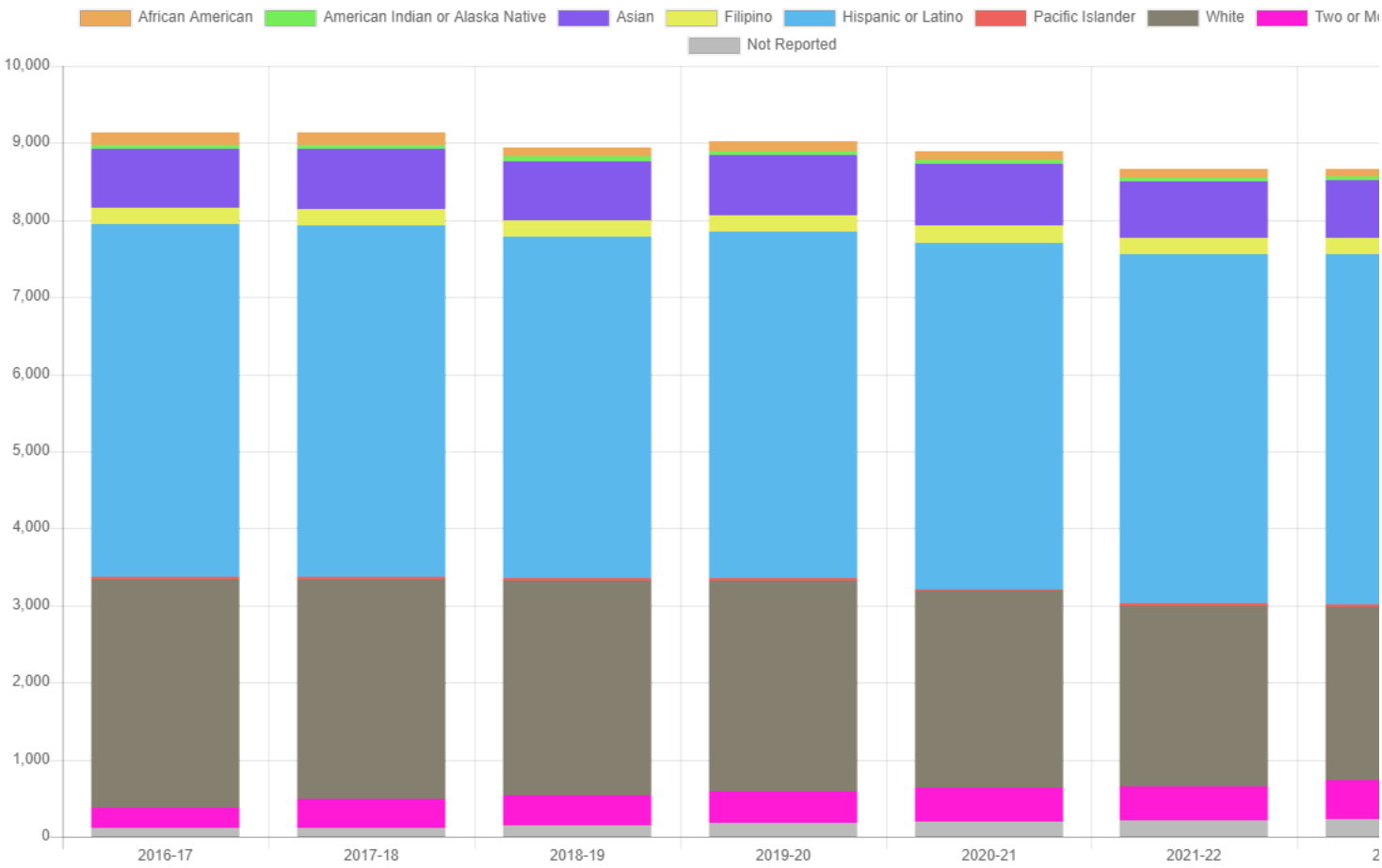
Morgan Hill Unified Report (43-69583)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**8,667**	1.2%	0.4%	8.7%	2.4%	52.5%	0.4%	26.0%	5.7%	2.7%
2021-22	**8,664**	1.4%	0.5%	8.5%	2.5%	52.1%	0.4%	27.0%	5.1%	2.5%
2020-21	**8,894**	1.4%	0.5%	8.9%	2.6%	50.5%	0.3%	28.6%	4.9%	2.2%
2019-20	**9,022**	1.4%	0.5%	8.7%	2.3%	49.8%	0.4%	30.2%	4.5%	2.0%
2018-19	**8,945**	1.4%	0.6%	8.6%	2.3%	49.6%	0.4%	31.2%	4.3%	1.7%
2017-18	**9,133**	1.7%	0.6%	8.5%	2.3%	50.0%	0.4%	31.3%	4.0%	1.3%
2016-17	**9,137**	1.8%	0.5%	8.4%	2.3%	50.0%	0.4%	32.5%	2.8%	1.2%

Enrollment by Ethnicity



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California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

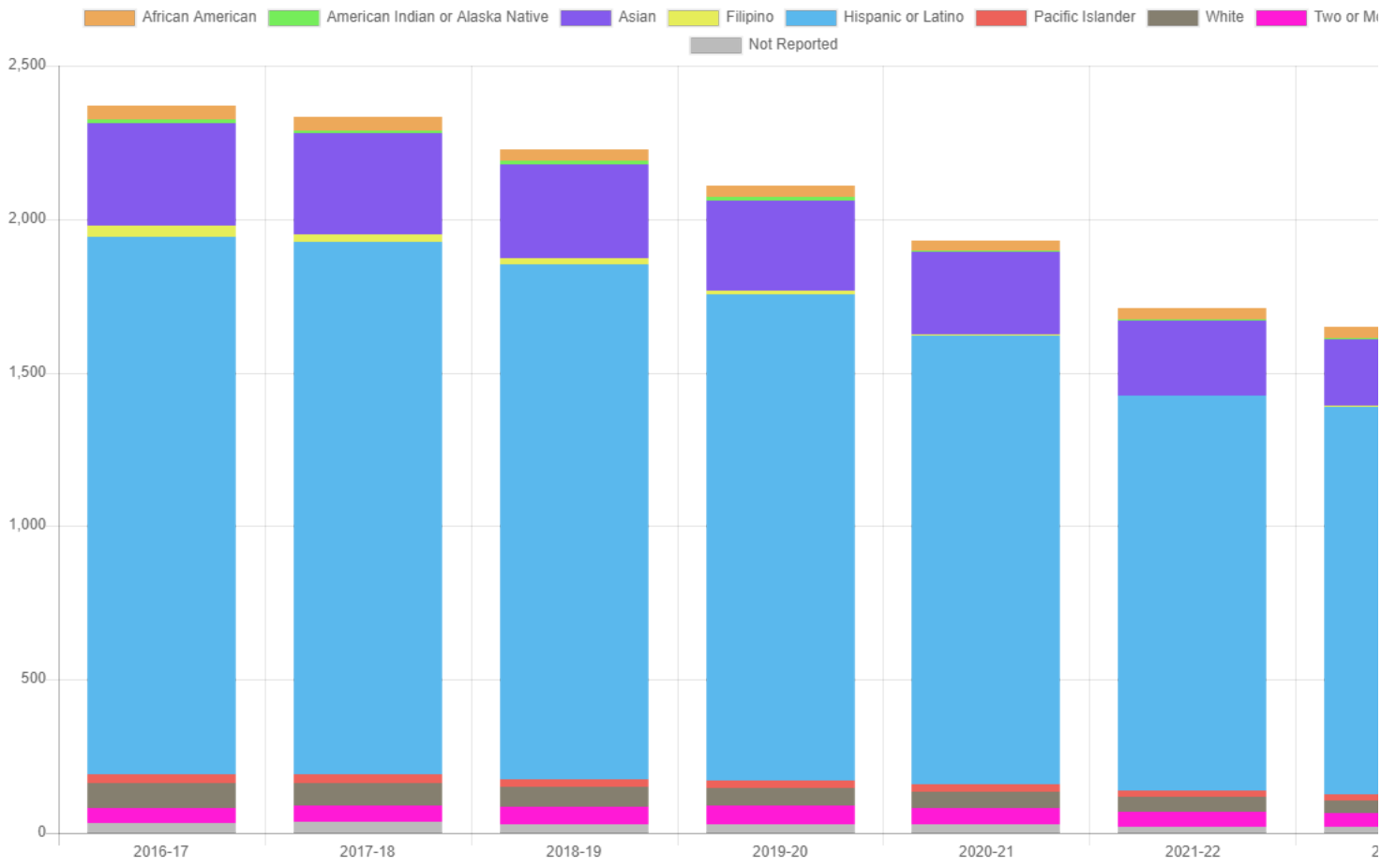
Mount Pleasant Elementary Report (43-69617)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**1,648**	2.1%	0.2%	13.3%	0.1%	76.8%	1.2%	2.4%	2.7%	1.3%
2021-22	**1,710**	2.0%	0.2%	14.3%	0.1%	75.2%	1.2%	2.8%	2.9%	1.2%
2020-21	**1,929**	1.7%	0.2%	13.9%	0.3%	75.7%	1.3%	2.6%	2.7%	1.6%
2019-20	**2,110**	1.8%	0.4%	14.0%	0.6%	75.0%	1.2%	2.7%	2.8%	1.4%
2018-19	**2,229**	1.8%	0.4%	13.7%	0.9%	75.2%	1.1%	3.0%	2.5%	1.3%
2017-18	**2,333**	1.9%	0.3%	14.2%	1.1%	74.2%	1.3%	3.2%	2.2%	1.6%
2016-17	**2,371**	2.0%	0.5%	14.2%	1.5%	73.8%	1.3%	3.3%	2.2%	1.3%

Enrollment by Ethnicity



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SR-000067

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

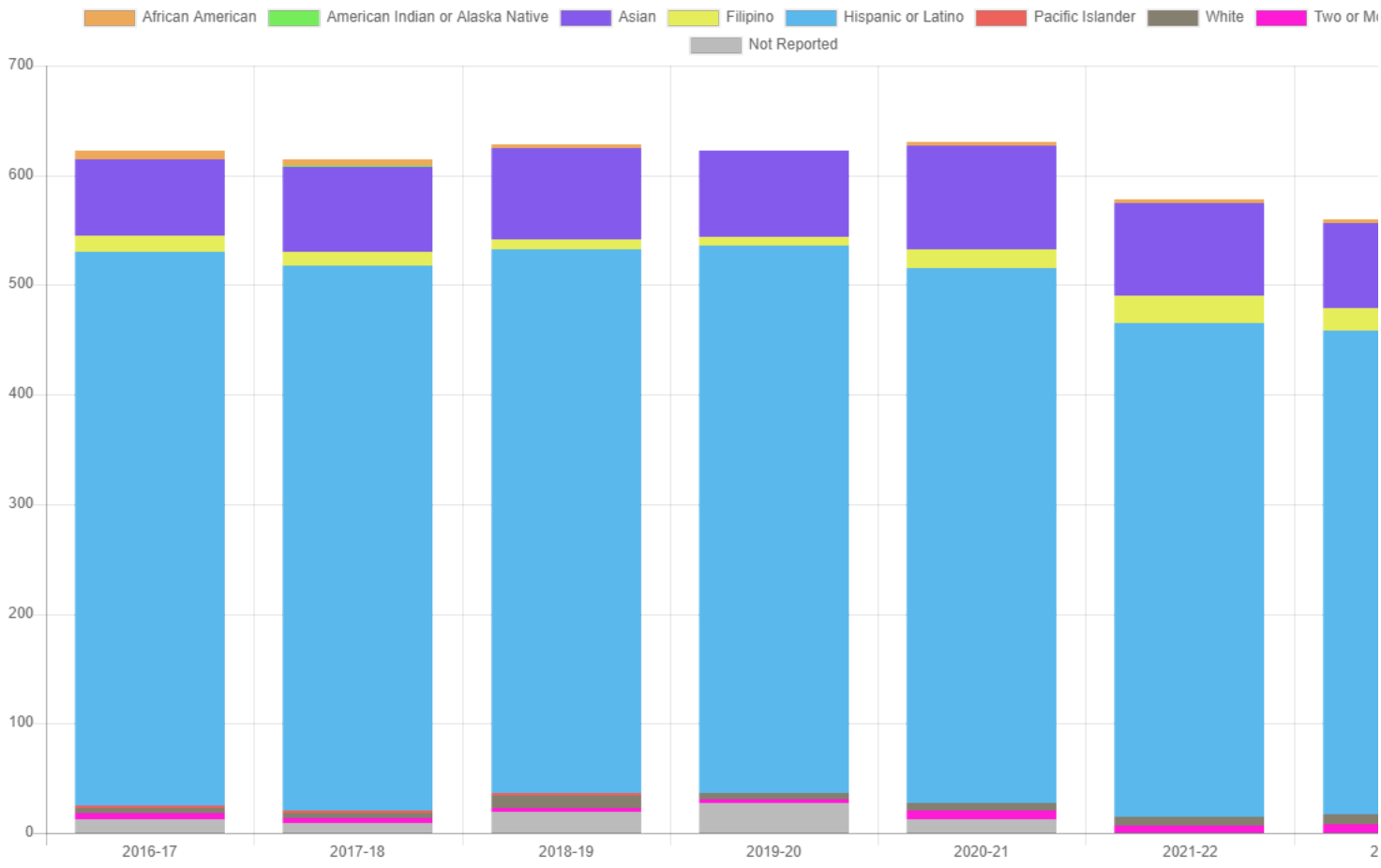
Rocketship Fuerza Community Prep Report (43-10439-0131110)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**560**	0.7%	0.0%	13.8%	3.8%	78.8%	0.0%	1.6%	1.4%	0.0%
2021-22	**578**	0.5%	0.0%	14.7%	4.3%	77.9%	0.0%	1.4%	1.2%	0.0%
2020-21	**631**	0.6%	0.0%	15.1%	2.7%	77.3%	0.0%	1.1%	1.1%	2.1%
2019-20	**623**	0.2%	0.0%	12.5%	1.3%	80.1%	0.0%	1.0%	0.6%	4.3%
2018-19	**628**	0.5%	0.0%	13.2%	1.6%	79.0%	0.3%	1.8%	0.6%	3.0%
2017-18	**614**	0.8%	0.2%	12.7%	2.0%	81.1%	0.3%	0.7%	0.8%	1.5%
2016-17	**622**	1.1%	0.0%	11.3%	2.4%	81.2%	0.3%	0.8%	0.8%	2.1%

Enrollment by Ethnicity



California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

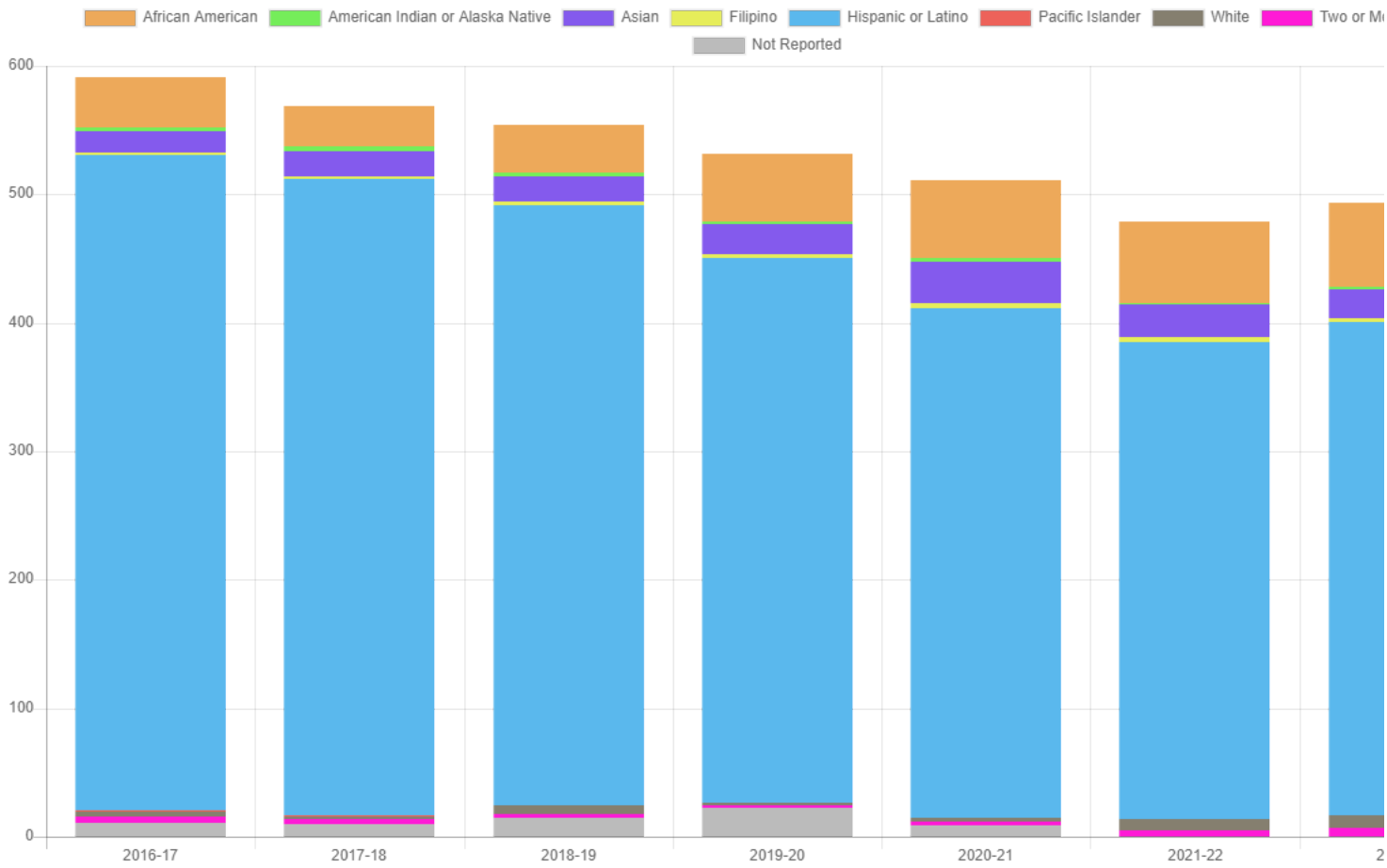
Rocketship Mateo Sheedy Elementary Report (43-10439-0113704)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**493**	13.2%	0.4%	4.5%	0.6%	77.9%	0.0%	2.0%	1.4%	0.0%
2021-22	**479**	13.4%	0.2%	5.2%	0.8%	77.5%	0.0%	1.9%	1.0%	0.0%
2020-21	**511**	11.9%	0.4%	6.5%	0.8%	77.5%	0.0%	0.6%	0.6%	1.8%
2019-20	**532**	10.0%	0.4%	4.5%	0.6%	79.7%	0.0%	0.4%	0.4%	4.1%
2018-19	**554**	6.7%	0.5%	3.6%	0.4%	84.5%	0.0%	1.1%	0.5%	2.7%
2017-18	**569**	5.6%	0.5%	3.5%	0.4%	87.0%	0.2%	0.4%	0.7%	1.8%
2016-17	**591**	6.6%	0.5%	2.7%	0.3%	86.3%	0.2%	0.7%	0.8%	1.9%

Enrollment by Ethnicity



SR-000070

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

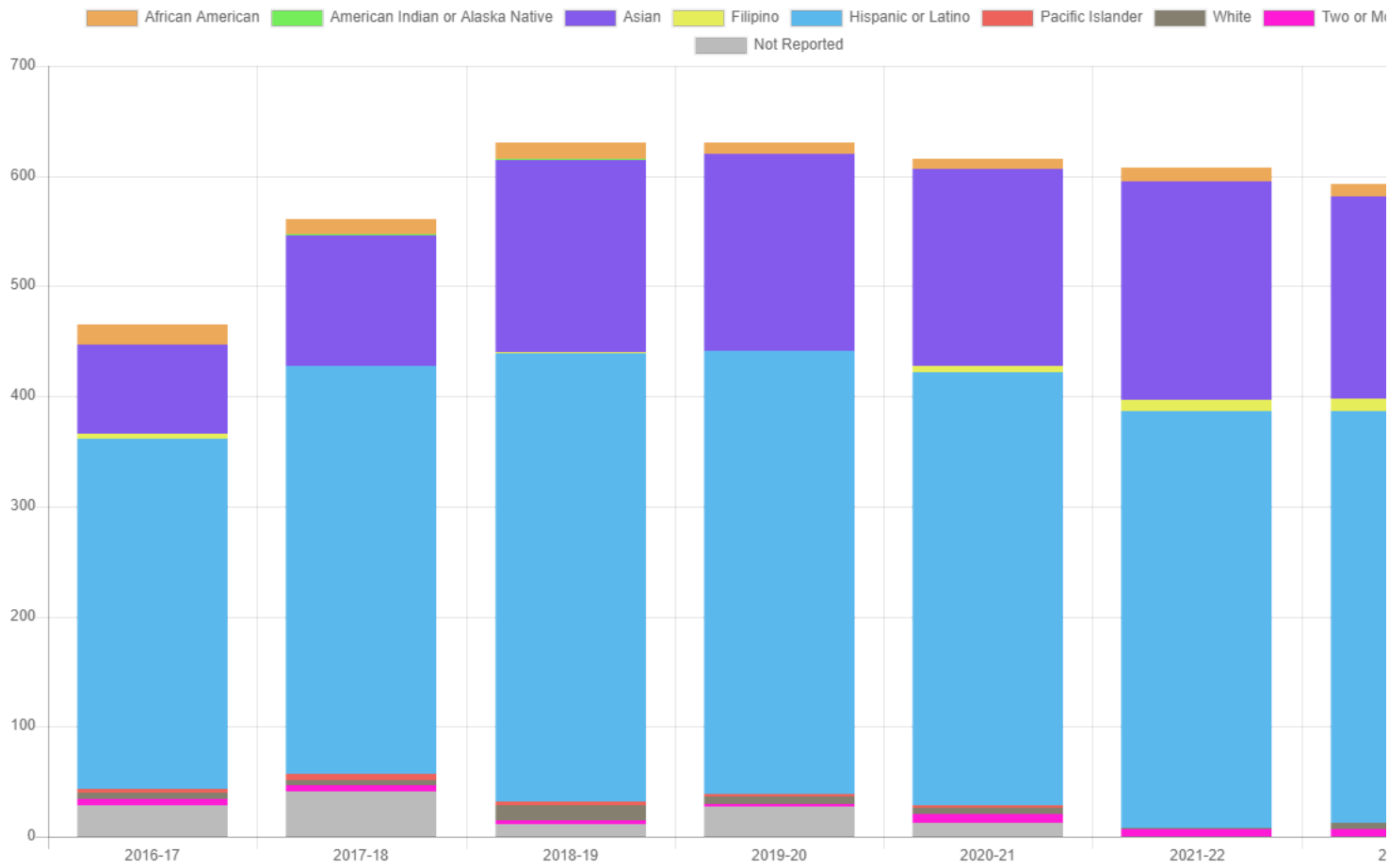
Rocketship Rising Stars Report (43-10439-0133496)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**593**	1.9%	0.0%	31.0%	2.0%	62.9%	0.2%	0.8%	1.2%	0.0%
2021-22	**608**	2.1%	0.0%	32.6%	1.6%	62.3%	0.0%	0.2%	1.2%	0.0%
2020-21	**616**	1.5%	0.0%	29.2%	0.8%	64.0%	0.3%	0.8%	1.3%	2.1%
2019-20	**630**	1.6%	0.0%	28.4%	0.0%	63.8%	0.5%	1.0%	0.5%	4.3%
2018-19	**631**	2.4%	0.2%	27.7%	0.2%	64.5%	0.6%	2.1%	0.6%	1.7%
2017-18	**561**	2.5%	0.2%	21.0%	0.0%	66.1%	1.1%	0.7%	1.1%	7.3%
2016-17	**465**	3.9%	0.0%	17.4%	1.1%	68.4%	0.6%	1.3%	1.3%	6.0%

Enrollment by Ethnicity



SR-000072

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

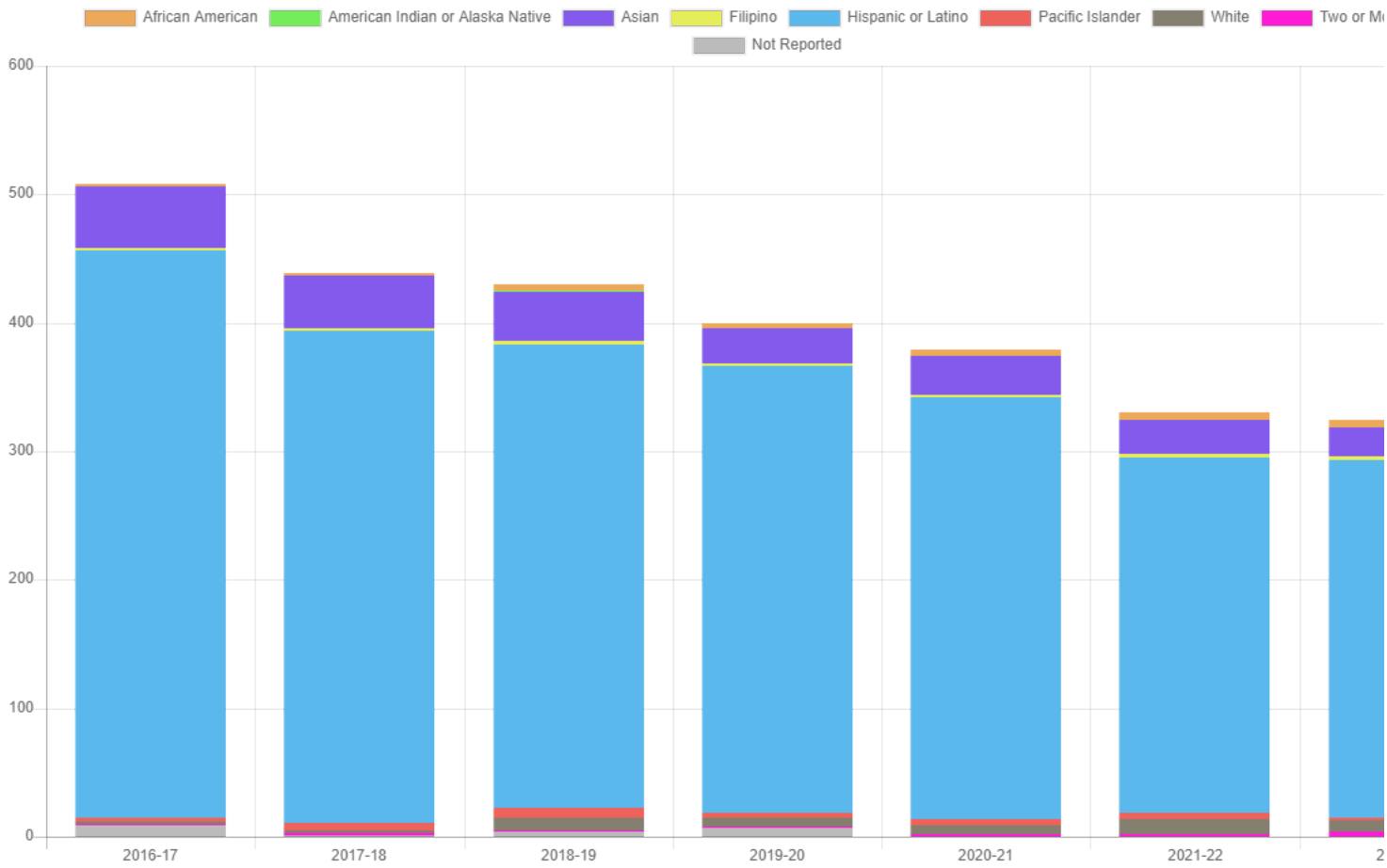
Rocketship Si Se Puede Academy Report (43-10439-0119024)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**324**	1.5%	0.0%	7.1%	0.9%	85.8%	0.6%	2.8%	1.2%	0.0%
2021-22	**330**	1.8%	0.0%	7.9%	0.9%	83.6%	1.5%	3.6%	0.6%	0.0%
2020-21	**379**	1.3%	0.0%	7.9%	0.5%	86.5%	1.3%	1.8%	0.5%	0.0%
2019-20	**400**	1.0%	0.0%	7.0%	0.5%	86.8%	1.0%	1.8%	0.3%	1.8%
2018-19	**430**	1.2%	0.2%	8.8%	0.7%	84.0%	1.6%	2.3%	0.2%	0.9%
2017-18	**439**	0.5%	0.0%	9.3%	0.5%	87.2%	1.4%	0.5%	0.5%	0.2%
2016-17	**508**	0.4%	0.0%	9.4%	0.4%	86.8%	0.6%	0.4%	0.2%	1.8%

Enrollment by Ethnicity



SR-000074

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

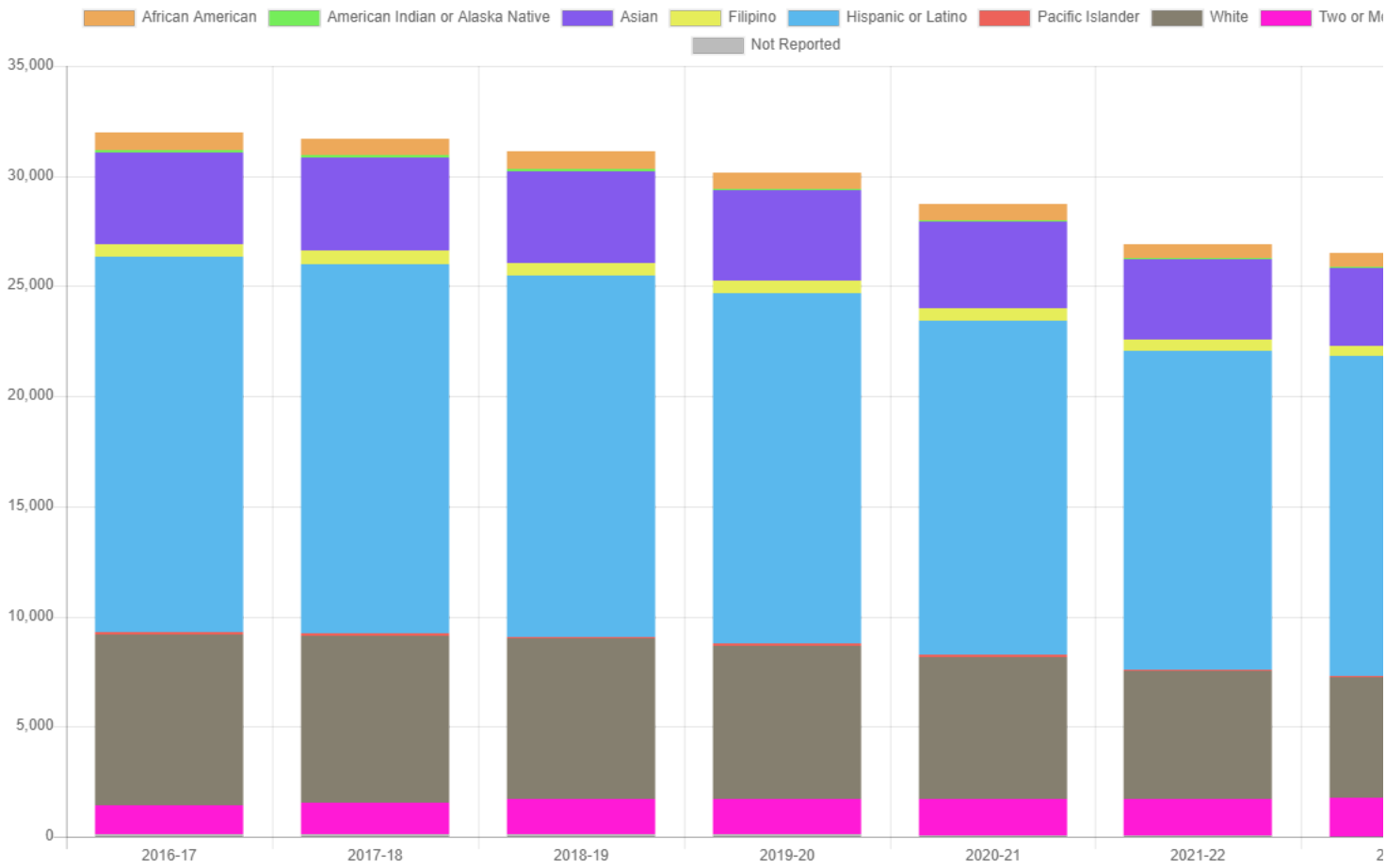
San Jose Unified Report (43-69666)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**26,479**	2.3%	0.1%	13.3%	1.9%	54.8%	0.2%	20.7%	6.6%	0.0%
2021-22	**26,901**	2.4%	0.2%	13.5%	1.9%	53.8%	0.2%	21.7%	6.2%	0.2%
2020-21	**28,710**	2.5%	0.2%	13.7%	1.9%	52.9%	0.3%	22.4%	5.8%	0.3%
2019-20	**30,172**	2.5%	0.2%	13.6%	1.8%	52.8%	0.3%	23.0%	5.5%	0.3%
2018-19	**31,114**	2.5%	0.3%	13.5%	1.8%	52.7%	0.3%	23.4%	5.2%	0.3%
2017-18	**31,713**	2.5%	0.3%	13.3%	1.9%	52.8%	0.4%	24.0%	4.5%	0.3%
2016-17	**32,004**	2.5%	0.3%	13.1%	1.9%	53.3%	0.4%	24.1%	4.1%	0.4%

Enrollment by Ethnicity



SR-000076

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

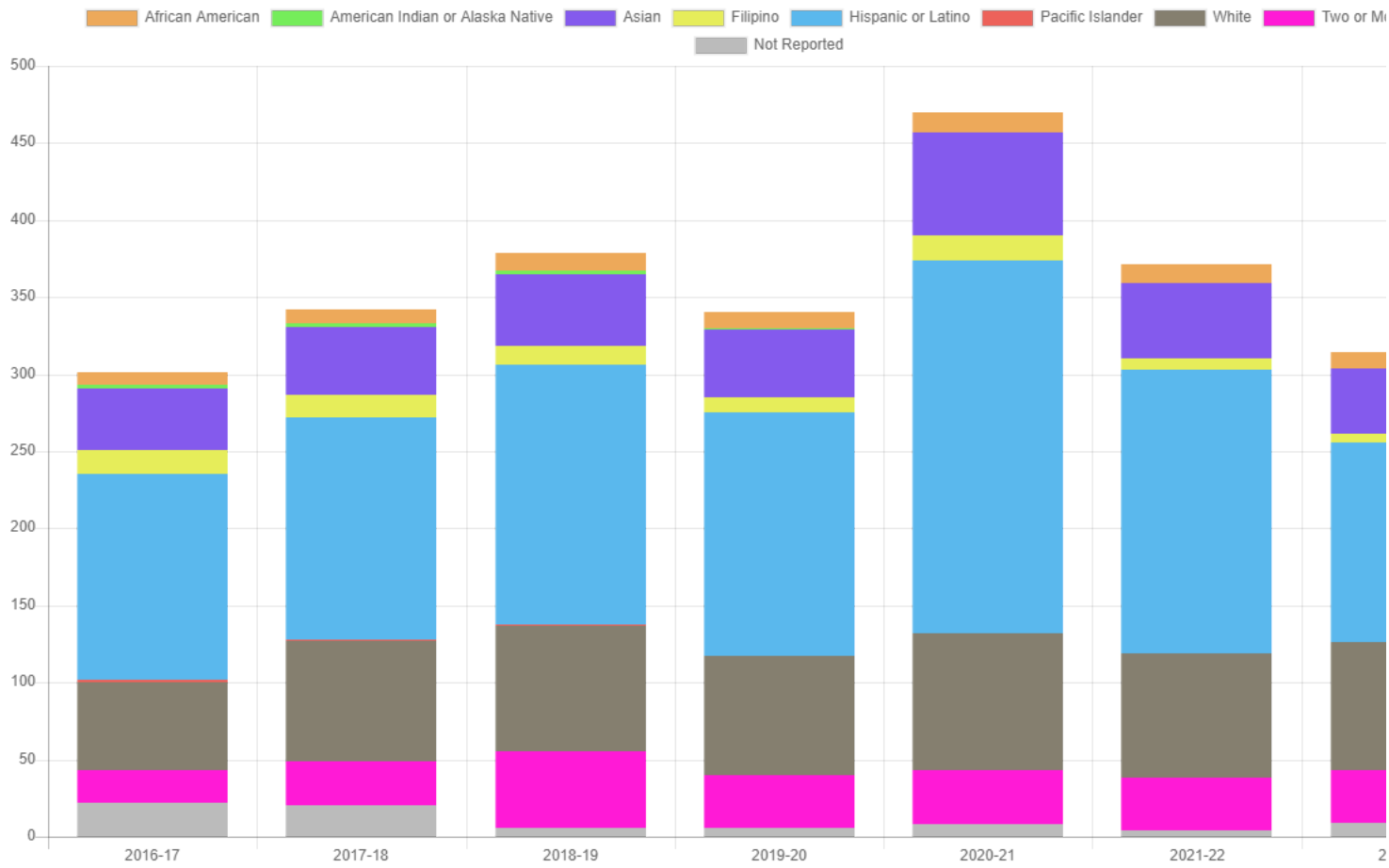
Summit Public School: Tahoma Report (43-10439-0123794)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**314**	3.2%	0.0%	13.7%	1.6%	41.4%	0.0%	26.4%	10.8%	2.9%
2021-22	**371**	3.2%	0.0%	13.2%	1.9%	49.6%	0.0%	21.8%	9.2%	1.1%
2020-21	**470**	2.8%	0.0%	14.3%	3.4%	51.5%	0.0%	18.9%	7.4%	1.7%
2019-20	**340**	2.9%	0.3%	12.9%	2.9%	46.5%	0.0%	22.6%	10.0%	1.8%
2018-19	**379**	3.2%	0.5%	12.4%	3.2%	44.3%	0.3%	21.6%	12.9%	1.6%
2017-18	**342**	2.6%	0.6%	12.9%	4.4%	42.1%	0.3%	22.8%	8.5%	5.8%
2016-17	**301**	2.7%	0.7%	13.3%	5.3%	44.2%	0.7%	18.9%	7.0%	7.3%

Enrollment by Ethnicity



California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

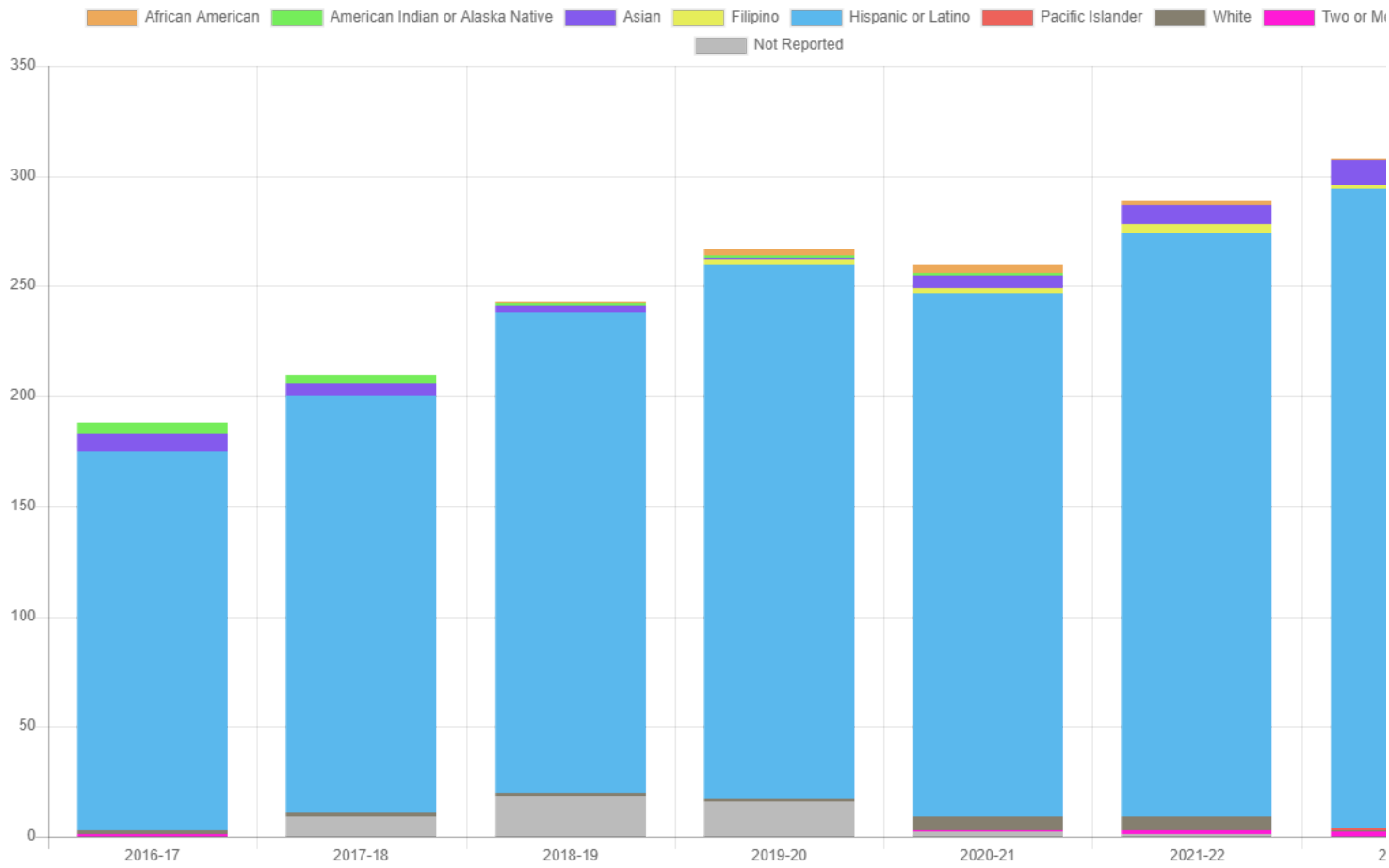
Sunrise Middle Report (43-10439-0124065)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**308**	0.3%	0.0%	3.6%	0.6%	94.2%	0.3%	0.3%	0.6%	0.0%
2021-22	**289**	0.7%	0.0%	3.1%	1.4%	91.7%	0.0%	2.1%	0.7%	0.3%
2020-21	**260**	1.5%	0.4%	2.3%	0.8%	91.5%	0.0%	2.3%	0.4%	0.8%
2019-20	**267**	1.1%	0.4%	0.4%	0.7%	91.0%	0.0%	0.4%	0.0%	6.0%
2018-19	**243**	0.4%	0.4%	1.2%	0.0%	89.7%	0.0%	0.8%	0.0%	7.4%
2017-18	**210**	0.0%	1.9%	2.9%	0.0%	90.0%	0.0%	1.0%	0.0%	4.3%
2016-17	**188**	0.0%	2.7%	4.3%	0.0%	91.5%	0.0%	1.1%	0.5%	0.0%

Enrollment by Ethnicity



SR-000080

SR-000081

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

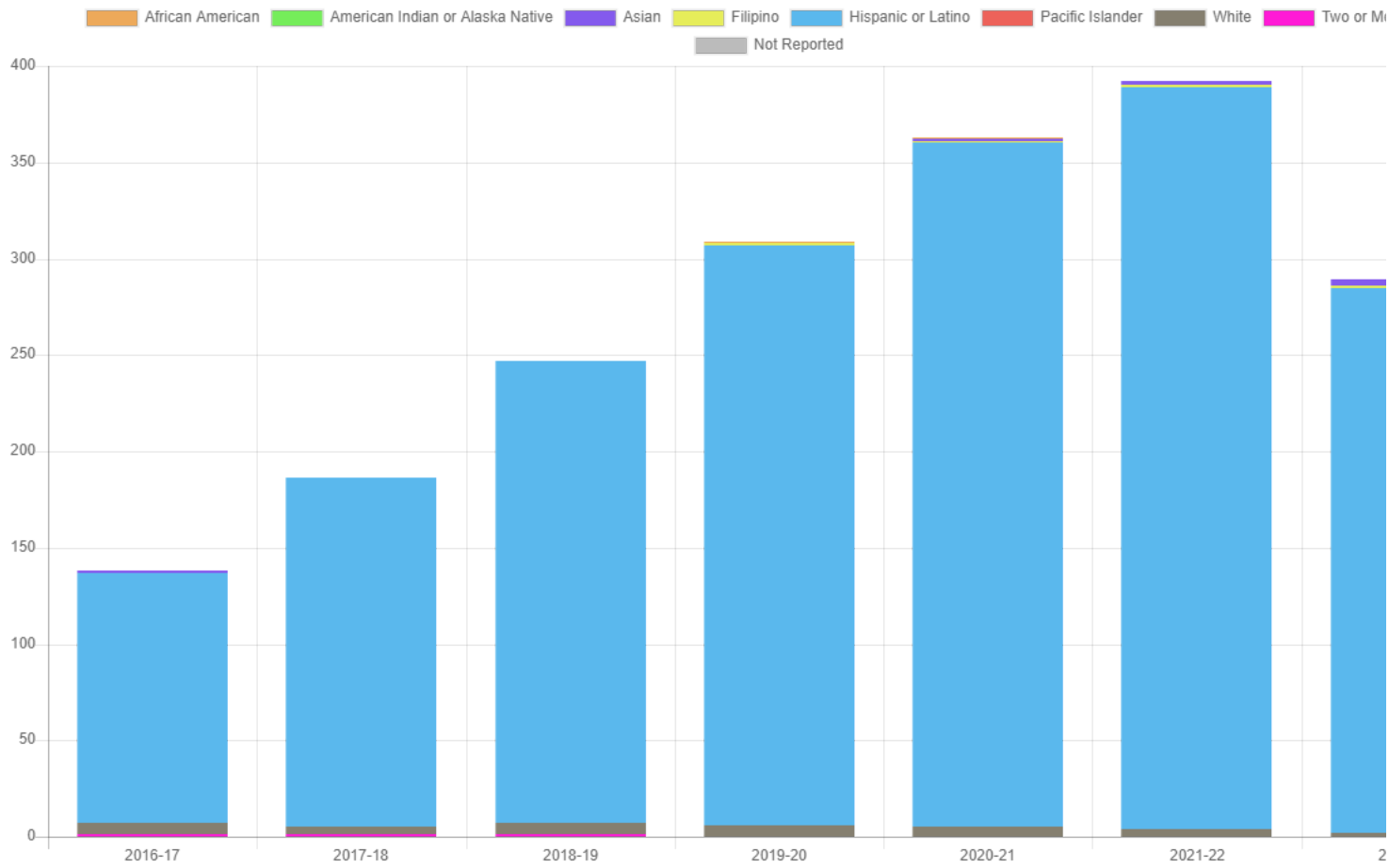
Voices College-Bound Language Academy at Morgan Hill Report (43-10439-0131748)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**289**	0.0%	0.0%	1.0%	0.3%	97.9%	0.0%	0.7%	0.0%	0.0%
2021-22	**392**	0.0%	0.0%	0.5%	0.3%	98.2%	0.0%	1.0%	0.0%	0.0%
2020-21	**363**	0.3%	0.0%	0.3%	0.3%	97.8%	0.0%	1.4%	0.0%	0.0%
2019-20	**309**	0.3%	0.0%	0.0%	0.3%	97.4%	0.0%	1.9%	0.0%	0.0%
2018-19	**247**	0.0%	0.0%	0.0%	0.0%	97.2%	0.0%	2.4%	0.4%	0.0%
2017-18	**186**	0.0%	0.0%	0.0%	0.0%	97.3%	0.0%	2.2%	0.5%	0.0%
2016-17	**138**	0.0%	0.0%	0.7%	0.0%	94.2%	0.0%	4.3%	0.7%	0.0%

Enrollment by Ethnicity



California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

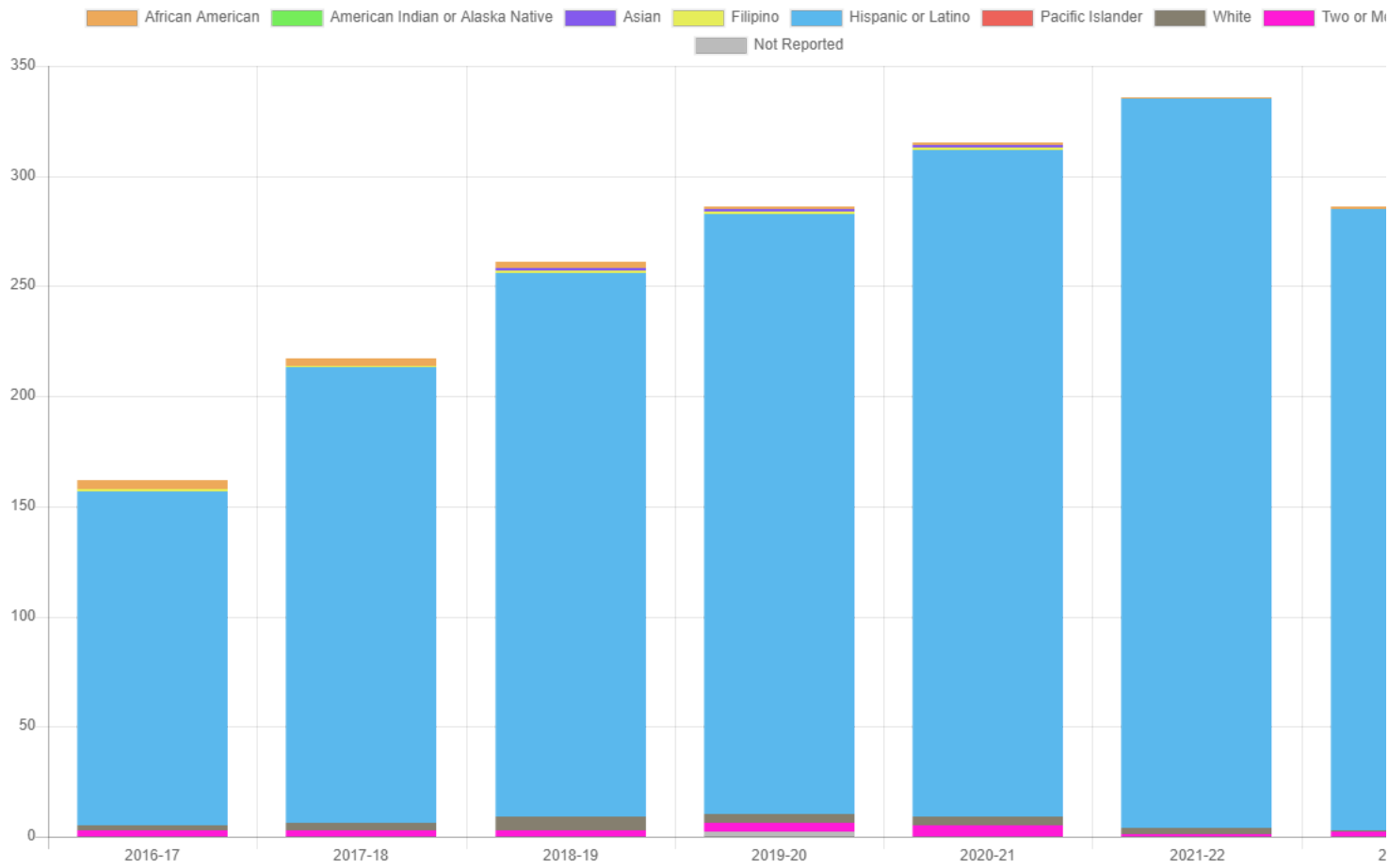
Voices College-Bound Language Academy at Mt. Pleasant Report (43-10439-0132530)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**286**	0.3%	0.0%	0.0%	0.0%	98.6%	0.0%	0.3%	0.7%	0.0%
2021-22	**336**	0.3%	0.0%	0.0%	0.0%	98.5%	0.0%	0.9%	0.3%	0.0%
2020-21	**315**	0.3%	0.0%	0.3%	0.3%	96.2%	0.0%	1.3%	1.6%	0.0%
2019-20	**286**	0.3%	0.0%	0.3%	0.3%	95.5%	0.0%	1.4%	1.4%	0.7%
2018-19	**261**	1.1%	0.0%	0.4%	0.4%	94.6%	0.0%	2.3%	1.1%	0.0%
2017-18	**217**	1.4%	0.0%	0.0%	0.5%	95.4%	0.0%	1.4%	1.4%	0.0%
2016-17	**162**	2.5%	0.0%	0.0%	0.6%	93.8%	0.0%	1.2%	1.9%	0.0%

Enrollment by Ethnicity



SR-000084

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

ACE Charter Report (43-10439-0116814)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390116814 - ACE Empower Academy

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	64.9%
Foster Youth	0.0%
Homeless Youth	0.0%

SR-000086

Migrant Education	0.0%
Students with Disabilities	16.2%
Socioeconomically Disadvantaged	93.2%
All Students	**191**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Alpha: Cornerstone Academy Preparatory Report (43-10439-0121483)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390121483 - Alpha: Cornerstone Academy Preparatory

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	27.5%
Foster Youth	0.0%
Homeless Youth	0.0%

SR-000088

Migrant Education	0.0%
Students with Disabilities	8.1%
Socioeconomically Disadvantaged	53.5%
All Students	**520**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Alpha: Jose Hernandez Middle Report (43-10439-0129213)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390129213 - Alpha: Jose Hernandez

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	66.5%
Foster Youth	0.0%
Homeless Youth	0.2%

SR-000090

Migrant Education	0.0%
Students with Disabilities	9.3%
Socioeconomically Disadvantaged	93.6%
All Students	**451**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Alum Rock Union Elementary Report (43-69369)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369369 - Alum Rock Union Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	49.4%	43.2%	44.4%

SR-000092

Foster Youth	0.2%	0.2%	0.2%
Homeless Youth	0.8%	1.1%	1.0%
Migrant Education	0.2%	0.2%	0.2%
Students with Disabilities	10.0%	13.0%	12.4%
Socioeconomically Disadvantaged	80.6%	76.7%	77.5%
All Students	**1,700**	**7,107**	**8,807**

SR-000093

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Bullis Charter Report (43-10439-0106534)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390106534 - Bullis Charter

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	6.1%
Foster Youth	0.0%
Homeless Youth	0.0%

SR-000094

Migrant Education	0.0%
Students with Disabilities	6.9%
Socioeconomically Disadvantaged	1.9%
All Students	**1,058**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Discovery Charter Report (43-10439-0111880)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390111880 - Discovery Charter

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	13.3%
Foster Youth	0.2%
Homeless Youth	0.0%

SR-000096

Migrant Education	0.0%
Students with Disabilities	9.5%
Socioeconomically Disadvantaged	10.3%
All Students	**535**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Discovery Charter II Report (43-10439-0127969)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390127969 - Discovery Charter II

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	9.4%
Foster Youth	0.0%
Homeless Youth	0.0%

SR-000098

Migrant Education	0.0%
Students with Disabilities	13.1%
Socioeconomically Disadvantaged	13.7%
All Students	**488**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Downtown College Prep - Alum Rock Report (43-10439-0123257)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390123257 - Downtown College Prep - Alum Rock

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	31.2%
Foster Youth	0.2%
Homeless Youth	1.1%

SR-000100

Migrant Education	0.0%
Students with Disabilities	14.2%
Socioeconomically Disadvantaged	80.3%
All Students	**529**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

East Side Union High Report (43-69427)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369427 - East Side Union High

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	39.8%	19.8%	22.5%

Foster Youth	0.0%	0.2%	0.2%
Homeless Youth	15.4%	3.7%	5.3%
Migrant Education	0.0%	0.5%	0.4%
Students with Disabilities	11.1%	11.9%	11.8%
Socioeconomically Disadvantaged	84.5%	41.1%	47.1%
All Students	**3,366**	**21,148**	**24,514**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Franklin-McKinley Elementary Report (43-69450)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369450 - Franklin-McKinley Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	47.3%	48.8%	48.4%

SR-000104

Foster Youth	0.0%	0.2%	0.2%
Homeless Youth	2.9%	2.3%	2.4%
Migrant Education	0.0%	0.1%	0.1%
Students with Disabilities	10.1%	12.4%	11.8%
Socioeconomically Disadvantaged	65.8%	62.0%	63.0%
All Students	**2,155**	**5,952**	**8,107**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Los Altos Elementary Report (43-69518)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369518 - Los Altos Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	0.0%	10.2%	10.2%

SR-000106

Foster Youth	0.0%	0.0%	0.0%
Homeless Youth	0.0%	0.0%	0.0%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	9.5%	9.5%
Socioeconomically Disadvantaged	0.0%	7.0%	7.0%
All Students	**0**	**3,355**	**3,355**

SR-000107

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Moreland Report (43-69575)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369575 - Moreland

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	0.0%	28.4%	28.4%

SR-000108

Foster Youth	0.0%	0.1%	0.1%
Homeless Youth	0.0%	0.4%	0.4%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	12.7%	12.7%
Socioeconomically Disadvantaged	0.0%	35.2%	35.2%
All Students	**0**	**3,940**	**3,940**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Morgan Hill Unified Report (43-69583)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369583 - Morgan Hill Unified

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	1.5%	18.2%	16.9%

SR-000110

Foster Youth	0.0%	0.2%	0.1%
Homeless Youth	0.2%	8.4%	7.8%
Migrant Education	0.2%	2.1%	1.9%
Students with Disabilities	7.8%	12.7%	12.3%
Socioeconomically Disadvantaged	8.1%	40.1%	37.7%
All Students	**654**	**8,013**	**8,667**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Mount Pleasant Elementary Report (43-69617)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369617 - Mount Pleasant Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	41.9%	43.3%	43.0%

Foster Youth	0.0%	0.4%	0.3%
Homeless Youth	6.3%	6.6%	6.6%
Migrant Education	2.1%	1.0%	1.3%
Students with Disabilities	9.6%	16.0%	14.3%
Socioeconomically Disadvantaged	57.1%	73.8%	69.5%
All Students	**427**	**1,221**	**1,648**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Fuerza Community Prep Report (43-10439-0131110)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390131110 - Rocketship Fuerza Community Prep

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	63.8%
Foster Youth	0.2%
Homeless Youth	3.4%

SR-000114

Migrant Education	0.0%
Students with Disabilities	6.6%
Socioeconomically Disadvantaged	78.4%
All Students	**560**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Mateo Sheedy Elementary Report (43-10439-0113704)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390113704 - Rocketship Mateo Sheedy Elementary

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	57.8%
Foster Youth	0.0%
Homeless Youth	7.7%

SR-000116

Migrant Education	0.0%
Students with Disabilities	7.3%
Socioeconomically Disadvantaged	77.1%
All Students	**493**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Rising Stars Report (43-10439-0133496)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390133496 - Rocketship Rising Stars

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	52.3%
Foster Youth	0.0%
Homeless Youth	3.7%

SR-000118

Migrant Education	0.0%
Students with Disabilities	7.8%
Socioeconomically Disadvantaged	73.7%
All Students	**593**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Si Se Puede Academy Report (43-10439-0119024)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390119024 - Rocketship Si Se Puede Academy

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	67.9%
Foster Youth	0.0%
Homeless Youth	9.9%

SR-000120

Migrant Education	0.0%
Students with Disabilities	9.6%
Socioeconomically Disadvantaged	85.2%
All Students	**324**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

San Jose Unified Report (43-69666)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369666 - San Jose Unified

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	46.4%	22.3%	23.3%

SR-000122

Foster Youth	0.0%	0.2%	0.2%
Homeless Youth	0.0%	1.1%	1.0%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	17.4%	13.0%	13.2%
Socioeconomically Disadvantaged	85.4%	44.0%	45.6%
All Students	**1,028**	**25,451**	**26,479**

SR-000123

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Summit Public School: Tahoma Report (43-10439-0123794)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390123794 - Summit Public School: Tahoma

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	9.9%
Foster Youth	0.3%
Homeless Youth	0.0%

SR-000124

Migrant Education	0.6%
Students with Disabilities	18.5%
Socioeconomically Disadvantaged	25.2%
All Students	**314**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Sunrise Middle Report (43-10439-0124065)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390124065 - Sunrise Middle

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	42.2%
Foster Youth	0.0%
Homeless Youth	13.3%

SR-000126

Migrant Education	0.0%
Students with Disabilities	13.0%
Socioeconomically Disadvantaged	85.4%
All Students	**308**

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Voices College-Bound Language Academy at Morgan Hill Report (43-10439-0131748)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390131748 - Voices College-Bound Language Academy at Morgan Hill

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	59.9%
Foster Youth	0.0%

SR-000128

Homeless Youth	0.0%
Migrant Education	0.0%
Students with Disabilities	9.0%
Socioeconomically Disadvantaged	64.7%
All Students	**289**

SR-000129

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Voices College-Bound Language Academy at Mt. Pleasant Report (43-10439-0132530)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390132530 - Voices College-Bound Language Academy at Mt. Pleasant

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	54.5%
Foster Youth	0.3%

SR-000130

Homeless Youth	0.0%
Migrant Education	0.0%
Students with Disabilities	8.7%
Socioeconomically Disadvantaged	64.0%
All Students	**286**

Attachment 3

LASD
Los Altos School District

September 10, 2019

Santa Clara County Board of Education
Mary Ann Dewan, Ph.D., County Superintendent of Schools
1290 Ridder Park Drive
San Jose, CA 95131

Re: Los Altos School District
Bullis Charter School

Dear Dr. Dewan and Santa Clara County Board of Education:

The Los Altos School District Board ("LASD" or "Board") sends this correspondence seeking significant steps to end the longstanding discrimination at Bullis Charter School ("BCS") and ensure equitable access to *all* students. Not only has BCS fostered discriminatory impacts since it initiated its program nearly 15 years ago, it now intends to give enrollment priority to students who reside in the wealthiest and least socioeconomically diverse area within LASD (the "Exclusionary Los Altos Hills Preference"). Based upon the information presented below it is long past time for you, as the BCS authorizer, to act. Both the Santa Clara County Board of Education ("SCCBOE") and the County Superintendent must take the requisite steps to protect our public education system. To meet these obligations, the Board asks that you, among other things, take the following actions:

- Reject the Exclusionary Los Altos Hills Preference;
- Develop a comprehensive desegregation plan designed to ensure a student population that mirrors the demographics within the LASD boundaries;
- Ensure that the desegregation plan include: transparent lottery conducted by the Santa Clara County Office of Education ("SCCOE") staff, priority preference for free and reduced lunch students, English Language Learners ("ELL"), special needs students and other underrepresented students, and restricted growth until such time as the discrimination is corrected;
- Hold BCS accountable to the requirements of a school operating in the public school system.

Board of Trustees
Vladimir Ivanovic
Bryan Johnson
Vaishali Sirkay
Jessica Speiser
Steve Taglio

650 **947-1150**
650 **947-0118** fax
201 Covington Road
Los Altos, CA 94024
@lasdk8
lasdschools.org

As you know, BCS's failure to serve a student population that reflects the demographics within the LASD boundaries has long been a concern for LASD, its parents, and the community at large – a concern that has been voiced for many years including at the SCCBOE meetings. In fact, the SCCBOE recognized BCS's continuing failure to meet this statutory requirement (Ed. Code, § 47605(b)(5)(G)) when it considered the most recent renewal of its charter for another term.

When BCS sought the approval of the LASD to operate a charter school in the district, LASD rejected the application, believing that a charter school would do little more than divide an educational community that was serving well *all* public school students in the District. The SCCBOE nonetheless approved the charter and SCCBOE and its Office of Education thus assumed the responsibility to ensure BCS would deliver educational services in alignment with current educational expectations and at the same time would not implement policies that discriminate against students, or effectuate policies that create a discriminatory disparate impact against vulnerable students.

LASD's worst fears have been realized. BCS has engaged in systematic discrimination throughout its fifteen plus years of existence, and SCCBOE/SCCOE has throughout done little to fulfill its mandatory duty to restrain the long running discrimination at BCS. The combination of BCS's discrimination and SCCBOE/SCCOE's neglect has not only harmed students but produced ever increasing adverse financial impacts on LASD, and is tearing apart a community that has an exceptional commitment to the highest quality public education yet whose laudable aspirations are stymied by an unregulated, divisive and discriminatory charter school.

The straw that threatens to break the camel's back, and that prompts this letter, is BCS's recently announced proposal to *reinstate* a discriminatory admissions preference that gives priority to students who reside in the wealthiest and least socioeconomically diverse area within LASD (the "Exclusionary Los Altos Hills Preference"). This discrimination coupled with unregulated charter school student enrollment growth results in a negative fiscal impact to the district, threatens to force cuts to district staffing, educational programs and class sizes, and erodes opportunities for students in our traditional neighborhood public schools. This "two-tier" educational system is a disservice to taxpayers who fund our schools and an injustice to the students in our neighborhoods.

Six years ago, LASD brought a court action to seek a judicial declaration regarding the illegality of BCS's discriminatory practices. At this time, several SCCBOE trustees expressed concern about BCS's practices and whether they should preclude renewal of BCS's charter. Trustee Anna Song noted in a formal communication to the BCS Board, "BCS has performed abysmally in serving socioeconomically disadvantaged students." Joe DiSalvo, another SCCBOE trustee, stated at an April 3, 2013 board meeting, "I don't want to be too melodramatic here but I'm thinking there's an emerging board majority that

would not renew what you have." (See https://www.sccoe.org/countyboard/Pages/2012-13.aspx). He added, "I feel like my vote furthered a divide in an exceptional community in California, the United States and the world." (*Id*.) Michael Chang, another trustee, stated at the April 3, 2013 meeting, "we would like to see more ethnic and income diversity in your student population and that we made the point that we were looking for outcomes not your outreach efforts ..." (*Id.*)

As the concerns over discriminatory policies and practices mounted, BCS avoided further scrutiny by entering a settlement of LASD's action in which BCS pledged to be more inclusionary. Yet, over the six years that has followed that settlement, BCS has become even *more* discriminatory in the population it has enrolled. BCS now seeks to literally turn back the clock to reinstate a discriminatory preference for families that reside in an area that is among the wealthiest 0.0001% of the entire state of California. SCCBOE/SCCOE must act to not only reject that proposal but to take further action that brings BCS into compliance with law.

A. The Law Prohibits Policies/Systems That Produce Discriminatory Impacts

Access to public education is a fundamental right afforded the highest levels of protection under California law. (*Serrano v. Priest* (1971) 5 Cal.3d 584 ("*Serrano I*") ["the distinctive and priceless function of education in our society warrants, indeed compels, our treating it as a 'fundamental interest.'"]; *Serrano v. Priest* (1976) 18 Cal.3d 728, 766 [affirming *Serrano I* and applying strict scrutiny to examining discriminatory school financing system].)

Accordingly, California law forbids any charter school provisions, practices, rules or other systems that result in a disproportionate impact on a protected group. (*Serrano I*, 5 Cal.3d at p. 589 [striking down the state's school funding system as unconstitutional due to its disparate impact upon socioeconomically disadvantaged students]; *Crawford v. Board of Education* (1976) 17 Cal.3d 280, 296 [schools are "not constitutionally free to adopt any facially neutral policy it chooses, oblivious to such policy's actual differential impact on the minority children in its schools"]; *Griggs v. Duke Power Company* (1971) 401 U.S. 424 [an admissions scheme that is on its face arguably neutral is discriminatory if it has a disparate impact on a protected group].)

Despite this controlling law, County Superintendent Dr. Mary Ann Dewan recently responded to concerns raised by Eric Shiu, an LASD parent, by stating:

> *Bullis is required to conduct any admissions lottery in accordance with the preferences as set forth in its charter and cannot deviate from those approved preferences, including by adding additional preferences, without processing a request for a material revision to its charter. Neither the community nor SCCBOE can unilaterally impose additional preference requirements in the middle of Bullis' charter term. If you would like to*

recommend that Bullis change or add to its admission preferences, those suggestions should be recommended to Bullis, and the charter school could seek such changes if it chooses.

The response reflects an alarming misunderstanding of the SCCBOE's/SCCOE's role in charter school oversight. The statement that "Bullis is required to conduct any admissions lottery in accordance with the preferences set forth in its charter and cannot deviate from the approved preferences" serves to reinforce discrimination, rather than seek to correct it. This stated policy, together with approval of the admissions provisions and the failure to take any corrective action, makes the SCCOE and SCCBOE complicit in the discrimination.

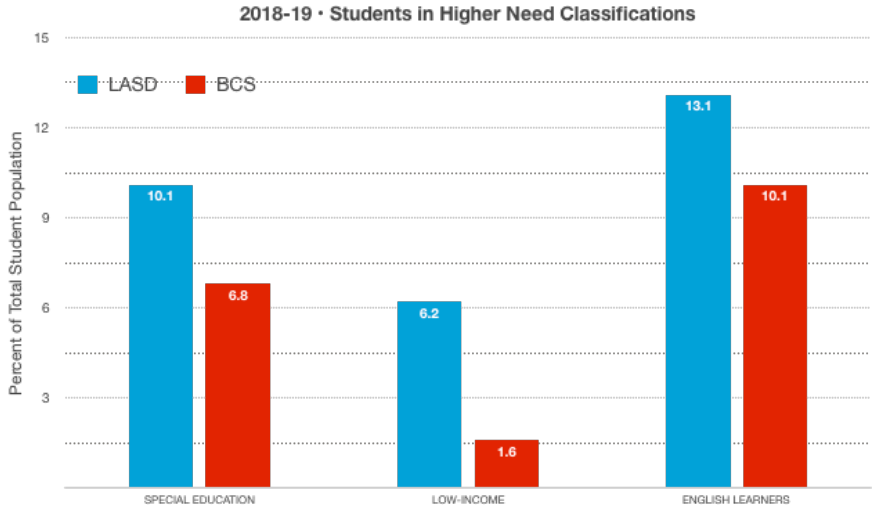
Contrary to Dr. Dewan's statement, BCS and the SCCOE/SCCBOE must ensure that BCS: (1) complies with its duty to ensure that the racial and ethnic balance of its pupils is reflective of the general population residing within LASD boundaries (Ed. Code, § 47605(b)(5)(G); Charter, p. 23); and (2) does not take any action that adversely affects protected groups of students (Cal. Const. art. I § 7; Ed. Code, § 200 et seq.)

B. Bullis Continues To Underserve Marginalized Pupils

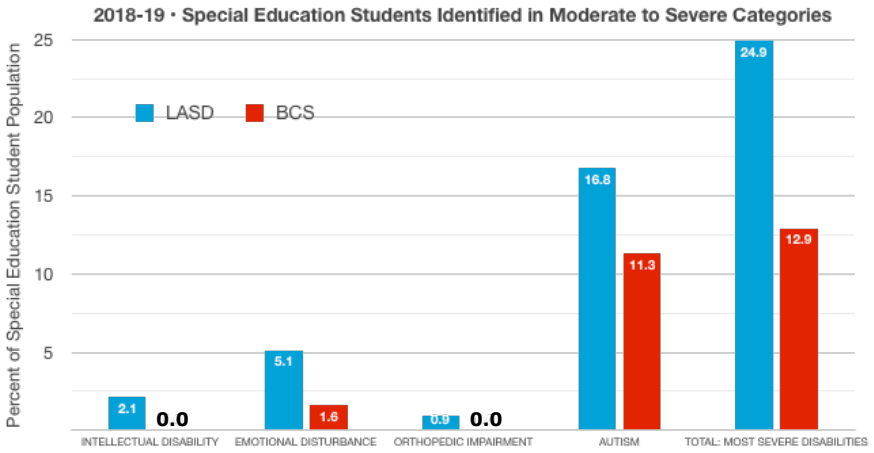
It is the requirement and the responsibility of public schools in the State of California to serve all students.

Publicly-available data from the California Department of Education shows the discriminatory/disparate impact on protected classes of students through BCS's practices. In 2018, 6.2% of LASD's students were identified as socioeconomically disadvantaged, whereas only 1.6% of BCS's pupil population was identified as the same. Similarly, in 2018, the District's English learner population was 13.1%, whereas BCS lagged again at 10.1%. BCS's stated intention to invoke a preference for students residing within the Los Altos Hills – a zip code recognized as one of the wealthiest in the country – will only serve to exacerbate the now longstanding discriminatory impact upon these protected classes of students.

BCS's underservice of students with disabilities – particularly those whose disabilities tend to require more resources to serve – is notably stark. During the seven (7) years from 2012-13 through 2018-19, LASD's enrollment of special education pupils has averaged 9.5% of its pupils, whereas BCS averaged only 5.6% of its students.



Equally troubling, BCS's underservice of students with disabilities is compounded by the types of pupils it serves. Some disabilities require more educational resources than others – for example, Speech Language Impairment ("SLI") and Specific Learning Disability ("SLD") typically require less resources than Intellectual Disabilities, Emotional Disturbance, or Orthopedic Impairment. While LASD's ratio of SLI/SLD students (i.e., lower cost special education students) has fallen significantly, BCS continues to maintain a high ratio of such students. BCS consistently enrolls a *far* lower ratio of high cost special education students than LASD:



The data reflects that not only has BCS underserved students with disabilities when compared to LASD, but it has evaded its obligation to serve the full spectrum of disabilities and abrogated its responsibility to educate those pupils who need the most intensive care. The data as well as the information from parents who have had their special needs students turned away from BCS confirm that discrimination is occurring. What has developed is a charter school, ostensibly required to be part of the public school system, serving a narrow student population and failing to serve all pupils in the community – this is not what the law intended. (*Wilson v. State Bd. of Educ.* (1999) 75

Cal.App.4th 1125, 1137 ["the establishment of charter schools does not create a dual system of public schools"].)

C. BCS's Discrimination and Resulting Segregation Mirrors a Disturbing Statewide Trend Among California's Charter Schools.

As a recent study documented and summarized:

> "It's clear, **there is a high cost to California school districts as a result of how unequally charter schools enroll both special education students in general and students with hardest-to-serve disabilities in particular.** This cost is borne by districts as a result of California's formula for funding special education, which distributes funding roughly on a total per pupil basis, with no accounting for whether or not a student has a disability, or the severity of their disability." See https://www.cta.org/stateofdenial. (Highlight in original.)

The report also summarized the fiscal impact of this charter school discrimination on three public school districts – San Diego Unified School District, Los Angeles Unified School District, and Oakland Unified School District – as follows:



D. The SCCBOE/SCCOE Has The Legal Obligation To Exercise Oversight To Address BCS's Discriminatory Conduct and Impacts

SCCOE and its Board may not continue to turn a blind eye to the BCS practices that have resulted in disproportionate impact on these protected groups of students. Aside from your responsibilities to *all* students within the county, an authorizer who knows, or has reason to know, of a charter school's noncompliance in meeting the requirements to

serve a comparable student population or to otherwise engage in discrimination/discriminatory practices, can be held liable for the injury caused by the charter school's actions. (Ed. Code, § 47604(c).) In fact, failure to take action in the face of acknowledged discrimination creates an independent liability for the authorizer for its own failure to act.

We note that the County Superintendent's statement to Mr. Shiu takes a very narrow view of oversight and the role of the authorizer. However, oversight not only includes the tasks identified in Education Code section 47604.32, it also includes the obligation to take action where there is a: (1) violation of the charter; (2) a violation of law; (3) a failure to meet pupil (academic) outcomes; and/or (4) fiscal mismanagement. (Ed. Code, § 47607(c).) In fact, any protection from liability under Education Code section 47604(c) is dependent upon the authorizer's compliance "with all oversight responsibilities required by law *including, but not limited to*, those required by Section 47604.32 and subdivision (m) of Section 47605." As such, there is far more to meeting the obligations of an authorizer including, as stated above, taking action under Education Code section 47607(c) in the face of violations.

While authorizers have broad discretion, they must hold charters accountable. The court has expressly acknowledged "[l]ocal school districts and county boards of education, as well as parents and teachers, have a right to expect that charter schools will hew not just to the law, but to their charters ..." The court held that these groups may file suit against an authorizer to require it to take action to hold the charter to account for violations. (*California School Boards Association v. State Board of Education* (2010) 186 Cal.App.4th 1298, 1326.)

We understand that Dr. Dewan is operating under the understanding that because BCS was authorized on appeal to the County rather than as a countywide benefit charter school, SCCBOE's/SCCOE's oversight role is "limited." Such an assertion is baseless and contrary to law. The Charter Schools Act makes no distinction in an authorizer's oversight duties dependent upon how it received a charter petition. (Ed. Code, § 47604(c) ["An authority that grants a charter to a charter school" must comply with oversight duties].) The agency that authorizes a charter school is then fully responsible for overseeing it in compliance with law – any other interpretation would be considered unconstitutional. (*California School Bds. Assn., supra,* 186 Cal.App.4th at 1326 ["It is, thus, the very control and oversight by public officials that legitimize charter schools. If monitoring and enforcement are, in reality, either lax or nonexistent, then the entire statutory scheme governing charter schools is called into question."]; *Wilson v. State Bd. of Educ.* (1999) 75 Cal.App.4th 1125, 1139 ["the very destiny of charter schools lies solely in the hands of public agencies and offices, from the local to the state level: school districts, county boards of education, the Superintendent and the Board."].)

E. BCS's Continuing Discrimination Arises From The Fact That The School Was Formed For A Discriminatory Purpose

The need for SCCBOE/SCCOE to act is even more apparent when one considers that BCS was founded to create an exclusionary school, a purpose that is antithetical to the public school system. From BCS's inception, its exclusionary purpose has injected division and discrimination into an otherwise exceptional public school system and the discrimination has grown over time and has reached a breaking point. An overview of BCS's history illustrates the adverse impact that BCS's formation has had on the LASD public school community.

1. The Bullis Charter School Forms For Reasons That Bear Little Relation To The *Raison D'Etre* For Charter Schools: Expanding Opportunities For Those That The Public School System Is Underserving

The Charter Schools Act declares charter schools to be "part of the public school system" and places "special emphasis on expanding learning opportunities for pupils who are identified as academically low achieving." (Ed. Code, § 47601(b).) To that end, the charter school laws require charter schools to admit pupils on an equal opportunity basis, prohibit the charging of tuition, and require the chartering authority to "consider increases in public academic achievement for *all groups* of pupils served by the charter school as the most important factor in determining whether to grant charter renewal." (Ed. Code, § 47605(a)(3)(A) [emph. added].) Thus, the idea is to provide parents and pupils in poorly performing public schools with expanded educational choices that advance improvement, particularly in groups underserved by the existing public school system.

LASD has long produced among the highest achieving public schools in California, and a community dedicated to producing quality education for every public school pupil—in every demographic category. The residents vote to tax themselves to fund the public schools and parents volunteer countless time to help the schools.

In 2003, the LASD closure of Bullis-Purissima Elementary School in Los Altos Hills, prompted a small group of parents to form BCS, seeking to establish a charter school that this small group, rather than elected public officials, would control. The founders soon raised over $5 million in private funds and demanded that the District handover the closed school site to BCS. BCS also granted an admissions preference for residents of the former Bullis-Purissima elementary school—the Exclusionary Los Altos Hills Preference.

Thus, from the start, BCS's purpose was not to expand learning opportunities for an underserved group, but was instead to create a school where the District's wealthiest residents could combine private donations with public funds to establish a "semi-private school." (See "Taypayers Get Billed for Kids of Millionaires at Charter School," *Bloomberg* (Nov. 2011), [https://www.bloomberg.com/news/articles/2011-11-

15/taxpayers-billed-for-millionaires-kids-at-charter-school].) To that end, BCS established an expectation that each pupil's family will donate more than $5,000 per year in private funds, established an Exclusionary Los Altos Hills Preference to favor the wealthiest portion of LASD, and has engaged in a wide variety of other outreach, fundraising practices or messaging that has consistently *for 15 plus years* resulted in BCS under-enrolling low income, ELL and special needs students when compared to the enrollment of pupils in those same categories in LASD-run schools.
(See https://www.bcsfoundation.com/two-students; see also https://www.bcsfoundation.com/annual-campaign.)

In 2008, the District reopened the Gardner Bullis Elementary School in Los Altos Hills on the former Bullis-Purissima site, thereby eliminating the only ostensible ground BCS has ever given for its Exclusionary Los Altos Hills Preference. Nonetheless, BCS refused to drop the preference. LASD brought a petition for writ of mandate in court to attempt to challenge the preference, but the court ruled that LASD lacked standing to sue because SCCBOE had the authority and discretion to decide whether to allow the Preference. LASD now turns to SCCBOE to ensure that BCS does not bring this discriminatory preference back.

2. After SCCBOE Urges BCS To Improve Its Under-Enrollment Of Certain Students, And After Litigation Concerning BCS's Discriminatory Practices, BCS Enters A Settlement Agreement In Which It Suggests It Will Phase Out The Exclusionary Los Altos Hills Preference

After SCCBOE approved the Exclusionary Los Altos Hills Preference, notwithstanding the expressed concerns of SCCOE staff that the preference was discriminatory, members of LASD's public came forward with evidence of other discriminatory BCS practices. Among other things, this evidence showed that between 2003 and 2012, BCS illegally requested confidential health information and educational records from applicants before conducting its admissions lottery. This improperly suggested to potential applicants that factors such as a child's disability or prior academic performance could bear on whether BCS would admit the child, and that BCS could manipulate the information in its possession to discriminate in its admissions. In a May 30, 2012 letter, the County's Superintendent of Schools, Dr. Charles Weis, advised BCS that its application process "infringed on the rights of children and parents under state and federal laws protecting the privacy of confidential health information and the privacy of educational records."

Also in 2012, a number of LASD parents filed statements with this Board or declarations under penalty of perjury in court, attesting to BCS conduct hostile to special needs students during the admission process and afterwards. LASD filed a cross-complaint with the court, seeking a determination whether BCS was discriminating unlawfully in its practices and what remedies should follow for such discrimination. BCS tried repeatedly in the trial and appellate court to block the courts from addressing those

questions on their merits. But both the trial court and appellate court made rulings that made clear that BCS could not duck the discrimination allegations but would have to address those allegations on their merits. After suffering those rulings, in 2014, BCS entered a settlement agreement with LASD in which BCS agreed to limit its growth to around 900 pupils for five years, through the end of the 2018-19 school year and agreed to be more inclusive and less discriminatory in its admissions practices. During the course of the five-year agreement, as noted, several SCCBOE trustees took note of BCS's continued discrimination, demanded change, and questioned whether SCCBOE should renew its charter.

The settlement included a provision limiting the Exclusionary Los Altos Hills Preference. At the time, LASD understood this provision would effectuate a permanent phase out of the Hills Preference—BCS was agreeing to eliminate the Exclusionary Los Altos Hills preference over time, but was keeping a limited version of it in place for the benefit of Los Altos Hills families who already had enrolled a child at BCS and would like a sibling to attend the same school.

LASD and BCS further pledged to work together during the five-year agreement to procure funding for a 10th school site to house BCS. Community volunteers from LASD and BCS then worked together to convince LASD voters to agree to tax themselves via a $150 million bond measure. After the LASD voters approved that bond measure, LASD after an exhaustive search located a remarkable opportunity to acquire land on terms highly advantageous to the LASD taxpayers in the North of El Camino ("NEC") area in Mountain View within LASD's boundaries. This site (the "10th Site") represented the best opportunity throughout the five-year agreement for a potential facilities option for BCS, and it met the promise both LASD and BCS had made to the community that a 10th Site would be located and developed. Furthermore it represented a wonderful opportunity for BCS—LASD would spend more than $100 million to provide BCS brand new, exclusive use facilities on its own site.

3. BCS Rejects A Preference For The Most Socioeconomically Diverse Area Of The District, But Then Seeks To Restore An Admissions Preference For The Wealthiest And Least Diverse Area Within The District

Because the City of Mountain View is partnering with LASD to effectuate the purchase of the 10th Site, the Mountain View City Council made clear that its approval of certain funding that would be part of the 10th Site acquisition was conditioned on LASD placing a school on the site that would grant an enrollment preference to residents of the NEC neighborhood. BCS's board president promptly declared that if BCS were placed on this site, BCS would NOT grant a preference for residents of the NEC neighborhood: "Bullis Charter School board president Joe Hurd told the Voice that the board has expressed zero interest in adding a neighborhood preference, and has sought an even-handed approach to serving students throughout the Los Altos School District." (https://mv-

voice.com/news/2018/12/13/council-agrees-on-new-san-antonio-school; see also, http://mountainview.granicus.com/MediaPlayer.php?view_id=2&clip_id=3105.)

Yet, BCS more recently has advised LASD that BCS intends to restore the Exclusionary Los Altos Hills Preference. (A copy of the recent correspondence between LASD and BCS regarding the Los Altos Hills Preference is enclosed.) In other words, BCS's stated "even-handed approach to serving students throughout the Los Altos School District" consists of *rejecting* an admissions preference for the most socioeconomically diverse area in LASD—the NEC neighborhood—while *granting* a preference to the least diverse area—Los Altos Hills.

On June 19, 2018, BCS Board members Joe Hurd and Ann Waterman Roy gave public comment before the Mountain View City Council, appearing in their "individual capacities, not representing the [BCS] Board." Hurd and Waterman Roy proposed to open a new and ***separate*** charter school at the 10th Site with a preference for NEC students and LASD as the chartering authority. When Councilmember John McCallister asked if BCS would provide the same preference for NEC students if BCS "in its current form" were to be located at the 10th Site, the two BCS Board members demurred. (See http://mountainview.granicus.com/MediaPlayer.php?view_id=2&clip_id=3105.)

While BCS has flaunted its obligation as a public school to further education equity within LASD, BCS recently gave lip service to such goals when BCS sought approval to establish another charter school in the Mountain View Whisman School District ("MVWSD") stating that BCS wished to serve underprivileged students residing within the MVWSD. MVWSD demanded more than just lip service and instead required that BCS's proposed MVWSD charter school align its admission preferences to its stated goals to serve socio-economically disadvantaged and/or English language learners. In response, BCS refused to do so. MVWSD also required a charter board made up of MVWSD residents and reflective of the students BCS purportedly wished to serve: underprivileged students residing within MVWSD boundaries. Again, BCS refused. As a result, MVWSD exercised its obligations as a charter authorizer and revoked the BCS charter. This is a good example of the kind of oversight SCCBOE can and should exercise if BCS refuses to meet its obligation as a public school to serve all pupil communities.

As things now stand in LASD, BCS has grown to a population of over 1,100 pupils—more than 20 percent of the entire LASD public school pupil population. But as shown by its consistent under-enrollment of low income, ELL and special needs students, BCS has grown to more than 20 percent of LASD by "skimming" from only particular groups, while shunning others. This is intolerable, antithetical to public education and must be corrected.

F. <u>This Board Must Not Allow BCS To Restore The Exclusionary Los Altos Hills Preference And Take Further Action To Correct BCS Discrimination</u>

BCS's tone deaf plan to restore the Exclusionary Los Altos Hills Preference mandates swift and clear action from this Board that makes clear that the Preference cannot be restored. Indeed, even without that Preference, to paraphrase Ms. Song's comment from 2012, BCS continues to "perform[] abysmally in serving socioeconomically disadvantaged students." For it to restore the Preference despite that abysmal track record is to add insult to injury and amounts to sticking a finger in the eye of the principle of equality in educational opportunity.

One of the core policies of the charter school laws is to allow innovators to take the basic per-pupil state allocation of funds and "do more with less"—i.e. use those same dollars to obtain improved academic performance from those who pose the greater educational challenges. Thus, when measuring charter schools, it should be a key goal that the accolades go to charter schools who educate the most effectively and raise scores among populations that historically have been more difficult or costly to educate.

By contrast, a charter school that "skims" the most affluent and educated families in a district and avoids those with greater challenges, then fundraises from its "skimmed" families, may yield a school with high test scores and academic achievement, may yield enthusiasm and satisfaction from the parents whose children attend the affluent "public" charter school, and may yield demand and a waiting list from others who want to enroll their kids in the affluent charter school. But none of those results, founded on discriminatory policies and practices, are the goals of public charter school law. And certainly, none can justify the discriminatory results -evidenced by the data - which such skimming generates.

Because the charter school laws aim to spur charter schools that will take on more difficult academic challenges, five key ways which a charter school's performance may be measured against the reason for allowing a charter school in the first instance are (a) is the charter school targeting a community in need?; (b) is it targeting the students who need the most help?; (c) how do its demographics compare to that of the district in which it sits?; (d) how much is it spending per pupil in combined public and private funding in comparison to the district in which it sits; and, (e) how much is the school improving academic performance among the groups that historically have posed greater educational challenges in the district in which it sits? (See, e.g., https://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/01/NAPCS_AchvmntStdy_D8.pdf_20110330T165151.pdf.)

Since BCS does not measure up against *any* of these factors, it is difficult to rationalize the existence of a charter school in Los Altos at all. But even assuming one can rationalize a "public" charter school that does *nothing* to expand educational opportunity for the groups that pose greater educational challenges, one cannot rationalize granting

an *admissions preference* to the area within LASD that will *further* *skew* *already skewed* demographics.

The reasons BCS gave in its letter that announced its planned restoration of the Exclusionary Los Altos Hills Preference do not withstand scrutiny. Although it touts its "hard fought" "victory" in persuading a judge to not enjoin the Exclusionary Los Altos Hills Preference in response to LASD's 2008 lawsuit, it ignores that the judge (a) ruled that the decision whether to allow or disallow the preference rested in the first instance with BCS's approving and oversight entity—this Board; and (b) the 2008 lawsuit did not examine the discriminatory results that have followed in the decade since that lawsuit was decided. SCCBOE/SCCOE should not be lulled into the belief that the court has approved the preference or the discriminatory impacts.

The question of whether this Board should allow the Exclusionary Los Altos Hills Preference is now before this Board in the first instance, and the Board must examine the Preference against the long history of BCS discrimination. Again, nothing in the 2008 court ruling justifies allowing the Preference to be reinstated in 2019.

Similarly, BCS's reference to the history that led to adoption of the Preference over a decade ago only underscores how ridiculous that rationale is today. LASD now has a public school in Los Altos Hills, and BCS has grown into an 1,100 plus pupil school which represents over 20 percent of the entire District population. At that size, it is more critical than ever that BCS be held to its (selectively-invoked) objective of an "even-handed approach to serving students throughout the Los Altos School District."

There is simply no place in the *public* school system for this exclusionary preference at a charter school that has spent 15 plus years skimming to admit a skewed population. BCS's skewed demographic population warrants substantial remedial action. Instead, it proposes the entirely *unrepentant* act of reinstating the Exclusionary Preference.

We note that the California Attorney General recently brought an action against the Sausalito Marin City School District ("SMCSD") based on allegations that a charter school in SMCSD had created segregation within that District. After settling the Attorney General's action, SMCSD issued a press release that commendably stated: "The foundational edict and responsibility that we hold as a public school system is to provide an excellent education in a desegregated school. . . .We invite all of our community to stand courageously and make an enduring commitment to put an end to inequitable education, to embrace our differences, to work systematically toward change, and to adopt a plan toward desegregation."

LASD stands committed to the same goal, but unfortunately, it must turn to this chartering authority to obtain the action necessary to end the 15 plus years of ever-increasing segregation of the public schools within LASD that BCS has caused and

continues to cause. It should not take a lawsuit by the Attorney General—or anyone else—to produce compliance with the foundational edict and responsibility to ensure equality that we hold as in the public school system.

G. Conclusion

In light of the systemic discrimination fostered over the last 15 years, significant steps are required to bring BCS into compliance and to ensure access. It is imperative that the Exclusionary Los Altos Hills Preference be rejected. This action must be part of a comprehensive desegregation plan designed to ensure a student population that reflects the demographics within the LASD boundaries. Careful review of BCS culture and practices will be necessary to address this segregation. Because BCS's discriminatory practices are wide ranging, the plan should include, among other things, a transparent lottery conducted by the SCCOE staff, priority preference for students in higher need classifications (including those identified in the charts on page 5 of this letter), and restricted growth until such time as the discrimination is corrected. SCCBOE must act with intention to require a meaningful desegregation plan within six months and work diligently to end this discrimination.

We look forward to receiving your response.

Respectfully,

Jessica Speiser
President, Board of Trustees
Los Altos School District

Vladimir Ivanović
Member, Board of Trustees
Los Altos School District

Bryan Johnson
Vice President, Board of Trustees
Los Altos School District

Steve Taglio
Member, Board of Trustees
Los Altos School District

Vaishali Sirkay
Clerk, Board of Trustees
Los Altos School District

cc: Gavin Newsom, California Governor
Xavier Becerra, California Attorney General
Tony Thurmond, California Superintendent of Schools
Linda Darling-Hammond, President of California State Board of Education
Jerry Hill, California State Senator, 13th District
Marc Berman, California State Assembly, 24th District
Connie Leyva, Chair of California State Senate Education Committee
Patrick O'Donnell, Chair of California State Assembly Education Committee

Attachment 4

When the public lottery is completed, BCS informs the families of accepted applicants, and asks the families to either accept or decline a space as soon as possible, so that BCS can continue their enrollment process or offer the space to another family. However, completing the registration paperwork can take some time. In the initial lottery, we offered 190 spots for the 2022-23 school year, with the vast majority (136) of these spots being to incoming TK/K students. As new spots become available (when we learn of current families who may be leaving for the 2022-23 school year or offered families decline a spot) we continue to offer to those currently on the waitlist.

Because our enrollment process remains fluid prior to the start of the 2022-2023 school year, we will be able to provide complete demographic information after the start of the school year as we will know which students matriculate and have access to additional data collected. We believe it is essential to wait for that data, so that everyone can assess how our Enrollment Action Plan is working, and make fair comparisons with enrollment and demographic trends at LASD.

As requested, here is detailed demographic information for the 2021-22 school year.

Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Black/African Am	2	1	0	0	0	0	0	0	0	1
Asian	606	81	91	73	74	62	77	56	43	49
Filipino	13	1	1	4	2	2	1	1	0	1
Hispanic	47	7	3	7	2	11	8	1	5	3
Nat Hwiin/Othr Pac Isindr	2	0	0	0	0	1	1	0	0	0
White	209	27	17	15	28	25	29	33	15	20
Multiple	156	17	17	22	18	24	9	18	18	13
Missing	32	3	5	11	8	1	0	1	1	2
Total	1067	137	134	132	132	126	125	110	82	89

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	71	43	22	1	0	137
01	61	40	13	20	0	134
02	69	42	8	13	0	132
03	82	29	4	17	0	132
04	68	28	7	23	0	126
05	71	30	2	22	0	125
06	63	19	4	24	0	110
07	56	18	1	7	0	82
08	47	17	0	25	0	89
Total	588	266	61	152	0	1067

Race/Ethnicity Counts	Black/A	Asian	Filipino	Hispanic	Nat Hwii	White	Multiple	Missing	Total Students
# of Students	2	606	13	47	2	209	156	32	1067

ELAS Categories	EO	IFEP	EL	RFEP	TBD	Total Students
# of Students	588	266	61	152	0	1067
Percentage	55.1%	24.9%	5.7%	14.2%	0.0%	

Additional Data	SED	SPED	Total Students
# of Students	14	75	1067
Percentage	1.3%	7.0%	

While we do not have complete enrollment data for 2022-23, there are three positive preliminary data points revealed during the enrollment process which suggest that the EAP is working, and that BCS is making progress toward our shared goals of providing fair and equal access to all students.

1. Kindergarten/TK enrollment

Most families stay at BCS once they've enrolled, so most of our Open Enrollment spaces each year are in Kindergarten and Transitional Kindergarten (TK). Enrollment in Kindergarten/TK are leading indicators for how our enrollment and demographics are changing. For example, a newly enrolled K/TK student may have siblings who will benefit from the sibling preference in coming years.

While the data for Kindergarten/TK enrollment is still preliminary (as a result of the lottery), we have made offers to 5 K/TK students who are eligible for Free and Reduced Price Meals (FRPM). This is in line with the demographics of LASD, which enrolled 14 Socioeconomically Disadvantaged (SED) students in Kindergarten in 2021-22, and 15 SED students in Kindergarten in 2020-21. (BCS enrolls approximately 24% of all public school students in the Los Altos School District area – in 2021-22, BCS enrollment = 1,067 and LASD enrollment = 3,347.)

Again, since most families stay at BCS once they've enrolled, we anticipate the number of FRPM-eligible students will continue to grow with each new Kindergarten class.

2. Families qualifying for Free and Reduced Price Meals (FRPM)

This was the first year that BCS offered a preference for families eligible for Free and Reduced Price Meals (FRPM). Here are preliminary totals for applicants who have identified themselves as being eligible for FRPM for all grades (including K/TK) as of May 2:

- In-district applicants eligible for FRPM - 12
- Out-of-district applicants eligible for FRPM - 31

All of the 12 in-district applicants eligible for FRPM have been offered enrollment for 2022-23, and we are optimistic they will all enroll this fall, which would nearly double the number of FRPM-eligible students that we serve. Though we have over 30 additional FRPM-eligible students on the waitlist, at this point BCS has not offered enrollment to **any** out-of-district applicants (FRPM-eligible or otherwise) due to the large number of in-district families interested in BCS and the 8% limit on out-of-district students imposed by our facilities agreement with LASD.

3. Results of expanded outreach efforts

Our expanded outreach in key neighborhoods is already helping us reach more FRPM-eligible families, including applicants who live outside the LASD area. We will continue to evaluate and expand these targeted outreach efforts, adding to recent improvements, including:

- Our contact list of preschool and child care programs, churches, temples, and other community organizations has doubled in the last two years, and now includes more than 80 programs in our community. BCS contacted each of these programs directly (by email or phone) in November and in January to highlight Open Enrollment and our Parent Information Nights and to offer flyers and resources they can share with families. With the pandemic and the rise in omicron during January (when a vast majority of our outreach happens), we were unable to host events at outside locations. We anticipate that being able to host events and visit locations in person for the 2023-24 enrollment year will allow us to track the number of individuals that we connect with during our outreach efforts.

- Our outreach staff distributed flyers on Saturdays in November, December and January outside Walmart, Kohl's, and other stores in the San Antonio Center. We distributed over 100 flyers to families at these locations.
- As in previous years, BCS staff and families posted flyers and yard signs at key locations in the San Antonio neighborhood, including in local public parks.
- Even with the restraints of COVID, hundreds of families participated in our Parent Information Nights:
    - On November 18 (an elementary school session), 28 attended in person, and 139 joined online;
    - On December 8 (a middle school session), 16 people attended in person, and 53 joined online;
    - On January 27 (an elementary school session) 180 joined online. There was no in-person option due to omicron.
    - On February 3, BCS parents hosted an "Ask Me Anything" webinar for potential new families, and 232 people joined online.

  From what we have been able to track (if families left the same email address at an info night as they used when applying) at least 70% of the families who attended one of the Parent Information Nights completed an application through our Open Enrollment.

BCS will continue to analyze the effectiveness of the new FRPM preference and consider appropriate adjustments. A few examples are below:

- While the Enrollment Form already asks how a family heard about BCS, it limits families to selecting one option (e.g. Word of Mouth **or** flyer). We'd like to adjust this form to allow families to select multiple options (e.g. Word of Mouth **and** a flyer in the community). This can help us ascertain which methods of outreach are most effective.
- We would like to host or attend a minimum of 10 in-person outreach events – such as visiting local preschools or hosting a table at a community fair – which were canceled or reduced this year because of COVID-19 health considerations.
    - Tracking participation in these events (via email addresses or parent name) will allow us to see which families later submit an application for enrollment.
- In addition to our Parent Information Nights, we will host three on-campus visits, where potential new families can see our teachers and students in action.

As we've outlined, preliminary data show positive signs that our Enrollment Action Plan – including targeted outreach efforts in key neighborhoods and the new preference for FRPM-eligible families – is working. We will continue to update you when we have reliable data about enrollment for 2022-23, and we will continue asking LASD for better data about their out-of-district enrollment, so that we can all make fair and clear comparisons. We welcome any advice you may have to help us continue building on this progress.

From: **Maureen Israel** <misrael@bullischarterschool.com>
Date: Mon, Jul 8, 2024 at 8:19 PM
Subject: Re: Bullis Charter School Renewal Process and Timeline
To: Mefula Fairley <mfairley@sccoe.org>
Cc: Michelle Johnson <MJohnson@sccoe.org>, Cynthia Tapia <ctapia@sccoe.org>

Hi Mefula,

As previously stated, I did not have a copy of the flowchart, because an employee who is out for the summer was preparing it. You have not stated any basis for your urgency requesting it before the school year, but in any event we were able to pull the flowchart from our employee's electronic documents. The document is attached.

As to the data file you requested, we responded pursuant to EC 47604.3, which is rooted in a reasonableness standard. I apologize for any inadvertent appearance of disrespect here (none is intended), but your initial request did not on its face convey any basis for your demand, reasonable or otherwise. Your follow-up communication suggests that we are somehow not complying with 47604.3 in that regard. We disagree, and wish to clarify so there is no misunderstanding.

You requested the following, with no explanation to support any reasonableness or urgency: "[P]lease provide SCCOE with a data file containing demographic data for all students enrolled at Bullis for the 2024-25 school year, including, but not limited to, the following data fields: grade level, race/ethnicity, socio-economically disadvantaged, English learners, district residency, enrollment or lottery date, and special education."

Your request demanded that BCS gather, compile, create and provide that data file within three days, over the school's break. We responded by explaining that we do not have any such data file at this time, and do not yet have sufficient information to compile one for you. For example, FRPM for new students is required to be verified after July 1 (last week). Parents are required to fill out a form, so we have not received any new forms yet. We do individual outreach to all our families to support them with filling out the form. Additionally, direct certification data for the school year is not received until CALPADS syncs with our school enrollment data. Data has not yet been extracted to our SIS to be synced as all enrollment data is not complete. This means that some families who previously qualified may no longer qualify, and families who did not qualify may now qualify. As you know, the date for current families to requalify is not until the end of September so the accuracy of all this data will be captured in our snapshot in October.

And we have new families continually enrolling who have not yet uploaded their enrollment paperwork that might provide special education, EL, and other demographic information. As we enroll many students before they've gone through any initial ELPAC testing, we will not have our EL numbers until after the school year begins and we're able to appropriately assess all new students. Your conclusion to the contrary, that "Bullis has enrolled its anticipated students for next school year and is able to provide the demographic data for the currently enrolled students," is factually incorrect with regard to new students. This is not surprising for BCS or any other school, because the school year has not yet started. Furthermore, we explained to you that we will provide that data once it is compiled in due course, as we have in previous years.

You responded by stating for the first time that you want the data for something "important" with regard to our renewal petition. As we explained, incomplete, unreliable data cannot be utilized by SCCOE for our renewal. BCS is a high track charter. So in that regard, SCCOE appears to suggest that it intends to proceed in a manner contrary to the renewal provisions set by the Legislature. There is literally no information that could be embraced by incomplete, upcoming year enrollment demographic data that could serve as a basis for denial under 47605(e) as you incorrectly suggest, because—by definition—it is not documentation from the state under 470607(d). Thus, your request (quoted above) must be unrelated to renewal, because its use in that context is entirely preempted by EC 47605 and 47607. And in any event, as we've explained several times, we do not have the data file you seek. At least not until after the school year starts. We agree to promptly provide that once it's complete.

We note that you have now modified your request: "SCCOE is requesting data about Bullis' 2024-25 enrollment that Bullis possesses." We understand that to mean you have retracted your initial request. In some ways, your modified request is even more troubling in light of the only reason you articulated for the request—that it's "important for Bullis' renewal". You now plainly seek partial information that you know is incomplete, for purposes of processing BCS's high track renewal.

All that having been said, we will look over what partial information has been provided to us thus far and evaluate whether we can create some form of limited data file for you within the next few weeks.

Best,
Maureen

On Tue, Jul 2, 2024 at 5:33 PM Mefula Fairley <mfairley@sccoe.org> wrote:

Hi Maureen,

There seems to be some misunderstanding because our request was not made pursuant to the Public Records Act and Bullis's obligations pursuant to Education Code Section 47604.3 are not limited to providing only documents that already exist in the form requested. SCCOE is requesting data about Bullis' 2024-25 enrollment that Bullis possesses, and our request is reasonable. Nevertheless, if Bullis would prefer to provide the requested enrollment data in a format different than the data file usually provided, please do so.

SCCOE and the County Board have always and will continue to process, consider, and act on Bullis' request for charter renewal in full compliance with all of the standards and requirements of the Charter Schools Act. We note that we do not agree with the characterization in your email of the standards and process applicable to the charter renewal.

Mefula

Santa Clara County Office of Education

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Monday, July 1, 2024 7:45 PM
To: Mefula Fairley <mfairley@sccoe.org>
Cc: Michelle Johnson <MJohnson@sccoe.org>; Cynthia Tapia <ctapia@sccoe.org>
Subject: Re: Bullis Charter School Renewal Process and Timeline

CAUTION: This email originated from outside of the organization. Do not click links, open attachments or reply unless you recognize the sender and know the content is safe. Contact the Help Desk at 4357 if you need assistance.

Hi Mefula,

As I've previously stated, BCS does not have a data file with the information you've requested for the upcoming school year. It does not exist. But something troubling arises from your communication. Your recent message for the first time articulated the basis for your request (i.e., its "reasonableness" under 47604.3.) It was disingenuous for SCCOE to state it was "concerned" and "disappointed" about our response to your request for something we've said we don't have, especially when SCCOE did not articulate any basis whatsoever for the request and urgent timeline. And now that you have articulated your basis, your statement is even more disingenuous. You are openly suggesting that SCCOE seeks such information to potentially support denial of our high track charter renewal. That would be an arbitrary and capricious misuse of incomplete data contrary to the renewal statute. This is surprising in light of the precise statutory language for renewal and our previous correspondence to you responding to incorrect allegations about our enrollment, and even more surprising in light of the County Superintendent's public statement that SCCOE found our response to those false allegations to be sufficient, and her commitment that SCCOE would process our renewal in accordance with the law. I'm linking the news article for your reference.

SCCOE appears to suggest that it intends to proceed in a manner contrary to law. There is literally no information that could be embraced by upcoming year enrollment demographic data that could serve as a basis for denial under 47605(e) as you incorrectly suggest, because—by definition—it is not documentation from the state under 470607(d). And in any event, as we've now twice said, we don't have the data file you seek.

We do not agree to any continuance of our hearing or action on the charter renewal. We look forward to SCCOE reviewing our renewal petition and preparing its staff report based upon the statutory process. For good measure and to ensure its part of the record here, I'm enclosing a copy of our last correspondence to you in response to the previously made false allegations about BCS demographics, and establishing that BCS is more closed aligned with applicable demographics than the vast majority of schools authorized by SCCOE. Notably, SCCOE has never provided any meaningful response to our letter and CDE data demonstrating our position.

As to the flow chart that we mentioned in prior correspondence, I don't have a copy at this time. However, I am taking steps to retrieve the document despite staff being out of the office. I hope to have that retrieved within the next few days, but in light of the holiday this week, no later than Monday.

Best,
Maureen

On Thu, Jun 27, 2024 at 3:49 PM Mefula Fairley <mfairley@sccoe.org> wrote:

Maureen,

SCCOE is disappointed in and concerned by your responses to our reasonable requests for information, which you are required to provide to SCCOE. (Ed. Code § 47604.3.)

First, I wrote to you on May 13, 2024, regarding Bullis' compliance with the mandated reporter requirements of law. Your response specified, "In addition to the annual mandated reporter training required by law, we have created a new flow chart outlining the consultation process for handling suspected child abuse reports. This flowchart will be reviewed with all staff members at key points throughout the year to ensure clarity and compliance with legal requirements." I requested a copy of this flowchart from you on May 29, 2024, when school was still in session and your lead counselor was not out for the summer. Notwithstanding the assertion in your June 27

email that you "always promptly respond to reasonable requests," you ignored my request, rather than providing the requested document in accordance with the mandates of *Education Code* Section 47604.3.

Your assertion that you are now unable to provide this flowchart – which your prior email asserted was Bullis' response to the compliance concerns pointed out by SCCOE – because the lead counselor is out for summer is disappointing. Presumably, since you relied on this flowchart in responding to SCCOE's concerns, you must have reviewed it and been aware of and approved its content. As a document that you have indicated will guide Bullis' mandated reporter compliance, SCCOE questions why only a single employee would have access to the document. Moreover, it is surprising that you, as the Superintendent/Principal of the school, are unable to access this document for months because the lead counselor is out for the summer. Therefore, I reiterate my reasonable request that you provide a copy of the flowchart now, by no later than Monday, July 1, 2024.

SCCOE reaffirms that requesting the 2024-25 demographic data is reasonable. Your refusal to provide the data is keeping SCCOE from reviewing relevant data important to Bullis' renewal. We disagree with the assertion in your email specifying, "Additionally, it's not apparent why SCCOE would need this data by the end of business this Saturday, June 29, more than six weeks before the start of school. This timeline appears unreasonable." As you are well aware, based on our many communications on this topic, including a formal *Education Code* Section 47607(e) notice to Bullis, Bullis' enrollment demographics are directly pertinent to SCCOE's evaluation of its renewal charter. Per Section 47607(e), Bullis was given notice and an opportunity to prepare and implement a corrective action plan, and its 2024-25 demographics are directly relevant to the determination of whether the corrective action plan has been successful or unsuccessful, as provided for in that provision of the Charter Schools Act. As such, SCCOE believes that it is highly a reasonable request.

It was Bullis that chose when it submitted its request for renewal, and Bullis cannot use that timing to prevent SCCOE from obtaining pertinent information relevant to the assessment of its renewal request. Bullis has completed its open enrollment process and public random drawing for admission and enrolled students for 2024-25. While it is true that some enrolled students may not actually attend when school starts for 2024-25, Bullis has enrolled its anticipated students for next school year and is able to provide the demographic data for the currently enrolled students. A school's enrollment is always subject to some change, with students leaving a school at various points in the year for a variety of reasons. The fact that the school year has not yet started is not a basis for Bullis to decline to produce this data that is directly relevant to its request for charter renewal. Unless Bullis would like to withdraw and postpone its request for renewal until after the 2024-25 school year starts in order to prepare the demographic data file at a later point in the year, it is required to comply with this patently reasonable request for information. My prior email included a typographical error and was meant to require the information by end of business on Friday, June 28, but in light of that inadvertent error, please provide this data file by end of business on Monday. July 1, 2024.

SCCOE looks forward to your anticipated prompt submission of this necessary documentation.

Mefula

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Thursday, June 27, 2024 9:40 AM
To: Mefula Fairley <mfairley@sccoe.org>
Cc: Michelle Johnson <MJohnson@sccoe.org>; Cynthia Tapia <ctapia@sccoe.org>
Subject: Re: Bullis Charter School Renewal Process and Timeline

CAUTION: This email originated from outside of the organization. Do not click links, open attachments or reply unless you recognize the sender and know the content is safe. Contact the Help Desk at 4357 if you need assistance.

Hi Mefula,

Thank you for the updated timeline. We are looking forward to presenting to the County Board. Regarding your request for 2024-25 enrollment data, we always promptly respond to reasonable requests. However, as we noted, we simply do not yet have this data and will not have enrollment confirmed until the start of the school year so there is no "2024-25"enrollment data yet to provide. Additionally, it's not apparent why SCCOE would need this data by the end of business this Saturday, June 29, more than six weeks before the start of school. The timeline appears unreasonable. As you know, EC 47604.3 has a mandatory reasonableness component. That said, we will plan to provide 2024-25 data to you as soon as compiled and practicable.

The flowchart was created by our lead counselor and she is out for the summer. I can share upon her return in August.

Best,
Maureen

On Tue, Jun 25, 2024 at 9:31 AM Mefula Fairley <mfairley@sccoe.org> wrote:

Hi Maureen,

The SCCBOE has added an additional meeting to its schedule on Monday, August 26 which will include the decision hearing for Bullis' renewal. The meeting will begin at 5:30 p.m. Therefore, the timeline for the Bullis renewal process is as follows:

Submission by Bullis: June 3

Public Hearing: July 17

Site Visit: NA

Publication of Staff Analysis: August 11

Decision Hearing: August 26

During the public hearing on the provisions of the renewal petition the SCCBOE will consider the level of support for the renewal petition by teachers, other school district employees, and

parents/guardians. During the public hearing, the Charter Schools Department staff will provide an opening statement. As the petitioner, you will have an opportunity to give a 10-minute presentation, and the school district where Bullis is located will then have 10 minutes to comment. The Board will then hear public comment and will close the hearing after asking any clarifying questions. Documents relevant to the public hearing as well as the agenda for the July 17 meeting of the SCCBOE will be posted on July 12, 2024. By 5:00 PM on July 8, 2024, please submit any slide deck you wish to use at the meeting to Justin Fallon at jfallon@sccoe.org along with the first and last name of each presenter. You may visit "Featured Items" on the Santa Clara County Office of Education website to find the agenda.

Additionally, SCCOE is happy to receive demographic data from Bullis in October. However, as a designee for Bullis' chartering authority, I am making a reasonable request for data under EC 47604.3, and Bullis is required to promptly respond. As such, by end of business on June 29, please provide SCCOE with a data file containing demographic data for all students enrolled at Bullis for the 2024-25 school year, including, but not limited to, the following data fields: grade level, race/ethnicity, socio-economically disadvantaged, English learners, district residency, enrollment or lottery date, and special education. A sample data file is attached.

Finally, on May 29, 2024, I requested a copy of the flowchart referenced in your May 24, 2024, correspondence to SCCOE, regarding mandated reporting and rights to confidentiality. As of today, I have not received a copy of the flowchart. Please provide a copy by close of business on Tuesday, June 25, 2024.

As always, I am available to discuss any of the items above with you.

Best,

Mefula

Santa Clara County Office of Education

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Tuesday, June 11, 2024 5:02 PM
To: Mefula Fairley <mfairley@sccoe.org>; Michelle Johnson <MJohnson@sccoe.org>; Cynthia Tapia <ctapia@sccoe.org>
Subject: Re: Bullis Charter School Renewal Process and Timeline

CAUTION: This email originated from outside of the organization. Do not click links, open attachments or reply unless you recognize the sender and know the content is safe. Contact the Help Desk at 4357 if you need assistance.

Hi Mefula,

I received your email and the DocuSign document from Justin. We respectfully decline the request for an extension. As a high track school under AB1505, we are a presumptive renewal, which should help reduce the time and actions necessary to determine a recommendation. SCCBOE explicitly agreed to an MOU that provided for submission as early as April 1.

Given that BCS is a high track school with a presumption of renewal under AB1505, it is unreasonable to suggest that we are placing an undue burden on staff to review a high track school's renewal. These statutory changes imply that less county staff time is needed for such reviews. The key question for the SCCBOE should be whether to renew for 5 or 7 years.

Regarding the data file requested by SCCOE, we typically submit our data file for the upcoming school year once the school year has begun, as we have done in past years, usually in October after the snapshot data.

We look forward to hearing from you about the timeline for our renewal based on our submitted charter petition.

Best,

Maureen

On Mon, Jun 10, 2024 at 4:00 PM Mefula Fairley <mfairley@sccoe.org> wrote:

Hi Maureen,

Happy Monday!

Michelle let me know you have a lot going on personally this week. I get it. I do, however, want to let you know setting the timeline for the Bullis renewal process and obtain the data requested last week are two issues that need to be addressed so that we can move forward. I also want to offer that if you can get us the agreement for a three-day extension today or tomorrow, we can wait until Friday, June 17 for the data.

I hope to hear from you soon.

Mefula

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

From: Mefula Fairley
Sent: Friday, June 7, 2024 11:16 AM
To: Maureen Israel <misrael@bullischarterschool.com>
Cc: Cynthia Tapia <ctapia@sccoe.org>; Michelle Johnson <MJohnson@sccoe.org>
Subject: Bullis Charter School Renewal Process and Timeline
Importance: High

Hi Maureen,

Please see the attached letter with a time sensitive request for information and an agreement to extend the deadline for the Bullis renewal decision.

Best,

Mefula

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers



BCS Public Hearing: 7.17.24
High Track Renewal Petition

SR-000164

Bullis Charter School: Who Are We?

EST. 2004

1,000+ students across TK-8 speak 32+ languages

A California Distinguished School

WASC accredited through 2028

Co-located at two sites in Los Altos School District



2023 California Distinguished Elementary School

SR-000165

Western Association of Schools and Colleges — Accrediting Commission for Schools

Global Climate Action School

20 years Bullis Charter School

BCS Mission Statement

Bullis Charter School offers a collaborative, experiential learning environment that **emphasizes individual student growth**.

As a model of educational innovation, BCS inspires children, faculty and staff to reach beyond themselves to achieve full potential.

Using a **global perspective** to teach about the interconnectedness **of communities and their environments**, the Bullis Charter School program nurtures mutual respect, civic responsibility, and a life-long **love of learning.**

High-Track for Renewal

- The CDE identifies Bullis as a high-performing[1] charter school, within the **top 1% of charter schools in California** (out of 1200 schools) based on academic performance.

2023 CA School Dashboard	Bullis	State of CA
ELA	(Very high) 112.5	(Low) -13.6
Math	(Very high) 128.5	(Low) -49.1
EL Progress	(Very high) 70%	(Medium) 48.7%

- AB 1505 changed the Charter Schools Act so that high performing charter schools like Bullis **"shall" be renewed for 5 or 7 years.**

SR-000167

[1] Pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by AB 1505.

Bullis Charter School 20 years

High-Track for Renewal

- The CDE identifies Bullis as a high-performing[1] charter school, within the **top 1% of charter schools in California** (out of 1200 schools) based on academic performance.

2022 CA School Dashboard	Bullis	State of CA
ELA	(Very high) 112.7	(Low) -12.2
Math	(Very high) 122.4	(Low) -51.7
EL Progress	(High) 56.8%	(Medium) 50.3%

- AB 1505 changed the Charter Schools Act so that high performing charter schools like Bullis **"shall" be renewed for 5 or 7 years.**

SR-000168

[1] Pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by AB 1505.

20 years Bullis Charter School

High-Track for Renewal: 2023 Subpopulation Data

- Bullis has achieved **extraordinarily high achievement** for students with disabilities, Hispanic students, English learners, and socioeconomically disadvantaged students, as compared with the State average.

ELA – Performance Level and DFS

2023 Subgroup[1]	Bullis	State of CA
English Learners	(High) 59.3	(Low) -67.7
Students with Disabilities	(High) 11.7	(Very Low) -96.3
Hispanic Students	87.4^	(Low) -40.2
Socioeconomically disadvantaged	0.2^	(Low) -42.6

Math – Performance Level and DFS

2023 Subgroup[1]	Bullis	State of CA
English Learners	(High) 78.2	(Low) -93.4
Students with Disabilities	(High) 24.7	(Low) -127.3
Hispanic Students	86.3^	(Medium) -80.8
Socioeconomically disadvantaged	9.6^	(Low) -80.8

SR-000169

[1] Data as per 2023 California School Dashboard in direct comparison to the State of California (average).

Bullis Charter School 20 years

High-Track for Renewal: 2022 Subpopulation Data

- Bullis has achieved **extraordinarily high achievement** for students with disabilities, Hispanic students, English learners, and socioeconomically disadvantaged students, as compared with the State average.

ELA – Performance Level and DFS

2022 Subgroup[1]	Bullis	State of CA
English Learners	(Very high) 90.5	(Low) -61.2
Students with Disabilities	(High) 31.8	(Very low) -97.3
Hispanic Students	109.6^	(Low) 38.6

Math – Performance Level and DFS

2022 Subgroup[1]	Bullis	State of CA
English Learners	(Very high) 108.3	(Low) -92
Students with Disabilities	(Very high) 48.9	(Very low) -130.8
Hispanic Students	107.9^	(Low) -83.4

SR-000170

[1] Data as per 2022 California School Dashboard in direct comparison to the State of California (average).

20 years Bullis Charter School

Why Bullis? **Core+ Curriculum for Every Student**

TK-5

- Mandarin
- Drama
- Music
- Art
- MakerSpace
- Physical Education
- PBL and design thinking units
- Co-curricular classes
- Extra-curriculars



SR-000171

20 years Bullis Charter School

Why Bullis? **Core+ Curriculum for Every Student**



Middle School

- World Language (Mandarin or Spanish)
- Art
- Music
- Drama
- FabLab
- Physical Education
- Electives And Clubs
- PBL and design thinking units

Why Bullis? **Core+ Curriculum for Every Student**



SR-000173

STEAM Focus

- 3D printers and laser cutters for students
- First Lego League (FLL) Participants
- Student-designed sets and student-led tech for all musicals/plays
- Coding and robotics in Makerspace and Fab Lab
- Murals on site painted by students
- Band and choir offerings

20 years Bullis Charter School

Why Bullis? **Serving All Students**



- Designated English Language Development (ELD) time and Integrated ELD supports in all content areas
- Support for Special Education students
  - Speech Pathologist, Resource Specialists, Occupational Therapist, Behavior Interventionist, paraprofessionals
- School Counselor and Psychologists

Why Bullis? **Middle School Intersession**

- 2 Weeks of Integrated Project Based Learning, three times a year
- Future-Ready competency development and skill-building
- Outlets for creativity, collaboration, voice, and choice
- Meaningful partnerships with community members



Why Bullis? **Focus on the Whole Child**

- Weekly SEL Lessons in TK-5 and daily advisory time in middle school
- House Meetings across all grade levels
- TK/K & 5th grade “Buddies”
- School-Wide Events (Assemblies, celebrations, plays/musicals, etc.)



Why Bullis? **Opportunities for Leadership**

- Student Council
- PBL presentations in all grade levels
- Focused Learning Goals developed by students
- Student-led play productions
- Middle School Club Leaders
- Student tour ambassadors
- Public speaking opportunities in all grade levels



Why Bullis? **We Celebrate Community**



- Dedicated Director of Community Engagement and Outreach
- Community-wide school Events, incl. but not limited to:
  - MakersFaire,
  - First Lego League competitions,
  - Annual Diversity Celebration
- Bear Guides and Orientation Tours for New Families
- Connection with Alumni

Demographics

- In 2023-24, Bullis enrollment included a higher socioeconomically disadvantaged student population, a higher percentage of students[1] with disabilities, and a higher percentage of English Learners.

	Bullis 2022-23	Bullis 2023-24	% Growth
Socioeconomically Disadvantaged	1.9%	3.5%	**85%**
Students with Disabilities	6.9%	7.79%	**13%**
English Learners	6.1%	8.96%	**47%**

SR-000179

[1] Data shows percentage of students of sub population per all students of Bullis Charter School in the respective school year .

Bullis Charter School 20 years

Enrollment by Ethnicity 2022-23	Bullis Charter 2022-23	Bullis Charter 2023-24	Los Altos Census 2020	Los Altos SD 2022-23
African American	**0.1%**	0.2%	0.6%	0.5%
American Indian or Alaska Native	**0.1%**	0.1%	0.1%	0.1%
Asian	**59.0%**	61.9%	35.2%	38.0%
Filipino	**1.2%**	1.4%	n/a	0.7%
Hispanic or Latino	**4.2%**	4.5%	4.9%	9.4%
Pacific Islander	**0.2%**	0.1%	0.1%	0.3%
White	**18.1%**	16.6%	52.6%	36.2%
Two or More Races	**14.5%**	12.9%	5.7%	12.6%
Not Reported	**2.6%**	2.4%	n/a	2.1%

Demographics

- Our student population is a **reflection of the community in which our sites are located**[1].

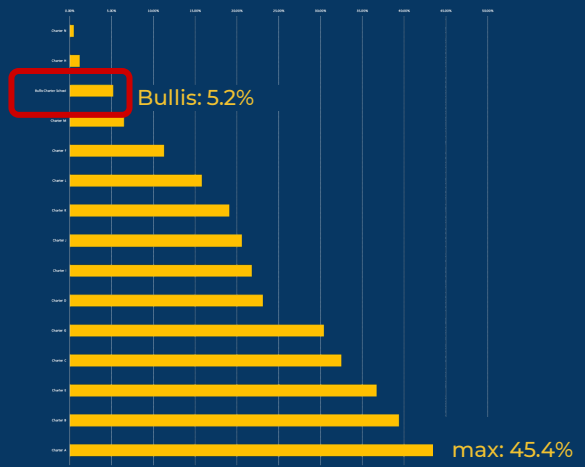
SR-000180

[1] Data shows percentage of ethnic groups as reported in DataQuest per 2022-2023 school year / Census 2020.

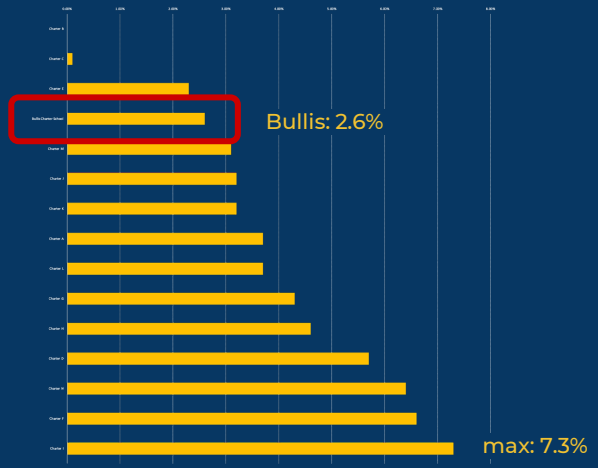
Reflecting the Community

- BCS is amongst the schools **closest reflecting the Local School District**[1], serving their general population.

Hispanic Population - Charter ./. District



SWD Population - Charter ./. District



SR-000181

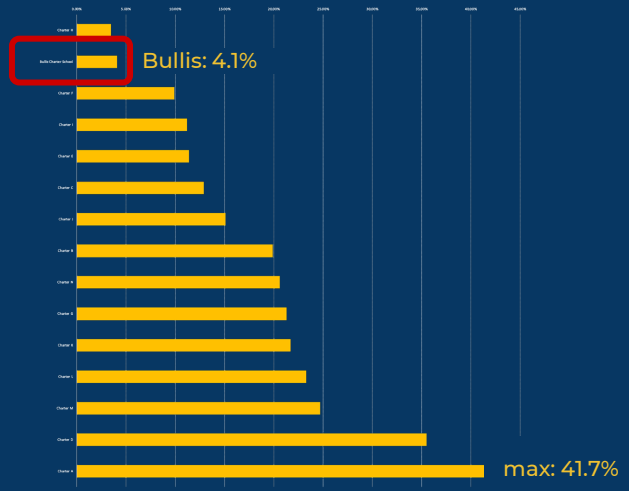
[1] Data shows percentage difference between Charter School and their respective Local School District subpopulations as declared.

Bullis Charter School 20 years

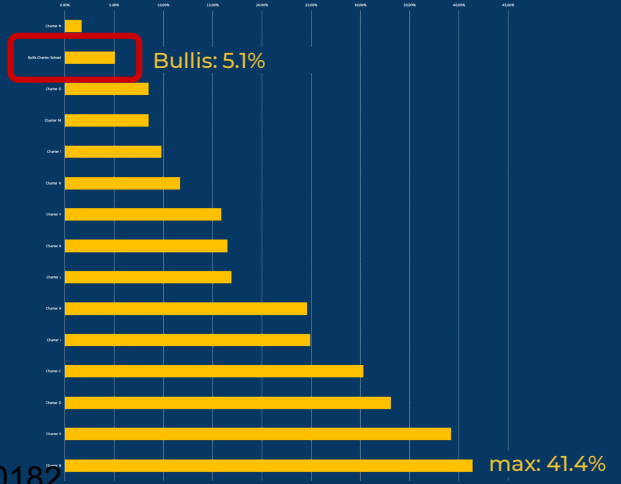
Reflecting the Community (cont.)

- BCS is amongst the schools **closest reflecting the Local School District**[1], serving their general population.

English Learner Population - Charter ./. District



SED Population - Charter ./. District



SR-000182

[1] Data shows percentage difference between Charter School and their respective Local School District subpopulations as declared.

Bullis Charter School 20 years

Outreach and Engagement



- Flyers/registration packets distributed at local businesses, daycares, preschools, and door to door
- Visits and info sessions offered to daycares and nonprofit organizations such as HeadStart
- Signage/Advertising in local papers both in English and Spanish
- Flyers/posters in:
  - downtown Los Altos and Mountain View locations
  - Local libraries
  - Apartment building lobbies
  - Laundromats, car washes, grocery stores, food trucks, gas stations, etc.

Outreach and Engagement

- Direct mail postcards to Los Altos School District residents
- Direct mail postcard in Spanish, targeting North of El Camino (“NEC”) neighborhoods in LASD
- Three Parent Information Nights in person and online, with translation provided
- 8+ school tours led by students, including an online option and translation services
- Enrollment/Registration package in English and Spanish
- Sessions to provide 1:1 support to complete online enrollment form at school



SR-000184

20 years Bullis Charter School


SR-000185

The ask

We thank the County Office and County Board for supporting Bullis Charter School and its students and families. We respectfully request that the County Board approve Bullis' renewal petition for a **seven-year** charter term, as Bullis is identified as a **"high performing" charter** school, pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by AB 1505. The legislative mandate is that high performing charter schools like Bullis **"shall" be renewed.**

Wednesday, July 17, 2024
Regular Board Agenda (#2444)

Regular Meeting #(2444)
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
San Jose Room -- 5:00 p.m.
.
Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the County Board meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2). Contact Information: kcoe@sccoe.org or (408) 453-6540.

1. SCCBOE CALL TO ORDER

Subject	**A. Livestream the Board Meeting: https://tinyurl.com/sccboardmeeting**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	1. SCCBOE CALL TO ORDER
Type	Information

The President will call the meeting to order. The meeting is held in person at 1290 Ridder Park Drive, San Jose, CA 95131.

Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the SCCBOE meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2) Contact Info: kcoe@sccoe.org or (408) 453-6540.

For those who wish to observe the meeting via live stream, please visit:

https://tinyurl.com/sccboardmeeting
Scroll to the bottom and choose LIVE

Simultaneous Spanish Interpretation:
Local 1 (669) 900-6833, Meeting ID: 727 334 810
Para español: llame al 1 (669) 900-6833 y después el numero 727 334 810

Simultaneous Vietnamese Interpretation:
Local 1 (669) 900-6833, Meeting ID: 921 8153 9516
Để nghe Tiếng Việt:
Gọi số 1 (669) 900-6833, Sau đó bấm mã số Meeting ID: 921 8153 9516

Subject	**B. Pledge of Allegiance**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	1. SCCBOE CALL TO ORDER
Type	Procedural

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The student board member will lead SCCBOE and the community in reciting the Pledge of Allegiance.

Subject	**C. Roll Call (Including Action on Absences if Necessary)**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	1. SCCBOE CALL TO ORDER
Type	Action, Procedural

Roll call of the trustees will be taken and any absences of trustees will be recorded. The board may take action on absences if needed.

Subject	**D. Set the Agenda**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	1. SCCBOE CALL TO ORDER
Type	Action, Procedural
Recommended Action	Approve to set the agenda

The Board shall set the agenda by establishing it as posted. Changes to the posted agenda may only occur as permitted by Education and Government Code including the Brown Act or as described in Board Bylaws. Permitted revisions to the posted agenda include the movement of items from consent to action or reordering the sequence of agenda items.

Motion & Voting

Approve to set the agenda with items 4D and 4I pulled for discussion

Motion by Joseph Di Salvo, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Don Rocha
Not Present at Vote: Grace Mah

2. STUDENT BOARD MEMBER REPORT

Subject	**A. The student member of the Board may give reports on activities related to their duties as a member of the Santa Clara County Board of Education**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	2. STUDENT BOARD MEMBER REPORT
Type	Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The student member of the Board may give reports on activities related to their duties as a member of the Santa Clara Board of Education.

3. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

Subject	**A. At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda.**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	3. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
Type	Procedural

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Individual remarks will be limited to 1 minute each, unless otherwise stipulated by the SCCBOE President.

4. CONSENT ACTION ITEMS

Subject	**A. Request Approval of Consent Action Items as listed in Item #4 Consent Action Items**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Approve Consent Action Items as listed in Item #4 Consent Action Items

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action
Approve Consent Action Items as listed in Item #4 Consent Action Items.

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**B. Request Approval of Minutes of Regular Board Meeting of June 5, 2024 (#2442)**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Approve the minutes of Regular Board Meeting of June 5, 2024 (#2442)

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action
Approve the minutes of Regular Board Meeting of June 5, 2024 (#2442).

File Attachments
6.5.24 Regular Board Minutes.pdf (11,075 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**C. Request Approval of Minutes of Regular Board Meeting of June 12, 2024 (#2443)**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Approve the minutes of Regular Board Meeting of June 12, 2024 (#2443)

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action
Approve the minutes of Regular Board Meeting of June 12, 2024 (#2443).

File Attachments
6.12.24 Regular Board Minutes.pdf (7,306 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**D. Request Approval of the Santa Clara County Office of Educations 2024-27 Countywide Plans for Expelled Students**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action

Recommended Action	Approve the Santa Clara County Office of Educations 2024-27 Countywide Plans for Expelled Students
Goals	Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent, Educational Services Division

Background
California *Education Code (EC)* Section 48926 requires county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education, and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. *EC* Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit an update to that plan to the SSPI every 3 years.

Student Impact
The SCCOE is committed to collaborating with districts to ensure students have access to a free and appropriate public education. This agenda item is aligned with the Board Priority area Special Education, Court, and Community Schools and affirms the right to an education that is relevant and engaging, as described in the Bill of Rights for Children & Young Adults for Santa Clara County.

File Attachments
2024-2027 SCCOE-Countywide Plan - FINAL.pdf (20,668 KB)

Motion & Voting

Approve the Santa Clara County Office of Educations 2024-27 Countywide Plans for Expelled Students

Motion by Joseph Di Salvo, second by Maimona Afzal Berta.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**E. Request Adoption of Resolution Recognizing the Anniversary of the Americans with Disabilities Act**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action (Consent)
Preferred Date	Jul 17, 2024
Absolute Date	Jul 17, 2024
Fiscal Impact	No
Budgeted	No
Recommended Action	Adopt Resolution Recognizing the Anniversary of the Americans with Disabilities Act
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

SR-000191

Santa Clara County Office of Education Goal #3

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
On July 26, 1990, the United States (U.S.) was the first country to draft and sign a comprehensive piece of legislation that remains a driving force towards equal opportunity, inclusion, independent living, and economic self-sufficiency for the 61 million individuals with disabilities in the U.S.

Student Impact
The signing of this historic act was and remains a declaration of equality for individuals with disabilities. It is the guiding legislation to ensure that students with disabilities have the same access and opportunities as their non-disabled peers which is in direct alignment to the Santa Clara County Board of Education's priority of inclusive practices as well as the Bill of Rights for Children and Young Adults for Santa Clara County, which outlines children's rights to love and emotional connection, support and guidance, and life skills and education.

File Attachments
07172024_RESOLUTION_Anniversary-Americans-with-Disabilities-Act.pdf (118 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**F. Request Adoption of Resolution Recognizing National Immunization Awareness Month**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action (Consent)
Preferred Date	Jul 17, 2024
Absolute Date	Jul 17, 2024
Fiscal Impact	No
Budgeted	No
Recommended Action	Adopt Resolution Recognizing National Immunization Awareness Month
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
August is National Immunization Awareness Month. The Santa Clara County Office of Education acknowledges the importance of immunizations and good health, and its relationship to education and student outcomes.

Student Impact
Optimal physical, mental, and dental health significantly influences students' educational achievements. The Santa Clara County Board of Education (SCCBOE) places a high priority on promoting child wellness, as articulated in its board priorities. In alignment with the Bill of Rights for Children and Young Adults for Santa Clara County, the SCCBOE recognizes and advocates for every child and young adult's entitlement to healthcare and education.

File Attachments
07172024_RESOLUTION_National-Immunization-Awareness-Month.pdf (171 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**G. Request Adoption of Resolution Recognizing American Muslim Appreciation and Awareness Month**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action (Consent)
Preferred Date	Jul 17, 2024
Absolute Date	Jul 17, 2024
Fiscal Impact	No
Budgeted	No
Recommended Action	Adopt Resolution Recognizing American Muslim Appreciation and Awareness Month
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
August is American Muslim Appreciation and Awareness Month. Santa Clara County has a thriving community with over 60,000 Muslim residents who make rich contributions to the social, cultural, and economic vibrancy of our community.

The Santa Clara County Board of Education and the County Superintendent of Schools are committed to creating safe spaces for fostering understanding and implementing policies promoting cultural competency, awareness, and appreciation of Muslims.

Student Impact
The celebration of American Muslim Appreciation and Awareness Month is in direct alignment with the Santa Clara County Board of Education’s priority of expanding and enhancing inclusion and inclusive practices.

SR-000193

This resolution aligns with the Bill of Rights for Children and Young Adults for Santa Clara County, as it states "*Every young person must get what they need when they need it, no matter their actual or perceived race, ethnicity, gender identity, sexual orientation, religion, mental or physical ability, nationality, immigration status, criminal history, first language, skin color, education status, or wealth. We value the diversity of our children and young adults in Santa Clara County and believe we must treat each of them with respect and dignity.*"

File Attachments
07172024_RESOLUTION_American-Muslim-Appreciation-Awareness-Month.pdf (154 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**H. Request Adoption of Resolution Raising Awareness of Potential Harm to Youth Due to Extensive Social Media Use**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action (Consent)
Preferred Date	Jul 17, 2024
Absolute Date	Jul 17, 2024
Fiscal Impact	No
Budgeted	No
Recommended Action	Adopt Resolution Raising Awareness of Potential Harm to Youth Due to Extensive Social Media Use
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Surgeon General Dr. Vivek Murthy has released a new *Surgeon General's Advisory on Social Media and Youth Mental Health*.

Student Impact
This resolution aligns with the Bill of Rights for Children and Young Adults for Santa Clara County, *Mental Health: Mental and emotional health and well-being and support systems in and outside of the home that promotes emotional and social safety.* And, *Modern Needs: Reliable transportation and wifi, computers that meet their needs, and phones when applicable.*

File Attachments

SR-000194

07172024_RESOLUTION_Raising-Awareness-Potential-Harm-to-Youth-Due-to-Extensive-Social-Media-Use.pdf (191 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**I. Request Approval of Proposition 28 Report**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action
Recommended Action	Approve the Prop 28 Report
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent, Educational Services Division

Background
Pursuant to Education Code (EC) 8820 (g) (4), the Santa Clara County Office of Education is providing an annual report on Prop 28 and the details of the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served, and the number of school sites providing arts education programs with these funds. On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.

Current Status
Funds were not received until April 2024. Programs have been notified of their allocation and will begin implementation in the 24-25 school year. The funds are expected to be expended over a three year period.

Student Impact
In alignment with the Santa Clara County Board of Education (SCCBOE) Priorities, the Educational Services Division strives to improve intervention/prevention programs for youth, including justice-engaged, foster youth, unhoused, and students with disabilities. This report specifically incorporates and aligns the board priorities of Special Education, Court, & Community Schools by providing Arts and Music programming in schools. This report is in alignment with the Bill of Rights for Children and Young Adults for Santa Clara County, which states that all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning.

File Attachments
Prop 28 Annual Report 23-24.pdf (42 KB)

Motion & Voting

Approve the Prop 28 Report

Motion by Victoria Chon, second by Grace Mah. SR-000195

Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**J. Request Adoption of the Order of Election, Specifications of the Election, and Consolidation Request Resolution**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	4. CONSENT ACTION ITEMS
Type	Action

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Olivia Santillan, Director, Executive Services

Background
On June 5, 2024, the Santa Clara County Board of Education (SCCBOE) approved the Order of Election, Specifications of the Election, and Consolidation Request Resolution. The Santa Clara County Registrar of Voters (SCCROV) accepted the resolution as submitted on time. On June 17, 2024 the SCCROV reached out and requested the SCCBOE add new language to specifically detail the election services the SCCROV would provide in accordance with Elections Code Section 10002. This language was not requested in previous elections.

Recommendation
Approve the addition of this new language to the resolution.

File Attachments
2024 BOARD Election Santa Clara ROV Docs (Redline) (7_17_24).pdf (182 KB)
2024 BOARD Election Santa Clara ROV Docs (Clean) (7_17_24).pdf (169 KB)

5. INFORMATION ITEMS

Subject	**A. Charter Schools Update**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	5. INFORMATION ITEMS
Type	Information
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools

Background
The Santa Clara County Board of Education (SCCBOE), the County Superintendent of Schools, and the Santa Clara County Office of Education (SCCOE) ensure regular and systematic oversight and monitoring of SCCBOE-authorized charter schools.

At each regular Board Meeting, a Charter Schools Update is provided as a standing agenda item. The Charter Schools Department provides this regular update to support the SCCBOE with its duty to conduct ongoing monitoring and oversight for the 21 charter schools authorized by the SCCBOE. This standing agenda item is one mechanism whereby topics related to the ongoing monitoring and oversight can be communicated to the SCCBOE. Topics may include, but

are not limited to, information on charter school governance, operations, finance, educational program, and compliance with Education Code, charter documents, and all reports required by charter law.

The topic(s) for this update may include, but are not limited to, the following:

- Local Control Accountability Plans (LCAPs). Staff will provide an update on the status of charter school LCAPs.
- 2024-25 Charter School Renewals. Staff will provide an overview of the context for charter school renewals for the 2024-25 school year.

Student Impact
The Charter Schools Department provides monitoring and oversight for 21 SCCBOE-authorized charter schools, serving approximately 10,000 students. Charter petitions for six of the 21 SCCBOE-authorized charter schools were submitted directly to the SCCBOE and were approved as countywide charter schools. The remaining 15 charter school petitions were initially denied by a school district in Santa Clara County and were subsequently submitted to and approved by the SCCBOE on appeal.

Through SCCOE's monitoring of SCCBOE-authorized charter schools, the Board seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Youth Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

File Attachments
2024_Charter_Schools_Data_Book.pdf (12,040 KB)
2024_Charter_Schools_Data_Book_Esp.pdf (12,094 KB)
2024_Charter_Schools_Data_Book_Viet.pdf (12,042 KB)

6. PUBLIC HEARING

Subject	**A. Public Hearing on the Bullis Charter School Renewal Petition**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	6. PUBLIC HEARING
Type	
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools Department

Background
In addition to ensuring regular and systematic oversight and monitoring of the charter schools it authorizes, the Santa Clara County Board of Education may grant or deny charter renewals pursuant to California Education Code Sections 47605, 47607, and 47607.2.

On June 3, 2024, the Charter Schools Department of the Santa Clara County Office of Education (SCCOE) received a charter petition renewal request from Bullis Charter School, or BCS. BCS is seeking approval to renew a district appeal public charter, which is currently serving students in grades TK-8, for a continuing charter term of five to seven years beginning in July 2025. BCS has requested a seven-year renewal.

BCS was initially approved on appeal from Los Altos School District as a grade K-6 charter school in September 2003 for a three-year term. The school's charter was renewed 2007, 2011, and 2016, and it was materially revised in 2007, 2008, and 2014. BCS' charter term, which was due to expire June 30, 2022, has been extended by three years by

operation of law and ends June 30, 2025. Current enrollment is approximately 1,000 students.

California Education Code requires that no later than 60 days after receiving a petition the Santa Clara County Board of Education (SCCBOE) shall hold a public hearing on the provisions of the charter, at which time the SCCBOE shall consider the level of support for the renewal petition by teachers, other school district employees, and parents/guardians.

The Education Code further stipulates that the SCCBOE shall either grant or deny the charter within 90 days of receipt of the petition, unless that timeline is extended by mutual agreement. The SCCBOE will hold a decision hearing on August 26, 2024, at a meeting added to the schedule in order to meet the 90-day time period.

The complete petition is attached to this agenda and is also available for review at:
https://www.sccoe.org/supoffice/charter-schools-office/Documents/Bullis_Renewal_Petition.pdf

The public hearing will proceed as follows:

- The Board will hear from staff an opening statement of no more than 10 minutes
- Bullis Charter School will be given the opportunity to give a presentation of no more than 10 minutes
- Los Altos School District will be given an opportunity to comment on the request for no more than 10 minutes
- The Board will hear public comment. Speakers will be limited to one minute each. Speakers shall direct their comments to the Board and are urged to avoid repeating points made by pevious speakers
- Board members may ask clarifying questions
- The public hearing will be closed. The Board anticipates reconvening to act on this request on August 26, 2024

Student Impact
The Charter School Department provides oversight and monitoring for 21 SCCBOE-authorized charter schools serving approximately 9,850 students. Bullis Charter School currently serves approximately 1,000 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Youth Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx

File Attachments
Bullis_Renewal_Petition.pdf (12,439 KB)
BCS Renewal Hearing Slides 7.17.24.pdf (2,844 KB)

7. CLOSED SESSION

Subject	**A. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 case**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	7. CLOSED SESSION
Type	Discussion, Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel - Anticipated Litigation
Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 case

SR-000198

Subject	**B. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 2 cases**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	7. CLOSED SESSION
Type	Discussion, Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel - Anticipated Litigation
Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): Two cases

Subject	**C. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Campbell Union High School District, Desired District: Fremont Union High School District**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	7. CLOSED SESSION
Type	

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Campbell Union High School District, Desired District: Fremont Union High School District

Subject	**D. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Palo Alto Unified School District, Desired District: Los Altos School District**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	7. CLOSED SESSION
Type	

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Palo Alto Unified School District, Desired District: Los Altos School District

8. OPEN SESSION (Immediately Following Closed Session)

Subject	**A. Report of Actions Taken in Closed Session**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	8. OPEN SESSION (Immediately Following Closed Session)
Type	Information

Report of Actions Taken in Closed Session

9. BOARD COMMITTEE REPORTS

Subject	**A. Committee members may provide or report on recent committee activities.**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	9. BOARD COMMITTEE REPORTS
Type	Information

The following committees have met since the last board meeting:

The Superintendent Evaluation Ad Hoc Committee will provide an update on the anticipated timeline for the 2023-2024 County Superintendent Evaluation.

- Head Start Policy Council: Trustee Mah

Standing Committees
Policy Development Subcommittee: August 7
Joint Legislative Advisory Committee (JLAC): September 18
Budget Study Committee: November 20

Membership Committees and Activities
California School Boards Association (CSBA) Delegate: December 3-7
Santa Clara County School Boards Association: TBD
Head Start Policy Council: TBD

Liaison Committees, Workgroups, and Community Activities
Warmenhoven Inclusion Collaborative Advisory Board: September 13
Strong Start Coalition: August 13
Silicon Valley Reads Advisory Committee: August 28

File Attachments
County Supt Evaluation Timeline.pdf (87 KB)

10. COUNTY BOARD OF EDUCATION MEMBER REPORTS

Subject	**A. The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	10. COUNTY BOARD OF EDUCATION MEMBER REPORTS
Type	Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education.

11. SUPERINTENDENT'S REPORT

Subject	**A. The superintendent may give a report on any activities related to her duties.**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	11. SUPERINTENDENT'S REPORT
Type	Information

The county superintendent may give a report on any activities related to her duties.

The SCCOE launched a Workplace Violence Prevention Plan effective July 1, 2024. Posters are being distributed throughout sites to make the resources available.

12. INFORMATION ITEM

Subject	**A. Future Agenda Items**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	12. INFORMATION ITEM
Type	Information
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Refer to Board Bylaw 9322 Agenda/Meeting Materials for specific information related to the preparation of County Board of Education agendas. Excepting agenda items otherwise permissible by Education Code, Brown Act or other rules, regulations, or policies for the Board to place on the agenda, a County Board member may request an item within the jurisdiction of the County Board be placed on the agenda. A process for reviewing requested agenda items is described in the board bylaw. In summary, the process includes a review to determine if the item is within the Board's jurisdiction, where it could be placed on the agenda and an assessment of the resource impact of preparing the item.

In accordance with the Brown Act, items mentioned under this item are being suggested so they may be considered as possible topics at a future meeting. The Board will not engage in excessive discussion of these items at this time.

Previously identified items have included:

Item	Board Member	Disposition	Timeline
A recurring spotlight presentation from site staff, parents, or students at SCCOE programs	Trustee Chon	In Progress: - 2/21/2024 Workability - 3/6/2024 Culturally Responsive Garden Education - 3/20/2024 Deaf & HOH Programs - 5/1/2024 Learning Acceleration Literacy Initiatives	Ongoing
A highlights presentation from Board-authorized charter schools	Trustee Mah	In Progress: - 6/5/2024 Sunrise Middle School - 6/12/2024 ACE Empower Academy	Ongoing
Division or department reports or updates	Trustee Mah	Development Underway	Fall 2024
Explore the possibility of a study or review of the SCCOE Special Education Program	Trustee Mah President Berta	Planning and Preparation	Study anticipated to begin in Late Fall 2024.
Virtual School/Remote Learning Options	Trustee Lari	Study/Analysis	Fall 2024/Winter 2025

13. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)

Subject	**A. Williams Settlement Quarterly Report**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	13. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)
Type	Information
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent, Educational Services Division

Background
Complaints filed for SCCOE school sites under the Williams Settlement are limited to insufficient textbooks or instructional materials, unsafe or unhealthy facility conditions or teacher vacancies or mis-assignments. Williams Complaint Procedures are posted in all classrooms to inform parents, students and teachers of the procedure for making such complaints. No Williams complaints were received during the April 1, 2024 – June 30, 2024 reporting period.

Student Impact
The Williams Report documents complaints regarding textbooks and instructional materials, conditions of facilities, and teacher mis-assignments and vacancies. SCCOE strives to provide our students a quality education that encompasses all of these areas in alignment with students' right to "a relevant and engaging education" as outlined in the Bill of Rights for Children & Young Adults for Santa Clara County. The Williams Report process also aligns with the Board Priorities related to Literacy & Academic Achievement and Special Education, Court, and Community Schools. No complaints were filed this quarter.

File Attachments

SR-000202

2023-24 Williams Quarterly Report Form.pdf (48 KB)

Subject	**B. Disposition of Surplus Items - April 2024 - June 2024**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	13. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)
Type	Information
Goals	Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Stephanie Gomez, Assistant Superintendent - Business Services
Jas Sohal, Manager - Purchasing Services

Background
Per Board Policy BP 3270, when any Santa Clara County Office of Education instructional materials, equipment, supplies, or other personal property with a value less than $25,000 becomes unusable, obsolete, or no longer needed, the Santa Clara County Superintendent of Schools or designee shall notify the Santa Clara County Board of Education.

Fiscal Implications
The report includes a list of the items sold, income received, and the method of sale. Items that are no longer usable by the Santa Clara County Office of Education are sold for surplus or disposed of as e-waste.

Student Impact
The responsible disposition of surplus items, through sale or e-waste recycling, ensures that the SCCOE is operating as a responsible steward of public funds and the environment.

File Attachments
eWaste 04.01.2024-06.30.2024.pdf (91 KB)
Surplus PaymentCollectionReport April 1 - June 30 2024.pdf (83 KB)

Subject	**C. Head Start/Early Head Start Monthly Board Reports**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	13. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)
Type	Information
Goals	Santa Clara County Office of Education Goal #3

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent, Educational Services Division

Background
As per the Head Start Act, all Head Start agencies are required to provide program information to the Board of Education. Attached are the following reports:

Program Reports:

- Program Information Report 2023-24 (PIR) - May 2024
  Provides information on progress of services provided to children and families to meet required timelines as per specific indicators and thresholds.

- Enrollment Report – May 2024
  Summarizes the year-to-date enrollment activity in the Head Start Program to comply with enrollment requirements.

Financial Reports:

The financial reports for the month are a snapshot in time. The financial reports for May 2024 reflect the alignment of the program fiscal year to SCCOE's July 1 - June 30 fiscal year.

- Financial Report- Head Start/Early Head Start/CCP Total Grant Award – May 2024.

- Administration Cost Limitation – May 2024
  Limits the amounts of funds charged as development and administrative costs to 15%.

- Purchase Card Summary – May 2024
  Serves as an oversight check of program expenses.

- California Child Food Program Summary Reports (USDA) **–** May 2024
  Serves as an oversight check of program expense.

Student Impact
As stated in the adopted Bill of Rights for Children and Young Adults for Santa Clara County, all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning. Early Learning Services aims to sustainably expand early learning workforce, improve access to quality childcare in support of the Board Priority of Early Learning and Care.

File Attachments
HS-EHS Board Report May 2024.pdf (1,017 KB)

14. ADJOURNMENT

Subject	**A. The next Santa Clara County Board of Education regular meeting is scheduled for August 7, 2024.**
Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	14. ADJOURNMENT
Type	Action, Procedural
Recommended Action	Adjourn the meeting

The next Santa Clara County Board of Education regular meeting is scheduled for August 7, 2024.

Motion & Voting

Adjourn the meeting

Motion by Joseph Di Salvo, second by Don Rocha.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Committed to serving, inspiring and promoting student and public school success

Agenda Item Details

Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	6. PUBLIC HEARING
Subject	A. Public Hearing on the Bullis Charter School Renewal Petition
Type	
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools Department

Background
In addition to ensuring regular and systematic oversight and monitoring of the charter schools it authorizes, the Santa Clara County Board of Education may grant or deny charter renewals pursuant to California Education Code Sections 47605, 47607, and 47607.2.

On June 3, 2024, the Charter Schools Department of the Santa Clara County Office of Education (SCCOE) received a charter petition renewal request from Bullis Charter School, or BCS. BCS is seeking approval to renew a district appeal public charter, which is currently serving students in grades TK-8, for a continuing charter term of five to seven years beginning in July 2025. BCS has requested a seven-year renewal.

BCS was initially approved on appeal from Los Altos School District as a grade K-6 charter school in September 2003 for a three-year term. The school's charter was renewed 2007, 2011, and 2016, and it was materially revised in 2007, 2008, and 2014. BCS' charter term, which was due to expire June 30, 2022, has been extended by three years by operation of law and ends June 30, 2025. Current enrollment is approximately 1,000 students.

California Education Code requires that no later than 60 days after receiving a petition the Santa Clara County Board of Education (SCCBOE) shall hold a public hearing on the provisions of the charter, at which time the SCCBOE shall consider the level of support for the renewal petition by teachers, other school district employees, and parents/guardians.

The Education Code further stipulates that the SCCBOE shall either grant or deny the charter within 90 days of receipt of the petition, unless that timeline is extended by mutual agreement. The SCCBOE will hold a decision hearing on August 26, 2024, at a meeting added to the schedule in order to meet the 90-day time period.

The complete petition is attached to this agenda and is also available for review at:
https://www.sccoe.org/supoffice/charter-schools-office/Documents/Bullis_Renewal_Petition.pdf

The public hearing will proceed as follows:

- The Board will hear from staff an opening statement of no more than 10 minutes
- Bullis Charter School will be given the opportunity to give a presentation of no more than 10 minutes
- Los Altos School District will be given an opportunity to comment on the request for no more than 10 minutes
- The Board will hear public comment. Speakers will be limited to one minute each. Speakers shall direct their comments to the Board and are urged to avoid repeating points made by pevious speakers

- Board members may ask clarifying questions
- The public hearing will be closed. The Board anticipates reconvening to act on this request on August 26, 2024

Student Impact
The Charter School Department provides oversight and monitoring for 21 SCCBOE-authorized charter schools serving approximately 9,850 students. Bullis Charter School currently serves approximately 1,000 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Youth Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx

Bullis_Renewal_Petition.pdf (12,439 KB)

BCS Renewal Hearing Slides 7.17.24.pdf (2,844 KB)

Wednesday, July 17, 2024
Regular Board Agenda (#2444)

Regular Meeting #(2444)
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
San Jose Room -- 5:00 p.m.
.
Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the County Board meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2). Contact Information: kcoe@sccoe.org or (408) 453-6540.

1. SCCBOE CALL TO ORDER

Subject :	A. Livestream the Board Meeting: https://tinyurl.com /sccboardmeeting
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	1. SCCBOE CALL TO ORDER
Type :	Information

Public Content

The President will call the meeting to order. The meeting is held in person at 1290 Ridder Park Drive, San Jose, CA 95131.

Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the SCCBOE meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2) Contact Info: kcoe@sccoe.org or (408) 453-6540.

For those who wish to observe the meeting via live stream, please visit:

https://tinyurl.com/sccboardmeeting

Scroll to the bottom and choose LIVE

Simultaneous Spanish Interpretation:

Local 1 (669) 900-6833, Meeting ID: 727 334 810

Para español: llame al 1 (669) 900-6833 y después el numero 727 334 810

Simultaneous Vietnamese Interpretation:

Local 1 (669) 900-6833, Meeting ID: 921 8153 9516
nghe Ting Vit:
Gi s 1 (669) 900-6833, Sau ó bm mã s Meeting ID: 921 8153 9516

Subject :	B. Pledge of Allegiance
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	1. SCCBOE CALL TO ORDER
Type :	Procedural

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The student board member will lead SCCBOE and the community in reciting the Pledge of Allegiance.

Subject :	C. Roll Call (Including Action on Absences if Necessary)
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	1. SCCBOE CALL TO ORDER
Type :	Action, Procedural

Public Content

Roll call of the trustees will be taken and any absences of trustees will be recorded. The board may take action on absences if needed.

Subject :	D. Set the Agenda
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	1. SCCBOE CALL TO ORDER
Type :	Action, Procedural
Recommended Action :	Approve to set the agenda

Public Content

The Board shall set the agenda by establishing it as posted. Changes to the posted agenda may only occur as permitted by Education and Government Code including the Brown Act or as described in Board Bylaws. Permitted revisions to the posted agenda include the movement of items from consent to action or reordering the sequence of agenda items.

Motion & Voting

Approve to set the agenda with items 4D and 4I pulled for discussion

Motion by Joseph Di Salvo, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Don Rocha
Not Present at Vote: Grace Mah

2. STUDENT BOARD MEMBER REPORT

Subject :	A. The student member of the Board may give reports on

	activities related to their duties as a member of the Santa Clara County Board of Education
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	2. STUDENT BOARD MEMBER REPORT
Type :	Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The student member of the Board may give reports on activities related to their duties as a member of the Santa Clara Board of Education.

3. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

Subject :	A. At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda.
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	3. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
Type :	Procedural

Public Content

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Individual remarks will be limited to 1 minute each, unless otherwise stipulated by the SCCBOE President.

4. CONSENT ACTION ITEMS

Subject :	A. Request Approval of Consent Action Items as listed in Item #4 Consent Action Items
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Approve Consent Action Items as listed in Item #4 Consent Action Items

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action

Approve Consent Action Items as listed in Item #4 Consent Action Items.

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	B. Request Approval of Minutes of Regular Board Meeting of June 5, 2024 (#2442)
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Approve the minutes of Regular Board Meeting of June 5, 2024 (#2442)

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action

Approve the minutes of Regular Board Meeting of June 5, 2024 (#2442).

File Attachments

6.5.24 Regular Board Minutes.pdf (11,075 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	C. Request Approval of Minutes of Regular Board Meeting of June 12, 2024 (#2443)
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Approve the minutes of Regular Board Meeting of June 12, 2024 (#2443)

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action

Approve the minutes of Regular Board Meeting of June 12, 2024 (#2443).

File Attachments

6.12.24 Regular Board Minutes.pdf (7,306 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	D. Request Approval of the Santa Clara County Office of Educations 2024-27 Countywide Plans for Expelled Students
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action
Recommended Action :	Approve the Santa Clara County Office of Educations 2024-27 Countywide Plans for Expelled Students
Goals :	Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Teresa Shipp, Assistant Superintendent, Educational Services Division

Background

California *Education Code (EC)* Section 48926 requires county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education, and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. *EC* Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit an update to that plan to the SSPI every 3 years.

Student Impact

The SCCOE is committed to collaborating with districts to ensure students have access to a free and appropriate public education. This agenda item is aligned with the Board Priority area Special Education, Court, and Community Schools and affirms the right to an education that is relevant and engaging, as described in the Bill of Rights for Children & Young Adults for Santa Clara County.

File Attachments

2024-2027 SCCOE-Countywide Plan - FINAL.pdf (20,668 KB)

Motion & Voting

Approve the Santa Clara County Office of Educations 2024-27 Countywide Plans for Expelled Students

Motion by Joseph Di Salvo, second by Maimona Afzal Berta.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	E. Request Adoption of Resolution Recognizing the Anniversary of the Americans with Disabilities Act
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action (Consent)
Preferred Date :	Jul 17, 2024
Absolute Date :	Jul 17, 2024
Fiscal Impact :	No
Budgeted :	No
Recommended Action :	Adopt Resolution Recognizing the Anniversary of the Americans with Disabilities Act
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

On July 26, 1990, the United States (U.S.) was the first country to draft and sign a comprehensive piece of legislation that remains a driving force towards equal opportunity, inclusion, independent living, and economic self-sufficiency for the 61 million individuals with disabilities in the U.S.

Student Impact

The signing of this historic act was and remains a declaration of equality for individuals with disabilities. It is the guiding legislation to ensure that students with disabilities have the same access and opportunities as their non-disabled peers which is in direct alignment to the Santa Clara County Board of Educations priority of inclusive practices as well as the Bill of Rights for Children and Young Adults for Santa Clara County, which outlines childrens rights to love and emotional connection, support and guidance, and life skills and education.

File Attachments

07172024_RESOLUTION_Anniversary-Americans-with-Disabilities-Act.pdf (118 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	F. Request Adoption of Resolution Recognizing National Immunization Awareness Month
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action (Consent)
Preferred Date :	Jul 17, 2024
Absolute Date :	Jul 17, 2024
Fiscal Impact :	No
Budgeted :	No
Recommended Action :	Adopt Resolution Recognizing National Immunization Awareness Month
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

August is National Immunization Awareness Month. The Santa Clara County Office of Education acknowledges the importance of immunizations and good health, and its relationship to education and student outcomes.

Student Impact

Optimal physical, mental, and dental health significantly influences students' educational achievements. The Santa Clara County Board of Education (SCCBOE) places a high priority on promoting child wellness, as articulated in its board priorities. In alignment with the Bill of Rights for Children and Young Adults for Santa Clara County, the SCCBOE recognizes and advocates for every child and young adult's entitlement to healthcare and education.

File Attachments

07172024_RESOLUTION_National-Immunization-Awareness-Month.pdf (171 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	G. Request Adoption of Resolution Recognizing American Muslim Appreciation and Awareness Month
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action (Consent)
Preferred Date :	Jul 17, 2024
Absolute Date :	Jul 17, 2024
Fiscal Impact :	No
Budgeted :	No
Recommended Action :	Adopt Resolution Recognizing American Muslim Appreciation and Awareness Month
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

August is American Muslim Appreciation and Awareness Month. Santa Clara County has a thriving community with over 60,000 Muslim residents who make rich contributions to the social, cultural, and economic vibrancy of our community.

The Santa Clara County Board of Education and the County Superintendent of Schools are committed to creating safe spaces for fostering understanding and implementing policies promoting cultural competency, awareness, and appreciation of Muslims.

Student Impact

The celebration of American Muslim Appreciation and Awareness Month is in direct alignment with the Santa Clara County Board of Educations priority of expanding and enhancing inclusion and inclusive practices.

This resolution aligns with the Bill of Rights for Children and Young Adults for Santa Clara County, as it states *Every young person must get what they need when they need it, no matter their actual or perceived race, ethnicity, gender identity, sexual orientation, religion, mental or physical ability, nationality, immigration status, criminal history, first language, skin color, education status, or wealth. We value the diversity of our children and young adults in Santa Clara County and believe we must treat each of them with respect and dignity.*

File Attachments

07172024_RESOLUTION_American-Muslim-Appreciation-Awareness-Month.pdf (154 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	H. Request Adoption of Resolution Raising Awareness of Potential Harm to Youth Due to Extensive Social Media Use
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action (Consent)
Preferred Date :	Jul 17, 2024
Absolute Date :	Jul 17, 2024
Fiscal Impact :	No
Budgeted :	No
Recommended Action :	Adopt Resolution Raising Awareness of Potential Harm to Youth Due to Extensive Social Media Use
Goals :	Mission Statement of the County Office of Education

Santa Clara County Office of Education Goal #1
Santa Clara County Office of Education Goal #2

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Surgeon General Dr. Vivek Murthy has released a new *Surgeon Generals Advisory on Social Media and Youth Mental Health*.

Student Impact

This resolution aligns with the Bill of Rights for Children and Young Adults for Santa Clara County, *Mental Health: Mental and emotional health and well-being and support systems in and outside of the home that promotes emotional and social safety.* And, *Modern Needs: Reliable transportation and wifi, computers that meet their needs, and phones when applicable.*

File Attachments

07172024_RESOLUTION_Raising-Awareness-Potential-Harm-to-Youth-Due-to-Extensive-Social-Media-Use.pdf (191 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #4 Consent Action Items (excluding 4D and 4I)

Motion by Raeena Lari, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	I. Request Approval of Proposition 28 Report
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action
Recommended Action :	Approve the Prop 28 Report
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Teresa Shipp, Assistant Superintendent, Educational Services Division

Background
Pursuant to Education Code (EC) 8820 (g) (4), the Santa Clara County Office of Education is providing an annual report on Prop 28 and the details of the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served, and the number of school sites providing arts education programs with these funds. On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 202324.

Current Status
Funds were not received until April 2024. Programs have been notified of their allocation and will begin implementation in the 24-25 school year. The funds are expected to be expended over a three year period.

Student Impact
In alignment with the Santa Clara County Board of Education (SCCBOE) Priorities, the Educational Services Division strives to improve intervention/prevention programs for youth, including justice-engaged, foster youth, unhoused, and students with disabilities. This report specifically incorporates and aligns the board priorities of Special Education, Court, & Community Schools by providing Arts and Music programming in schools. This report is in alignment with the Bill of Rights for Children and Young Adults for Santa Clara County, which states that all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning.

File Attachments

Prop 28 Annual Report 23-24.pdf (42 KB)

Motion & Voting

Approve the Prop 28 Report

Motion by Victoria Chon, second by Grace Mah.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	J. Request Adoption of the Order of Election, Specifications of the Election, and Consolidation Request Resolution
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	4. CONSENT ACTION ITEMS
Type :	Action

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Olivia Santillan, Director, Executive Services

Background

On June 5, 2024, the Santa Clara County Board of Education (SCCBOE) approved the Order of Election, Specifications of the Election, and Consolidation Request Resolution. The Santa Clara County Registrar of Voters (SCCROV) accepted the resolution as submitted on time. On June 17, 2024 the SCCROV reached out and requested the SCCBOE add new language to specifically detail the election services the SCCROV would provide in accordance with Elections Code Section 10002. This language was not requested in previous elections.

Recommendation

Approve the addition of this new language to the resolution.

File Attachments

2024 BOARD Election Santa Clara ROV Docs (Redline) (7_17_24).pdf (182 KB)
2024 BOARD Election Santa Clara ROV Docs (Clean) (7_17_24).pdf (169 KB)

5. INFORMATION ITEMS

Subject :	A. Charter Schools Update
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	5. INFORMATION ITEMS
Type :	Information
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools
Background
The Santa Clara County Board of Education (SCCBOE), the County Superintendent of Schools, and the Santa Clara County Office of Education (SCCOE) ensure regular and systematic oversight and monitoring of SCCBOE-authorized charter schools. At each regular Board Meeting, a Charter Schools Update is provided as a standing agenda item. The Charter Schools Department provides this regular update to support the SCCBOE with its duty to conduct ongoing monitoring and oversight for the 21 charter schools authorized by the SCCBOE. This standing agenda item is one mechanism whereby topics related to the ongoing monitoring and oversight can be communicated to the SCCBOE. Topics may include, but are not limited to, information on charter school governance, operations, finance, educational program, and compliance withEducation Code, charter documents, and all reports required by charter law.
The topic(s) for this update may include, but are not limited to, the following:

- Local Control Accountability Plans (LCAPs).Staff will provide an update on the status of charter school LCAPs.
- 2024-25 Charter School Renewals.Staff will provide an overview ofthe context for charter school renewals for the 2024-25 school year.

Student Impact
The Charter Schools Department provides monitoring and oversight for 21 SCCBOE-authorized charter schools, serving approximately 10,000 students. Charter petitions for six of the 21 SCCBOE-authorized charter schools were submitted directly to the SCCBOE and were approved as countywide charter schools. The remaining 15 charter school petitions were initially denied by a school district in Santa Clara County and were subsequently submitted to and approved by the SCCBOE on appeal. Through SCCOE's monitoring of SCCBOE-authorized charter schools, the Board seeks to affirm the right to a relevant and engaging education as stated in theBill of Rights for Children and Youth Adults for Santa Clara Countyandsupport the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

File Attachments

2024_Charter_Schools_Data_Book.pdf (12,040 KB)
2024_Charter_Schools_Data_Book_Esp.pdf (12,094 KB)
2024_Charter_Schools_Data_Book_Viet.pdf (12,042 KB)

6. PUBLIC HEARING

Subject :	A. Public Hearing on the Bullis Charter School Renewal Petition
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	6. PUBLIC HEARING
Type :	
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Mefula Fairley, Executive Director, Charter Schools Department

Background

In addition to ensuring regular and systematic oversight and monitoring of the charter schools it authorizes, the Santa Clara County Board of Education may grant or deny charter renewals pursuant to California Education Code Sections 47605, 47607, and 47607.2.

On June 3, 2024, the Charter Schools Department of the Santa Clara County Office of Education (SCCOE) received a charter petition renewal request from Bullis Charter School, or BCS. BCS is seeking approval to renew a district appeal public charter, which is currently serving students in grades TK-8, for a continuing charter term of five to seven years beginning in July 2025. BCS has requested a seven-year renewal.

BCS was initially approved on appeal from Los Altos School District as a grade K-6 charter school in September 2003 for a three-year term. The schools charter was renewed 2007, 2011, and 2016, and it was materially revised in 2007, 2008, and 2014. BCS charter term, which was due to expire June 30, 2022, has been extended by three years by operation of law and ends June 30, 2025. Current enrollment is approximately 1,000 students.

California Education Code requires that no later than 60 days after receiving a petition the Santa Clara County Board of Education (SCCBOE) shall hold a public hearing on the provisions of the charter, at which time the SCCBOE shall consider the level of support for the renewal petition by teachers, other school district employees, and parents/guardians.

The Education Code further stipulates that the SCCBOE shall either grant or deny the charter within 90 days of receipt of the petition, unless that timeline is extended by mutual agreement. The SCCBOE will hold a decision hearing on August 26, 2024, at a meeting added to the schedule in order to meet the 90-day time period.

The complete petition is attached to this agenda and is also available for review at: https://www.sccoe.org/supoffice/charter-schools-office/Documents/Bullis_Renewal_Petition.pdf

The public hearing will proceed as follows:

- The Board will hear from staff an opening statement of no more than 10 minutes
- Bullis Charter School will be given the opportunity to give a presentation of no more than 10 minutes
- Los Altos School District will be given an opportunity to comment on the request for no more than 10 minutes
- The Board will hear public comment. Speakers will belimited to one minute each.Speakers shall direct their comments to the Board and are urged to avoid repeating points made by pevious speakers
- Board members may ask clarifying questions
- The public hearing will be closed. The Board anticipates reconvening to act on this request on August 26, 2024

Student Impact

The Charter School Department provides oversight and monitoring for21 SCCBOE-authorized charter schools serving approximately 9,850 students. Bullis Charter School currently serves approximately 1,000 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in theBill of Rights for Children and Youth Adults for Santa Clara Countyandsupport the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx

File Attachments

Bullis_Renewal_Petition.pdf (12,439 KB)
BCS Renewal Hearing Slides 7.17.24.pdf (2,844 KB)

7. CLOSED SESSION

Subject :	A. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 case
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	7. CLOSED SESSION
Type :	Discussion, Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel - Anticipated Litigation

Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 case

Subject :	B. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 2 cases
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	7. CLOSED SESSION
Type :	Discussion, Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel - Anticipated Litigation

Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): Two cases

Subject :	C. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Campbell Union High School District, Desired District: Fremont Union High School District
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	7. CLOSED SESSION
Type :	

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Campbell Union High School District, Desired District: Fremont Union High School District

Subject :	D. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Palo Alto Unified School District, Desired District: Los Altos School District
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)

Category :	7. CLOSED SESSION
Type :	

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Palo Alto Unified School District, Desired District: Los Altos School District

8. OPEN SESSION (Immediately Following Closed Session)

Subject :	A. Report of Actions Taken in Closed Session
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	8. OPEN SESSION (Immediately Following Closed Session)
Type :	Information

Public Content

Report of Actions Taken in Closed Session

9. BOARD COMMITTEE REPORTS

Subject :	A. Committee members may provide or report on recent committee activities.
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	9. BOARD COMMITTEE REPORTS
Type :	Information

Public Content

The following committees have met since the last board meeting:

The Superintendent Evaluation Ad Hoc Committee will provide an update on the anticipated timeline for the 2023-2024 County Superintendent Evaluation.

- Head Start Policy Council: Trustee Mah

Standing Committees

Policy Development Subcommittee: August 7

Joint Legislative Advisory Committee (JLAC): September 18

Budget Study Committee: November 20

Membership Committees and Activities

California School Boards Association (CSBA) Delegate: December 3-7

Santa Clara County School Boards Association: TBD

Head Start Policy Council: TBD

Liaison Committees, Workgroups, and Community Activities

Warmenhoven Inclusion Collaborative Advisory Board: September 13

Strong Start Coalition: August 13

Silicon Valley Reads Advisory Committee: August 28

File Attachments

County Supt Evaluation Timeline.pdf (87 KB)

10. COUNTY BOARD OF EDUCATION MEMBER REPORTS

Subject :	A. The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	10. COUNTY BOARD OF EDUCATION MEMBER REPORTS
Type :	Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education.

11. SUPERINTENDENT'S REPORT

Subject :	A. The superintendent may give a report on any activities related to her duties.
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	11. SUPERINTENDENT'S REPORT
Type :	Information

Public Content

The county superintendent may give a report on any activities related to her duties.

The SCCOE launched a Workplace Violence Prevention Plan effective July 1, 2024. Posters are being distributed throughout sites to make the resources available.

12. INFORMATION ITEM

Subject :	A. Future Agenda Items
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	12. INFORMATION ITEM
Type :	Information
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Refer toBoard Bylaw 9322 Agenda/Meeting Materialsfor specific information related to the preparation of County Board of Education agendas. Excepting agenda items otherwise permissible by Education Code, Brown Act or other rules, regulations, or policies for the Board to placeon the agenda, a County Board member may request an item within the jurisdiction of the County Board be placed on the agenda. A process for reviewing requested agenda items is described in the board bylaw. In summary, the process includes a review todetermine if the item is within the Board's jurisdiction,where it could beplaced on the agenda andan assessment of theresource impact of preparing the item.

In accordance with the Brown Act, items mentioned under this item are being suggested so they may be considered as possible topics at a future meeting. The Board will not engage in excessive discussion of these items at this time.

Previously identified items have included:

Item	Board Member	Disposition	Timeline
A recurring spotlight presentation from site staff, parents, or students at SCCOE programs	Trustee Chon	In Progress: - 2/21/2024 Workability - 3/6/2024 Culturally Responsive Garden Education - 3/20/2024 Deaf & HOH Programs	Ongoing

		- 5/1/2024 Learning Acceleration Literacy Initiatives	
A highlights presentation from Board-authorized charter schools	Trustee Mah	In Progress: - 6/5/2024 Sunrise Middle School - 6/12/2024 ACE Empower Academy	Ongoing
Divisionor department reports or updates	Trustee Mah	Development Underway	Fall 2024
Explore the possibility of a study or review of the SCCOE Special Education Program	Trustee Mah President Berta	Planning and Preparation	Study anticipated to begin in Late Fall 2024.
Virtual School/Remote Learning Options	Trustee Lari	Study/Analysis	Fall 2024/Winter 2025

13. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)

Subject :	A. Williams Settlement Quarterly Report
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	13. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)
Type :	Information
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Teresa Shipp, Assistant Superintendent, Educational Services Division

Background

Complaints filed for SCCOE school sites under the Williams Settlement are limited to insufficient textbooks or instructional materials, unsafe or unhealthy facility conditions or teacher vacancies or mis-assignments.Williams Complaint Procedures are posted in all classrooms to inform parents, students and teachers of the procedure for making such complaints.No Williams complaints were received during the April 1, 2024 June 30, 2024 reporting period.

Student Impact

The Williams Report documents complaints regarding textbooks and instructional materials, conditions of facilities, and teacher mis-assignments and vacancies. SCCOE strives to provide our students a quality education that encompasses all of these areasin alignment with students' right to "a relevant and engaging education" as outlined in theBill of Rights for Children & Young Adults for Santa Clara County. The Williams Report process also aligns with the Board Priorities related to Literacy & Academic Achievement and Special Education, Court, and Community Schools.No complaints were filed this quarter.

File Attachments

2023-24 Williams Quarterly Report Form.pdf (48 KB)

Subject :	B. Disposition of Surplus Items - April 2024 - June 2024
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	13. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)
Type :	Information
Goals :	Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Stephanie Gomez, Assistant Superintendent - Business Services

Jas Sohal, Manager - Purchasing Services

Background

Per Board Policy BP 3270, when any Santa Clara County Office of Education instructional materials, equipment, supplies, or other personal property with a value less than $25,000 becomes unusable, obsolete, or no longer needed, the Santa Clara County Superintendent of Schools or designee shall notify the Santa Clara County Board of Education.

Fiscal Implications

The report includes a list of the items sold, income received, and the method of sale. Items that are no longer usable by the Santa Clara County Office of Education are sold for surplus or disposed of as e-waste.

Student Impact

The responsibledisposition of surplus items, through sale or e-waste recycling, ensures that the SCCOE is operating as a responsible steward of public funds and the environment.

File Attachments

eWaste 04.01.2024-06.30.2024.pdf (91 KB)
Surplus PaymentCollectionReport April 1 - June 30 2024.pdf (83 KB)

Subject :	C. Head Start/Early Head Start Monthly Board Reports

Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	13. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)
Type :	Information
Goals :	Santa Clara County Office of Education Goal #3

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Teresa Shipp, Assistant Superintendent, Educational Services Division

Background

As per the Head Start Act, all Head Start agencies are required to provide program information to the Board of Education. Attached are the following reports:

Program Reports:

- Program Information Report 2023-24 (PIR) - May 2024
  Provides information on progress of services provided to children and families to meet required timelines as per specific indicators and thresholds.
- Enrollment Report May 2024
  Summarizes the year-to-date enrollment activity in the Head Start Program to comply with enrollment requirements.

Financial Reports:

The financial reports for the month are a snapshot in time. The financial reports for May 2024 reflect the alignment of the program fiscal year to SCCOE's July 1 - June 30 fiscal year.

- Financial Report- Head Start/Early Head Start/CCP Total Grant Award May 2024.
- Administration Cost Limitation May 2024
  Limits the amounts of funds charged as development and administrative costs to 15%.
- Purchase Card Summary May 2024
  Serves as an oversight check of program expenses.
- California Child Food Program Summary Reports (USDA) May 2024

Serves as an oversight check of program expense.

Student Impact

As stated in the adopted Bill of Rights for Children and Young Adults for Santa Clara County, all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning. Early Learning Services aims to sustainably expand early learning workforce, improve access to quality childcare in support of the Board Priority of Early Learning and Care.

File Attachments

HS-EHS Board Report May 2024.pdf (1,017 KB)

14. ADJOURNMENT

Subject :	A. The next Santa Clara County Board of Education regular meeting is scheduled for August 7, 2024.
Meeting :	Jul 17, 2024 - Regular Board Agenda (#2444)
Category :	14. ADJOURNMENT
Type :	Action, Procedural
Recommended Action :	Adjourn the meeting

Public Content

The next Santa Clara County Board of Education regular meeting is scheduled for August 7, 2024.

Motion & Voting

Adjourn the meeting

Motion by Joseph Di Salvo, second by Don Rocha.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

SANTA CLARA COUNTY BOARD OF EDUCATION
1290 Ridder Park Drive
San Jose, California 95131

APPROVED on August 7, 2024
July 17, 2024
Regular Meeting #2444
San Jose Room
5:00 p.m.

1. SCCBOE CALL TO ORDER

President Berta called the meeting to order at approximately 5:00 p.m.

A. Livestream the Board Meeting: https://tinyurl.com/sccboardmeeting

B. Pledge of Allegiance

C. Roll Call (Including Action on Absences if Necessary)

Trustee(s) Present:
Don Rocha, Area 3 (Vice President)
Joseph Di Salvo, Area 4
Victoria Chon, Area 5
Maimona Afzal Berta, Area 6 (President)
Raeena Lari, Area 7
Student Board Member Erick De La Rosa Aguilera

Tara Sreekrishnan, Area 2 *(arrived at 5:03 p.m.)*
Grace Mah, Area 1 *(arrived at 5:11 p.m.)*

Trustee(s) Absent:
None

D. Set the Agenda

MOTION #2444-1 by Trustee Di Salvo and seconded by Trustee Chon to set the agenda with items 4D and 4I pulled for discussion. Motion carried 6-0-0-0-1.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, and Sreekrishnan

No: none
Abstain: none
Absent: none
Not Present at Vote: Trustee Mah

President Berta reviewed the livestream details for the July 17, 2024, Board meeting and explained where to call to listen to the meeting in Spanish or Vietnamese or view ASL interpretation.

2. STUDENT BOARD MEMBER REPORT

Student Board Member De La Rosa Aguilera shared the following updates:

- Community school students celebrated the end of the school year in mid-June and are now on summer break.
- Court schools remain in session and students use the summer to earn extra credit.
- Osborne school has a new summer course offering related to songwriting and social emotional learning.
- Student Board Member De La Rosa Aguilera congratulated a member of the Court School staff on her retirement and thanked her for her service.
- Students at Osborne School completed their pointillism projects and had the opportunity to exhibit their artwork for peers and vote for the winners of their competition.
- On July 17, eight (8) graduates were celebrated at the Blue Ridge school graduation ceremony. The three student speakers provided inspirational words of wisdom to attendees.

3. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE SANTA CLARA COUNTY BOARD OF EDUCATION

There were 10 public comments.

4. CONSENT ACTION ITEMS

A. Request Approval of Consent Action Items as listed in Item #4 Consent Action Items

B. Request Approval of Minutes of Regular Board Meeting of June 5, 2024 (#2442)

C. Request Approval of Minutes of Regular Board Meeting of June 12, 2024 (#2443)

E. Request Adoption of Resolution Recognizing the Anniversary of the Americans with Disabilities Act

F. Request Adoption of Resolution Recognizing National Immunization Awareness Month

G. Request Adoption of Resolution Recognizing American Muslim Appreciation and Awareness Month

H. Request Adoption of Resolution Raising Awareness of Potential Harm to Youth Due to Extensive Social Media Use

J. Request Adoption of the Order of Election, Specifications of the Election, and Consolidation Request Resolution

MOTION #2444-2 by Trustee Lari and seconded by Trustee Di Salvo to approve Consent Action Items #4A-4C, 4E-4H and 4I. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

D. Request Approval of the Santa Clara County Office of Education's 2024-27 Countywide Plans for Expelled Students

Trustee Di Salvo requested that data on the numbers of expulsions and suspensions in Santa Clara County, including the trends overtime, to be shared with the board.

MOTION #2444-3 by Trustee Di Salvo and seconded by President Berta to approve the Santa Clara County Office of Education's 2024-27 Countywide Plans for Expelled Students. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

I. Request Approval of Proposition 28 Report

Trustee Chon requested clarification regarding the reason that no Proposition 28 funds were expended during the 2023-2024 fiscal year and the spending plan for the remaining term of the grant. Assistant Superintendent Teresa Shipp indicated that the arrival of the funding in April made it difficult to hire for the 2023-2024 academic year. Instead, the SCCOE plans to hire two teachers for the next two years of the award period.

MOTION #2444-4 by Trustee Chon and seconded by Trustee Mah to approve the Proposition 28 Report. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

5. INFORMATION ITEM

A. Charter Schools Update

Associate Director Michelle Johnson of the Charter Schools Department provided an update on three items:

- Local Control Accountability Plans (LCAP). Dr. Johnson indicated that charter school governing boards are responsible for approving their respective LCAPs. Additionally, charter schools must submit a copy of their LCAP to the SCCBOE. The charter school's department reviews and provides feedback on the LCAPs but does not approve them. At this time, all 21 SCCBOE-authorized charter schools have submitted their 2024-25 LCAPs to the SCCOE and all have been posted on the SCCOE website. Staff will now begin the review and feedback process and share that feedback with charter leaders in the fall.

- 2024-2025 Charter School Renewals. Charter school renewals have been on pause for the last three years. Five (5) SCCBOE-authorized charter schools are expected to request renewal in the upcoming year. They are as follows:
    - Bullis Charter School (submitted in June)
    - Alpha José Hernandez
    - Rocketship Sí Se Puede
    - Rocketship Alma
    - Rocketship Brillant Minds

- Charter Schools Data Book. The data book has been updated with the latest teacher credentialling information from the California Department of Education. The digital versions of the data book in English, Spanish, and Vietnamese are now available on the SCCOE website. Print versions of the data book in the same three languages will be available later this month.

6. PUBLIC HEARING

A. Public Hearing on the Bullis Charter School Renewal Petition

President Berta opened the public hearing on the renewal petition for Bullis Charter School (BCS) at 5:34 p.m. The hearing began with a report from staff of the Charter Schools Department.

Maureen Israel, Superintendent/Principal of BCS made a presentation on the renewal petition.

President Bryan Johnson of the Los Altos School District Board made a presentation on behalf of the Los Altos School District articulating their concerns with the BCS renewal petition.

There were 30 public comments on the BCS renewal petition.

Student Board Member De La Rosa Aguilera was excused at 8:00 p.m.

President Berta closed the hearing at 8:13 p.m.

7. CLOSED SESSION

The Board moved to a second Closed Session at approximately 8:15 p.m. President Berta called Closed Session to order at 8:20 p.m. and called roll. All Trustees were present.

A. Conference with Legal Counsel—Anticipated Litigation: Significant Exposure to litigation pursuant to Government Code Section 54956.9(d)(2): 1 case

B. Conference with Legal Counsel—Anticipated Litigation: Significant Exposure to litigation pursuant to Government Code Section 54956.9(d)(2): 2 cases

C. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Campbell Union High School District, Desired District: Fremont Union High School District

D. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Palo Alto Unified School District, Desired District: Los Altos School District

8. OPEN SESSION (Immediately Following Closed Session)

A. Report of Actions Taken in Closed Session

The Board concluded Closed Session at 12:18 a.m. and returned to Open Session at 12:20 a.m.

President Berta reported that in the matter of 7A, no reportable action was taken.

President Berta reported that in the matter of 7B, no reportable action was taken.

President Berta reported that in the matter of 7C, the County Board voted to approve the interdistrict transfer appeal.

MOTION #2444-5 by Trustee Di Salvo and seconded by Trustee Sreekrishnan to approve the appeal based on factor one (1) through grade 12. Motion carried 6-0-1.

Motion carried with the following vote:
Yes: Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: President Berta
Absent: none

President Berta reported that in the matter of 7D, the County Board voted to approve the interdistrict transfer appeal.

MOTION #2444-6 by Trustee Sreekrishnan and seconded by Trustee Di Salvo to approve the appeal based on factor one (1) for grades 7 and 8. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

9. BOARD COMMITTEE REPORTS

President Berta indicated that the Superintendent Evaluation Ad Hoc Committee has been meeting and has developed a timeline for the completion of the 2023-2024 evaluation and beginning of the 2024-2025 evaluation process. A slide detailing the timeline was presented. The 2023-2024 evaluation process is scheduled to be concluded no later than October 2024. The Superintendent's goals for the 2024-2025 year, the first step in the evaluation process, are scheduled to be finalized no later than August 15, 2024.

Trustee Mah reported that the Head Start Policy Council met on July 16, 2024. The council approved the hiring of a new teacher. The attendees also voted on a motion to appoint an Executive Director, which Assistant Superintendent Shipp indicated would be taken as a recommendation from the Policy Council, as the role of the Policy Council is to approve hiring decisions by the SCCOE, not to select or to appoint Head Start program leadership independently.

10. COUNTY BOARD OF EDUCATION MEMBER REPORTS

Trustee Lari

- On June 7, Trustee Lari attended the Gateway Special Education Completion Ceremony.
- On June 8, Trustee Lari attended the groundbreaking ceremony of the Eastridge to BART regional connector.
- On June 11, Trustee Lari attended the U.S. Department of Health and Human Services Tick-Bourne Disease and Associated Illness National Community Engagement Initiative. She thanked Dr. Dewan and staff for the recent resolution raising awareness about Lyme Disease.
- On June 15, Trustee Lari attended an event on immigration with author Bill Ong Hing at the Roosevelt Community Center.
- On June 23, Trustee Lari attended a solidarity celebration of Juneteenth and Eid sponsored by the NAACP Silicon Valley.

Trustee Sreekrishnan

- On July 11, Trustee Sreekrishnan was the keynote speaker for the National Alliance on Mental Illness (NAMI) Bay Area Symposium for Minority Mental Health Month.

- Trustee Sreekrishnan also reported having several recent meetings including those with local childcare providers, mental health and wellness-related organizations. She thanked Dr. Dewan and staff for their work and follow-up from these meetings.

11. SUPERINTENDENT'S REPORT

- Dr. Dewan shared that the SCCOE has a new Workplace Violence Prevention Plan which was developed with input from the SCCOE's labor partners. It took effect July 1, 2024, and the SCCOE is in the process of providing training and other materials to spread the word.

- Dr. Dewan shared that Congressmember Anna Eshoo successfully secured $850,000 for the Walden West Science School Modernization Project in the federal budget for FY 2025. The funds will be disbursed once both houses of Congress approve the appropriations bill and it is signed into law. She thanked Congressmember Eshoo for her support.

- On June 15, a few of the SCCOE's Educator Preparation Programs celebrated graduations. Dr. Dewan offered her congratulations to all of the graduates.

- From June 23-26, Dr. Dewan traveled to San Diego for the Labor Management Initiative (LMI) Conference. She was joined by Dr. Gill and representatives from the SCCOE's labor partners. LMI provides tools for collaboration and problem-solving to ensure the best possible outcomes for students.

- This week, representatives of the Office of Head Start Regional Office have been on site conducting a special review.

- On July 16, the Governance Team Retreat was held at the South County Annex. She expressed gratitude to the student, Rigo, who joined the meeting as well as all the staff that helped make the day a success.

- Dr. Dewan reminded Trustees of two upcoming events:

    - The CSBA County Board Member Services Conference will be held in Monterey, CA September 13 through 15.

- Registration for CSBA's Annual Education Conference has opened. It will be held in December in Anaheim, CA.

12. INFORMATION ITEM

A. Future Agenda Items

Dr. Dewan reminded the Board that the purpose of the item is to raise topics for potential inclusion on a future agenda. She shared that the status of some items has been updated in the table in Board Docs.

Trustee Chon requested two agenda items. The first was an item where the bargaining units could address the board. The second item was for a budget study session for the upcoming school year.

Trustee Sreekrishnan made three additional requests. She asked for a resolution to support AB 3216, which would require local school districts to create policies to limit cell phone use in the classroom. The second request was to support a resolution submitted by Youth Take Over of Santa Clara County which is related to climate literacy. Third, Trustee Sreekrishnan requested a resolution supporting the implementation of Hindi Language courses.

Trustee Mah requested an update on all of the Office of Civil Rights (OCR) investigations. Dr. Dewan indicated there is one OCR complaint. The SCCOE provided all of the required documentation to the OCR and have not received a response.

Trustee Di Salvo requested a presentation following the AI Summit which is scheduled for October 28.

13. CONSENT INFORMATION ITEMS

A. Williams Settlement Quarterly Report

B. Disposition of Surplus Items - April 2024 - June 2024

C. Head Start/Early Head Start Monthly Board Reports

14. ADJOURNMENT

The next Santa Clara County Board of Education regular meeting is scheduled for August 7, 2024.

MOTION #2444-7 by Trustee Di Salvo and seconded by Vice President Rocha to adjourn the meeting. Motion carried 7-0-0. The meeting was adjourned at approximately 12:47 a.m.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

Respectfully submitted,

Mary Ann Dewan

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Ex-Officio Secretary

: kc

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Item 6. PUBLIC HEARING

July 17, 2023 PUBLIC HEARING: Board of Education

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REPORTED BY: Jamie McNulty

[START sccoe-2024-07-17-County Board of Education 00:34:23]

Ms. Maimona Afzal Berta: This brings us to agenda item six, the public hearing. The county board will now conduct a public hearing regarding the renewal request of the charter school petition for Bullis Charter School. My name is Maimona Afzal Berta I'm the board president and will be acting as the chairperson at this hearing. This hearing will proceed as follows. First the board will hear an opening statement of no more than 10 minutes from staff. Second, Bullis Charter School will be given the opportunity to give a presentation of no more than 10 minutes. Third, Los Altos School District will be given an opportunity to comment on the request for no more than 10 minutes. Fourth, the board will hear public comments. Each speaker will be limited to one minute. Speaker shall direct their comments to the board and are urged to avoid repeating points made by previous speakers. Fifth, boards members may ask clarifying questions. Thereafter, the public

hearing will be closed. Board anticipates reconvening the act on this request on August 26th, 2024. At this time I call upon Superintendent Duwan to introduce staff.

Dr. Duwan: Thank you President Berta. This evening through this hearing the board will be simply conducting a hearing. And there will be no action on tonight's hearing. The action will occur at an additional meeting at the County Board of Education on August 26th. This evening Dr. Michelle Johnson, our associate director of charter schools will introduce the team and provide the staff report.

Ms. Michelle Johnson: Good evening. I'm joined by Vivianna Hardin from Atkins and Anderson and Cynthia Tapia, and Matt Doherty from the charter schools department.

Good evening President Berta, trustees, Superintendent Dr. Duwan, staff and community. We are here this evening for the public hearing on the renewal request for Bolish Charter School. As you know, charter school renewals were on hiatus for three years due to the lack of state-wide academic

testing data resulting from Covid. In the 24-25 school year we will restart the charter school renewal process. This process consists of one, the charter school submitting a charter renewal petition. Two, the county board of education holding the required public hearing on the renewal petition request. Three, the SCCOE charter schools department staff analyzing the renewal request against the standards for renewal set forth in the charter schools act. Four, the charter schools department publishing its recommendations included recommended findings at least 15-days before the board meeting at which the SCCBOE will act on the request. And five, the SCCBOE acting on the renewal request.

In September 2003, Bollis was initially approved for a three-year term, as a K-6 charter school on appeal from Los Altos School District. It's charter has been materially changed to serve K-8 and was approved in 2007, 2012, and 2016 for renewal. Bolis's current charter term expires June 30th, 2025. As the term was extended by

operation of law for two years in 2021. And by an additional year in 2023. Current enrollment is approximately 1,000 students. Bolis submitted its renewal petition on June 3rd, 2024 and is requesting an additional seven-year term. Because Bolis qualifies as a high-performance chair school the county board can renew its charter for five, six, or seven years. However, any school regardless of performance category may be non-renewed per education code 47607E if the authorizer finds that the school is demonstrably unlikely to successfully implement the program due to substantial fiscal or governance issues or is failing to serve all students who wish to attend and provides the charter school notice and an opportunity to remediate these concerns.

In May 2021, the SSCOE sent Bolis a notice pursuant to these requirements of concerns regarding whether Bolis is serving all students who wish to attend. The SCCOE sent a reaffirmation notice in August of 2023. Bolis submitted a corrective action plan and responses to these notices. And

Bolis's action in these notices is being considered as we analyze it's renewal request. Bolis has stated that its student population more closely reflects the demographics of Los Alto's school district than the demographics of other CDOE authorized charter schools and their respective districts. The issue on Bolis's renewal is its own demographics not those of other charter schools.

It is also noteworthy that many of the schools to which Bolis is comparing itself include in their mission service historically underserved students. So, have larger populations of historically underserved students, which is consistent with the charter schools acts emphasis on equity, and access, and serving all students. The charter schools act provides no later than 60-days after receiving a petition. The county board of education shall hold a public hearing on the provisions of the charter at which time the county board of education shall consider the level of support for the renewal petition by teachers,

other school district employees, and parents and guardians.

The county boards decision on the renewal of the charter should occur within 90-days of receipt unless that time is extended by an additional 30-days by mutual agreement. A decision hearing will take place on August 26th, 2024 at a special meeting added to SCCBOE's meeting calendar in order to meet the 90-day timeline. SCCBOE staff has also communicated through email with the local district via it's superintendent. Charter schools department staff has began its preliminary analysis following education code and the boards guidelines and board policy 0420.4 regarding consideration of Bolis's charter renewal petition.

A full analysis will be completed in the upcoming weeks, and the staff's recommendation and recommended findings will be published on the SCCOE website by August 11th.

This concludes staff's opening statement.

Ms. Berta: Thank you. Is Bolis Charter School ready to make their presentation?

Ms. Maureen Isreal: Yes.

Ms. Berta: And who will be speaking for Bullis Charter School?

Ms. Isreal: - - My names Maureen Isreal I'm the superintendent principal with Bullis Charter School. Please - -. Thank you. Good evening trustees, good evening Dr. Duwan, staff, President Berta. Thank you for having us today, I'm grateful to be here to share with you about our school and community as part of our renewal process.

Bullis is excited to be celebrating its 20th year in education, this school year. We were founded officially in 2004, and currently operate on two sites in Los Altos. Serving over 1,000 TK through eighth grade students. We've been named a California distinguished school multiple times, most recently in 2023. And for the fourth time have received accreditation by the Western Association of Schools and College Accreditation Process, known as WASC.

We are proud to become one of the first

schools in California to join Take Action Global, as a climate action school. Partnering with schools around the world to create opportunities for our students to collaborate on environmental issues. Next slide please.

Through the past 20 years our mission has remained our north star, directing us to focus on each of our students. Their love of learning, the importance of community in all of our lives, and the desire to innovate and service to our students growth and development. Next slide.

Today we are here for our presumptive renewal. The passing of AB1505 changed the Charter Schools Act. Identifying that high performing charter schools shall be renewed for five, six, or seven year terms. Per the CDE Bullis is a high performing charter school via criterion two. Meaning our academic data for all students and sub populations is above the state performance for two consecutive years based on the dashboard data. Here you see our 2023 dashboard data in ELA, math, and our English

learner progress. With our general performance for all students at blue, the highest level. Next slide.

Here is our data from 2022. Our performance was high, and very high. Again, above the state average. Next slide.

Here's the sub population data for 2023 which continues to qualify Bullis for its high track renewal. All sub population data continues to show substantially high achievement as opposed to the state averages. Here you see our performance and in math and ELA in 2023. Next slide.

And here again in the sub population performance in comparison to the state in 2022. Again, all indicators in the dashboard are measured at high or very high. The combination of all this data places Bullis in the one percent of all charter schools across the state of California, and qualifies us for that high track renewal. Next slide.

We want to share with you some of the programming that has been part of Bullis's DNA and its missions since its inception 20

years ago.

At Bullis we focus on a Core Plus curriculum. This is for all students. What this means is that starting in TK all of our students haver the core classes; math, English, science, history, plus mandarin, drama, music, PE, art, and Makerspace. These are built into their daily schedules, or weekly schedules.

Additionally, all grade levels have project based learning or PBL units, that drive instruction. Student voice and choice can be found in co-curricular and extracurricular activities which students get to select. These could include classes such as 3-D modeling, dance, or Eco Champions. Next slide.

Starting in sixth grade our middle school program has a similar focus on the Core Plus curriculum including additional opportunities for choice in world language and the chance the take part in advanced electives. We also have a club model, which are student designed courses developed and run by students with teachers serving as

facilitators. These clubs include topics such as debate and critical thinking, woodworking, and video editing. Next slide.

At Bullis we believe deeply in the development of our children through our curriculum which has a STEAM focus. Science, technology, engineering, art, and music. This has been interwoven into our classrooms for the past 20 years. Our students have the opportunity to practice coding and robotics in our Makerspace and Fab Lab spaces, while also getting the chance to take part in art, drama, and music. Next slide.

Most importantly, we believe in serving all students. Ur school schedule have intentional time built in and devoted to small group support. And we have a dedicated team of teachers and support staff including a literacy specialist, a director of special education, and a lead counselor that collaborate through our student response team. This time is consistently focused on supporting students and teachers in the classroom to ensure that we are providing all students access to the content in the

ways that make the most sense for them. Next slide.

We know that education and it's outputs are shifting rapidly. We prepare students for a future that none of us are aware of. We're proud of our middle school intersession program. An integrated, interdisciplinary designed thinking approach to teaching future-ready competencies. Three times a year for two weeks each time students engage in in depth units focused on developing skills and creative thinking, critical thinking, communication, and team work. This can look like learning how to create a business plan and then gathering market data from our community to develop a prototype of a product that's aligned to one of the UN's sustainability goals. Next slide.

We believe teaching and learning in these ways includes a deep focus on the arts and already contributes to the whole child. Yet there are additional ways in our program that we focus on developing students as humans first. All of our students have access to a weekly and in middle school

daily SEL or advisory curriculum. We also have opportunities for students to interact across grade levels, aiming to create cross-grade level relationships and develop a deeper sense of community throughout the school. Next slide.

We know in today's world the importance of preparing students to become future leaders. At BCS we seek opportunities for our students to develop these leadership skills. This can look like student lead play production on both onstage and off stage roles. It looks like presentation opportunities in all grade levels. It looks like students who starting in TK create academic and personal goals that they can track progress towards throughout the school year. Next slide.

You've heard me mentioning community a few times. Community truly is the cornerstone of our school. I'm so proud to see us all represented here tonight. We've continued the focus and opportunities to grow and celebrate our community each school year. This is included the hiring of a

dedicated director of community engagement and outreach. It also includes yearly events for our families and for the greater Los Altos area, including an annual Makers Fair and a diversity celebration which I know some of you have had the opportunity to attend over the past few years. Next slide.

I want to acknowledge the importance of our community because unfortunately there is this false narrative about the students that BSD serves and that does hurt our community. As you've seen and heard from me before, we're proud to be a school that is supportive and inclusive to all students who wish to attend. We consistently work hard to continue to diversify our student body. Last school year we saw a 95% increase in our SED population, and a 47% increase in our EL population. Next slide.

For education code, as a charter school we should strive to achieve a racial and ethnic balance amongst our students. This should be reflective of the general population residing within the territorial jurisdiction of the Los Altos School

District. Here you see our demographic data compared to the census data of Los Altos. Our school is a reflection of the community where our sites are located. Next slide.

As a 22-23 school year data published by the CDE indisputably demonstrates Bullis is amongst the closest reflecting a student population balance to the district where it's located as compared with the other schools authorized by the county board. This information was shared with you in a response we sent earlier this calendar year. Here you see our Hispanic and special education populations are within 5% and 2.5% of the local school districts similar population. Bullis more closely reflects the local district percentages and the vast majority of schools the county Board of Education authorizes. Next slide.

The same is true for our English learners and our SED population. Bullis more closely reflects the local district percentages in the vast majority of school authorized. Further Dr. Duwan has acknowledged in a public statement the BCS

has taken the necessary steps to enroll students from historically underserved groups. Next slide.

We are glad to receive this acknowledgement from Dr. Duwan, and yet we continue to find ways to expand our outreach to all members of our community. Our director of community engagement outreach is a key leader in this process. Now entering her third year Veronica and volunteers work during open enrollment season to distribute flyers to a variety of locations throughout our area. Daycares, local businesses, food truck, apartment complexes, door to door. They run advertisements in local newspapers in both Spanish and English. Next slide.

Mailers are sent out to all Los Alto's school district residents in English as well as in Spanish. We run parent information sessions in person as well as online, with translations provided. And the same is true for tours. In person, online, and translated. Our current families are an incredible resource serving as bear guides, to ask questions for our families and invite them

to events we host. Next slide.

But at the heart of all this outreach, is the core of our mission. It's actually the students. For the past 20 years we've been committed to building a school that serves all students. This continues to be our priority and our focus for the next 20 years and beyond. This is fundamentally what it means to be an educator, we are in this work because of our students. I'm surrounded tonight by our staff and a team who unequivocally believe in the possibilities of our kids. And every single day this team works in service of our students, asking ourselves what can we do to make sure all students have the ability to reach their full potential. Next slide.

We appreciate the county office and county boards support of Bullis Charter School, and respectfully request you approve our petition for a seven year term.

Ms. Berta: Thank you. Are there any representatives from the Los Altos School District who wish to comment at this time? And who will be speaking for the district?

Mr. Brian Johnson: My name is Brian Johnson. I'm the current president of Los Altos School District. Good evening President Berta, Vice President Risha, trustees, Superintendent Duwan, staff. Thank you for the opportunity to comment tonight on behalf of Los Altos School District.

As its been mentioned in 2003 a group of Los Altos Hills family organized the creation of Bullis Charter School. The original petition stated plainly that the school would, and I quote, "Focus on serving primarily students within the form of Bullis personal boundaries and the Los Altos Hills community as a whole.". Applicants from that area would receive enrollment priority even over siblings of current students. While the exact order of enrollment preferences shifted over time, this discrimination in favor of students from one of the wealthiest parts of Santa Clara County persisted.

As recently as 2019, the BCS board insisted that removal of this geographic enrollment preference constituted a hardship for the school and only under significant

pressure from the county in the wake of passage of AB1505. The result of 20 years of focus on primarily serving an affluent community has been a period of decisions, large and small, that have resulted in an educational program that is financially dependent on parents who are able to make millions of dollars in annual contributions to their children's school. And in an atmosphere that has discouraged and continues to discourage enrollment of a truly diverse student population.

The existence and impact of these practices has been communicated regularly by members of the LASD community at large over the entire 20 years of BCS's existence. Some of them may tell their stories tonight, and due to summer vacation schedules some of them may reach out to you over the coming weeks.

I hope that you will take all of them to heart, recognize that they are a small subset of the stories that we have heard over the years, and consider what may be required under current charter law to

correct such a long standing issue.

In 2018 rather than explore concrete ways to serve a proportional number of socio-economically disadvantaged students into the existing program, the BCS broad pursued creation of a new charter school in the neighboring Mountainview Whiston School District. That district board made it clear that they would insist that the new charter proactively avoid the same kinds of failures to serve all students that had occurred in LASD. And required as a condition of approval that BCS made the planned lottery preference for free and reduced meal eligible students the first preference rather than the fourth preference.

The subsequence abandonment of that charter creation effort speaks volumes about BCS's attitude towards their desired demographics. And suggesting they may believe them to be key not only to their finances but also to the educational outcomes reflected in the state dashboard.

As I have lined by staff, as a result of the long-standing and significant gaps

between the student demographics of the LASD and BCS, especially with regard to Hispanic students, English language learners, students with disabilities, and socio-economically disadvantaged students, and in light of recent changes to charter law in May 2021 the SCCOE issued a notice of concern establishing that BCS had been serving, and I quote, "Statistically significant lower proportions of all four student groups than in LASD." Informing BCS of the possible consequences for charter renewal. And expressing a desire to work collaboratively with the charter school to resolve the issue.

Unfortunately, the BCS board has instead continued to insist that the cited demographic issues either do not exist, or do not matter. And so, the charter renewal petition before offers even fewer concrete evidence for remediation than the 2016 renewal petition did. And maintains the arbitrary 10% cap on the lottery preference for FRMP eligible students who reside within LASD.

And as inadequate as that is likely to be in closing the gap in terms of socio-economic disadvantage students, the renewal petition offers no concrete solutions at all to address the historic and ongoing under enrollment of students with disabilities. Especially including those with more severe disabilities.

Data shows that BCS not only serves a smaller percentage of students with disabilities than LASD, but also fails to serve students in most of the 13 categories of eligibility under IDEA. As previously shared with the SCCOE and SCCDOE, the district has anecdotal and verifiable evidence that BCS has explicitly declined to serve these various types of students with more significant needs on the grounds that they are not a fit for the BCS educational program.

In the three years since the notice of concern very little has changed, as reflected by this board's unanimous vote in August of 2023 to reaffirm that notice of concern. While the renewal petition attempts

to minimize these ongoing deficiencies by ranking BCS against individual LASD schools, or against other schools across the county charter law clearly requires comparison to the district as a whole. And more importantly, the clear intention of charter law, is reinforced by the passage of AB1505, has always been that charter schools should be accessible to all students and that they should view underserved student populations as a focus rather than an afterthought.

The charter renewal petition claims to show recent significant increases in enrollment in some under-represented groups. However, these increases, even if correct, do not close the gaps of the district demographics. And in fact, increases of that size are only possible because they are relative to incredibly low baselines that have not moved in a decade or more. We have no confidence that this one year trend if this renewal petition is approved as is.

Given the serious nature of the issues presented in the notice of concern more than three years ago Bollis Charter School's

failure to address them in the renewal petition is made even more glaring by the existence of several straightforward measures which could have been included. For example, to address their under enrollment of socio-economically disadvantaged students. The first and most obvious change would be to move the existing preference for FRTM eligible students to the first position in the list of preferences. Dramatically increasing the number of slots available each year for those students, and to remove the arbitrary 10% cap entirely.

Beyond that, BCS has another opportunity to make itself more attractive to a more diverse population. We have developed plans to build an entire new campus in the most density populated part of the district. In close proximity to many families matching the underrepresented cohorts in BCS. Planning to move their would seem to be an obvious way to strengthen the renewal petition and yet the BCS board has expressed outright hostility to the idea. Despite the alternative being to remain

indefinitely in aging portable buildings split across two, or possibly even three shared campuses.

Overall, the data shows that BCS has not remedied the issues detailed in your notice of concern, and that the measures outlines in the renewal petition are unlikely to do so. We believe that the long-standing failures by Bullis Charter School, to serve all students within the meaning of the education code, and the failure of the renewal petition outlining how they will achieve demographics in line with LASD's are sufficiently severe and persuasive as to preclude straightforward approval of the charter renewal petition before you.

As the Mountainview Whiston Board did with Bullis Mountainview you could approve the petition but also adopt measurable conditions on which that approval would depend. Such that failure to meet those conditions would result in clear and concrete consequences. Alternatively, you could direct BCS to work with all parties to create a material revision to be approved

alongside the renewal petition that would effectively address the issues raised in the notice of concern.

At the end of the day what we would like to see, and what we believe is required by charter law is a document that fully addresses the legal requirements to serve all students, and to strive to match the host districts demographics. That holds Bullis Charter School responsible for the success of those efforts with measurable criteria and clear consequences. And that demonstrates a real commitment on the part of the current BCS board and administration to break with the attitudes and practices of the last 20 years that have created these problems in the first place.

Thank you very much for your time and attention.

Ms. Berta: Thank you. We will now take public comment on this item. Commentors are limited to one minutes. If you wish to speak, please hand in a speaker card. Speakers shall direct their comments to the board, and are urged to avoid repeating points made

by previous speakers. Moderator, do we have any public comments?

Female voice: Yes, we have 30 public comment cards.

Ms. Berta: Please proceed with public comment.

Female voice: As you hear your name, please line up for public comment behind the podium located at the center of the room. As a reminder, one person at a time can be at the podium to present their comment unless language support is needed by an SCCOE interpreter or ASL interpreter. Those using ASL interpretation will receive three minutes as mentioned earlier. To prevent sound distortion please keep the microphone a short distance from mouth. The first set of speakers are, Wen Chen, Badvin Chang, Monica Inondav, Kyle Wan, Vida Chala, Lisa Sone, Carol Monroy, Jason Jang, Ronnie Bose, Elaine Yu. The first speaker is Wen Chen. Please clearly state your name and present your public comment.

Ms. Wen Chen: My name is Wen Chen, student parent. Before 2022 my son enrolled

at Bullis. Bullis failed to execute his IEP and then exposed him to an unsafe environment for several months. In 2023 my son was diagnosed with PTSD due to severe school bully. Moreover, Bullis created an execution log to hide their lack of service. They did such a poor job that the document showed service on dates and times my son was not in school. Due to denial of - - forced us to execute the right to unilaterally place my son. Immediately Bullis kicked my son out and shipped the responsibility to LASD. It's illegal and unethical. We're not the first family to experience this. I urge the board to take action to stop this and ensure that Bullis has a real capability and commitment to serve all students before approving it's charter renewal. Thank you.

Female voice: Our next speaker is Baldwin Chang. Please clearly state your name and present your public comment.

Mr. Baldwin Chang: Good evening trustees, President - -, and - - staff. My name is Baldwin Chang, I'm one of the Makerspace teachers at Bullis Charter School,

at the North Elementary Campus. My first career was in architecture and design. What I love about those fields is the focus on design thinking and creative problem solving. Now as a teacher it's my passion to teach those skills to elementary students. BCS gives me the perfect environment to do that. The Makerspace is like a workshop, and a studio, and a classroom all enrolled together where kids can design and build hands on projects. Whether it's culminating a showcase or a project based learning unit, or prototype to answer a driving question. They learn both high tech and low tech skills and apply them to solving challenges and problems while reinforcing their STEAM concepts.

BCS is a place where I work closely with other teachers and where all students are scheduled and the schedule is baked into their experience - -.

Female voice: Our next speaker is Monica Nondav. Please clearly state your name and present your public comment.

Ms. Monica Nondav: Good evening

trustees, President Berta, my name is Monica and I have three daughters at BCS, Carina, Bianca, and Diana and they're here today. One of the standout aspects of Bullis to me is the strong relationship between the parents, teachers, and the administrators. The staff are incredibly approachable and dedicated. Always willing to go the extra mile and support our children's needs. I have so many experiences to highlight. From Ms. Arruda who truly nurtured my daughters love of reading, to Ms. Vernick who worked through a really hard experience my daughter was having with a friend, and she showed my daughter what a trusted adult could be. And to Ms. Kimberly who encouraged my daughter in her first drama class. And countless more.

My kids and I walk to Bullis every morning and when I wave goodbye to them I know that the teachers at BCS are really passionate about our children. And they really do want to ensure the best outcomes for our kids. And I really thank you for your support and-

Female voice: Our next speaker is Kyle

Wan. Please clearly state your name and present your public comment.

Mr. Kyle Wan: Good evening trustees and President Berda, I'm Kyle and I'm an alum of Bullis Charter School and I'm super grateful for the education and support I received during my time at Bullis. My teachers were beyond exceptional, and they continuously encouraged me to pursuit my passions in science and math.

Above all, Bullis is exceptional at teaching us how to build an innovate creatively. I learned how to try and fail, and try again. I learned how to develop new ideas during our hour of code. And I learned how to be inspired by my peers and my teachers motivating my own growth.

Of course, the true treasures are at the connections we made along the way. Even though it has been three years since my time at Bullis, I've remained very close friends with many of my classmates and I can't imagine having formed such strong bonds without the kind and welcoming community at Bullis.

So, I want to thank all of your for your continuous support of the school. Thank you.

Female voice: Our next speaker is Needa Chala. Please clearly state your name and present your public comment.

Ms. Neela Chala: Good evening trustees and President Berda my name is Needa Chala, and I'm a middle school math and science teacher at Bullis. I've had the privilege of being part of this incredible community for over 10 years. Today I'd like to share the lasting impact our school has had on our students, and our remarkable achievement of our alumni. At Bullis we see our students as whole humans, and are training not only their academic schools but also their personal growth.

Through our unique programs such as our Intersession, clubs, and PBL's we foster critical thinking, problem solving, and resilience. Ensuring our students are prepared for any challenge they face.

Our alumni are a testament to the effectiveness of our approach and seeing our

students grow into capable, competent adults who face challenges openly and master their lives successful is the greatest reward for us as educators.

Many have taken on leadership roles in various fields and in their schools, demonstrating the values and skill they developed at Bullis. I am deeply committed to continuing this tradition of holistic education. Our focus on seeing students as whole humans, equipping them with future ready skills, ensure that they not only succeed academically but also lead fulfilling and impactful lives. Thank you.

Female voice: Our next speaker is Lisa Stone. Please clearly state your name and present your public comment.

Ms. Lisa Stone: Good evening trustees and President Berta. My name is Lisa Stone and I am proud to be a principal at Bullis Charter School.

20 years ago I started here as a teacher and I've had the honor of witnessing our incredible journey firsthand. We began with just 170 students, and today we are a

thriving community of over 1,000. I have literally seen thousands of students walk through our doors, each one a unique individual with boundless potential. Watching them grown, learn, and succeed had been the most rewarding experience of my life. Our mission, to see each and every one of our students as a whole human being remains as strong today as it was when we first opened our doors.

We are committed to nurturing not only their academic stills but also their personal growth and character. One of our early graduates recently told me how the supportive environment at Bullis helped her become the leader she is today. Stories like hers remind me why our work is so important, and why I'm so proud to be part of this community.

I will continue to dedicate myself to Bullis ensuring that we uphold our mission and support our students in every way possible. Thank you for your continued support and belei-

Female voice: Our next speaker is

Carol Monroy. Please clearly state your name and present your public comment.

Ms. Carol Monroy: [Spanish audio 01:08:35 - 01:08:44]. I am carol Monroy, I am a Columbian mother at Bullis Charter School where my children Oliver and Victoria study. [Spanish audio 01:08:53 - 01:09:05]. Language barriers can cause insecurities but BCS has created a fun program that is also easy for my students to adapt quickly to enroll in a professional and personalized environment. [Spanish audio 01:09:20 - 01:09:24] My children have advanced a lot and they've formed part naturally with their friends and their teachers. [Spanish audio 01:09:34 - 01:09:49]. Now they're able to enjoy a culturally enriching environment without it mattering what country there from, or what customs their families have. BCS has an invaluable human recourse that teachers respect for the surroundings and that strengthens adaptation to this changing world. [Spanish audio 01:10:10 - 01:10:19]. I'm extremely grateful for the dedication at Bullis and its dedication to developing each

student and creating and environment that's healthy and inclusive, and helping strengthen them for their future and so that they'll be successful in the future.

Female voice: I will now announce our next set of public comments. As you hear your name please line up for public comment behind the podium. Valarie Woo, Kenzie Jones, Clayton Jones, Mandvi Poli, Heather Kata, Rochelle Merchin, Alyona Rubashkin, Claudine Dovascario, Rosa LaChan, Sophia Matzen, Jeffery Matzen, Dwight Wang, Yvonne Marchenjenco. Our next speaker is Jason Jang. Please clearly state your name and present your public comment.

Mr. Jason Jang: Dear President Berta, dear trustee. My names Jason Jany, I'm a - - teacher at Bullis. I've been working at Bullis for over 10 years, and I want to share with you tonight my enthusiasm for teaching languages and the impact that it has on our students.

Teaching a second language is about so much more than just vocabulary and grammar. It's about opening doors for new cultures

and perspectives fostering a deep sense of connections and responsibility for the world. At Bullis our students develops all these skills for reading, writing, speaking a second language which equips them to navigate and appreciate our diverse world. One of my greatest joys is seeing students honor each other's differences in our classes we explore our global cultures, and through this exploration our students learn respect and celebrate diversity.

They become more empathetic, openminded, and prepare to engage in meaningful and respectful dialects with others. I deeply commit to - - mindset in our students - - their communication skills, and their ability to understand and appreciate the world around them.

Female voice: Our next speaker is Ronnie Bose, please clearly state your name and present your public comment.

Ms. Ronnie Bose: Good evening trustees, President Berta, my name is Ronnie Bose and I'm a proud parent at Bullis Charter School with my children Arun and Bela in fourth

grade. One of the things I value most about Bullis is the strong sense of community. From the moment we joined in the fall of 2020, in Kindergarten we felt welcomed and supported. Great communication is the foundation of trust in a relationship, and Ms. Isreal and the admin gave us the confidence through their Zoom sessions and emails to take the opportunity to come back in person September of 2020 for a wonderful year of Kindergarten with Ms. Laundsberg.

Over the course of the next three years we build friendships and connections with teachers, admin, and families that gives me so much confidence that my children are taught and surrounded by people who truly care about their growth and well-being. I'm grateful for the friendships and connections we've made through Bullis, and proud to be part of such a positive, inclusive, and engaged community the provides my students with a sense of belonging and responsibility to others. Thank you.

Female voice: Our next speaker is Lane Yu. Please clearly state your name and

present your public comment.

Ms. Lane Yu: Good evening President Berda and trustees. My name is Lane Yu and I'm a very proud parent at BCS. One of the most remarkable aspects at Bullis is its focus on the whole child. The school nurtures not only academic growth but also emotional, social, and physical development. Programs and activities are designed to support every aspect of our children's well-being from mindfulness practices to extracurricular opportunities. This holistic approach assures that our children are well rounded.

For instance, my daughter Valarie, a rising fifth grader and her friends show interest in teaching younger kids in school to dance. And they got permission from their principal to host dancing bear sessions are recess. As a result Valarie gained great satisfaction in teaching younger kids to express themselves through dance. They are now exploring the possibility of turning this experience into a co-curricular class for the next school year.

I'm very grateful for the comprehensive education Bullis provides helping our children become competent and balances individual.

Female voice: Our next speaker is Valarie Woo. Please clearly state your name and present your public comment.

Ms. Valarie Woo: Good afternoon trustees and President Berda. My name is Valarie Woo and I'm a rising fifth grader at Bullis Charter School. I'm here to share a bit about my school experience.

At Bullis Charter School I've enjoyed learning subjects like science where I've discovered how to make our earth a better place. The teachers are very supportive and heave helped me grow. For example, there was such a division between girls and boys in my class my teacher held class climate meetings to help us resolve conflicts.

Extracurricular activities like tech group for our school musical have also been a highlight for me. It's allowed me to develop skills like play production and make new friends.

Thank you for your support in making our school a great place to learn and grow.

Female voice: Our next speaker is Kenzie Jones. Please clearly state your name and present your public comment.

Ms. Kenzie Jones: Good evening, my name is Kenzie. I'm a rising third grader at BCS. BCS is an amazing school. It provides a lot of classes, and it has co-curricular. BCS also can help children's bravery skills, and their ability to talk in front of other people. In my experience, BCS is a great school. It helped me - - a lot of skills like communicating with my friends, and how to show my work in different ways. BCS has awesome drama programs. The school performed many musicals like lion King, Shreck, Addams Family, and more.

Once again, I say BCS is an amazing school and I hope it stays that way.

Female voice: Our next speaker is Clayton Jones, please clearly state your name and present your public comment.

Mr. Slayton Jones: Good evening. Good evening trustees, President Berda. My name

is Clayton Jones and my child Kenzie is going to Bullis Charter School in third grade. I'm particularly a huge fan of Bullis's emphasis on design thinking project based learning. These innovate approaches encourage our children to think critically, creatively, and empathetically to solve real world problems.

Project based learning allows students to engage deeply with subjects, work collaboratively, and apply their knowledge in meaningful ways. For instance, we were lucky enough to experience the impact on my daughter and her classmates designing sea turtle habitats and presenting them on video. This has helped her develop a deeper curiosity about the sea, and also confidence to speak in public. My daughter and her classmates have developed invaluable skills such as collaboration, resilience and innovative thinking.

I am grateful to Bullis's commitment to fostering creativity, problem solving, and hands on learning in our students. Thank you.

Female voice: Our next speaker is

Madvi Koli. Please clearly state your name and present your public comment.

Ms. Madvi Koli: Good evening trustees, President, President Berda. My name is Madvi Koli and I'm a teacher at Bullis. I'm grateful to be here today to share with you the strides we've made in supporting all learners.

At Bullis we pride ourselves in differentiating instruction and providing robust approach for students in the-with diverse learning needs through a well implemented multi-tiered intervention program. Through our PBL's and focused learning goals we emphasize critical thinking, discovery and joy, encouraging students to pursuit their passions inside and outside of the school.

Our special education program aligns by focusing on students trends, fostering independence, self-advocacy, and academic growth.

Our comprehensive programs ensure that each student not only gets the academic and social emotional support they need, but also

get multiple opportunities throughout the year to shine through a broad rang - - as well as a performing arts program such as drama and music. Equipping them with skills that make meaningful contributions to the society.

I'm honored to be part of such a dedicated educational community, and I hope you as trustees will continue to support our efforts in providing equitable and high quality education. Thank you.

Female voice: Our next speaker is Heather Cata. Please clearly state your name and present your public comment.

Ms. Heather Cata: Good evening trustees, President Berda. My name is Heather Cata. And I am a parent at Bullis Charter School with a rising second grader and an incoming kindergartener.

One very special feature of Bullis is the wide range of co-curricular and extracurricular activities available to our elementary students. From art such as da- dances of the world to physical education to science - -. There is something for every

interest.

My child has benefitted immensely from participating in these activities by developing new skills, building friendships outside of the classroom, gaining confidence, discovering new interests. For example, my daughter participated in the music ensemble where she had the opportunity to perform in the middle school musical. It was so heartwarming to see all the middle schoolers cheer the first graders on, and make them feel like the stars of the show. Through that experience, she learned teamwork, self-discipline, and focus as well as develop a strong sense of belonging.

I'm grateful for the comprehensive and enriching opportunities Bullis provides our children. Thank you and please renew Bullis's charter term.

Female voice: Our next speaker is Rochelle Merchin, please clearly state your name and present your public comment.

Ms. Rochelle Merchin: Good evening, my name is Rochelle Merchin and I'm a parent of twin eighth grade boys at Bullis Charter

School. We've been at the school since uh, transitional kindergarten.

I'm continually impressed by the intersession and project based learning opportunities not just through the elementary but also in the middle school. These experiences allowed my children to dive deeply into subjects and to explore their different interests, and apply their knowledge in practical ways as both siblings and as individuals.

Um, that-my twins have very different interests and personalities and I've loved seeing each individually develop a passion for learning, and gaining valuable skills through these unique opportunities.

Every spring my husband and I kind of look at each other and we say, are we doing Bullis again? And every year we connect, and we think about it, we think about the community, we think about the experience, and we say yes. Bullis's Charter school, we're very grateful-

Female voice: Our next speaker is Ilona Rub-Roszkowski.

Ms. Ilana Rubezhovka: Hello, my name is Ilana Rubezhovka. AI is taking over. But, some things AI cannot take over. It's communication, community, a person's ability to come-confidently and competently speak in front of other people.

In Bullis kids learn this in TK. So the children learn to stand up, perform, speak in front of an audience. They grow their leadership and teamwork skills, motivate themselves and their peers. Confidence and public speaking become part of these children's identities. Instead of the fears of public speaking like most of us have, or some of us in this room.

Bullis sees the whole child, and takes the child's superpowers from technology, to creativity, to costumes, lighting, sound, acting, dancing, and even directing. Bullis nurtures all of that.

For eight years, I have experienced the Bullis community. I have seen my child grow and take-it takes a village. And this village is BCS.

Female voice: Our next speaker is

Claudine DelRosario. Please clearly state your name and present your public comment.

Ms. Claudine DelRosario: Good evening trustees, I'm Claudine Delrosario. I'm a single parent and a board member at Bullis.

I've been a civil servant and a teacher working two jobs most of my career. All in the service of social justice, equity, and access to education. My son was in kindergarten when the pandemic hit a year before um, when the pandemic hit and the year-the next year when the school reopened his teacher Ms. Osbourne did a house visit on his birthday.

Ms. Quail and Ms. Israel have come to his baseball games on separate occasions. And unforgettably when I had to have multiple surgeries for two separate, life threatening, unexpected diseases during the pandemic, it was the school community that took care of my son and helped our family survive that deeply scary time.

Today I'm grateful to be recovering and that Bullis has a rich afterschool program and parent community that has helped me

return to work in person.

I will add that I know my son has many classmates with learning differences, who are integral parts of our friend-friend circle and community.

Female voice: Our next speaker is Rosa LaCan, please clearly state your name and present your public comment.

Ms. Rosa LaCan: Good evening trustees. I'm a black and Pilipino going into fifth grade. I enjoy sports and performing arts and I live with my mom. BCS has helped me with sports and performing arts as well as developing communication skills and being a kind person.

The school teaches me to help the earth like picking up trash at lunch, and st-and has the students do project based learning which really helps create creativity. BCS has significantly helped me become kind and smart.

Please approve the charter renewal for my school. Thank you.

Female voice: Our next speaker is Sophie Matson. Please clearly state your

name and present your public comment.

Ms. Sophie Matson: Good evening trustees and President Berda. My name is Sophie Matson, I am a rising third grader and I love Bullis Charter School. Every day I get to learn things like science, that makes me excited about the world. My teachers are so nice and help me understand everything from math or science, and reading.

My favorite subjects are PE, music, and drama because it's-my teachers are so nice and always help me with the things that I don't understand. The-but it's not just about learning-but it's not just about learning it's also about my friends. We play together, help each other with our homework, and have fun.

During drama classes, music, during-drama classes and music. School is a place where we grow, laugh-

Female voice: I will now call our next set of speakers. As you hear your name, please line up for public comment behind the podium located at the center of the room. Veronica Blajoui, Christopher Hazleton,

Dorothy Ann, Joseph Dolby, Ali Simnad, Elaine Yu, Stephanie Cruz, Donald Gardner. Our next speaker is Jeffrey Mattson. Please clearly state your name and present your public comment.

Mr. Jeffery Mattson: Hi, my name is Jeffrey Mattson and I am a father of a rising fifth grader and third grader at Bullis Charter School, one of whom was just Sophie who you saw. And she's a living example of the type of focus on the human that we find at Bullis Charter School. Uh, believe it or not, at the beginning of the school year, this year, she was remarkably uh, lacking in confidence as many young girls are and she was reluctant to speak up in class.

Her teacher worked on an individual personal project with her to start writing down her feelings, writing songs, singing the songs in larger and larger audiences to larger and larger audiences, and her results have been remarkable. That combined with the art and um, drama and dance program, she's transformed as a person. You see how

confident she is today.

Another thing that's helped her also is the community outreach. You know, she's you know, done her time in front of Walmart and Takarias handing out uh, leaflets about Bullis and talking to students, prospective students she meets about uh, what a great experience she's had there.

Female voice: Our next speaker is Dwight Wang. Please clearly state your name and present your public comment.

Mr. Dwight Wong: Hi, esteemed board. My name is Dwight Wong. I understand I have less than a minute here, so I appreciate that given my fear of public speaking. Um, I just wanted to say that um, in addition to the quality of the instruction and education at Bullis, I'm the father of two kids that are um, part of the system.

Um, there's a real foundational sense of community that you-um, is really special, and I can say that as a long-term product of LASD, actually. Um, I wish I had the resources that this school has provided for us. As an example, my son, um, the elder of

the two, was able to participate in kindergarten in a dramatic school play. Yeah. He was a shy, quiet kid and really came out of his shell, supported by such communities. So I plead for you to please continue allowing the community to exist. Thank you very much.

Female voice: Our next speaker is Ivan Marchenko. Please clearly state your name and present your public comment.

MR. Ivan Marchenko: Uh, good evening trustees, President Bertha. My name is Ivan Marchenko, and my daughter has been going to the Bullis Charter School since first grade, and now she's in sixth. I'm continually impressed by the academic rigor by the Bullis. The school challenges our children to excel and think critically, fostering a love of learning that expands beyond the classroom.

The curriculum is definitely demanding, yet supportive, ensuring that the students are well prepared for the future academic pursuits. My child has developed strongly studied habits and deep understanding of

various subjects, thanks to dedicated um, passionate teachers of the Bullis Charter School.

I'm really proud to tell you that my daughter has made very big progress in the subjects she has got in the Bullis Charter School.

And finally, I am absolutely confident that the solid academic foundation Bullis provides will benefit our child-

Female voice: Our next speaker is Veronica Blajoui. Please clearly state your name and present your public comment.

Ms. Veronica Blajoui: Um, good evening trustees, President Bertha. It's an honor to stand before you today as the Director of Community Engagement and Outreach at Bullis Charter School.

Being a single mom has taught me the importance of community and the strength that comes from unity. It is this spirit that I bring to my role every day, striving to make our school a beacon of hope and opportunity for all. Our community is rich with diversity, resilience, and potential.

My work focuses on connecting with each family, particularly those who face financial hardships. To ensure they have the support and resources they need to thrive.

I see firsthand the struggles and triumphs of our low-income families, and it is my mission to create a nurturing and inclusive environment where every family feels valued and empowered. Every child deserves a chance to succeed, and every family deserves to feel like they are a vital part of our community.

Thank you for your time.

Female voice: Our next speaker is Christopher Hazleton. Please clearly state your name and present your public comment.

Mr. Christopher Hazelton: Good evening, I'm Christopher Hazleton. I'm a teacher in Los Altos School District, and for the past two years I've also served as the Los Altos uh, Union President. And I'm struck tonight listening to the presentations and the parents that have spoken about how similar a uh, Bullis Charter School sounds to all schools in LASD. Um, but the difference is

that uh, they are not responsible for educating all students in LASD.

The cost of educating our most vulnerable students, especially in special education uh, is significantly higher than BCS faces, especially for our mild-moderate and moderate-severe classes. Those students sometimes require medical assistance as well as dedicated one-on-one aides that can cost as much as $60,000 per year.

This is why I want the board to significantly curtail Bullis's ability to reject including all students from our district. Thank you.

Female voice: Our next speaker is Dorothy Ann. Please clearly state your na- name and present your public comment.

Ms. Dorothy Ann: Uh, good evening trustees and President Berta. Eight years ago my husband and I drove through nearly two hours of rush hour traffic from San Francisco because I desperately wanted to speak to this esteemed body in support of BCS's charter renewal.

My passion for the amazing integrated

inter-interdisciplinary and well-rounded educational enrichment that BCS offers for all students remains even stronger now as I enter my 12th year as a BCS parent. I have seen not only my children but also a widely diverse range of learners, quite a number of whom did not find that their local schools served their special learning needs, being quickly welcomed into our community and blossoming through the continually innovating programs offered by BCS.

I have also proudly been one of the parents and teachers who for 11 years had the joyful privilege of providing a summer bridge program for underserved children in our community. As a children of refugees who came to this country with nothing but dreams that their children could have a better life through education I believe strongly in the transformational importance of strong K through eight-

Female voice: Our next speaker is Joseph Dolby. Please clearly state your name and present your public comment.

Mr. Joseph Dolby: Good evening

trustees President Berta. My name is Joseph Dolby and I'm a proud parent of a student at Bullis Charter School uh, who just completed sixth grade.

As previous-as previously stated project-based learning is a core part of Bullis curriculum and Bullis's participation as a global climate action school further underscores that point. The way Bullis integrates environmental education into the curriculum through project-based learning centered around the-the leatherback sea turtle thoroughly engages all students into the activities in a fun and memorable way.

The leatherback sea turtle is a central part of the curriculum at every grade level starting in kindergarten and each project in each grade builds on the last. The leatherback sea turtle project-based learning culminates in the sixth grade class field trip where students get to interact directly with expert scientists and help guide the turtle hatch-hatchlings safely to the ocean. My son and his classmates developed the deep respect and now know why

we use plast-paper straws instead of plastic ones as a result of the project. Thank you.

Female voice: Our next speaker is Ali Simnand. Please clearly state your name and present your public comment.

Ms. Ally Simnand: Hi. Good evening trustees President Berta. My name is Ali Simnad. My son Dory Ann Simnad has started at Kindergarten uh, at Bullis Charter now he's enrolled for the seventh grade.

So I want to share an experience that I had when he was in the kindergarten. He didn't like weekends because he was not at school. Think about it. A kid who likes school days over weekends and that to me was weird, bizarre and strange. So I don't know what they did to him back at the uh, Bullis Charter but I want him to continue doing it because as a result he is highly social, academically excelling, and more importantly he is happy when he's at school.

And I attribute that to the staff, teachers, the community and more importantly the culture that they created for the school and the community as a whole. So I highly

encourage you to renew the charter for the school. Thank you.

Female voice: Our next speaker is Elaine Yu. Please clearly state your name and present your public comment. Second call for Elaine Yu. Our next speaker is Stephanie Cruz. Please clearly state your name and present your public comment.

Ms. Stephanie Cruz: Good evening. My name is Stephanie Cruz. I'm a former student uh, from Bullis Charter School.

To start off I've attended BCS fro-BCS from first to eighth grade. I am now-I am now going into-into my senior year at Los Altos High School. I had an IEP for most of my years at Bullis which also helped me prepare and made me feel ready for high school.

I can speak for myself and my siblings when I say that Bullis is truly an amazing school. We have always felt loved at this school and most importantly heard.

From personal experience the teachers are amazing. Their materials and tools they use to teach help me strive-helped me strive

in my education and future. Thank you.

Female voice: Our next speaker is Stephanie Cruz. Please clearly state your name and present your public comment. Oh. My apologies. Our next speaker is Donald Gardner. Please clearly state your name and present your public comment.

Mr. Donald Gardner: Good evening trustees. My name is Donald Gardner and this is my son Timone. I am both a parent at Bullis and a volunteer devoted to giving back to our local community. I am proud to share how our school's initiatives extend beyond the classroom.

As a volunteer I help coordinate the donation of leftover lunches to shelters and food banks in the Mountain View and Los Altos neighborhood. Over the past 18 months we have donated more than 12,000 pounds of unopened extra lunch food including at Hope's Corner, Life Moves, the Dayworker Center and Homes First.

This effort not only addresses food waste but also supports those in need within our community. Being part of a school that

values compassion and community service is meaningful.

Our students learn the importance of giving back and understand that their actions can make a difference. This initiative has provided vital support to local shelters and also has taught our children valuable lessons and-

Female voice: This is the final call for Elaine Yu. This concludes public comment.

Ms. Berda: Thank you for your comments. Seeing no further speakers on this matter, public comment is closed. I will now move to the board. Are there any clarifying questions from the board? I see a number of cards so I'm just going to move through starting with Trustee Shakrishnan.

Ms. Shakrishnan: Thank you so much. And President Burda, do we have representatives from the Bullis Board here today or is it Superintendent Dewan?

Ms. Berda: I believe there is at least one member from the Bullis Board here.

Ms. Shakrishnan: Okay. Um, so um, because I have a few questions for um, both

you know, Bullis whether it be Superintendent Israel and um, our Board Trustee along with uh, our own staff. But my first is, and just to sort of frame um, my questions, you know, my interpretation of charter school law is that um, it emphasizes an importance on um, serving historically underserved students. Um, and uh, really expanding educational choices and opportunities for those students.

And so that's uh, going to sort of frame my questions. Um, and so my first question is um, why the 10% cap on free and reduced price meals for that preference in your lottery? Um, you know, why not um, instead of a cap, make it a floor?

Ms. Isreal: There we go. That was material revision. We brought to the board 2022. 2022 I believe, and the-the rationale at that time for the 10% was that it was uh, if I'm correct, double. At that time double the percentage of the um, FRPM percentage of the local district.

And so the intention was if we set that cap at 10%, then that would, in-in theory be

able to catch us up but also surpass what the local district percentage of FRPM would be.

Ms. Shakrishnan: I appreciate that. And I remember voting on that. Um, and um, but, you know, I, in especially looking at, uh, I think it was slide 16 and 17 um, you know, for me, in this decision, it won't just be about uh, racial demographics and racial diversity, you know, mirroring the district. But it'll also be looking deeper at, you know, soc-socioeconomic status, also looking at um, English learners, also looking at students with disabilities. And so, um, I wanted to ask if maybe your board had thought about um, increasing that cap, considering um, you know, that's been a concern even coming from our board.

Ms. Israel: I don't-I'm not prepared to speak for our board on our board's behalf. Um, but I-I know that was a conversation we had, which is why we brought that together in 2022.

We haven't had a conversation since, regarding an adjustment there.

Ms. Sreekrishnan: Okay. Um, and then for our own staff is-uh, wanted to get any of your thoughts on that?

Female voice 2: Our thoughts on the 10%.

Ms. Sreekrishnan: Yeah, if, you know, because some of the issues that were raised around um, equity, if-if changing that cap could help.

Female voice 2: Um, I know that we're still looking at the analysis right now. Um, we have not addressed that at this moment, but we will take that under advisement and- and look at whether or not that difference or changing that number will-will have an impact.

Ms. Sreekrishnan: Okay. Um, I guess I'll ask one more question. Or um-I was also interested, and for the last question too, I, um, you know, a representative from the board can also speak. I don't want to put all the pressure on Superintendent Israel. Um, but uh, the Mountain View site, I mean, this is something I've been hearing about in the community as well as-as that being a way

to potentially, you know, help uh, enroll students of differing um, abilities, different um, socioeconomic status, and just sort of reaching out. So wanted to, you know, get uh, Bullis's take on um, their opinion of that potential site.

Ms. Andrea Eyring: Hi, I'm Andrea Eyring, and I'm one of the BCS board members. I have been involved in those discussions, and we've actually had very-we have, you know, been very open to having conversations with LASD about that. Um, we've toured the site with them.

Um, we definitely have concerns that the site is not large enough for our entire enrollment. Um, we felt like it would be helpful to um, you know, really have some open conversations, and we um, suggested a confidentiality agreement so that we could really talk, you know, and try to figure out something that would work if that site was going to work for our school.

And unfortunately, LASD uh, opted not to take us up on it. They said they were not-they did not feel that their board could

comply with the confidentiality agreement.

Ms. Sreekrishnan: Can you explain that one more time, the confidentiality agreement. of what, exactly?

Ms. Eyring: For the conversations, to discuss the possibility of that site. Um, that site does not provide anywhere near the amount of um, so the way facilities work for-for uh, charter schools is they should be similar in acres per student. And that site does not provide-not only does it not provide sufficient acres per student, it doesn't even meet CDE guidelines for recommended sites for a site for 900 students, which is what they suggested. And on top of that, we have well over 1,000 students.

And so, you know, we were open to conversations, and we felt like we need to have uh, we felt like as we've gone through this process in the past with the-with the school district, we've-we've gone actually through many uh, agreements. I participate in every one of those conversations, and we felt like we need to come out with common

language that, you know, we-and that way, a confidentiality agreement, we would agree at what comes out at what times to the community. Um, and LASD had no interest in doing that.

So um, at this point, we've, you know, we've stopped those conversations, but we have never said that we would not continue them.

Ms. Sreekrishnan: Okay, that's helpful background for me. Um, were there any reasons around why they did, maybe you can't speak on their behalf, but um, I don't know if it's appropriate to loop in the district right now, but I-I don't know why they um, why they had concerns on speaking in confidence. I'd love to hear that perspective, President Berta.

Ms. Berta: LA-if the representative from LASD would like to respond. A minute to click on perhaps. There we go.

Mr. Johnson: Thank you. I can speak on it briefly. I mean, I would say that as a school board, we take seriously our

obligation under the Brown Act to conduct serious business in public. Um, and we, at the end of the day. Um, from our perspective, BCS offered no rationale as to why those discussions needed to happen in private, and I think our board's interpretation of the Brown Act is that outside of a very small and specific set of circumstances that allow for closed session, essentially discussions, things under the board's purview need to be discussed in public, and we've striven to do that.

Um, Ms. Erring refers to some conditions in the past when lawsuits were ongoing or in the very recent rearview mirror where there was mediation, and then confidential discussions were held sort of as a sequel to that mediation to sort of calm everything down and ensure that things weren't-didn't show up in court transcripts shortly thereafter. But the last lawsuit was quite a few years ago, so I think it's our board's judgment that those rationales don't apply anymore, especially when we're talking about allocation of such a valuable

community asset.

Ms. Sreekrishnan: That's helpful background. I-I do hope that somehow that those conversations can con-continue, and I don't-I'm not an expert on that site or-but um, you know, I-I-I think that, again, to frame where I'm coming from, I think that this is one of our top performing charters in the county on many different levels. But um, you know, I do think that-that why not strive you know, to-to take in more students that could have an amazing opportunity at-at your school. And-and um, especially in those early years.

So I have more questions, and I'll turn it to President Berta.

Ms. Berta: Thank you. We'll keep going, and if we need to do another round we will. Trustee Chaun.

Ms. Chaun: Yeah, thank you, President Berta. I wanted to say just thank you for the BCS community that came out here.

I know a lot of you gave up your summer daytime to be here or um, our students and

our teachers and our uh, parents, so thank you for coming um, and giving your time to be here.

But I do want to emphasize as much as the great things that we hear about what goes on at BCS, it is our responsibility as an authorized to make sure that equitable practices are having, and so um, I'm glad to hear the positive experiences of the attendees of the school. That's always a good thing to hear, as well as the educators as an teacher myself. It's always good to hear that.

Um, but I did have questions very similar to what Trustee Shakrishnan was asking. Um, and just really this transparency on the enrollment process. Um, and then uh, Superintendent Israel, I believe, I-I-I remember our conversation when we talked about the attendance and the 10 percent. Um, and one of the questions I had brought up back then was when we think about 10 per-10 percent-10 percent as a percentage, it's much different when we think about it in numbers, because I think

one of the questions I asked was about how many students were enrolling. Um, taking out-out kindergarten, because obviously it's the first year.

Um, and with the other grades, you know, that it was a pretty low number, so 10 percent would essentially equal to one student. And it's been a couple years since then, and I was curious as to the kindergarten classes or TK classes that have since enrolled since that board meeting, um, I would be interested, and I'm-I'm not-I'm sure you don't have the numbers memorized, but what is the percentage that we saw in those incoming classes?

Ms. Isreal: Yeah, uh, great. I appreciate your question. Um, I don't have that data with me now, um, uh, so-and I don't want to speak off-cuff and speak uh, inappropriately.

But I think that something we have seen, which is an interesting space that we can acknowledge, is um, we have seen specifically in some of our upgrades, first grade specifically, we are bringing more

students in because of the shift now with the TK law. Um, that is uh, uh, having uh, students enroll at younger ages. We made this shift this past school year, because we used to have combined TKK classes. Now we have a separate TK class uh, which doing that has shifted the number of K students we have ultimately, right, that are coming in through the system, which then impacts the number of first grade students.

So we are seeing enrollment now shift where we are able to enroll more students in upper grade levels first being an example. So that's sort of a-a tangent, but I'd have to say we'd have to pull that data specifically to see what enrollment looks like. Um uh, when we pull-we-we bring in roughly around 140 to 160 students each school year, so we'd have to look at that breakdown to see what it is by grade level.

Ms. Chaun: Mm-hm. Yeah, I would be really interested-

Ms. Isreal: Sure.

Ms. Chaun: --if we could get that information, whether from our staff or from

you all to see how that uh, percentage has uh, hopefully risen in-in the last couple of years.

Female voice 2: Could I make a comment around our outreach efforts? So it's been really critical to our school. I mean, as you've heard, we-we truly do believe in educating all children um, to our best of our ability.

Uh, pri-in previous years, um, we did much of that outreach with parent volunteers, and we recognize about two, three years ago, the importance of actually having a staff member and Veronica spoke to you. And we found that has made a huge difference. Because not only is she helping with the outreach, but she's working with those families after they arrive to ensure that we don't miss a beat with those kids. That we ensure that they're getting everything that they need.

Ms. Chon: That's great. And then um, that actually kind of leads into my second question, if that's okay, about continually supporting our special education students

and our students with disabilities and uh, free to reduce lunch at BCS.

Are students being provided with equitable opportunities for all circumstances? And um, what kind of supports are being given in on the day to day-well, I shouldn't say day to day, but at school.

Female voice 3: I think Maureen can also add-add into this. But um, there are some things that have changed. I mean, as somebody who is working in often two jobs, I mentioned in my-it's really important to have um, after school programming that is not paid for, that you can leave your child there um, and-and be able to work.

Um, I would say that our groups of friends are very, I think, very socioeconomically um, diverse, and that everyone is embraced. Um, there are more than 27 languages and different um, I know it's not just about racial diversity or-or ethnic diversity.

But I can speak as somebody who does not maybe fit the stereotype of what people think of as a typical Bullis-what people

think of as a typical Bullis parent. As a single parent um, with no family around. It is a struggle to be able to take care of my child and make sure that he gets to school.

And he-I mean, like the other parent that spoke earlier, he just likes to be there. And um, I think I would say that in addition to the school itself, being a um, a supportive place for him, as someone who maybe doesn't look like everybody else around in this neighborhood, he loves being around the community and has really been able to make, I think, lifelong friends where the parents are also pitching in and making sure that he's safe and that he feels included.

And the same goes for everyone. All the parents there, in my experience, treat their kids like they're our kids. Um, and I think in terms of data, Mau-Maureen might have more to add.

Ms. Israel: Trustee Chen, can you have uh, question one more time so I can make sure I address is.

Ms. Chon: Um, yes, um, just since we

did the uh, attendance-

Ms. Israel: Mm, mm-hm.

Ms. Chon: The uh-

Ms. Israel: Yeah, preference.

Ms. Chon: Meeting. Yeah. We had changed those preference back in-

Ms. Israel: Yeah.

Ms. Chon: I think it was 2021, 2020- around that time.

Ms. Isreal: Yeah.

Ms. Chon: Around that time. A couple years ago, we've had kindergarten and TK classes start since them. Um, so I would be curious to see what the percentages were of the free and reduced lunch and students with disabilities. And-and I understand that you won't have that - -.

Ms. Israel: Yeah. Sure. Sure. Your second question was around the uh, the supports they get?

Ms. Chon: Oh. Yes.

Ms. Israel: Okay.

Ms. Chan: The supports that are given for our students that are admitted.

Ms. Isreal: Yeah, I-I-I can speak to

that in a few different ways and I'll actually point to a few folks sitting in this audience. Um, if you're a staff, can you raise your hand for me? This is pretty cool. On July 17th to see you all. Thank you for being here. Um, our esp-yeah, especially I'm looking at the crowd of who I see. We've got a director of special education here. We've got other members of the special education team here. Our principals, principals raise your hands for me. Um, I'm-I'm pointing to you specifically because we talk a lot about this data.

Right? Like when I think about how we spend our time like, I am an educator at my core. I started in teaching a middle school class seventh grade. Right? This is-this is what we do is how are we supporting kids? You-you get it for those of you who've been educators.

You get it as members of this-this board. This is what you're tasked with. It's what I'm tasked with. It's what are we -what are we actually doing to make sure kids are getting what they need.

And I call out these people and point to these individuals. Um, those who-who teach, we've got some folk who teach specifically and support our EL learners here as well in small group pullouts. Yep, thanks. Um, like this-this is priority for us, right? When we spend time looking at data, um, we built in data days to our calendar two years ago. This is what we're doing is we're diving into the data to see what do all of our students need? What does our growth look like?

Um, I-my ideal world is that I'm-I'm sharing this um, growth data with you all about our-our-our performance data. It's fantastic. It's not where we want to be. The staff has heard me talk about where we want to be and it's every single kid is meeting those expectations hands down. So this is-this is why I do the work. It's making sure that we are finding ways to support our ELs, our FRPMs, our special education students. Like, this is why I'm in it and I deeply believe that every member of my team is here for the same reason we share that same

mindset. It is hard work and we show up every day for those reasons.

We expanded our TKK program the full day to meet parent needs. That was a call we heard from our community and we said, let's do that. We know that's going to-to be necessary. We're expanding our after-school program next year to run uh, in different ways as well. Um, we've built that in so we can provide access for uh, families who can't afford that scaled um, structures that we're working on.

Uh, and then I will just shout out Veronica as well who's done incredible work in advocating consistently um, for family voices. Um, she is calling families consistently all summer, all year. Um, she-she has the pulse of what's going on and making sure that we're not missing voices. So is there work to be done? There always is work to be done, unfortunately, right? That's-that's why we are in these positions, um, is because there is a consistent need to do better in our schools. And I believe deeply in the work our team is doing to-to

every day show up and say, what can we do better?

Ms. Chon: Thank you. And then I just wanted to I'll save my next question, but I did also want to just echo the um, concerns about, you know, doing a confidentiality agreement in regards to negotiations of a site. Um, L-LAUSD as well as this board are public entities. And so we need to make sure that that information is transparent to the public. Um, and so I would really urge both uh, boards to be able to hopefully be able to engage in that conversation in a transparent way for the public as well as for this board.

Female voice 2: Uh, definitely. Um, yeah, uh, so Br---Brian made a point that we would be violating the Brown Act. That is not true. We've only worked in uh, sub um, quorums of the two boards so that we can have those conversations.

But it's very hard to work out a hard negotiation without having some, you know, conversations to, you know, vet interests. And-and the last thing you want to do is to

throw out some ideas and have somebody go public immediately. Um, you really want to go public as a group. And that's what we-we felt like is necessary. It isn't that we aren't open to sharing information, but we want to share it as an agreed upon message. As-and obviously, at the end of the day, a public meeting would make the decisions around that. Um, and, you know, we're very open to continuing conversations um-

Ms. Berda: Moving down the line and Vice President Rocha. You want to-we were just going down the line, but go ahead. If you-if you would prefer to swap, that's fine too.

Mr. Don Rocha: Thank you. I did have a few questions, and it's mainly for the board or representatives. And please bear with me as you know, due to this experience as a new person on this board and seeing these renewals starting to come through. So in terms of past practices, past norms, how these are typically handled, what questions are fair game, what questions are not, I'm not going to be well versed in that. So I'm

just going to ask some questions that, you know, for me, I've been thinking about when I was looking through the petition and also hearing the-the um, the uh, testimony. And I-and I want to join Trustee Chon in thanking all the Bullis representatives, staff, and families for taking time to come down here. It's very helpful to hear from you, what your personal experience is.

Um, so, and it may be the petition was almost 600 pages long, and while it may or may not be in there, I think it's also beneficial for the public, and some of these questions, even though it may be there, to hear some of these-these particular answers. And that's related to how you accept students. Uh, maybe that's not the right word, the lottery system. Um, how students are selected.

Um, could I please kind of get a brief explanation of how the student's population ends up at Bullis versus those, and then also a question as to how many applications or requests do you get annually and how many are turned away. So for me, that's a

important point for me just to understand more of your operations if you don't mind, please.

Ms. Israel: Oh I'm sorry, - -. Now, it's - -. Okay, so-I got this one. My bad, my apologies. Um, uh, yeah uh, our process is uh, we are an open enrollment, so there is the need to fill out enrollment paperwork that happens through a platform called Schoolment. It's uh, a fairly common platform that many charter schools utilize.

What's built into that are the preferences that we have, and so all applicants who we set our enrollment window, it's typically somewhere in the range of November to February, and then all applicants, anyone who's filled out an application up to that point is entered into our public lottery.

Um, those-those applications are very basic. There's not things we can ask around disability, racial identity, none of those things. It's just where do you live and-and what grade is your student going into. Uh, um, on the date that has been predetermined

and shared is the public lottery. That is uh, a very anticlimactic time because it's all systemized, it's run by the Schoolment platform, and so it takes those preferences and then uh, based on what applicants have put in, the information they've shared, it randomizes them and then it spits out the lottery list.

So let's say, for example, you have a hundred students who've applied to a-a grade level and you're accepting you know, 10 students we put in. Right now, we know there's 10 openings. We hit go and it randomizes those hundred based on the lottery preferences that they qualify for, and then those first 10 are the ones we admit. Um, and then as things shift, if more openings become available or whatnot, we continue moving down the list.

Mr. Rocha: Thank you.

Ms. Isreal: Yeah. Yeah.

Mr. Rocha: That was helpful. And those preferences, are they adjusted based upon what your student population currently represents? Let's just say if it's high in a

certain ethnicity, is that adjusted in the preferences-

Ms. Israel: Yeah.

Mr. Rocha: --or it's a standard preference from opening day to whenever?

Ms. Israel: Yeah, the standard preference is approved by you all as part of the-our petition. And so the standard preferences are um, things, living in the district, qualifying for FRPM, having a sibling, there's a-a list of preferences that um, individuals who qualify or-or students who qualify based on those preferences, that's how they prioritize.

We cannot ask questions on race, ethnicity, uh, disability, any of those items.

Mr. Rocha: Understood.

Ms. Israel: Yep.

Mr. Rocha: Thank you. So then, uh, yeah, well, all right, I'll leave that one alone for a little bit and maybe come back to it later. I did have a question in-in your presentation, use the word high achievement often. And um, that's very great.

And I can tell that everybody's excited about it. And that's very important to everybody. I'm sure you as an educator and the families and the students as well.

But what about those students who aren't high qualify or fall into that high achievement um, word? And what's their experience at the school? Because, you know, I can talk about my personal experience through public education, whether it's me, my children, or in my previous role on the Cambridge School District, not every student is in the high achievement one. And they may never be in that particular one. Every student's different in terms of how they learn and-and in their capacity.

So can you please speak a little bit about those students that aren't the ones that we talk about in terms of the awards?

Ms. Israel: Yeah, I-I um, I can't speak on their behalf, but I can speak about how-how we think and ensure that we're supporting all kids. You heard the word all used a lot. And we-we don't use that lightly. It is part of how we operate. This team and

this staff, you know, the work that we've done around this, we talk about the 7%.

We talk about the 7% that aren't represented in the 93% that are uh, performing on CASP. That is the data that we zone in on. What are we doing to ensure that um, their experience means that they also are reaching those levels of achievement we want to see.

We had a day to day where we sat down and looked through and-and you guys built out and looked at the connection survey. What's happening with our kids? Are they feeling connected? Are they getting what they need in classrooms? What's the intersection? What's happening academically? And what does that mean as far as what students are perceiving themselves as happening.

Um, we look at our student survey data. What does that tell us? Um, who might be- whose voices are missed? Um, so that's really important for us to make sure we're consistently considering those students who might not fall in that tier of-of having

those top levels of performance on the state assessment.

But success looks different too, right? We-we are obligated as a public entity to share success through the means and are held accountable through the means of a state assessment. And I-I-I know I speak for-for many of us at the school that success doesn't just look like a number uh, on one test that you take one time. It is the currency we are-we have to deal with um, when we talk about things like renewal and when we present numbers publicly.

Um, but success can mean to look like a lot of different things besides a test. And so that definitely is a mindset that we ensure that we bring to the table every day.

Mr. Rocha: Thank you. And-and then my last two questions and I'll stop there. A number of them were already addressed.

Ms. Berda: You could wait for maybe the next round-

Mr. Rocha: Oh, sure.

Ms. Berda: --of questions so everyone-

Mr. Rocha: It was my last one. That's

okay.

Ms. Berda: --gets a chance to-okay, thank you. Trustee De Salvo.

Mr. De Salvo: Thank you very much, uh, President Berta. And like my colleagues, I want to thank all those who came tonight to give their testimony about Bullis Charter School, particularly the children. So thank you for enlightening and inspiring me by your words about education.

Um, before I ask my question, just a comment that um, we-we have a crisis in our public school system. We have chronic absenteeism is the highest it's ever been. You have students that want to attend because they have an opportunity to thrive within the instructional environment you've created over the years. So to that, I say congratulations. And I hope your model can show others throughout our county, particularly that there's other ways to make sure that students thrive and want to come to school, not stay home.

So with that as a backdrop, let me also say as a backdrop that I-I was chair of the

board during one of the renewal meetings. And I met with hundreds of people, including I went with uh, Trustee Ma to-to meetings in Los Altos to try to broker the divide that existed between neighbors that live on the same street who won't talk to each other anymore, whose children don't play together anymore because of this divide between Bullis and Los Altos uh, school district. So here's my question, and I have many, but I'm only going to ask one.

And so I would like my staff, um, the superintendent staff, to uh, opine. I'd like the Bullis board to opine. I'd like um, the Los Altos uh, board president to opine. My only question. If there was a material revision to-if this board decides to approve Bullis for seven years, what is the one material revision that would reduce the divide that I feel guilty about?

I felt guilty about it every time I voted on this because it just doesn't seem right to have a community divided by a school whose students thrive. In fact, your students in Los Altos elementary thrive. So

everybody probably, for the most part, is thriving, and there's still this feuding.

So that's my question. Would you opine, please, about what, number one, if there was a material revision that would improve the divide that exists. It has existed since your inception in 2004, and it exists, I'm sure, tonight. So thank you. That's all.

Ms. Israel: I actually don't know if I feel equipped to answer that because I-I-I-I agree. I don't think we want to divide. Uh, maybe somebody from LASD would want to start.

Mr. Di Salvo: Am I-Am I-

Ms. Israel: Yeah.

Mr. Di Salvo: Okay, since I haven't been visited.

Ms. Israel: Yes. Yeah.

Mr. Di Salvo: I haven't visited there for three or four years. Is there still a divide? Maybe there's not.

Ms. Israel: Oh, yes. And-and I think we've made strides, but yeah, there's, I mean, there's still a divide, right? We're still in a situation where you're hearing from multiple parties today.

Mr. Di Salvo: So then my question is relevant.

Ms. Israel: Yeah.

Mr. Di Salvo: And I hope some of you could answer it.

Ms. Israel: Yeah, I don't know if I feel equipped to. I don't want there to be a divide. I think we all share the same desire, which is supporting children. Um, I think there's, um, yeah, so I-I would be interested to hear otherwise. But I-I-I think we all, we come to the table, I come to the table in wanting to serve kids, and that's all kids in the community.

Mr. Di Salvo: Could it be finding a way to use the elementary school that's been built that um, we heard discussed tonight?

Ms. Israel: That might be what the-the LASD needs. Again, I don't know. I mean, as-as-as we shared, we've been open to those conversations and-and exploring them, which I think is a-a-a big step forward um, for-for us to be able to engage in that way. I will speak that I've had great conversations with the superintendent at LASD of ways that

we can collaborate. I really appreciate her as a leader, and I think uh, on the ground, I know our staff interact very well together.

We have to as shared facilities, and so um, uh, I-I think in the day-to-day, we function quite well, and then when we layer on politics and history, things become more complicated. And the answer from LASD might be that that building would be the thing, and for us, I think we're-we're sort of stuck in it.

Mr. Di Salvo: Anybody else? Thank you for that.

Ms. Israel: Yeah.

Mr. Di Salvo: Anybody else?

Female voice 3: My understanding is that the petition is the petition, and as somebody who is dedicated to social justice and equity, it is really a value to me to make sure that everyone, I mean, I ran out of time in my one minute, but my closing comment was that I would love to see all children have access to the kind of community that I've been able to benefit from.

And I'm not sure about whether a divide is there. I have had talks with my neighbors, and some folks have said, even folks who've sent their kids to Bullis, and how could- there is-there's some divide that I may not even really understand as someone who's only been there for five years.

And I can say that my child is involved in all kinds of, you mentioned that he's involved in Los Altos sports. He has a friend circle that um, primarily is in his school, but has made really great friends with children who are in all of the Los Altos um, schools as well. So he-our experience is that we are friends.

Female voice 2: I could just add that my children went through uh, during the times when there was a lot of animosity between the two, and they definitely see that having much better today. I mean, we're on campuses where, you know, our-our staff work wonderfully together. They work out schedules. Um, they're you know, supportive of each other. If one of the schools needs use of the gym, they let the other school

use it if it doesn't impact their schedule.

Um, whereas my son felt that with people in the community that actually harassed him for attending Bullis Charter School. I'm very happy to say that I don't see that today. I'm very happy that the students that you saw here are happy and they are-they really I think are for the most part oblivious to the political piece.

Mr. Di Salvo: I appreciate hearing what I'm hearing. So thank you. Is there any, would you please? Thank you.

Mr. Johnson: Yeah, if I could offer um, some brief comments. I would say um, having lived in Los Altos since 2006, the worst of the divide has always occurred as part of the Prop 39 facilities allocation process. Um, because that basically requires BCS to come forward in a very bureaucratic way and say where they would like to be placed.

And basically every time that happened, because of the structure of it, they would have to request assignments to an existing elementary school. And obviously that would inflame the parents of that elementary

school and allegations would get thrown back and forth and it would get very bad.

Things have been much better lately in part because our two boards have been able to come to agreements for facility placement at our shared junior high schools. One of the things that we are facing is that due to enrollment declines, which we know everyone across the county is experiencing, we only have two classrooms of sixth graders at our elementary schools. We're one of the few districts that has K-6 elementary schools and then 7-8 junior high schools.

And looking at our educational program, we really need to make those 6-8 programs in the future because the specialized teaching is very difficult to do with two sixth grade teachers and just two classrooms. And our junior highs are shrinking as well, obviously, and we want to be able to offer all the things there.

So the placement which has been stable and amicable for a long time now is probably not going to work for our educational program because we have right now, I think,

1200 students on our junior high campus between our program and BC-and the majority of BCS's kids.

And we're just going to need to come up with an alternative discussion. To answer your earlier question, if we could come up with a material revision or some kind of document, the one thing is for us to come up with a long-term plan for facilities placement that will work for both of us. And right now, unfortunately, we don't have an agreement that lasts past the end of this coming school year, so the Prop 39 process is slated to start again.

And I'm really hopeful that as part of this renewal process, we can come to an agreement with BCS that will include that, which I think both, as I stated in my comments earlier, will solve some of the issues from the notice of concern and will also ensure that this war doesn't break out again in the course of the Prop 39 process that would otherwise have to run in the fall.

Mr. Di Salvo: Thank you. Thank you so much. And thank you for all those who've

worked on um, reducing the divide and increasing the-the-the neighborly collaboration that should go on in any community, especially one like yours.

Did-did the staff want to say anything?

Female voice 4: Essentially, we're the authorizer, and so I really can't speak to the issue. Our job is to monitor and oversee the school um, and their compliance. And so we do support any cooperation or collaboration that could occur between Los Altos and Bullis.

Mr. Di Salvo: Well, that would be the intent in my affirmative vote in um, August, that we move towards increased uh, friendship of all. So thank you. Thank you. Thank you, Madam President.

Ms. Berta: Trustee Lari.

Ms. Raeena Lari: Thank you, President Berta. I would also like to thank everybody who's here today to give us the input. So my question um, was from staff, like, is it possible for you to facilitate what role can you uh, play to facilitate agreements?

Female voice 4: Uh, as I said, we're

the authorizer. That's not our position. And I can help hand it off to Dr. Dewan, because we take direction from Dr. Dewan.

Dr. Dewan: Yeah, the charter schools department staff would not be in a position to facilitate, mediate, or um, enter, you know, insert themselves into a process between the district and the schools. They need to maintain their neutrality and their oversight role.

Ms. Lari: Is that something we can ask before we renew, for them to maybe ask a third party to be there?

Dr. Dewan: You can ask Council.

Female voice 5: There's nothing stopping us from making that as a suggestion that if this board feels that this lack of cooperation is not good for the educational environment for all students. But whether the district and the charter school get along is not a component of charter renewal, specifically, that you would be making renewal decisions based on.

Dr. Lari: So can we put it as a conditionality for moving forward? Or we

can't?

Female voice 5: Um, I'm not comfortable talking in public, giving that kind of advice as far as what we can and do for conditions.

Ms. Berta: Trustee Mah, and then I'll go after Trustee Mah, and then we'll do another round.

Ms. Grace Mah: Another round, great. Uh, thank you, President Berta. I have a bunch of random questions, so we'll go another round for sure.

Um, the questions that I started off with, because I got some great ideas from listening to everyone else, is um, and again, you may not have the numbers exactly, but I'd like to find out, how many um, students actually hit the cap for the lottery, the FMLRP cap? I mean, so you-I think I heard Superintendent Israel mention that there's between 120-140 kids every year. I'm sorry, 140-160 students every year. Um, how many of those kind of are, you know, hit-hit the 10% cap? Do you ever hit the cap I guess is-

Ms. Israel: - - I don't know,

obviously, I don't know those numbers off hand.

Ms. Mah: Mm-hm.

Ms. Israel: And I think what's important to know about the way we operate the lottery is, let's say, we offer 150 on our lottery date, February 28th, we still continue offering when we learn of openings, right? And as we-you all know, in May, June, we learned, oh, so and so is moving, switching, then we have more openings and we offer, we made a round of offerings last week um, to-to families. So that number continues to shift.

So in the event we were to hit, you know, that 10%, there still are opportunities for those families. They become next on that wait list and the chances of them then uh, as openings come up, they would have the opportunity to get in. So there is a-uh, it's a rolling, continuing um, uh, admittance.

But yeah, to know specifically on that date, we would have to pull a look.

Ms. Mah: Yeah. So I guess um, so part

of my question then is how many kids um, you know, on that first lottery date are there that apply similar to what uh, Trustee-uh, Vice President Rocha was asking. And then of those, because FMLRP is a um, self-identifying thing too.

Ms. Israel: Mm-hm. Yep.

Ms. Mah: So there's no, you know, hard, hard guarantee that the people who are saying that they are and therefore getting prioritized in the automatic fashion actually are. That's not really revealed until later, I guess. After registration.

Ms. Israel: It's a con-a condition of that in order for them to hold that preference. So let's say that somebody does put that preference, you know, say they qualify for that preference. They are-are pulled on the lottery day in order-as part of their registration process. They do have to show proof of that in order to continue to receive um, that priority.

Ms. Mah: Right.

Ms. Israel: If we were to discover in that registration process that they had

falsified that information or it wasn't true, then they would lose um-

Ms. Mah: Lose that spot.

Ms. Israel: Yeah.

Ms. Mah: But um, since you did change in um, 2022, so it's only been two years.

Ms. Isreal: Mm-hm. Yeah, it's been a small.

Ms. Mah: So, you know, do you have a feel that you've actually kind of hit that cap on that lottery day, even based on the self-identified?

Ms. Israel: I-I don't. Yeah.

Ms. Mah: Right.

Ms. Israel: I's have to-the-the-I'd have to look at.

Ms. Mah: Okay, so I'm kind of curious about that.

Ms. Israel: Sure.

Ms. Mah: Because I would like to compare that to um, what the actuals were for LASD, which at that time was 5%. So therefore you put 10% as a double, you know, kind of what-what are the actual numbers that-that came out? And again, it's only the

last two years.

Ms. Israel: Yeah.

Ms. Mah: So statistically um, significant or not, at least it's there. I just wanted to also confirm that, as I recall um our staff does attend or witness the lottery every year. So that's-

Female voice 3: Yes, we do.

Ms. Mah: So that's still going on. Great. Um, so that's-that's my first set of questions. Um, can I ask one more? Okay. The other question, uh, well, the other next of questions is um, going back to the um, NDA and, you know, LASD signing or not signing NDA. When you guys were doing the Prop 39 discussions, was that under NDA?

Female speaker 2: Um, no, Prop 39 is a laid out process. Um, it's actually designed to have a negotiation where what happens is each month something happens.

Ms. Mah: Right.

Female voice 2: So first uh, the charter school submits their Prop 39 request, um, which is a very detailed, long document. Then um, the district has the opportunity

the following month to respond to it. Um, and then the charter school has the opportunity to then again respond back.

And the idea of that is that you can negotiate it. You could completely negotiate a agreement independent of it. And I think it kind of opens up that opportunity to have that process if-if the two parties wish to do that.

Ms. Mah: And I'm sorry. So is that um, Prop 39 process back and forth? Is that completely public or is that also under in closed session?

Female voice 2: No, that's-that's uh, that a-that is literally just a document.

Ms. Mah: Right. And that's a public document.

Female voice 2: It's a-

Ms. Mah: That's sent back and forth, right?

Female voice 2: Yeah. It's not-yeah. Yeah. Our experience has been that that doesn't work terribly well.

Ms. Mah: Right.

Female voice 2: Because it's a big

legal document as opposed to when we have in the past sat down. I mean, you and Joseph may recall some of those very hard and heated meetings. Um, but, you know, at the end of the day, if you can get in a room and you can figure out what works best for all parties, then you can um, you can work it out. But again, I actually don't see that being successful without being able to have some um, discussions where both parties can throw out ideas without knowing that it's going to turn around and end up in the public the next day.

Ms. Mah: Right. And so just from a-I'm sorry. [Crosstalk]. And so just from a historical kind of history standpoint, as I recall, and maybe you could confirm um, on the sides that when you came up with the five year agreement to not do any lawsuits, not do anything and-and freeze at 900 or whatever that negotiation agreement was all done with sub um, Brown Act quorum and also under closed discussions as I recall.

Female voice 2: It-it was further done through mediation process.

Ms. Mah: Oh, it was done through mediation.

Female voice 2: And we have done mediation a couple times with the district. Um, again, there's a confidentiality agreement, and we did go back and forth.

And we-what we agreed in that five year process was we uh, would come forward to the community as a group all with the same message. And both boards had to approve that agreement. Um, and that is how we ended up with the-the-essentially our facilities that we have today. Um, we went back into a time when we didn't have a-an agreement. And at that point, BCS decided to increase its enrollment. Um, and that's what we are currently at.

And since then, we've had agreements ever since.

Ms. Mah: Right. But then that-that agreement ends in two years or next-

Female voice 2: End of next-of the school-current school year.

Ms. Mah: Right. Right, okay. I just wanted to kind of get that history out there

a little bit, as I recall some of it, but not all of it.

And um, it-it seems to me, just as a-as a comment that usually um, property negotiations are a closed session item for um, typically boards whenever they talk about buying or leasing property. So that-that is a recognized closed session topic. Is that correct?

Dr. Duwan: It depends on the topic and who is engaged in the closed session and a number of other circumstances. There is um, there is a provision in the Brown Act to allow for certain types of closed session discussions amongst the board.

Ms. Mah: Right. Regarding property and leasing and-and-and things like that. Real-real estate.

Dr. Duwan: Property negotiation, for a acquisition purchase.

Ms. Mah: And that's not necessarily, you know [crosstalk].

Dr. Duwan: [Crosstalk] which does not apply.

Ms. Mah: I'm just saying that it's-

there's some parallelism out there that says some of the stuff makes sense to keep under, you know, wraps until you all agree. Everyone wants to disclose all at the same time. So I-I understand that or at least that's a reasonable thought. Okay. Thank you.

Ms. Berta: I'm going to insert myself in the queue here before we do another round.

I also really appreciate hearing from the community, um, both uh Bullis community as well as uh, the Los Altos school district community and others in between as well.

Um, I-my questions um, kind of putting on my special education hat here, I would love to hear more um, from Bullis on kind of a description of your continuum of services and how you're meeting the needs of all students.

Ms. Israel: I can speak generally to that. And I know we have more in the petition as well, but we are part of a SELPA um, with Santa Clara County. And so we work in partnership with the SELPA uh, on staff. We have a director of special education. We have resource specialists, OT, SLP,

paraprofessionals, who am I missing? BCBA, um, so a robust staff that-that we work with to support uh, our students and our teachers.

And so that looks like a variety of things, right? That looks like a comprehensive in the process that we have worked and made some modifications to the past few years of our SRT and MTSS process to determine what does it look like forum, us and our support in identifying students who might have additional needs and what are interventions that we're putting in place prior to jumping to special education.

It looks like consult that our director of special education does with teachers that her team does, that she does um, with members of our leadership.

It looks like weekly meetings that she and I have to make sure that we are supporting our students. She also meets with all of our principals uh, so that they have an understanding of what things look like.

Um, and then it's making sure our teachers have the supports they need. What are the trainings they need? What are the

strategies in the classroom? Um, uh, what are the trends that we're seeing? I think we all know coming out of the pandemic, right, that we saw um, a heightened need not only to support our special education students, but many students in-in some of those strategies. And we know, and you know this, President Berta, that the strategies that work for our special education students are also best practices for many of our students.

So how do we support inside classrooms to make sure that we're continuing to build the toolkits of our teachers? So there's a lot of robust support. We have a great relationship with the SELPA as well as a thought partner uh, in that process.

Ms. Berta: One of the things that would be helpful in better understanding is getting a breakdown of uh, the continuum of categories that students fall into under IDEA and uh, better understanding the breakdown as well as the support services that are aligned.

And I know a lot of that's dependent on IEPs, but from a structural standpoint would

be helpful to understand, you know, what you're equipped to do and how you're meeting those needs.

Ms. Israel: Yeah, absolutely.

Ms. Berta: And then I guess one of the questions I had for staff, related to that is does the-does our county office keep track of students, for instance, who may have left um, Bullis Charter School to pursue other uh, educational programs, whether it's in a traditional school district or other, uh, other charter schools? And would that also be able to identify whether a student had an IEP or not?

Female voice 4: So historically SCCOE has not tracked this information and has no way of knowing when a former charter school student receives special education services from their home district. SCCOE can consider the means of obtaining reports from charter schools when a student with a 504 or an IEP leaves a charter school.

Additionally, the CDE is supposed to provide some limited demographic information

to SCCOE as part of the charter school renewal process, which includes some information about special education status for students who do leave that school.

Um, SCCOE staff has requested this information from the CDE and the CDE does not have a date at this moment for when this information will be made available, but it is in process.

Ms. Berta: Okay. Do you anticipate having it before?

Female voice 4: That is our-I have been contacting CDE daily.

Ms. Berta: Thank you. We-we appreciate that diligence.

Um, and I guess a parallel question to that for LASD is do you have data on where your students, students who enroll kind of mid-mid-grade transitions, do you have data on where students are coming from, whether they're coming from Bullis or another school? And whether they're coming in with an IEP? And if it's on the spot for both Bullis or LASD or staff, I fully understand we need to get back to these questions. So

just if you have information.

Ms. Sandra McGonigal: Here we go. Hi there. Good evening. I'm Sandra McGonigal, the superintendent for Los Alto School District. We do, we keep kind of um, just Google spreadsheets of, of students as part of our enrollment process. So if they're coming to us um, not in TK or in Kinder in a-from another school, we always ask the family. They're not required to share where they're coming from, but we do ask and we do have some records.

And of course, then we know if they are coming with us uh, to us with an IEP or um, qualify for free and reduced lunch, that's part of our enrollment process to make sure they have the services and the supports that they need for their education.

So we do have some anecdotal data. I'm happy to share that with the County staff, if that would be helpful.

Ms. Berta: Yes. Thank you so much. That would-that would be helpful.

The other question I had before we continue with the-the loop around here is as

Bullis, you're aware that this board issued the notice of con-of concern and a reaffirmation of that notice of concern.

I'm really interested in understanding, you know, the changes that you've made or the process that you've gone through to address the concerns as outlined in those letters.

Ms. Israel: Forgive me. I don't know what slide numbers, but I think a lot of our enrollment process um, we've continued to build on um, as a result of that, the hiring of our director of community engagement and outreach was a big move for us.

Bringing to you the-the preference uh, for FRPM was another uh. Uh, big move as well. And then, I mean, this is where as a, as a school, our-our biggest thing we can do is outreach, outreach, outreach, right? In order to determine uh, enrollment, we can't target specific-I can't-I can't go up to someone and say, tell me, do you have an IEP? If so, great. Come apply, right? We have to make sure that our enrollment materials, that the way that we're accessing

families um, is equitable and that we're finding uh, avenues and ways to ensure that we're showing that we're inclusive, right? So a lot of that comes through what are the strategies we're using in that open enrollment process.

And so that's where I would sort of direct back to those slides. We've hoped that we're continuing to increase and find different avenues and ways. We've started, I think that was two years ago, Veronica uh, started uh, um, reaching out to daycares and local preschools, which we'd done. But we said, hey, we'd love to present to your families. We have the opportunity to share and so Veronica was able to join a parent coffee and share more with them there.

We're looking this year about what are other languages we can present in. As-as Claudine shared, we actually speak, it's actually over 32 languages, which is pretty cool. And so a large portion of our families only speak Spanish, but also Russian and Mandarin. So how are we advertising and finding ways to connect with them and what

does that look like?

So we've looked at advertising uh, in the-in um, Russian newspapers uh, in Mandarin newspapers, we're going to hopefully do work and do a Spanish radio ad. So just trying to find different ways that we can do outreach is our best-is our best move here. But I'd say the two biggest things we did was hiring somebody specifically to focus in on that and then making that adjustment to create a preference that didn't prior uh, prior exist. - - Claudine.

Female voice 4: I'll just add to that um, that just praise for Veronica, because she does, she works really hard and she's very passionate about the work that she does. She gets out there in the community and she's bilingual.

I would also say that the way that I was um, that I learned about the school was by word of mouth. And because we have parents that are really excited about the experience that their children are having, including children that have learning

differences, parents go out and talk to their friends who have-who are moving to the neighborhood or who are looking for a school to go to. And I see it happening all the time on the baseball field, on the football field, like that's where I happen to be.

And we're always talking about the positive experiences that we're having, including kids that do have IEPs. And these are the experiences that I've had and that encourages folks to go. I mean, so there's the formal structure, which is like Veronica is above and beyond. And the parents who also go above and beyond what I've ever seen.

Ms. Berta: Thank you. I appreciate those efforts and I just will end on, I think the concern for me is how that translates into the results we're seeing. And I thank staff for verifying this data, was trying to better understand that I had asked prior to today's hearing is when it comes to English language learners, particularly at the beginning of your program in TK and in kinder. One of the things that's deeply concerning is that for

this past school year, it was at 0% for English language learners in uh, in TK and kinder who are Hispanic.

And so when you compare that to LASD, uh, which is at 18%, that's quite a large discrepancy. So that's one of the pieces that I hope we can really better understand. I mean, I appreciate the efforts, but at some point it also has to translate into the actual students that are being served and- and how-how that's perpetuating equity in the entire community, right?

So I hope we can look at it with that lens as well.

Ms. Israel: A brief response. I agree, right? I think this is, like I said, why we're trying to find avenues. We-we enrolled 40 students in TK, so it's a very small number for us. Um, but if I'm going to be super candid, um, what-what-what's one of our biggest uh, challenges is the narrative that exists, right? Like as-as much as word of mouth matters to us, it's really tough when I'm up against a negative narrative that's coming from the local community. Um,

uh, claiming that we don't serve special ed, claiming that we don't serve EL, claiming that we're discriminating. Like it's really hard to-to get past that when that's the dialogue that's being thrown out um, consistently.

And so I would just-just name like, that as a barrier that we have to try to work around and convince others that doesn't exist. Being a charter school already is challenging. There's lots of myths that exist about charter schools. Um, we're not free. We-we aren't open enrollment. We have tests, right? All these things that I've been in charter schools for 20 years and consistently have to still fight that narrative.

UM, but then when we have a negative narrative that's being shared, not from everybody, but from other members of the local community, it's-it's really tough. Um, if I'm not in front of someone or a member of our team, our staff isn't to have to-to right that. So is there more work to be done? Yes. There's always more work to be

done. And if we have this barrier. We have to consistently find ways to get around because of-of the dialogue that's presented about BCS and how it's spoken about negatively.

Female voice 2: Can I also add one thing? One of the things that we have actually done in the past is asked LASD if we could present at their um, enrollment nights so that we you know, we could present our school as well. And they've always declined um, to let us do that. Um, I think that would be a great collaborative thing if we could present to the community members that are coming to their open enrollments.

Ms. Berta: And I think you know, it for me, it really goes back to the accountability piece. It's not about a narrative. It's about what the actual data shows and-and asking those questions because that is our role as the authorizer to ask questions and continuously push for accountability on all ends, right? So that's kind of why I'm posing that. Um, Trustee Shakrishnan, we'll go to another round.

Ms. Shakrishnan: Yes. Yeah, thank you so much. Um, I feel like this is such a productive discussion. I had some of the same questions as you, Trustee Berta. Um, so thank you for that.

And so wanted to ask Bullis if they um, had any of their data around retention rates that they could share um, in terms of students, uh, you know, if they do leave Bullis, if-it you have any information on that.

Ms. Israel: Specifically if they leave between TK and 8, why or where or?

Ms. Shakrishnan: Yeah.

Ms. Israel: Uh, we collect exit data variety of reasons why we see that happening, right? Um, uh, it could be I'm moving out of the area. Um, uh, I have children who are in multiple grade levels and trying to transport to multiple sites is challenging. Our middle schools at one site, elementary can be at another. Um, uh, families moving out of state. Yeah, wanting to go to a different school, a private school, a variety of reasons that we see um, uh,

families identifying if they want to-to transition retention though is-is-is quite high for us year over year.

Ms. Shakrishnan: Yeah, that'd be great to see, you know, when you come back in August and um, as President Berta mentioned, I'd also like to see, you know, the disability categories, if that could be, you know, compliant with HIPAA and FERPA, if that could um, be shared.

And then um, in slide 16 um, you know, slide 17 that had, you know, the uh, a reflection of, or I guess a parallel of the district, LASD and Bullis, if the information on slide 16 could, if that could also um, which that is the socioeconomically disadvantaged students with disabilities, English language, that could also be shown in the same way with th-with LASD, if when you come back in August would be great.

Um, and then, you know, another back to the Mountain View site, because when I visited Bullis, I saw, from my understanding the fields are shared and some of the facilities. So um, would-would there be

sharing for the Mountain View site or?

Female voice 3: Again, that would be a discussion with LASD. Um, what they have said publicly is no, they would view it as a site for just BCS or a local uh, elementary school of their own. Um, it is not-it is the smallest site of all of the sites, and BCS is the largest school three times the size of their schools.

Ms. Shakrishnan: Okay, that's helpful to know. Um, yeah, but I think that-that's it for me. Thank you.

Ms. Berta: Trustee Chon.

Ms. Chon: Yeah, um, I was wondering for when I had spoken earlier about wanting the percentages for, like, students with disabilities as well as students with free and reduced lunch in the, you know, recent kindergarten and TK classes. I apologize. I would also like to see the EL percentages on there.

Um, but my question is for LASD, um, on your enrollment packages, and I-I-I apologize. I don't know what they look like. I don't have children, so I haven't enrolled

a student. But on there, does it say if um, um, if the primary language at home is English or something of that?

Female voice 6: - -. So, there are four questions that every family member needs to uh, answer, and it's, uh, I'm not going to remember the four. I think it's a similar four questions for every uh, school enrollment.

Ms. Chon: Mm-hm.

Female voice 6: But it does get to the idea of um, does your child potentially speak another language? And um, if so, then that flags the LPAC testing.

Ms. Chon: Mm-hm.

Female voice 6: The English language performance testing.

Ms. Chon: Mm-hm.

Female voice 6: And I believe, and maybe Dr. Dewan can um, remind us, but just for this coming year, they're actually not going to be testing TK students. I think the-the state just um, changed that for the coming school year, because the test doesn't really um, adequately meet that.

So the coming data will be a little bit different, but kindergarten for certain.

Ms. Chon: Yeah, that's good to hear. Um, I wouldn't support testing four-year-olds anyway, so. Okay, and then I assume then those questions are similarly on the BCS application. Okay, that's great to know.

Ms. Israel: Yeah, it's - - the application, but yeah, it's part of-it's-it's the same form that fills out at each-because we would exchange those if a student uh, transitioned. It's a home language survey that is part of the registration process.

Ms. Chon: That's great to know, so then we can see if a student would be EL coming in.

Ms. Israel: Correct.

Ms. Chon: Okay, or predetermined.

Female voice 2: But that's not until after they've actually gotten enrolled, gone through the lottery process. We are blind to that information in the lottery process.

Ms. Chon: You can't give the home language survey before that?

Female voice 2: No. No, because we again don't want to, in any way, bias, discriminate, um, and part of our charter, we don't do that. So once the student gets through the lottery and they have a spot, then they're-the finished registration packet that has all the information, including their special ed information, their home language surveys, all of that, then gets submitted, and that's when we find out.

Ms. Chon: Um, okay.

Female voice 2: That stuff.

Ms. Chon: How would you address um, let's say you do the lottery and you don't have, maybe you only have one student that was EL or disadvantaged or afraid reduced lunch. How do you address that after the fact?

Ms. Israel: We go back to our enrollment strategies and our um, uh, and where-who are doing outreach to, to see if there are different communities we need to target, to see if there are different strategies we can utilize. But that is the

challenges that we are blind to that until enrollment actually happens.

Ms. Chon: That would happen after, let's-let's just say-

Ms. Israel: Yeah.

Ms. Chon: --10 students are coming in and you find out from that 10 only one is of those specific categories.

Ms. Israel: Yeah.

Ms. Chon: You cannot then go back and accept more.

Ms. Israel: Not unless there's new openings, right? And so, let's say we accept 10, only one meets a criteria like an English language learner. If there are more openings that-that um, open up in this grade level, then we go back to our wait-wait list and we pull number 11, but we don't know if number 11 has an EL status or a special education status until they apply.

We can't know any of that information until they formally fill out their registration paperwork and it would be discrimination otherwise. And so that-the only strategy we could-we could use at that

stage if there was one out of 10 would be for us to reconsider what strategies we used as part of that open enrollment process to- uh, to recruit and go back and try new strategies in the next recruitment cycle.

Ms. Chon: But at that point you would be pretty tied because you would have already informed those 10.

Ms. Israel: Uh, uh, yeah.

Ms. Chon: [Crosstalk].

Ms. Israel: They legally have to come. I cannot tell anybody they can't come.

Ms. Chon: Okay.

Ms. Israel: Nor could I ever unenroll or disenroll someone.

Ms. Chon: Mm-hm. And um, so going back to the supports for our special education students um, if you were to find out that a student with um, like a significant learning disability or, and I-and I don't want to say with an IEP because the spectrum of IEPs is very broad. But a student with significant um, learning disabilities or what kind of programs are at Bullis?

I hear you mentioned resource teachers.

So I-I can safely assume that you have a resource program. Um, but what kind of supports are given for those students?

Ms. Israel: Depending on need, right? It is-it is very dependent. And if there was a need that we don't have the supports for them, that's part of our conversation with our SELPA is what-what supports do we need to be able to have to provide. But we have paraprofessionals right now, right? So we definitely have students who have one to one aids and have very specific needs.

Ms. Chon: Mm-hm. Do you have, do you have special education teachers other than resource teachers?

Ms. Israel: Um, our-we use those unanimously. So is there a different meaning you're looking for?

Ms. Chon: Um, yeah. Like, so a student-a teacher that would support like a mild moderate class? Or a moderate severe class.

Ms. Israel: [Crosstalk]. SDC is what you're asking for.

Ms. Chon: Yes.

Ms. Israel: The-

Ms. Chon: Like teachers who support SDC versus a teacher who supports resource. They can do both, but do you have them separate?

Ms. Israel: We don't have an SDC class. We have all-all of our work uh, is inclusion.

Ms. Chon: All of its inclusion?

Ms. Israel: Correct. Yeah. As a single site charter, that's pretty standard um, uh, for the sake of operating. So that's why we work with the SELPA uh, in-in that situation.

Ms. Chon: And then do you do any of the marketing that you were talking about and appealing to different families? I've heard a variety of things that you guys have done. Do you do uh, uh, that work specifically with families, with students that may have disabilities?

Ms. Israel: Uh, meaning do we utilize current families as part of, say-I just don't want to miss.

Ms. Chon: The-not-not current family.

Ms. Israel: Yeah.

Ms. Chon: So like when you go out and

you market to the different communities throughout Los Altos, do you ever do um, I want-I-I don't want to say targeted, but open advertising that you support students with disabilities.

Ms. Israel: Yeah, absolutely.

Ms. Chon: That you have that kind of programs.

Ms. Israel: Yeah. I understand what you're saying for sure. That's a big part of, of what our, all of our flyers and materials say is that we do serve all students. And that means like part of the info session that-that I give in our principles give uh, each fall identifies that specifically, we support all students. That's those who have special education needs, who make-have an IEP, who might not have one now who might have one long-term, et cetera.

So the best we can do is message that and consistently share that, that is part of our program. So that is a key part of all of the flyers, postcards, mailers, and uh, materials that go out.

Ms. Chon: Mm-hm. Okay.

Female voice 2: Can I just make one other comment? I think that we've had families that have really appreciated the fact that we do have a push-in model. Um, where the students are in the classroom and not out in-in you know, in an SDC class all day long.

One of the things that I saw, our-our children started in Los Alto school district prior to the charter school being started. And in my daughter's class, there were kids that were very mild. I mean, they seemed completely fine to me. And they were in SDC classes all but for art and like art and PE or art and music.

They were-they were almost always pulled out. And I think one of the things that our school does really well is it's ensure what the law says, which is you should be uh, mainstreamed as much as possible. And I really feel like our school really embraces that.

Ms. Chon: Those are all of my uh, questions for now.

Ms. Berta: Vice President Rocha.

Mr. Rocha: Thank you. I did have a follow-up question. It was Trustee Shakrishnan touched on a little bit and it was the tracking the folks that are the families that leave. And is that something information you share with the County Office of Education or is that something you just keep internally?

Ms. Israel: Uh, there's a child's find requirement, right? So if a-a student enrolls someplace else uh, we need to make sure that we're exchanging those records. Um, but anything that we do is an internal exit survey is something that we just gather. If families, I think um, I think you need the same thing. If uh, families are willing to share the information with us, we do ask them, but they're not obligated to share with us the why.

Mr. Rocha: So you don't share it with the County Office of Education.

Ms. Israel: Yeah.

Mr. Rocha: Okay. And do you have, and I know this is off the top of your head, but um, the amount of students that you do have

depart mid, I guess, education experience, not just obviously a conclusion of the eighth grade, but mid leave, third grade, fourth grade, fifth grade. Do you know how many you have that dropout um, percentage-wise each year?

Ms. Israel: I-I don't know that off-head. Uh, our-our-our uh, retention is high, but I don't know specifically what that percentage is. No.

Mr. Rocha: Okay. I'm interested in that.

Ms. Israel: Yeah, happy to get that.

Mr. Rocha: Please. Um, and then I recall, and again, first time around on these, I think this question is more for-for kind of education staff. Um, state law around um, consideration on renewals of impacts to the school district of residency. Did I mishear that? And I think that was probably one of the briefings that I heard.

Female voice 5: Yeah. There with 150-AB 1505 that came into effect in 2020. There were a couple of new causes for denial of charters that were added, including in fiscal impact on the district. But those

findings are specifically not permitted to be used for denial of a renewal.

Mr. Rocha: Okay. So that's only in new charter applications. Great. Thank you. Um, and my other questions have been asked, but I just want to close. And I-and I appreciate, again um, Bullis and they're reaching out to me, educating me, attending the school site I believe, and, and your job and your role is to present the experience for your families and the students. And that's a positive one.

Um, but the other side of the coin is that-that impact or that may not be a positive one throughout the community. And I hope you will-you will acknowledge that because everybody has a different experience and a different lens for this. And while your experience and your families and your students may be a hundred percent positive, that doesn't mean that there may not be impacts um, throughout the district. And I'm not suggesting that there is or isn't, but walking into it, just suggesting that everything's great. And, you know, we're not

sure why everybody has-doesn't have the same idea as we do or the same vision as we do is, I think, a bit either naive or-or not acknowledging that there are impacts when charter schools are open um, in public school areas.

So I want to thank everybody for their time and I appreciate it. Thank you.

Ms. Berta: Trustee Di Salva.

Mr. Di Salva: Sure. One quick question, and it's for staff. Going back to AB1505, could you review for me if there were four members of this board, I don't know what's going to happen in August, that-or a majority of the support that wanted to deny um, the reauthorization of Bullis.

Um, what is their appeal process? And in that appeal process, could they still get seven years?

Female voice 5: The appeal-is this-can you hear me? Sorry. Um, the appeal process from the county board is an appeal to the state board of education. The state board of education can overturn a charter denial only if they make a determination that there was

an abuse of discretion in the denial. And the-the state board would then make the decision since there are high performing charter school between five and seven years.

And just to be clear, the state board no longer acts as the chartering authority. If they approve it, then the state board would um, would consult with Bullis, and then would assign oversight either back to the county board or to the LASD board.

Mr. Di Salva: What would be an example of a-thank you for that um, Council Horton. Um what would be an example of abuse of discretion?

Female voice 5: I don't have an example. There have not been very many cases because there hasn't really been renewals and there haven't even been that many new charters. I-I mean, an abusive discretion would generally be that you did not follow the standards that are in the law. You abused the discretion that was granted to you to make the decision based on the standards in the law.

Mr. Di Salvo: I understand. Okay,

thank you. Thank you, Madam President.

Ms. Berta: Trustee Lari. Do you have any follow-ups?

Ms. Lari: So I had a question, a specific question, about FRPM. Um, to see, like, is it possible to move it to a higher priority place so that more um, people, disadvantaged students, can be enrolled?

Ms. Israel: Uh, I believe it's our second priority right now. Um, any adjustment in that conversation that would have to come from discussion with-what the board, it wouldn't be the decision I could make.

Female voice 2: And I think it's important to know that the first priority is siblings. We-we value families being able to have their children at the school together, so um, I think it would be hard to-for anybody to agree that siblings should not be a priority.

Ms. Lari: Thank you.

Mr. Berta: Trustee Mah?

Ms. Mah: Thanks, and so I think that , that just kind of reinforces for me, you

know, have you hit the cap? You know, if-if you haven't hit the cap, then there's nothing kind of we can do. But if you've hit the cap, then there may be some room for expansion.

Um, but my question, my next question, is um, two-two questions. One is with respect to Vice President Rocha's question of the students who are not, you know, the 93% achievers. Do you have remediation classes or, you know, classes for students who are not doing well?

Ms. Israel: Uh, we don't have a separate setting in-in that-in that way, but there are structures we have in place for that to be a possibility. So uh, in our TK through five, for example, we run a period um, uh, every single day that's an opportunity to do small group pull-up.

Um, that could look like EL support, designated ELD. That could look like there's students who uh, need some additional uh, uh, extension work in a certain content. That could look like, hey, these students need some additional time um, revisiting a

specific objective in-from ELA.

And so teachers have discretion and work across grade levels of that time period, what that looks like. Uh, we also have interventionists that works alongside our literacy specialists to do push-in, uh, into classrooms, small group push-in, um, one-on-one support, whatever the-the needs might be.

Uh, last year, he spent his time working with our EL students in the upper grade levels specifically. Um, and so that-that is a strategy.

And then, of course, our-our special education teachers also push into classrooms to work with their students. But uh, as a best practice, also are working with other students in small groups as well. So there's multiple opportunities, I think, layered in.

And then our teachers, of course, uh, our middle school teachers run office hours after school uh, as a means in a way to support students who might have uh, additional needs uh, in a certain content area.

Ms. Mah: Okay, thank you.

Ms. Israel: Mm-hm.

Ms. Mah: And then my last question really is um, harkening back to Trustee De Salvo's question, if there were any um, possible material revision which could help alleviate some of the situation. I-I have heard, and so maybe that's where I'd need some confirmation, that um, one thing that can be uh, discouraging to families who may want to attend BCS uh, but can't or decline to apply is that um, BCS doesn't have an after-school program, an after-school space to provide childcare.

Ms. Israel: Sure.

Ms. Mah: I'll just put it out that way.

Ms. Israel: [Crosstalk]. You heard, yeah. I think that is two years ago, we-we-we heard the same thing loud and clear. So a few moves we've made in that way, maybe it's been three years.

Um, we extended our TKK program to be a full day program, so we operate until after three o'clock for TK and K. Uh, and then we two years ago did a pilot program starting in TK and K. That was when we had a half day

to run an extended day for families. Realizing the point you said, we realized that we were a half day program and that was limiting for families to-to enroll.

So three years ago, gosh, maybe my years are off, I don't know anymore, but we ran a-we-when we had a half day TKK, we did an extension after-school program, we then transitioned to a full day TKK uh, and now we offer through the ELOP programming uh, extended learning day for all students TK through six. So that runs until 5:30 for families.

Ms. Mah: And is that um, that's-that's in your same facilities, so you didn't have extra classrooms of - -.

Ms. Israel: Correct.

Ms. Mah: So you-you squeeze it in. And um, are those classes full, so to speak?

Ms. Israel: It depends on the day. So part of that has been part of our program that we've built in historically, our extracurricular program, you heard some kiddos talk about uh, and some families that's been part of our-our structure

operating Monday, Tuesday, Wednesdays, to be very specific. Um, and offering those different classes to students. We've extended that now to run later on those days, and then last year piloted as part of the ELOP Thursday and Friday uh, option with an outside program that ran until 5:30.

And so that program is also operating with us this summer, and they will continue and add on for us next year as well. Uh, and so it-the attendance to answer your question varies by day, just depending on what-what else might be going on, um, but we have seen a lot of interest in that. We recognize it. - -. We all work, you all come here afterwards, it's really hard to navigate when you have children with that-with that need-with that need is.

And so we heard that loud and clear from families is we need to find a solution.

Ms. Mah: And I'm sorry, is that um, fee-based?

Ms. Israel: Good questions. [Crosstalk]. Um, for our unduplicated pupils, it has not been fee-based. All of our

students, Monday, Tuesday, Wednesday, the extracurricular BROC, that's part of their uh, uh-of our program, and so that is free for them.

Um, we will do a sliding scale for families based on income for that additional child care hour after that, and then Thursday and Friday, the same thing, a sliding scale based on income.

Ms. Mah: Great, and I just want to confirm. So-

Ms. Israel: Yeah.

Ms. Mah: --every LASD school, I just wanted to check, every LAS-LASD site does have an after-school um, capacity, and um, is that-is that generally full also, or how -how well attended is that?

Ms. McGonigal: - - expanded programs at all um, seven of our elementary schools uh, free offerings to our families who qualify for free and reduced lunch, free or reduced lunch.

Um, yeah, I think generally they are fairly full, which is great.

Ms. Mah: Great.

Ms. McGongial: Yeah.

Ms. Mah: Okay, thank you.

Ms. McGongial: Thanks very much.

Ms. Mah: That's it.

Ms. Berta: And before we uh, move on to anything, I just I want to thank our student board member for um, participating in our meeting and being present, and as it is uh, eight p.m., I'm going to go ahead and excuse our student board member. Thank you, student board member, Diligros Aguilera.

Mr. Diligros Aguliera: Thank you.

Ms. Berta: So it looks like we have a couple of more questions. I'm just going to ask maybe one other question, and looks like some of this information will get kind of in the follow-up um, as well as during our next uh, decision uh, meeting.

Um, the question I had was for Bullis, in terms of what is the expectation of parents um, when it comes to donations or other types of supports for the school?

Ms. Israel: None. We're-we're a free public school. Um, we-we do have and work with the foundation, but they-they are not-

they are separate entity, right? So um, I don't-I'm not privy to any of that information. Who donates, who doesn't. Right? That's not my purview. We keep that very separate for that reason. So there are no expectations for donation. We love family volunteers. So many of our families volunteer. It is not an expectation to volunteer. We recognize that's challenging um, uh, for a variety of reasons.

So we hope that there's a-a-a recreate space that might fit people's needs. We try to find opportunities. If we're running hosting parent meetings, can they be on Zoom? Are they in the mornings? Are they in the evenings? What can we do to accommodate schedules? But um, no expectations for donation or volunteering.

Ms. Berta: Is that any part of your budget, or in terms of you know, determining what your program is going to look like?

Ms. Israel: Yeah, do you want to [crosstalk].

Ms. Berta: Is that a part of your budget?

Ms. Israel: Some of our other foundations in the budget. I'll have Sabrina speak to that.

Ms. Sabrina Silver: Good evening, folks. My name is Sabrina Silver. I work with EdTech, and we do uh, financial strategy and support for Bullis, and we have since its inception.

Um, so every year during the budgeting process, the school uh, creates its expense side budget, and we provide projections in terms of public revenues. Um, a part of that is that we receive a commitment from the foundation. Um, we do that both for the coming year, as well as in the multi-year projections.

So far um, excuse me, since the inception of the school, the foundation has always followed through on its annual and multi-year um, commitments. And in none of the recent audits has the auditor identified that that commitment cannot be relied upon in the current year or in coming years.

Ms. Berta: Do you have a roundabout, what that percentage is of the budget?

Ms. Silver: It's about a third of the revenue for the school. Uh, in the coming years, you'll see in your petition, it's between five and six million dollars.

Ms. Berta: So donations make up a third of the budget, or money from the foundation [crosstalk]?

Ms. Silver: Contributions from the foundation. A commitment from the foundation makes up a third of the revenues that support the school. Yes, and that's not necessarily-I don't know the sources of-

Ms. Berta: Got it.

Ms. Silver: --those contributions, but this separate, non-profit entity provides a commitment that they have always met, and according to audited financials will continue to meet.

Ms. Berta: Okay, that-that would be helpful to better understand in terms of the foundation's contributions, whether they are know, you donation-based, and whether those are coming from families.

I'm just concerned a little bit about whether it's a stated expectation or not, is

there going to be an underlying expectation if you're saying a third of the budget has to be fulfilled? I mean, I think about all of those amazing programs and offerings.

Ms. Silver: Mm-hm.

Ms. Berta: Those-you know, obviously that's a plus.

Ms. Silver: Again, the foundation is a completely separate entity from the school, um, that again has supported the school successfully since its inception. And in the audited financials there has been no risk identified for the fiscal solvency of the foundation, and the foundation's financials are publicly available. But the school wouldn't necessarily speak to the foundation solvency.

Ms. Berta: I understand that. I'm more talking about the-the-the messaging, right? Of if-if you're saying that a third of the budget comes from the foundation, and those are largely made up of donations, that-there's some pieces to consider there of-of those-of those facts.

Female voice 2: So-

Ms. Berta: Trustee Shakrishnan.

Ms. Shakrishnan: Thank you. Um, I uh, I guess to that point, in any of um, the enrollment material or parental notifications, or I guess marketing, um, are there um, do you want to speak to that in terms of what was, in terms of donations, or

Ms. Israel: None of that is enroll-the-like I said that's not anything to do with us on the school side. So, no. No marketing materials, no enrollment materials, nothing has anything about donations.

Ms. Shakrishnan: Okay. Um, and uh, this is a clarifying question. So, for district-for uh, students that may live outside of LASD, that uh, are in Bullis, are they all related to staff, or I remember um-or is-

Ms. Israel: Yeah, good question. No. Um, no. A-a variety of-of-and out-of-districts is down the preference list, but let me give you an example. Let's say a student enrolls in kindergarten, they live in district, um, a family, once they hit fourth grade, moves. Um, they still remain

our student.

So uh, they become an out-of-district student for us, but they are still our student. We don't-we don't lose them, they don't leave, because they've moved out of district, as long as they still want to continue. So, out-of-district can mean a lot of things. Uh, many times it means, as families do, that their-their students who started with us in district, and then maybe as their family has gotten larger, they may have transitioned out of district.

Um, students have every ability. We are a public school. We can enroll anybody in the state of California. So, out-of-district students also have the ability to join our waitlist, and to-to enter into the lottery.

Ms. Shakrishnan: Okay. I was curious. So.

Female voice 2: I think it's important to understand, too, unlike traditional school districts, where when a student moves out of district, they then need to enroll in their own. Charter school law requires us to allow those students to continue. So, we

have no choice in allowing those students to continue.

So, if a family does move out of district, they have the option to continue to stay, as long as they live in California.

Ms. Shakrishnan: Okay. Just curious about that. Um, and I should have asked this earlier. So, is um-I know we talked a bit about potentially a new site. Is Bullis looking to look at other sites, or is crowding it at all an issue? I know there are some shared facilities, so I'd love to hear some information about that.

Female voice 2: Yeah. So, we've operated for the last, almost 10 years, I believe, on these two sites, the two junior high school sites uh, that LASD has in the district. Um, we've thrived there. We've created great communities. We've-our-our families are very happy there.

Um, we have found that the staff have been able to work really well together. I think it's important to note that LASD's enrollment has declined over this period of time, well over a thousand students. So,

even if they were to bring their sixth graders there, we still wouldn't be any higher enrollment on those campuses than it has been at other peak times.

Ms. Shakrishnan: Okay. Um, okay. But- and I-but I would encourage those discussions, too, you know.

Female voice 2: Absolutely. Like we said, we are not opposed to having conversations. Um, we just feel like when you're making sausage, you need to make the sausage and then come out with what the -the actual, you know, dish is.

And I think it's really important, because you can't really talk candidly unless you have those conversations.

Ms. Shakrishnan: Okay. Um, those are my questions.

Ms. Berta: Any other questions from Trustee? Oh, sorry, Trustee Chon.

Ms. Chon: Yeah, I'll be really quick. I-I really appreciate a lot of the information that's come forward from just part of your board members as well as Superintendent Israel. So, thank you for

answering. I'm not sure if you were totally prepared to answer all the questions that we had, but I do appreciate it.

Um, uh, Superintendent Israel, I know you had kind of commented it is-uh, that there's a lot of concerns that have been come from the public, and so I do appreciate you answering a lot of our questions, because that's where some of our questions derive from. And if we don't have the opportunity to ask um, at our board meeting, you know, this helps clarify what is going on, I think, for the public. So, thank you for answering those questions.

Um, and I think that there is a distinct difference between um, what we just heard some examples. And so, uh, of what charter schools and charter school law allows versus what our um, you know, our tradition like LASD allows. So, I understand why um, LASD would not have you guys present at their school district. It is very different, including the um, inner district policies, because that is-that would be different if a student moved. So, um, you

know, I don't want that to get interpreted as a lack of collaboration, but I think that there are two very different entities.

And so, we obviously see that tonight with a lot of our questions.

Um, one last question that I'll ask for tonight, and I'm sure I'll have more later, but um, in regards to some of the material that went out um, in student recruitment, is just the wording all students? Is there anything specific saying like we support um, students with IEPs, 504s, or English language learners, or is it just all students?

Ms. Israel: No. There is specific language to that. I think if it's not on the slides, the visual, uh, the last uh, uh, three and four from the end were examples of a mailer that went out in Spanish and English. It's the front side of it. So, I'm not sure if it's on the front side, the back side, I believe is where it's detailed, which you don't have access to and happy to share that.

But that does uh, that actually might

be in our petition. But it does say, yeah, that we support English learners, students with special education or IEPs. It-it very specifically outlays um, the students that we serve.

Ms. Chon: Okay, yeah, yeah, I see it here, but I only see just-

Ms. Israel: Yeah, I think it's on the back side--

Ms. Chon: --tuition fee.

Ms. Israel: --of that uh, mailer.

Ms. Chon: Okay,[crosstalk]. Yeah, if we can-

Ms. Israel: The visual, I think is in your-I don't want to quote that, we are having to get that to you.

Ms. Chon: Yeah. If, yeah, that would be wonderful. Thank you. That's all I had, President Berta. Thank you.

Ms. Berta: I'm sorry, what was this about?

Ms. Silver: I just wanted to quickly amend the response that I gave you about the percentage of the contribution that comes from the foundation. Historically, that has

made up one third of revenues. You'll see in the petition budget that with the increase in public revenues that are coming in, that will now be closer to a quarter of the revenues. So, I just want to make sure that that's been distinguished for the record.

Ms. Berta: Thank you for clarifying. Are there any other questions or comments from the board? Trustee Lari?

Ms. Lari: I had a question about international uh, summer field trips. Like, how do they work? Um, in the event if students can't afford to go, are there scholarships available? What is the process?

Ms. Israel: We offer non-programmatic trips, so they're not part of our school program, but there are scholarships available for students who um, who would qualify in those spaces.

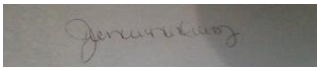
Ms. Lari: Thank you.

Ms. Israel: Yeah.

[END 03:13:00 sccoe-2024-07-17-County Board of Education]

C E R T I F I C A T E

I, Jamie McNulty, certify that the foregoing transcript is a true record of said proceedings, that I am not connected by blood or marriage with any of the parties herein nor interested directly or indirectly in the matter in controversy, nor am I in the employ of the counsel.

Signature: 

Date: September 23, 2024

Link to Video from Public Hearing July 17, 2024

MP4 File Can be Found as Part of the Documentary Record in Secure Sharefile Link as:
sccoe-2024-07-17-County_Board_of_Education

From: **Maureen Israel** <misrael@bullischarterschool.com>
Date: Fri, Aug 9, 2024 at 2:52 PM
Subject: BCS Public Hearing Questions/Responses
To: <mberta@sccoe.org>, <vchon@sccoe.org>, <jdisalvo@sccoe.org>, <rlari@sccoe.org>, <gmah@sccoe.org>, <drocha@sccoe.org>, <tsreekrishnan@sccoe.org>
Cc: Michelle Johnson <MJohnson@sccoe.org>, Mefula Fairley <mfairley@sccoe.org>, Rudolph Araujo <raraujo@bullischarterschool.com>, Claudine del Rosario <cdelrosario@bullischarterschool.com>

Dear Trustees,

Thank you for your time and attention during our public hearing on July 17 and the questions you asked for additional information on. We would like to respond to your requests and make sure the SCCOE charter staff has shared with you that, per California Education Code 47607(c)(2) and 47607(d), the data and information you asked about is not part of consideration for a high track renewal. AB1505 made that clear for high track schools. We wanted to emphasize that all renewal documentation and data was included in our petition. However, we are happy to share the following with you in response to your questions.

Firstly, here is the breakdown by primary disability category of all special education students at BCS last year (2023-2024), in comparison to the state:

Primary Disability	Bullis in 23-24	CA in 23-24
Speech and Language Impairment	27%	21%
Specific Learning Disability	27%	33%
Autism	24%	20%
Other Health Impairment	15%	15%
Emotional Disturbance	2.7%	2.6%
Hard of Hearing	2.7%	1.1%
Visual Impairment	1.3%	.3%
Deafness	1.3%	.3%
Intellectual Disability	0%	4.7%
Multiple Disabilities	0%	1%
Orthopedic Impairment	0%	.07%
Deafness	0%	.03%

Traumatic Brain Injury	0%	.02%
Deaf-Blindness	0%	.001%

There was a comment made about a perceived lower percentage of Hispanic EL students in TK/K at Bullis compared to the district. We did want to clarify that across the entirety of LASD last school year (2023-2024), there were only 5 Hispanic TK students who qualified as EL and 10 Hispanic Kinder students who qualified as EL. You can imagine with such a small pool across the entire district, it is challenging for us to have any percentage of these students, yet we continue to do extensive recruiting in all communities. Below is a breakdown of EL students in TK/K by LASD school last year.

LASD School	# of Hispanic TK EL Students	# of Hispanic K EL Students
Almond	1	2
Loyola	0	1
Gardner/Bullis	0	0
Oak Avenue	0	0
Covington	0	1
Santa Rita	3	5
Springer	1	1

A question was asked about how many students in TK/K enrolled that qualify for free-reduced lunch (FRL). Based on the number of students who enrolled in TK/K in 23-24, almost 6% of those newly enrolled qualified for FRL. It is important to note that we only know students are FRL if families elect to tell us. There are families who choose not to disclose.

Another question was asked about the number of applicants we get. Each year, we get over 1,000 applicants and often have over 800+ on the waitlist at any given time. This makes us the most popular public education program in the region. Year to year, our retention rate is consistently above 90%.

We want to provide some clarifications regarding the questions on our FRL preference. The word "cap" was used repeatedly, in reference to this preference. To clarify, there is no FRL "cap." After siblings, FRL applicants are first in line for enrollment. The 10% is a goal, which was roughly double LASD's total enrollment for FRL at the time we put the preference in place. Sometimes, there are not a full 10% of student applicants at the lottery date. We do have waitlisted FRLs that, thanks to the preference, stand first in line after siblings and may be enrolled after the lottery. We added this preference because we wanted to encourage and ensure that FRL students enroll, and the SCCBOE was in support of this revision to our preferences. We expect to continue to see our FRL number

increase this school year, with our recruitment efforts by our Director of Community Engagement and Outreach.

Finally, we're reattaching our letter sent last October 2023, that details data comparison between BCS and the LASD schools, including specific demographics and subgroups comparisons, to address questions you had comparing our demographics to the district. All of the subgroup data we shared at the hearing on slide 16 from the 2023-24 school year (EL, SpEd, and FRL) were within 3.4% points or less in comparison to the district.

We would like to be able to provide further clarification on any questions you have. I know one of our board members, Claudine del Rosario, reached out earlier this week to set up time to talk more in depth. I've included her on this email, as well as our Interim Board Chair, Rudolph Araujo, if you're able to connect further.

Best,
Maureen
--
Maureen Israel
Superintendent/Principal
Bullis Charter School
713.208.1545

From: **Mefula Fairley** <mfairley@sccoe.org>
Date: Mon, Aug 12, 2024 at 11:48 AM
Subject: RE: Staff Analysis and Proposed Finding of Fact for Bullis Charter School
To: Maureen Israel <misrael@bullischarterschool.com>
Cc: Mary Ann Dewan <MDewan@sccoe.org>

Hi Maureen,

Pursuant to your request, I have attached SCCOE's request to CDE and the portion of CDE's response that pertains to Bullis. I am not providing the complete response from CDE because it includes non-public information about four other schools. Thus, we have extracted the data for Bullis from five Excel files and attached it above. Additionally, the cumulative enrollment, total enrollment and stability data files are all publicly available on the CDE website:

Cumulative enrollment: https://www.cde.ca.gov/ds/ad/filesenrcum.asp

Total enrollment: https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp

Stability: https://www.cde.ca.gov/ds/ad/filessr.asp

Finally, you can find publicly available files on distance from standard (DFS) on the California School Dashboard.

Thanks,

Mefula

Santa Clara County Office of Education

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Saturday, August 10, 2024 12:38 PM
To: Mefula Fairley <mfairley@sccoe.org>
Cc: Mary Ann Dewan <MDewan@sccoe.org>
Subject: Re: Staff Analysis and Proposed Finding of Fact for Bullis Charter School

CAUTION: This email originated from outside of the organization. Do not click links, open attachments or reply unless you recognize the sender and know the content is safe. Contact the Help Desk at 4357 if you need assistance.

Hi Mefula,

Please provide a complete copy of SCCOE's request to the CDE and CDE's complete response that you refer to in the first full paragraph on page 45 of the Staff Analysis and Proposed Findings of Fact that you've linked below. This is a matter of due process, so I'm hopeful that you'll provide this promptly, especially since it must be readily available since you received it last week.

Thank you,

Maureen

On Aug 9, 2024, at 5:11 PM, Mefula Fairley <mfairley@sccoe.org> wrote:

Hello Maureen,

The Staff Analysis and Proposed Finding of Fact for Bullis Charter School's charter petition renewal request has been finalized and published on the SCCOE website. The report can be accessed through the following link: https://www.sccoe.org/supoffice/charter-schools-office/Documents/BCS%20Staff%20Report%20Analysis%20and%20Findings.pdf. Both the SCCBOE and LASD have been notified of the publication of the report and provided a link for access.

The SCCBOE will hold a decision hearing and take action on this renewal request at its August 26, 2024. During the hearing, Bullis will have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. LASD will also be given 10 minutes to comment to the SCCBOE. By no later than 5:00 p.m. on August 19, please submit your slide deck to Justin Fallon at jfallon@sccoe.org along with the first name and last name of each presenter.

If you have any questions, do not hesitate to contact me

Best,

Mefula

Santa Clara County Office of Education

INVESTING FOR IMPACT

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

From: **Maureen Israel** <misrael@bullischarterschool.com>
Date: Fri, Aug 23, 2024 at 7:34 PM
Subject: BCS Response to Staff Report 8.23.24
To: <mberta@sccoe.org>, <vchon@sccoe.org>, <jdisalvo@sccoe.org>, <rlari@sccoe.org>, <gmah@sccoe.org>, <drocha@sccoe.org>, <tsreekrishnan@sccoe.org>
Cc: Mefula Fairley <mfairley@sccoe.org>, Michelle Johnson <MJohnson@sccoe.org>, Mary Ann Dewan <MDewan@sccoe.org>

Dear President Berta and Trustees,

Please see the attached response to the staff report. We were deeply disappointed to see the agenda for Monday's meeting released this evening, with Bullis' decision hearing placed after an extensive closed session. The impact this has on our families and students on a school night does not seem to have been considered, and this decision seems misaligned to not only previous agendas, but also the spirit of prioritizing constituent voices that I know the board values and has voiced previously.

Nevertheless, we will work with our families and students as best as possible to accommodate the scheduled times as noted.

Best,
Maureen
--
Maureen Israel
Superintendent/Principal
Bullis Charter School
713.208.1545

Bullis CHARTER SCHOOL

August 23, 2024

President and Trustees
Santa Clara County Board of Education, and
Superintendent Mary Dewan
1290 Ridder Park Drive
San Jose, CA 95131

Re: Renewal as High Performing School

Dear Board President Berta, Board Members, and Superintendent Dewan:

Bullis Charter School ("BCS") appreciates that the Santa Clara County Office of Education's ("SCCOE") staff report ("Staff Report") ultimately recognizes what the law requires, that as a charter school classified as "high performing" under AB 1505 standards and by the California Department of Education ("CDE"), the County Board "shall not deny renewal". That is apparently why the Staff Report does not present any proposed factual findings that can support denial. The Charter Schools Act requires that any and all recommended findings to support a denial must be published at least 15 days before County Board action. (Ed. Code 47605(b).) Here, the Staff Report concludes and recommends that BCS' charter renewal petition be approved, but with conditions.

However, the so-called "conditional" approval recommended by the Staff Report is not an option for high-performing schools like BCS. There is no authority for a "conditional approval" under section 47607(e) for a high-performing school. The Staff Report does not point to any such authority, because none exists. Although the law may allow for conditional approval in the countywide context and perhaps for low-performing schools designated by CDE, it does not apply here. The Legislature has determined that renewals for high-performing or "high-track" charters like BCS are presumed to be approved, unless there are severe fiscal problems or "specifically identified evidence" supporting a detailed finding that the school is not serving all students "**who wish to attend**", documented by specific written evidence.[1] The law is clear - "high-track" charters like BCS can either be approved or denied (for limited reasons), but not conditionally approved.

The Staff Report concedes that high-performing charters like BCS are presumed to be approved.But rather than simply recommend approval in accordance with the statute, the Staff

[1] AB 1505 and CDE classify all charters into three categories for renewal, mostly based upon the state dashboard: (1) "low-performing", where certain performance expectations or "conditions" may be considered, and renewal term limited to two years; (2) "middle-performing", which are the vast majority of schools and are subject to a renew process similar to that pre-AB 1505; and, (3) "high-performing" like BCS, which the amended law provides a "shall" renew mandate and much less stringent renewal evaluation ("fast track"), without any conditions. Because of the strong legislative policy for renewal without any conditions or consideration of petition content other than updates required by law, high-performing charters may be renewed for up to seven years.

Report has gone down an impermissible path by manufacturing a "conditional approval" recommendation that the Legislature does not permit.

The Staff Report's proposed conditions are rooted entirely in a lingering false narrative that BCS's demographics vary "too much" from those of the Los Altos School District ("LASD"), and the unsupportable notion that SCCOE can through an MOU compel BCS to exclude some groups of students in favor of others, despite the random lottery system used by thousands of schools around the country. As indicated in the attached third-party expert report prepared by the respected independent school district demographics firm King Consulting, BCS' student population balance is indisputably within a reasonable range relative to LASD, and what SCCOE reports as "statistically significant" differences have no factual basis:

- *"BCS' enrollment of Hispanic/Latino students compares favorably to other LASD schools"* as do socioeconomically-disadvantaged ("SED") students and students with disabilities ("SWD").
- *"There is no significant difference between the proportion of EL students at BCS and LASD."*
- *"SCCOE's report masks the extent that LASD schools increasingly resemble BCS in terms of Hispanic/Latino enrollment"*
- *"[T]he general Hispanic/Latino population residing within LASD is decreasing… Since BCS cannot directly use race/ethnicity as a priority enrollment… it may be increasingly difficult for BCS to show growth in Hispanic/Latino enrollment."*

The County Board's discretion lies with whether to renew for five or seven years. BCS has requested seven years and has provided ample justification. We are one of the highest performing public schools—charter or otherwise—in the entire state. We urge the County Board to approve the renewal of our high-performing charter without attempting to impose any "conditions". **The County Board must consider and act upon this high-performing charter renewal petition <u>as presented</u>.**

<u>No "Students Who Wish to Attend" Have Been Excluded</u>

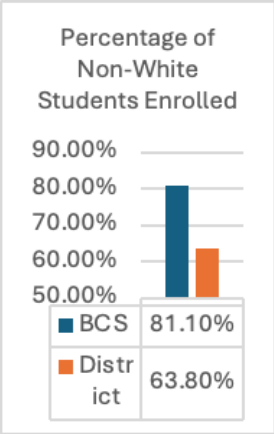
SCCOE staff appear to purposefully mislead the Board and the public with a heading on page 47 and the narrative that follows that BCS has "violated" a law. Not true. The Staff Report reflects the same false narrative derived from district politics about BCS that has precluded normalcy in the charter authorizing relationship for several years. Disappointingly, even as SCCOE recommends approval, the staff report misstates statutory language and publicly accessible data to cast BCS as out of compliance with law, namely, perpetuating a false narrative that BCS is excluding students who "wish" to attend. Nothing could be further from the truth, as we have demonstrated repeatedly. There is zero evidence supporting that false notion. The Staff Report builds on this false "exclusion" narrative in order to reach its "conditional approval" recommendation.

Despite that "conditional approval" is not a permissible option for the County Board, the Staff Report nonetheless concludes it is appropriate and warranted here because BCS's

demographics do not mirror that of LASD closely enough to satisfy the staff. To reach this erroneous conclusion, SCCOE distorts and misreads the meaning of "serv[ing] all students who **wish** to attend." SCCOE has not even remotely attempted to explain, let alone provide any specific evidence that there are or ever been any students who "**wish**" to attend and have not been allowed by BCS to do so. That is because there is no such evidence. And for that reason, the entire basis for the attempt to "condition" the renewal fails.

SCCOE continues to ignore the word "wish" in Section 47607(e), because it is inconvenient to its position. But the letter of the law matters; the statute must be read in its entirety, without the exclusion of inconvenient but material words. "Wish" means a particular person's "desire or hope for something to happen." The Staff Report presents zero evidence, not even a single allegation, that there is any student who has "wished" to attend BCS and was unable to because BCS excluded them, discouraged them, or transitioned them out – the exclusion concepts that are at issue in Section 47607(e) as addressed in Section 47607(d) and 47605(e)(4)(A). In fact, SCCOE concludes that CDE data actually demonstrates that "students who leave Bullis are **not** students who appear to have been counseled out based on lower academic performance, as the average DFS in academic assessments for students leaving Bullis or not returning to Bullis are higher than the students remaining at Bullis." (p. 13.)

SCCOE concludes that because BCS' student population does not precisely match LASD's student population (small differences it incorrectly describes as "statistically significant" without any basis), there must be some students out there who "wish" to attend BCS but are excluded. But there is no analysis or explanation as to how SCCOE makes the incredible, unsupported leap to that conclusion. The statute requires specific evidence—there is none. Indeed, the expert report prepared by King Consulting, shows that BCS' student population balance is indisputably within a reasonable range relative to LASD, and what SCCOE reports as "statistically significant" differences have no factual basis.



It cannot be overstated how important it is to the allegation of "exclusion" of students who "wish" to attend that BCS operates a public, random lottery for admission. BCS uses SchoolMint—the same random lottery platform that thousands of charters and school districts around the country use, including many here in Santa Clara County. The random lottery is the only way BCS is authorized to select students, and SCCOE does not contend otherwise. There is no exclusion of any student on the basis of any characteristics through that process. Admission is random and the diversity of BCS' enrollment depends on applicants' individual decisions to apply. There may be students with disabilities or who are Hispanic or White, who simply prefer a different choice in education than Bullis. BCS supports that choice.

BCS More Closely Resembles Its Local District Than Most SCCBOE Charters

As SCCOE acknowledges, BCS hired a Director of Community Engagement and Outreach to support BCS' efforts to recruit and support a diverse student body. SCCOE also

acknowledges that "[i]n 2023-24, Bullis offered seats to 100% of in-District students who qualified for free or reduced-price meals (FRPM)." (p. 32.) There was talk at our public hearing a few weeks ago that BCS imposed a "cap" on FRPM enrollment. Not true. BCS actually has a preference for FRPM students at more than twice the percentage of such students enrolled within LASD. The lottery process results in BCS operating as the most diverse public school in Los Altos by numerous metrics. And the fact is, BCS has increased in its diversity since its last renewal and is comparable with LASD schools as demonstrated below:

Subgroup Growth Over Time

	BCS 2018-19	BCS 2023-24
SED	1.4%	3.7%
SWD	6.7%	7.8%
EL	5.7%	8.9%
Hispanic	3.8 %	4.5%

Comparison to LASD Schools

School	Hispanic	EL	SED	SWD
Loyola Elementary	4.3%	10%	2.6%	13.1%
Oak Avenue Elementary	4.9%	3%	3%	6.7%
Bullis Charter	4.5%	8.9%	3.7%	7.8%

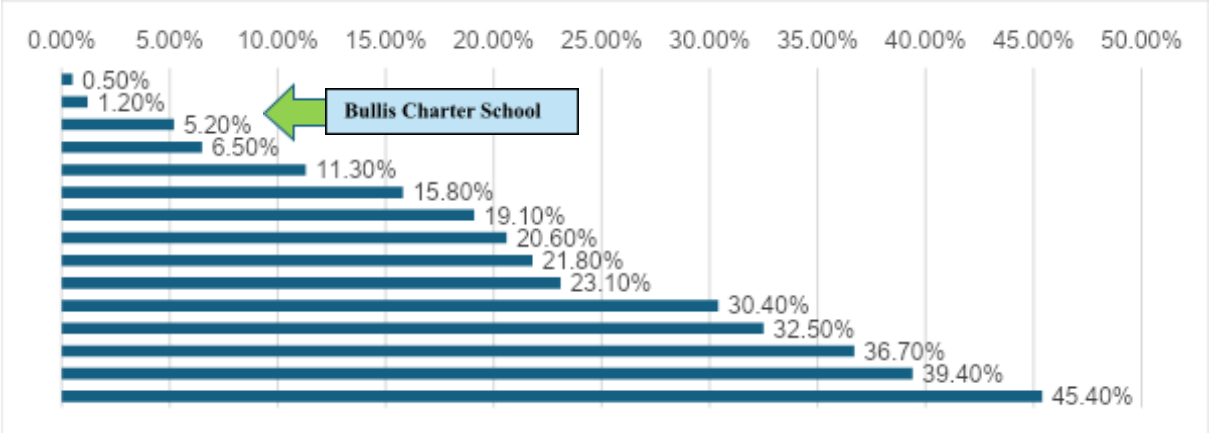
We understand that the County Board members have heard from LASD and individuals who oppose BCS, who insist that BCS should be penalized for failing to precisely mirror the racial makeup of the school district where BCS operates – whether under Section 47607(e) or Section 47605(c)(5)(G) (requiring a description in the charter of **plans** to reflect the general population of the LASD geographic boundaries–not merely those attending LASD schools). So as a result of that entirely false narrative, and in the complete absence of evidence, SCCOE demands that BCS meet minimum quotas for some racial subgroups – "an appropriate mix of students" (p. 73) – on penalty of charter denial or revocation or "conditional" approval if the quotas are not met.

SCCOE acknowledges the meaningful efforts that BCS has made to increase diversity through active recruitment measures, and nowhere alleges that BCS has failed to implement its plans to increase diversity as described in Element G of its operative charter. Yet, SCCOE does not credit this effort as sufficient enough to avoid SCCOE's unlawful "conditional approval" penalty. Rather, SCCOE's acknowledgement simply demonstrates that all BCS can do to satisfy SCCOE is for BCS to actually attain the unlawful racial quotas that SCCOE insists that BCS achieve. Anything short of that subjects BCS to penalty in the form of "conditional" approval as SCCOE proposes, i.e., adverse action by SCCOE and SCCBOE for enrolling too many of one disfavored racial subgroup, and too few of a favored one.

The Staff Report Singles Out BCS in an Arbitrary and Capricious Manner

SCCOE asks the Board to ignore that SCCOE has not targeted any other charter school in Santa Clara County with its Section 47607(e) "enforcement" actions on this ground because, they say, this renewal process is about BCS and not other charter schools. But SCCOE's efforts to single out BCS are arbitrary and capricious. The CountyBoard ignoring data of this magnitude would amount to an abuse of discretion.

Percentage Difference Between Charter School Hispanic Populations and District Hispanic Populations in Charter Schools Authorized by SCCBOE (Dataquest, 2022-23)



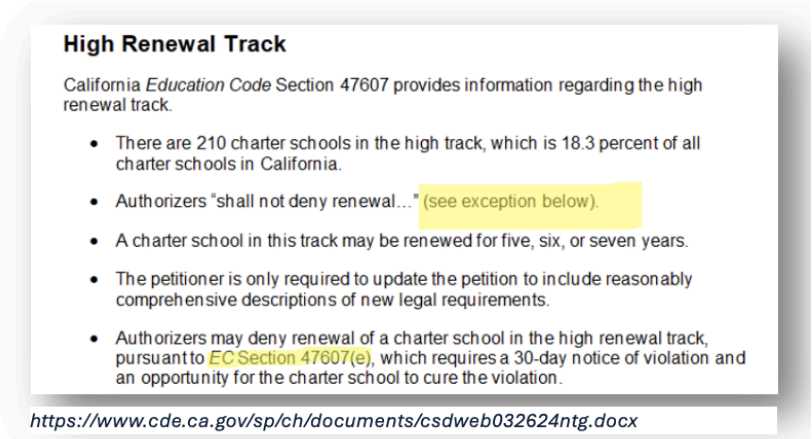
SCCOE's approach exhibits unlawful discriminatory treatment **on its face**. SCCOE has established a practice of targeting BCS because it has more Asian students relative to the population of LASD. But that SCCOE will not enforce the alleged racial balance requirement as to other charter schools that have more Hispanic or African American students relative to the populations of the school districts where they operate is untenable and smacks of racial bias. SCCOE's course of conduct and policy violates the civil rights laws and the California Constitution. (*See* Cal. Const. Art. I, sec 31 [SCCOE/SCBOE "shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race … in the operation of … public education...."]) And importantly, as explained in the attached expert analysis from King, Los Altos is projected to have an **overall decline** in Hispanic population, while at the same time SCCOE staff demands that BCS demonstrate an increase.

SCCOE proclaims that this disparate treatment of BCS is justifiable because the ethnicities served by other charter schools have been "historically underserved," insultingly ignoring Asian Americans' own lived experiences as valid and legitimate. SCCOE's attitude is outrageous and out-of-step, as is its monolithic, grouped-as-one treatment of Asian Americans hailing from the largest continent on Earth as a single, homogenous group. This "model minority" stereotype is itself racist (*see, e.g.,* Pew Research: "Discrimination Experiences Shape Most Asian Americans' Lives Stereotypes of Asians in the U.S. as foreigners and a model minority drive discrimination" [https://www.pewresearch.org/race-and-ethnicity/2023/11/30/discrimination-experiences-shape-most-asian-americans-lives/]) and it completely ignores the very real and diverse history of Asian marginalization (e.g., the Chinese Exclusion Act, Japanese internment; *see also* "The Long History of Racism Against Asian-Americans in the U.S. https://www.pbs.org/newshour/nation/the-long-history-of-racism-against-asian-americans-in-the-u-s), which continues today.

The Board must approve BCS' high-performing charter renewal petition, and reject SCCOE's "conditional approval" recommendation. Failing to do so would endorse penalizing BCS students on the basis of race and prefer some racial groups over others. Again, "conditional approval" is not allowable under Sections 47605 or 47607. The choices provided by the Legislature are approve or deny—the latter requires factual findings that here cannot be made. That said, **BCS commits, as it does in Charter Petition Element G, that it will continue to implement numerous strategies to endeavor to increase diversity as described.** The County Board may hold BCS accountable to its charter provisions through the oversight process if BCS fails to **implement** the pro-diversity strategies as described in its petition. But we must be clear, the County Board may not **penalize** BCS on the basis that its strategies have not actually achieved a particular student population balance. There can be no MOU that would result in some future "termination" action outside of the statutory process under 47607.

We continue to call on the County Board to demand that LASD cease its inflammatory rhetoric. It is no wonder that fewer families of certain subgroups apply to BCS given that LASD continuously disparages BCS as engaging in "segregation" and "discrimination" – which are completely false. Also, LASD's demand that SCCOE condition renewal on BCS moving out of our current home is unprecedented and absurd, and irrelevant to this process. We ask that SCCOE follow the law and due process, and not allow LASD any special time or presentation at the action item. This is not an appeal of a district denial, and LASD has no right for equal time.

Renewal Cannot Be Denied for SCCOE's Litany of Petition Criticisms (pp.16-42)



High Renewal Track

California *Education Code* Section 47607 provides information regarding the high renewal track.

- There are 210 charter schools in the high track, which is 18.3 percent of all charter schools in California.
- Authorizers "shall not deny renewal…" (see exception below).
- A charter school in this track may be renewed for five, six, or seven years.
- The petitioner is only required to update the petition to include reasonably comprehensive descriptions of new legal requirements.
- Authorizers may deny renewal of a charter school in the high renewal track, pursuant to *EC* Section 47607(e), which requires a 30-day notice of violation and an opportunity for the charter school to cure the violation.

https://www.cde.ca.gov/sp/ch/documents/csdweb032624ntg.docx

In light of BCS' right to renewal as a high performing charter school, SCCOE's purported detailed analysis of BCS' charter petition under the elements of Section 47605 – the standards for new "establishment petitions" – is irrelevant to the County Board's decision. The Staff Report inexplicably generates a litany of petition criticisms, none of which apply to high-track renewal.[2] (See pp. 16-42.) Through AB 1505, the Legislature simplified and streamlined the renewal process for charter schools deemed "high performing" like BCS. The law is clear: "[t]he chartering authority shall not deny renewal for a charter school pursuant to this subdivision if [the charter school is high performing]." A chartering authority also may not deny charter renewal on the basis of Section

[2] The Staff Report proposes an MOU that assumes—incorrectly—that BCS and its legal name "The Bullis-Purissima Elementary School" are two separate or different entities that must separately enter in an MOU with SCCOE. That fundamental legal error also appears on page 55 of the Staff Report. We point this out because it's surprising that after many years of authorizing, SCCOE does not appear to understand that BCS is a single entity. Fundamental legal errors like this occur throughout the Staff Report, most notably with the incorrect application of plain-English law for high-performing renewals like BCS, and attempt to impose an MOU with plainly unlawful "conditions". .

47605 standards applicable to new petitions, e.g., whether "specific to the particular petition …[t]he charter school presents an unsound educational program for the pupils to be enrolled in the charter school," and so forth. While Section 47607(b) specifies that "[r]enewals and material revisions of charters are governed by the standards and criteria described in Section 47605", Section 47607(c)(2)(F) modifies the renewal standard for high performing charter school: "[a] charter that satisfies the [high performing] criteria … shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter."

In other words, a high performing charter school is not susceptible to denial for grounds that may be used to deny a new school petition under Section 47605 based on analysis of the charter petition. As affirmed by the CDE (see figure above), the only "exception" for mandatory approval for denial of a high performing charter school is under Section 47607(e), and there is no basis for denial here as addressed above and in BCS' prior correspondence included with the Staff Report. BCS updated its petition consistent with Section 47607(c)(2)(F), and the law provides no ground for denial based on the SCCOE's staff's apparent desire that a high-performing charter school's renewal petition be **more** descriptive. Notwithstanding that SCCOE ultimately concludes that BCS' petition is reasonably comprehensive within the Section 47605 framework, SCCOE's nits and immaterial criticisms of BCS' petition provide no legal basis for the County Board to deny BCS' petition.

BCS is Entitled to a Seven-Year Renewal

It appears that the sole basis of SCCOE's recommendation that BCS receive a five-year renewal term, rather than a seven-year, is that SCCOE is also recommending a conditional recommendation and that a five-year term is more desirable per SCCOE to monitor the conditions. Accordingly, the proposed imposition of a five-year term is intended to be **punitive**, i.e., on the basis that BCS has not achieved racial quotas or "appropriate mix" set by SCCOE, and is thus unlawful. For the reasons addressed above, denying BCS the benefits of the law (a seven-year term) on the basis of an alleged failure to reach a racial quota is unlawful. There are no academic, fiscal, or governance factors that have been raised that would merit review sooner than seven years, and therefore, BCS should be granted an unconditional seven-year renewal term. A seven-year renewal term would not hinder SCCOE from conducting the ordinary oversight exercises as it has for the past charter terms.

BCS Remains Committed to Increasing Diversity

To be clear, BCS will continue to implement its plans to achieve a student population balance as outlined in its charter and BCS will continue to implement its Enrollment Action Plan and update it annually in the interest of continuous improvement. As BCS has committed time and time again, BCS strives to be a welcoming, inclusive community for all students and is determined for BCS' recruitment efforts to result in increased enrollment among Hispanic students, English Learner students, socioeconomically disadvantaged students, and students with disabilities. Our investment in a full-time staff member to support that work is a testament to

BCS' dedication to increase diversity. BCS will comply with all lawful and reasonable oversight requests from SCCOE as it has to date, including as it relates to BCS' admissions process and enrollment. However, there is no legal basis upon which BCS' renewal should be approved subject to conditions. The law requires approval of BCS' charter renewal petition, and denial on the basis of Section 47607(e) would be unlawful, as BCS has addressed above and in its prior correspondence to SCCOE.

On behalf of BCS, we appreciate the County Board's review of BCS' renewal petition and supporting documents, and ask that the County Board grant BCS the seven-year renewal term it has earned through high performance. Again, BCS remains committed to diversity through concrete action, as it has demonstrated, and will continue to work diligently towards that end and to foster a school community that welcomes and supports students of all backgrounds and abilities. BCS remains committed to working with SCCOE and the Board of Education in partnership to serve students.

Sincerely,



Maureen Israel
Superintendent/Principal

KING
CONSULTING

PRIVELEGED AND CONFIDENTIAL: ATTORNEY WORK PRODUCT

August 21, 2024
John C. Lemmo, Partner
YM&C
655 University Ave, S-150
Sacramento, CA 95825

Memorandum

Demographic Data and Analysis

King Consulting has reviewed the Staff Analysis and Proposed Findings of Fact Regarding Review of Bullis Charter School District Appeal Renewal Petition ("the report") posted on August 9 by the Santa Clara County Office of Education (SCCOE). This memorandum will assess the validity of some of the conclusions reached in the SCCOE report, while also comparing some more detailed enrollment demographics between the Bullis Charter School (BCS) and the Los Altos School District (LASD) than were shown in the SCCOE report. Finally, this memorandum will offer additional data and information to contextualize some of the conclusions reached by SCCOE's report.

Statistical Analysis and "Significance"

The SCCOE report makes numerous references to various enrollment levels and rates of enrollment change between BCS and LASD as having a "significant difference" based on p-values. However, little to no context is provided for how the z-scores and p-values used in the analysis were derived. Comparing two numbers absent some greater sample of which they are a part is less useful than considering those two numbers as part of a larger group, in order to assess not just how different the two values are from each other, but also how relatively different or similar they are from all of the other entities in the group.

As the most readily available data set, King collected the proportion of Hispanic/Latino enrollment in 2023-24 for each of the 33 school districts listed by the California Department of Education (CDE) on DataQuest within Santa Clara County. As SCCOE works throughout the County, this data set represents a valid comparison for both BCS and LASD to see how each of their levels of Hispanic/Latino enrollment statistically compares within the context of their County. With a mean level of Hispanic/Latino enrollment of 37.7% and a standard deviation of 23.813 across all County school districts, both LASD and BCS are similarly grouped as having much lower rates of Hispanic/Latino enrollment than most other school districts in Santa Clara County.

As shown, when considered in the full context of all Santa Clara County school districts, both BCS and LASD appear to have a low level of Hispanic/Latino enrollment, with both entities' level being more than a full standard deviation below the mean (z-scores). In other words, the two entities are much more similar to each other than they are to most of their neighbors. The table below summarizes the results of this analysis of all Santa Clara County school districts.

Entity	**Hispanic/Latino %**	Z-Score
BCS	4.1%	-1.410
LASD	9.6%	-1.179

Assigning a significance level and determining p-values can be done in multiple ways, and the determination of "significance" needs to be defined in advance of the analysis. All interested parties should agree on what a valid significance level should be and what the context for the analysis is before determining what represents "significant" findings.

Comparison of BCS and LASD student data

Even when only comparing BCS and LASD with no greater context, there is room for greater detail that creates insight for the comparisons. While SCCOE's reported enrollments of BCS and LASD student data from 2016-17 through 2023-24 is accurate, the report continues to compare BCS with the entire student population of LASD and neglects to demonstrate how closely BCS enrollments align with some LASD schools. As the SCCOE report acknowledges BCS's significant growth in English Learner (EL) students and the fact that there is no significant difference between the proportion of EL students at BCS and LASD, this category will not be reviewed in this analysis. In the other three categories analyzed in the report, however, being Hispanic/Latino students, socioeconomically disadvantaged (SED) students, and students with disabilities (SWD), it is important to contextualize the analysis across all LASD schools.

In reviewing 2023-24 enrollment data, with LASD enrollments split out by individual school, it becomes apparent that BCS enrollment of Hispanic/Latino students is increasingly becoming more within the range demonstrated by all LASD schools. In 2022-23, the proportion of BCS enrollment of Hispanic/Latino students was equal to the LASD school with the lowest rate of Hispanic/Latino enrollment within the District. In 2023-24, however, the rate of Hispanic/Latino enrollment at BCS was higher than two LASD schools. This is significant data that represents the extent to which BCS enrollment of Hispanic/Latino students compares favorably to other LASD schools, and the SCCOE

report that relies entirely on LASD District-wide numbers masks the extent to which other LASD schools increasingly resemble BCS in terms of Hispanic/Latino enrollment.

Enrollment of SED and SWD populations display similar trends from 2022-23 to 2023-24. In 2022-23, BCS enrollment of SED students ranked below all LASD schools, while the SWD proportion at BCS was tied with the lowest LASD school. In 2023-24, the proportion of SED enrollment at BCS, per the 2023 California School Dashboard, is higher than one LASD school. The rate of enrollment of SWD at BCS in 2023 was also higher than a school at LASD. As with the Hispanic/Latino populations, the reporting only of LASD District-wide rates masks the extent to which BCS enrollment is increasingly within the range that LASD schools are demonstrating.

Comparison of BCS and LASD general population Census data

In addition to the breakout of student enrollment trends on a more detailed school level for LASD, King believes it is also relevant to review demographic trends in the general population residing within LASD. The proportion of Hispanic/Latino population among all residents of LASD was measured at 6% during the 2020 decennial Census, and 7.5% if only the population under 18 years was considered. These measures dropped according to the most recently published 2022 estimates from the Census' American Community Survey, to 5.2% of the entire LASD population being Hispanic/Latino, and 6% of the population under 18 years of age. While these estimates are not as accurate as a full count decennial Census, they still indicate that the general Hispanic/Latino population residing with LASD is decreasing.

This will be an increasingly important trend to monitor if the success of BCS enrollment policies is measured at least in part by the raw number and proportion of Hispanic/Latino students, if there are fewer such students residing within the school district where BCS is located. Since BCS cannot directly use race/ethnicity as a priority enrollment consideration, and if the local students who do have priorities are increasingly less likely to be Hispanic/Latino, it may become increasingly difficult for BCS to show growth in Hispanic/Latino enrollment. This factor should be carefully considered by the SCCOE and the County Board, as an unreasonable expectation might be set if divorced from wider population and demographic trends.

KING

Informational Overview

Primary Contact:
Nicolene Shalita
Operations
nicolene@kinginc.com
916-706-3538

Business Information

Company name:
JM King Consulting DBA King Consulting

Address:
2901 35th St., Sacramento, CA 95817

Telephone:
916-706-3538

Fax:
N/A

Website:
www.kinginc.com

Name and email of main contact:
Jamie King-Iseman, jamie@kinginc.com

Federal tax I.D. number:
46-0601254

License information including number and expiration date:
N/A

Business structure:
S Corporation

A brief description and history of the firm:
King Consulting was established in 1997 by President Jamie King-Iseman as a comprehensive school facilities consulting firm, and has assisted hundreds of school districts throughout California and the nation. Everyone at King loves what they do and channels their enthusiasm into producing the highest quality work for our clients. King offers a wide array of consulting services in Demographics, Financial Services, and Facilities Planning.

Number of employees:
8

Number of current projects and present workload and where possible, projected workload for the period in question, for those individuals proposed to work the District's project:
King Consulting has 105 current clients for whom we provide ongoing School Facility Funding support and strategy. Our present and projected workload allows the time and commitment provide the same high level of service for your District. Due to the size of our small firm and emphasis on personal attention to our client's needs, we believe we are unique to school facility planning and funding consulting. Our firm's commitment to establishing a collaborative working relationship with school district personnel, as well as timely and cost-effective delivery of services, allows us to provide planning and funding strategies and services in a cost effective and timely manner that meets your District's specific needs.

Location of office where the bulk of services solicited will be performed:
2901 35th St. Sacramento, CA 95817

Proof of Errors and Omission insurance and coverage amounts:
Available upon request

Litigation History:
King Consulting has no history of litigation, arbitration or negotiated settlements. We have never been involved with a civil judgment or criminal conviction for false claims, fraud, or other matters involving lack of trustworthiness or honesty. Neither King Consulting or any employee of King Consulting is a party to an existing dispute with an owner, owner's representative, or contractor.

Experience and Qualifications

King Consulting is an established and recognized school facility planning firm. We offer a wide array of services to assist school districts of all sizes across California and the nation with their school planning needs and funding opportunities.

Our work includes the completion of long-range master plans, boundary studies, demographic studies, enrollment projection studies, developer fee justification studies (both Level I and Level II), developer mitigation, and State/Local/Federal eligibility and funding applications. For the past 25 years, King Consulting has worked with clients throughout California and the nation.

Our professional, enthusiastic staff has over 80 years of combined experience. We are a small firm, with only highly experienced staff who excel in their specific areas of expertise. Our combined experience has resulted in our firm's ability to adhere to timelines and organize projects so that the client's needs are exceedingly met. While we specialize in managing and summarizing complex data analyses, we pride ourselves on our unique ability to disseminate the information to our clients and their stakeholders. We are always excited for the opportunity to meet in person or over the phone to clearly explain anything needed to our clients' staff, school board, and community. Our clients receive information within a broader context that includes full narrative explanations that school district staff and school board members repeatedly reference throughout the year.

While we excel in all areas of school facility planning, we are most proud of the lasting relationships we form with our clients. We care about our school districts, and we get to know them intimately through the course of our work. For this reason, so many of our clients work with us year after year. King Consulting digs deeper and tries harder in every aspect of our work because we become personally invested in the districts with whom we work.

Who we are

King is a small, focused team of industry professionals with real-world experience.

We are master demographers, education professionals, and funding experts who know how school districts operate and what is needed to create success for communities and their children.

We are all about relationships: with our clients who become like family, with the Local/State/Federal agencies that are critical to all the services we provide, and with our industry partners that are working toward the goal of safe, inspired learning environments for all children.

We give clients our dedicated attention and understanding, and above all, we fiercely believe in equal access to education for all children.

This core belief resonates in the manner in which we run our firm and how we connect with our clients.

Say hello to your team



Jamie King-Iseman
President & CEO



Cheryl King
Vice President of Philanthropy



Rob Murray
Director of Demographics



Evelyn Shafer-King
Senior Funding Associate



April Thompson
Senior Funding Associate



Jessika Morrison
Associate



Rachael Kirk
Funding Associate



Nicolene Shalita
Operations & Business Development

What we do



Discover and Plan

We know you don't get up every day to project populations and assess boundary mapping – that's our job.

- Comprehensive Demographic Analyses
- Enrollment Projections
- Resident Projections
- Facility Capacity Analysis
- Student Generation Studies
- Residential Development Impact Analyses
- Developer Mitigation Negotiations and Agreements
- Facility Master Plans
- Land Use Analyses
- Attendance Boundary Mapping
- Attendance Boundary Adjustments, Including School Closures
- Trustee/Voting Area Mapping and Analyses



Get Funding

We support your school district and the community it serves by aligning facility planning to available funding, and then securing that funding.

- State School Facility Program
- Eligibility
- Appeals
- Funding Strategy
- Developer Fee Justification Studies
- Developer Fee Reporting
- Facility Use Cost Recovery
- Joint-Use
- State Water Resource Control Board
- Federal Emergency Management Agency



Build Your Future

School Facilities hold so much potential; the environment your staff, students, and teachers create within these walls fuels the next generation.

- State School Facility Program Application Support
- California Department of Education Site and Plan Approval
- DSA Closeout
- Deferred Maintenance Planning
- Audit, Expenditure and Reporting Requirements



Rob Murray

Director of Demographics
2901 35th St. Sacramento, CA 95817
rob@kinginc.com · 916-706-3538

Education

Master of Science, Geography
Pennsylvania State University, 2005

Bachelor of Science, Geography
Arizona State University, 2003

Skills

- Accurately projects future student enrollments and resident distribution throughout a school district
- Creates maps and conducts spatial analysis for a wide range of public schools related data
- Generates school boundary scenarios for school districts adding or consolidating schools
- Drafts comprehensive reports summarizing the demographics, enrollment projections, or other work performed for a school district
- Guides school districts through the process of creating and adjusting trustee election areas in accordance with elections code and the California Voting Right Act
- Establishes or updates eligibility

Professional Summary

Rob provides services to assist public school districts with demographics, spatial analysis, enrollment projections, boundary adjustments, State School Facility Program eligibility calculations, and other analyses in order to maximize district State funding for capital facilities planning.

Experience

Director of Demographics & Planning

2014-present | King Consulting, Inc., Sacramento, CA

Works with public school districts throughout California and the nation to provide services for projecting student population and enrollments, analysis of current facilities and needs, and spatial analysis and mapping work, including school boundary analysis and adjustment. For California Districts, calculate eligibility and estimate funding from the School Facility Program to maximize local District funds.

Planning Analyst

2011-2014 | San Juan Unified School District, Carmichael, CA

Worked with District staff, cabinet, and Board of Education to conduct analysis and create deliverables and presentations of student populations, facilities, and enrollment projections and trends. Managed documentation for charter school housing, utility easements, facility use fees, and developer fees.



Jamie King-Iseman

President

2901 35th St. Sacramento, CA 95817

jamie@kinginc.com · 916-706-3538

Education

Master of Science, Geography
University of South Carolina, 2001

Bachelor of Science, Geography
Sacramento State University, 1999

Skills

- Creative and strategic funding and facility planning.
- Unique ability to disseminate complex information to Board, community members, and committees.
- Develops close and long-lasting relationships with clients, State agents, and industry partners.

Professional Summary

Jamie has over 26 years of experience assisting school districts with capital facility planning needs. Over the course of her career she has secured over $1 billion dollars in Local, State, and Federal capital outlay funds for public schools in California. Through regular interaction with relevant public agencies, a strong presence in Sacramento, and involvement with organizations that support school districts such as CASH, CASBO, and SSDA, she continues to advance her knowledge and has developed invaluable relationships with these stakeholders and other leaders in the industry. As the President and Co-Founder of King Consulting, she's determined to discover new opportunities and funding for her clients and firmly believes all children deserve the opportunity to learn in safe and effective learning environments. These core values in conjunction with Jamie's extensive experience make her uniquely qualified to support school districts in their strategic planning efforts.

Experience

President

1998-present | King Consulting, Inc., Sacramento, CA

Work closely with District staff, project managers, architects, and other stakeholders to secure State School Facility Program funding and prepare Strategic Funding Plans for California school districts. Prepare and assist school districts with State Allocation Board Appeals. Prepare Developer Fee Studies and School Facilities Needs Analysis. Assist and support school district with Developer Mitigation, including the preparation of Development Impact Reports and Facility Master Plans. Prepare Demographic Analyses, including the preparation of enrollment projections, capacity analysis, spatial analysis, and facility options.

Our Clients

Alameda
Castro Valley USD
Pleasanton USD

Butte
Butte County Office of Education
Chico Area Recreation & Park District
Chico USD
Durham USD
Inspire School of Arts and Sciences
Oroville City ESD
Palermo Union SD
Paradise USD

Colusa
Colusa USD
Maxwell USD
Pierce Joint USD

Contra Costa
Mount Diablo USD
Walnut Creek ESD

El Dorado
Latrobe SD
Placerville Union SD

Fresno
Fowler USD
Kerman USD
Kingsburg Joint UHSD
Washington USD

Glenn
Hamilton USD
Orland Joint USD

Humboldt
Arcata School District
Eureka City Schools
Ferndale USD
Peninsula ESD
Rio Dell ESD

Imperial
Imperial USD

Lake
Konocti USD
Middletown USD

Humboldt
Arcata School District
Eureka City Schools
Ferndale USD
Peninsula ESD
Rio Dell ESD

Imperial
Imperial USD

Lake
Konocti USD
Middletown USD

Lassen
Johnstonville ESD
Richmond ESD
Shaffer Union ESD

Los Angeles
Arcadia USD
Beverly Hills USD
Da Vinci Charter
Downey USD
El Rancho USD
El Segundo USD
Lancaster Elementary SD
Paramount USD
Wiseburn USD

Marin
Miller Creek ESD
Novato USD
San Rafael City SD
Sausalito-Marin City SD
Tamalpais UHSD

Mendocino
Leggett Valley USD
Ukiah USD

Merced
Hilmar USD

Monterey
Graves ESD

Napa
Calistoga Joint USD
Napa Valley USD
St. Helena USD

Orange
Capistrano USD
Centralia ESD
Santa Ana USD

Placer
Ackerman Charter SD
Loomis Union SD

Sacramento
Elverta Joint USD
Natomas Charter
Natomas USD
River Delta Joint USD
Westlake Charter

San Bernardino
Adelanto ESD
Ontario-Montclair USD

San Diego
Carlsbad USD
Chula Vista ESD
Encinitas Union SD
Lemon Grove SD
San Ysidro ESD
South Bay Union SD

San Luis Obispo
Cayucos ESD
Lucia Mar USD
San Luis Coastal USD
Templeton USD

San Mateo
Hillsborough City USD
Jefferson UHSD
La Honda-Pescadero USD
Pacifica SD
Portola Valley ESD
San Bruno Park ESD

San Mateo
San Mateo UHSD

Santa Barbara
Buellton Union SD

Santa Clara
Los Gatos-Saratoga UHSD
Mountain View Los Altos HSD
Mountain View Whisman ESD
Union ESD

Solano
Vallejo City USD

Sonoma
Cloverdale USD
Cotati Rohnert Park USD
Old Adobe Union
Piner-Olivet Union SD
Santa Rosa City Schools
West Sonoma County UHSD
Windsor USD

Sutter
East Nicolaus Joint UHSD
Nuestro ESD
Yuba City USD

Tehama
Red Bluff Union SD

Ventura
Hueneme ESD

Yolo
Woodland Joint USD

Yuba
Marysville Joint USD
Plumas Lake ESD
Wheatland School District
Wheatland UHSD



BCS 8.26.2024
High Track Renewal Petition

SR-000429


SR-000430


SR-000431

Criteria for High Track Renewal

The law says SCCBOE "**shall not deny** renewal" unless...

- Severe fiscal or governance factors
- Not serving all students who **wish** to attend
  - "...upon making such a finding, **specifically identify the evidence** supporting the finding"

Outreach and Engagement



- **Flyers/registration** packets distributed at local businesses, daycares, preschools, and door to door
- Visits and **info sessions** offered to daycares and nonprofit organizations such as HeadStart
- **Signage/Advertising** in local papers both in English and Spanish
- **Flyers/posters** in:
  - downtown Los Altos and Mountain View locations
  - Local libraries
  - Apartment building lobbies
  - Laundromats, car washes, grocery stores, food trucks, gas stations, etc.

Outreach and Engagement

- **Direct mail** postcards to Los Altos School District residents
- **Direct mail** postcard in **Spanish**, targeting North of El Camino ("NEC") neighborhoods in LASD
- Three **Parent Information Nights** in person and online, with translation provided
- 8+ **school tours** led by students, including an online option and translation services
- Enrollment/**Registration package** in English and Spanish
- Sessions to provide **1:1 support** to complete online enrollment form at school



Enrollment by Ethnicity	Bullis Charter 2022-23	Bullis Charter 2023-24	Los Altos Census 2020
African American	0.1%	0.2%	**0.6%**
American Indian or Alaska Native	0.1%	0.1%	**0.1%**
Asian	59.0%	61.9%	**35.2%**
Filipino	1.2%	1.4%	**n/a**
Hispanic or Latino	4.2%	4.5%	**4.9%**
Pacific Islander	0.2%	0.1%	**0.1%**
White	18.1%	16.6%	**52.6%**
Two or More Races	14.5%	12.9%	**5.7%**
Not Reported	2.6%	2.4%	**n/a**

Demographics

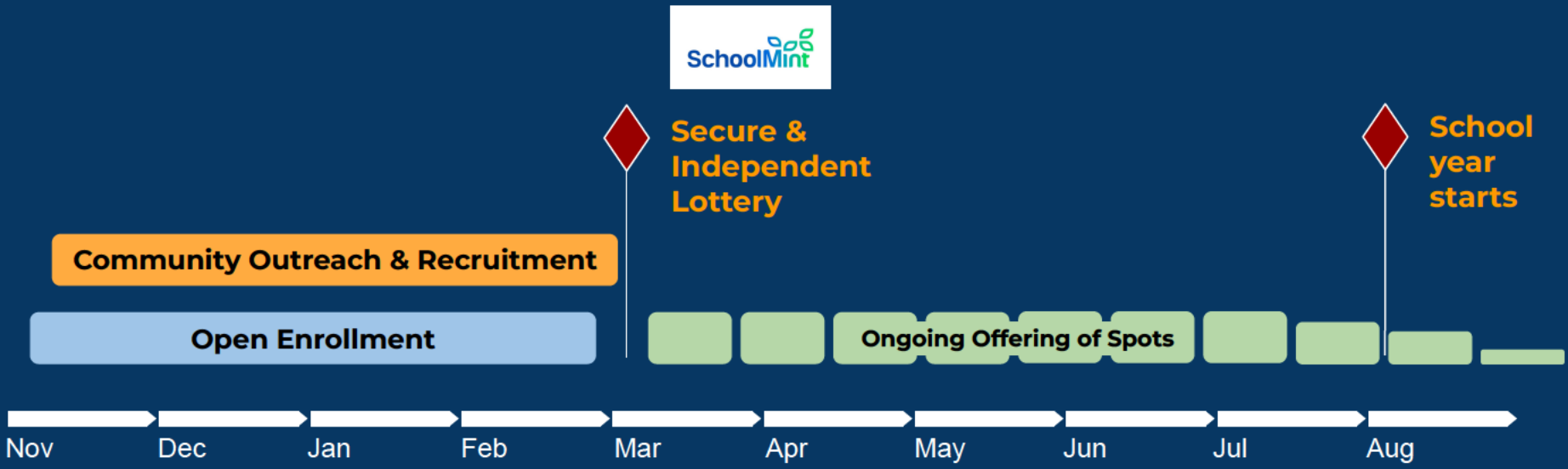
EdCode 47605 requires schools to provide a "reasonably comprehensive **description**" of "[t]he means by which the school will achieve" a student population balance that "is **reflective of the general population residing within the territorial jurisdiction** of the school district to which the charter petition is submitted."

SR-000435

[1] Data shows percentage of ethnic groups as reported in DataQuest per 2022-2023 and 2023-24 school year / Census 2020.

20 years Bullis Charter School

General Lottery Process



Bullis Charter School 20 years

General Lottery Process

Information requested for <u>open enrollment</u>

- Childs name
- DOB
- Parents name(s)
- Home Address
- Verification of residence
- FRL form (optional)

SchoolMint

Secure & Independent Lottery



Information requested for <u>registration</u> AFTER offer accepted

- Ethnicity
- Home Language Survey
- Final FRL verification
- IEPs (if any)
- Previous School (if any)

SR-000437

20 years Bullis Charter School

Lottery Process

Bullis cannot ask or use ethnicity / race as an enrollment consideration. This is illegal.

It's troubling that SCCOE seeks to require an illegal act:
That Bullis increase the enrollment of one group (Hispanic)
to the exclusion of another (Asian)

Representation of Hispanic Families

The Hispanic/Latino general population residing in in our local district based on the 2020 census was **6%.** That drops to **5.2%** based on the 2022 census estimate[1].

The Hispanic population in Los Altos is decreasing.
Yet SCCOE staff want BCS to increase our Hispanic enrollment on penalty of revocation?

SR-000439

[1] JM King Consulting DBA "Demographic Data and Analysis Memorandum / Comparison of BCS and LASD general population Census data".

Bullis Charter School 20 years

Representation of Hispanic Families

LASD School	# of Hispanic TK EL Students	# of Hispanic K EL Students
Almond	1	2
Loyola	0	1
Gardner/Bullis	0	0
Oak Avenue	0	0
Covington	0	1
Santa Rita	3	5
Springer	1	1

SR-000440

Data as per DataQuest per 2023-24 school year.

Representation of Hispanic Families

School	Total Number of Hispanic Students
Santa Rita	81
Egan	65
Almond	59
Bullis	**46**
Covington	28
Blach	28
Gardner Bullis	17
Oak Avenue	16
Loyola	15
Springer	14

SR-000441

Data as per DataQuest per 2023-24 school year.

Bullis Charter School 20 years

Representation of FRL Families

School	% of FRL in 23-24
Santa Rita	18.3%
Almond	12.6%
Egan	9.7%
Springer	4.9%
Covington	4.4%
Bullis	**3.5%**
Blach	3.2%
Gardner Bullis	2.0%
Oak Avenue	3.0%
Loyola	2.6%

SR-000442

Data as per DataQuest per 2023-24 school year.

Bullis Charter School 20 years

Representation of Special Education Families

School	% of Special Education Students
Blach	13.12%
Loyola	13.11%
Almond	11.2%
Santa Rita	11.17%
Covington	9.6%
Gardner Bullis	8.9%
Springer	8.65%
Bullis	**7.79%**
Oak Avenue	6.71%
Egan	5.0%

SR-000443

LASD has been flagged for significant disproportionality by the state. LASD falsely inflated its own data.

***Over 25% of the Hispanic/Latino students in LASD are identified as Special Education.**

Data as per DataQuest per 2023-24 school year.

20 years Bullis Charter School

High Performing Charters are presumed to be fast-tracked for Approval

1. The legal presumption is Approval, except in the rarest of circumstances

   -An exception has never occurred!

   - There is no such thing as “conditional” approval for high-performing charters

2. There is no evidence of any exclusion whatsoever

   -It appears that SCCOE wants a reduction in Asian students instead

3. The demographics of the general population is the target– not of the LASD school district

Criteria for High Track Renewal

The law says SCCBOE "**shall not deny** renewal" unless...

- Severe fiscal or governance factors
- Not serving all students who **wish** to attend
  - "...upon making such a finding, **specifically identify the evidence** supporting the finding"

No specific evidence has been presented that Bullis is not serving any students who wish to attend.
To the contrary, all evidence demonstrates that Bullis is popular, serving all who wish to attend.

Lack of Evidence of Exclusion

Page 13 of the staff report states:

"Students who leave Bullis are **not students who appear to have been counseled out based on lower academic performance**, as the average DFS in academic assessments for students leaving Bullis or not returning to Bullis are higher than the students remaining at Bullis."

Lack of Evidence of Exclusion

Page 14 of the staff report states:

"Bullis' cumulative enrollment over the years shows a clear increase in Asian students, **stability in Hispanic/Latino** and a **decrease in White students**."

Lack of Evidence of Exclusion

Page 16 of the staff report states:

"The Stability Rate data below shows the percentage of students who remained at Bullis throughout each school year. Bullis' stability percentage is on average **97.6%**, therefore, **once a student is admitted to Bullis, that student stays at Bullis**. The stability rates averaged across student groups from 2017-18 through 2022-23 are also high: **EL is approximately 95.6%, SED is approximately 93.9%, and SWD is approximately 97.0%.."**

Renewal for BCS

The 2019 changes in law (AB 1505) established the Legislature's intent that high performing schools should **not** have extensive, time-consuming, expensive renewal evaluations. Rather, they "shall" be approved unless there are extreme fiscal problems or the school has a pattern of actually excluding real individuals.

None of that is present here.

Motion for Renewal

The County Board should be delighted that it authorizes one of the highest performing public schools of any kind in the entire state. There is no evidence that anyone has been excluded from enrollment at BCS.

The motion here should be:

"The CDE has determined that Bullis is a high-performing charter school entitled to the fast-track renewal process. I move that the SCCBOE approve the Bullis Charter School petition for renewal as presented, for a term of seven years."

Agenda Item Details

Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	5. CLOSED SESSION
Subject	D. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 case
Type	Discussion, Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: (one or more potential cases - County Board action on Bullis Charter School's request for renewal)

In open session, the County Board of Education will consider action on the Bullis Charter School's request for renewal of their petition. Depending on the action taken, or not taken, the County Board of Education and SCCOE may face litigation from the Bullis Charter School, from the Los Altos School District, or from other parties. In this regard, the County Superintendent of Schools received a telephonic communication from a community member who stated that if the County Board does not deny the Bullis Renewal petition, the County Office and County Board of Education would be sued by them and/or the Los Altos School District.

Monday, August 26, 2024
Regular Board Agenda (#2446)

Regular Meeting #(2446)
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
San Jose Room -- 5:30 p.m.
.
Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the County Board meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2). Contact Information: kcoe@sccoe.org or (408) 453-6540.

1. SCCBOE CALL TO ORDER

Subject	**A. Livestream the Board Meeting: https://tinyurl.com/sccboardmeeting**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	1. SCCBOE CALL TO ORDER
Type	Information

The President will call the meeting to order. The meeting is held in person at 1290 Ridder Park Drive, San Jose, CA 95131.

Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the SCCBOE meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2) Contact Info: kcoe@sccoe.org or (408) 453-6540.

For those who wish to observe the meeting via live stream, please visit:

https://tinyurl.com/sccboardmeeting
Scroll to the bottom and choose LIVE

Simultaneous Spanish Interpretation:
Local 1 (669) 900-6833, Meeting ID: 727 334 810
Para español: llame al 1 (669) 900-6833 y después el numero 727 334 810

Simultaneous Vietnamese Interpretation:
Local 1 (669) 900-6833, Meeting ID: 921 8153 9516
Để nghe Tiếng Việt:
Gọi số 1 (669) 900-6833, Sau đó bấm mã số Meeting ID: 921 8153 9516

Subject	**B. Pledge of Allegiance**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	1. SCCBOE CALL TO ORDER
Type	Procedural

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The SCCBOE President will lead SCCBOE and the community in reciting the Pledge of Allegiance.

Subject	**C. Roll Call (Including Action on Absences if Necessary)**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	1. SCCBOE CALL TO ORDER
Type	Action, Procedural

Roll call of the trustees will be taken and any absences of trustees will be recorded. The board may take action on absences if needed.

Subject	**D. Set the Agenda**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	1. SCCBOE CALL TO ORDER
Type	Action, Procedural
Recommended Action	Approve to set the agenda

The Board shall set the agenda by establishing it as posted. Changes to the posted agenda may only occur as permitted by Education and Government Code including the Brown Act or as described in Board Bylaws. Permitted revisions to the posted agenda include the movement of items from consent to action or reordering the sequence of agenda items.

Motion & Voting

Approve to set the agenda

Motion by Victoria Chon, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha
No: Tara Sreekrishnan

2. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

Subject	**A. At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda.**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	2. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
Type	Procedural

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Individual remarks will be limited to 1 minute each, unless otherwise stipulated by the SCCBOE President.

3. CONSENT ACTION ITEMS

SR-000453

Subject	**A. Request Approval of Consent Action Items as listed in Item #3 Consent Action Items**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	3. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Approve Consent Action Items as listed in Item #3 Consent Action Items

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action
Approve Consent Action Items as listed in Item #3 Consent Action Items.

Motion & Voting

Approve Consent Action Items as listed in Item #3 Consent Action Items

Motion by Don Rocha, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**B. Request Approval of Minutes of Regular Board Meeting of August 7, 2024 (#2445)**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	3. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Approve the minutes of Regular Board Meeting of August 7, 2024 (#2445)

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action
Approve the minutes of Regular Board Meeting of August 7, 2024 (#2445).

File Attachments
8.7.24 Regular Board Minutes.pdf (433 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #3 Consent Action Items

Motion by Don Rocha, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

4. INFORMATION ITEMS

Subject	**A. First Reading of Board Policy 1312.3 Uniform Complaint Procedures**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	4. INFORMATION ITEMS
Type	Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Board Policy Updates reflect Uniform Complaint Procedures for Federal monitoring for 2024-2025. SCCOE received these updates from the California Department of Education to ensure that SCCOE programs are in compliance with Federal and State laws. New language reflects AB 1078 (2023) Instructional Materials and Curricular Diversity which protects student access to educational materials, library books and curriculum that reflect topics related to race and gender and strives to create a more equitable and inclusive educational system.

Student Impact
The proposed updates to BP 1312.3 Uniform Complaint Procedures align with the SCCBOE Priority of expanding inclusive practices within Special Education, Court & Community Schools. The changes are also aligned to the Bill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to support and guidance, safety and life skills.

File Attachments
BP 1312.3 UCP REDLINED for First Reading (8_26_24).pdf (88 KB)

Subject	**B. First Reading of Board Policy 5132 Dress and Grooming**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	4. INFORMATION ITEMS
Type	Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Board Policy Updates for BP 5132 Dress and Grooming reflect changes in Education Code 212.1, as amended by SB 188 (Ch. 58, Statutes of 2019), defines "race," for purposes of prohibiting discrimination, as including traits historically associated with race, such as hair texture and protective hairstyles. Updates also prohibit not allowing students to dress in a manner consistent with their gender identity, gender expression or with religious or cultural observance. Finally, the updated Board Policy reflects BP 0415 Equity, stating that the dress code shall not be enforced in a discriminatory or disproportionate manner.

Student Impact
The proposed updates to BP 5132 Dress and Grooming align with the SCCBOE Priority of expanding inclusive practices within Special Education, Court & Community Schools. The changes are also aligned to the Bill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to safety and the right to choose.

File Attachments
BP 5132 Dress and Grooming REDLINED for First Reading (8_26_24).pdf (83 KB)

Subject	**C. First Reading of BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	4. INFORMATION ITEMS
Type	Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Update to BB 9150 Student Board Members of the Santa Clara County Board of Education that includes compensation for the pupil member both as elective course credit and monthly financial compensation. Updates reflect language from Education Code 1090:

- Section H: The county board of education may award a pupil member either or both: (1) elective course credit, (2) monthly financial compensation
- Section C: The amount of compensation shall be determined by the county board of education
- Section D: A pupil member of a county board of education may be paid for any meeting for which the member is absent if the board by resolution duly adopted and included within its minutes finds that at the time of the meeting the member was performing services outside the meeting on behalf of the board, the member was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board.

Student Impact
The proposed updates to BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education align with the SCCBOE Priority of expanding inclusive practices within Court & Community Schools. The changes are also aligned to the Bill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to love and emotional connections, support and guidance, life skills, education, job opportunities, personal development, basic needs and voice.

File Attachments
BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education REDLINED for First Reading (8_26_24).pdf (71 KB)

Subject	**D. Charter Schools Update**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	4. INFORMATION ITEMS
Type	Information
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools

Background
The Santa Clara County Board of Education (SCCBOE), the County Superintendent of Schools, and the Santa Clara County Office of Education (SCCOE) ensure regular and systematic oversight and monitoring of SCCBOE-authorized charter schools.

At each regular Board Meeting, a Charter Schools Update is provided as a standing agenda item. The Charter Schools Department provides this regular update to support the SCCBOE with its duty to conduct ongoing monitoring and oversight for the 21 charter schools authorized by the SCCBOE. This standing agenda item is one mechanism whereby topics related to the ongoing monitoring and oversight can be communicated to the SCCBOE. Topics may include, but are not limited to, information on charter school governance, operations, finance, educational program, and compliance with Education Code, charter documents, and all reports required by charter law.

The topic(s) for this update may include, but are not limited to, the following:

- Back to School. Staff will provide an update on charter schools that have begun the 2024-25 school year.

Student Impact
The Charter Schools Department provides monitoring and oversight for 21 SCCBOE-authorized charter schools, serving approximately 10,000 students. Charter petitions for six of the 21 SCCBOE-authorized charter schools were submitted directly to the SCCBOE and were approved as countywide charter schools. The remaining 15 charter school petitions were initially denied by a school district in Santa Clara County and were subsequently submitted to and approved by the SCCBOE on appeal.

Through SCCOE's monitoring of SCCBOE-authorized charter schools, the Board seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Youth Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

5. CLOSED SESSION

Subject	**A. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: Lakeside Joint School District, Desired District: Loma Prieta Joint Union School District**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	5. CLOSED SESSION
Type	Action

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: Lakeside Joint School District, Desired District: Loma Prieta Joint Union School District

Motion & Voting

Approve the interdistrict attendance appeal based on factors 1 and 2 for the period through grade 5.

Motion by Grace Mah, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**B. County Superintendent Evaluation**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	5. CLOSED SESSION
Type	Discussion

SR-000457

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The SCCBOE will meet to discuss the County Superintendent evaluation in closed session. (Government Code §54957)

Subject	**C. Conference with Legal Counsel – Anticipated Litigation Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	5. CLOSED SESSION
Type	Discussion, Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel – Anticipated Litigation
Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case

Subject	**D. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 case**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	5. CLOSED SESSION
Type	Discussion, Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: (one or more potential cases - County Board action on Bullis Charter School's request for renewal)

In open session, the County Board of Education will consider action on the Bullis Charter School's request for renewal of their petition. Depending on the action taken, or not taken, the County Board of Education and SCCOE may face litigation from the Bullis Charter School, from the Los Altos School District, or from other parties. In this regard, the County Superintendent of Schools received a telephonic communication from a community member who stated that if the County Board does not deny the Bullis Renewal petition, the County Office and County Board of Education would be sued by them and/or the Los Altos School District.

6. OPEN SESSION (Immediately Following Closed Session)

Subject	**A. Report of Actions Taken in Closed Session**

Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	6. OPEN SESSION (Immediately Following Closed Session)
Type	Information

Report of Actions Taken in Closed Session

7. ACTION: DECISION BULLIS CHARTER SCHOOL - At or after 7:30p.m.

Subject	**A. Request for Action/Decision on the Renewal Petition Submitted by Bullis Charter School**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	7. ACTION: DECISION BULLIS CHARTER SCHOOL - At or after 7:30p.m.
Type	Action, Information
Fiscal Impact	No
Budgeted	No
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools Department

Background and Renewal Charter Analysis
The Charter Schools Department of the Santa Clara County Office of Education (County Office of Education or SCCOE) received a renewal charter petition (Renewal Petition or Charter), from Bullis Charter School (Bullis) on June 3, 2024. The length of a renewal and the applicable standards are dependent on the charter school's categorization as high, middle, or low performing or as a Dashboard Alternative Status School pursuant to *Education Code* (*EC*) Sections 47607 and 47607.2 The California Department of Education (CDE) has designated, pursuant to criteria in *EC* Section 47607(c), that Bullis is in the high performing category for purposes of this renewal. As a high performing charter school, if the Santa Clara County Board of Education (SCCBOE or County Board of Education) renews the Charter, the renewal term will begin on July 1, 2025, and may be for a term of five to seven years. Renewals of district appeal charters are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

The complete renewal Petition is attached to the agenda and is also available for review at: https://www.sccoe.org/supoffice/charter-schools-office/Pending/Bullis_Renewal_Petition.pdf

Pursuant to *EC* Sections 47605 and 47607, the SCCBOE timely held a public hearing on the renewal Charter on July 17, 2024, and action on Bullis' renewal Charter is included on the SCCBOE's agenda for a meeting on August 26, 2024, within the 90-day time period for action.

Pursuant to the Charter Schools Act, specifically the renewal standards and requirements applicable to high performance tier charter schools as set forth in *EC* Section 47607 and 47605, SCCOE Staff reviewed, analyzed, and made recommendations and recommended findings on Bullis' request that the SCCBOE renew its Charter. On August 9, 2024, more than 15 days prior to SCCBOE's action on the renewal request, SCCOE published those recommendations and recommended findings on the SCCOE website in the form of a Staff Analysis and Proposed Findings of Fact Regarding Review of Bullis Charter School District Appeal Renewal Petition ("Staff Analysis") and a proposed Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met ("Proposed Resolution"). On the same date, the County Board was provided a copy of the Staff Analysis and the Proposed Resolution and SCCOE provided Bullis the link to those published documents. The Staff Analysis and Proposed Resolution are attached to the agenda and

are also available for review at https://www.sccoe.org/supoffice/charter-schools-office/Documents/BCS%20Staff%20Report%20Analysis%20and%20Findings.pdf and https://www.sccoe.org/supoffice/charter-schools-office/Documents/Resolution%20Conditionally%20Approving%20Bullis%20Renewal.pdf

The Charter Schools Act provides that any charter, including that of a high performing charter school, may be denied renewal pursuant to the standards and procedures in *EC* Section 47607(e), including upon a finding that the school is not serving all pupils who wish to attend. The chartering authority must provide at least 30 days' notice to the charter school of the alleged violation and provide the school a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may then only deny renewal on this basis if it finds either:

- The corrective action proposed by the charter school has been unsuccessful or
- The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

(*EC* Section 47607(e).)

As detailed in the Staff Analysis, Bullis was provided notice and a reasonable opportunity to cure, including submission and implementation of a corrective action plan, pursuant to this provision, on the basis that Bullis is not serving all students who wish to attend (via a "Notice" and "Reaffirmation"). SCCOE/SCCBOE's compliance with these procedural requirements, Bullis' responses, and SCCOE's analysis and recommendations and recommended findings concerning this cause for denial of charter renewal, including an analysis of whether Bullis' corrective action plan has been unsuccessful or unviable, are detailed, along with the supporting evidence, in the Staff Analysis.

SCCOE, Bullis, and the Bullis-Purisima Elementary School, a non-profit corporation, which governs Bullis, entered into a memorandum of understanding in 2018, and then replaced that memorandum of understanding in 2019 with a First Amended Memorandum of Understanding (First Amended MOU). By its terms, this First Amended MOU "shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the [First Amended MOU] is terminated." The First Amended MOU governs the respective fiscal, operational, administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the current charter or the Renewal Petition, pending any further direction or recommendations by the SCCBOE, including SCCBOE's adoption of the SCCOE's recommendations and recommended findings. By its terms, the First Amended MOU is incorporated into the Renewal Petition by reference, therefore, its terms supplement the Renewal Petition submitted by Bullis and were considered as part of SCCOE's analysis of the Renewal Petition and continue to bind the Parties unless and until revised or replaced by mutual agreement of the Parties.

SCCOE has provided Bullis an updated memorandum of understanding (MOU) that is consistent with changes to law since entering into the First Amended MOU, reflects SCCOE's current best practices, and accurately describes the manner in which Bullis operates as a school of SCCOE for purposes of compliance with the Individuals with Disabilities Education Act (IDEA), among other updates. The Renewal Petition specifies Bullis' intent to enter into an updated memorandum of understanding, so if the SCCBOE renews the Charter, SCCOE will continue to work with Bullis on finalizing the MOU.

Requested Action

The SCCOE Staff reviewed Bullis' Renewal Petition, in conjunction with Bullis' Responses to the Notice and Reaffirmation, including its corrective action plan in responses to the Notice and Reaffirmation, and assessed the effectiveness of Bullis' corrective action plan in response to the Notice and Reaffirmation, utilizing the criteria for charter renewal set forth in *EC* Sections 47605 and 47607.

The SCCOE Staff recommends the SCCBOE conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that Bullis Charter School, The Bullis-Purissima Elementary School, and SCCOE enter into an MOU and/or addendum to the MOU on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions listed below, as well as any additional conditions or requirements identified by the SCCBOE, and adopt the Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met.

The MOU and/or addendum thereto shall address all of the following requirements on terms acceptable to the County Superintendent:

1. Bullis shall address/remediate each of the items identified as "requiring" remediation/correction/updating and/or identified as a condition of renewal in the Staff Analysis and Recommended Findings of Fact.

2. Bullis will continue its efforts in accordance with its Enrollment Action Plan/plan to address the issue of serving all students who wish to attend, as the same may be updated from time to time, to ensure equitable access to attendance at Bullis and to increase its enrollment of historically underserved student groups who are underrepresented at Bullis as compared to LASD.

3. Bullis shall announce the number of openings at each grade level ***prior*** to commencing the open enrollment period each year in order to avoid the possibility or perception that the number of openings is affected based on who applied (e.g. how many students are in each preference group and/or the number of in-District versus out-of-District applicants). If the number of openings would result in an overall decrease in enrollment spaces from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase.

4. Bullis shall unequivocally commit to offer students each of the announced open seats at each grade level, in the order drawn in the lottery (in accordance with all requirements as described in the portion of the staff analysis addressing the Admissions Policies and Procedures element of the Charter) until all such openings have been filled and/or there are no more applicants for the seat(s).

5. Bullis' updated corrective action plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

    a. Identified Metric – measures that will provide actionable data related to enrollment
        (e.g., Students who are socioeconomically disadvantaged)

    b. Methodology – how the metric will be measured to ensure valid and reliable results
        (e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period)

    c. Data Source – the origin of the data (i.e., from where will the data come)
        (e.g., School's student data system)

    d. Baseline Calculation – the initial, or starting, enrollment data
        (e.g., 3.71%)

    e. Annual target(s) and plan for achieving the target – where do you want the metric to be after implementing the Enrollment Action Plan for the current year. (Consider past trend and comparable growth rates)
        (e.g., 4.91%)

    f. Progress Monitoring – interim measures that will monitor progress toward annual target(s)
        (e.g., number of applications received in advance of lottery that qualify for the FRPM preference)

6. At least annually, Bullis shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall not simply assume that the plan is or is not working as a whole based on who enrolled, but it shall include a more specific analysis of facts and factors indicating effectiveness. Bullis shall provide SCCOE a written report of this analysis and any changes/updates to its plan by April 1 each year.

7. Bullis shall annually provide SCCOE a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) setting forth the results of the lottery, including at least the information below. Bullis shall provide an update to this report within 10 days following Census Day each year:

    a. How many openings at each grade level were announced prior to commencement of the open enrollment period (and an update if Bullis subsequently increased that number).

b. How many applicants there were for each grade level, disaggregated by preference group.

c. How many applicants were initially offered admission from each preference group at each grade level based on the original lottery results.

d. How many applicants were subsequently offered admission from each preference group at each grade level based on their position on the waitlist because the applicant(s) before them declined enrollment.

e. How many applicants from each preference group are on the wait list for each grade level.

f. In the post-Census Day update, how many students from each preference group at each grade level enrolled at and are attending Bullis.

Bullis is also strongly encouraged to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Analysis.

Item Process
Pursuant to *EC* 47605(b), Bullis shall have equivalent time and procedures to present evidence and testimony to respond to the Staff recommendations and recommended findings.

- The Board will hear an opening statement from staff who will be given 15 minutes.
- Bullis will be given 15 minutes to present.
- Los Altos School District (LASD) will be given 15 minutes to present.
- The Board will hear public comment. Per Board Bylaw 9323, public comments on this item will be 20 minutes, unless extended in accordance with the BB 9323 which states that with County Board consent, the County Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The County Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. Speakers will be limited to one minute (speakers utilizing a translator shall have two minutes). Speakers shall direct their comments to the Board and are urged to avoid repeating points made by previous speakers.
- Board members may ask clarifying questions.
- The Board will deliberate on this matter and act regarding the charter renewal petition from Bullis Charter School.

Student Impact
The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. Bullis currently serves approximately 1,000 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Youth Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

Bullis Charter School provided their response directly to the SCCBOE via email on Friday, August 23, 2024 at 7:35PM after the agenda was posted. The response is attached herein. Notation: As of 8:00AM on August 26, 2024, Bullis Charter Schools had not provided any materials for their presentation. This afternoon at 2:37 PM a powerpoint presentation was emailed to the Charter School Department Staff and subsequently added to this agenda item.

File Attachments
Bullis_Renewal_Petition.pdf (12,439 KB)
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Resolution Conditionally Approving Bullis Renewal.pdf (235 KB)
LASD Presentation to SCCBOE 8_26_24.pdf (820 KB)
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8-27 Resolution Approving Bullis Renewal.pdf (279 KB)
8-27 Resolution Denying Bullis Charter School.pdf (438 KB)

Motion & Voting

Motion #6: approve renewal with 5 years conditionally; ensuring no 10% cap; MOU to come back to the Board for approval in December 2024

Motion by Tara Sreekrishnan, second by Maimona Afzal Berta.
Final Resolution: Motion Carries
Yes: Tara Sreekrishnan, Maimona Afzal Berta, Raeena Lari, Don Rocha
No: Victoria Chon, Joseph Di Salvo, Grace Mah

8. COUNTY BOARD OF EDUCATION MEMBER REPORTS

Subject	**A. The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	8. COUNTY BOARD OF EDUCATION MEMBER REPORTS
Type	Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education.

9. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)

Subject	**A. Receive consent information report of Local Performance Indicator: Priority 1 Teaching Assignment Monitoring Outcomes**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	9. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)
Type	Information
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent Educational Services

Background
Education Code Section 52064.5(e)(2) requires the State Board of Education (SBE) to adopt Performance Standards for the local indicators. As part of the SBE-adopted Performance Standards, LEAs are required to present local indicator data at the same meeting the LCAP is adopted. However, because the 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) data was released after July 1, 2024, LEAs are responsible to present the TAMO data at a regularly scheduled meeting after the actual release date.

Student Impact

The Educational Services Division aims to incorporate and align the Board priorities in the Local Control Accountability Plan Local Performance Indicator Self-Reflection. The Plan specifically incorporates and aligns the board priorities of Special Education, Court, & Community Schools, Empowering Child Wellness, Environmental & Climate Literacy, and Literacy & Academic Achievement. This item also affirms the Board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, which states that all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning.

File Attachments
SCCOE Teaching Assignment Monitoring Outcomes (TAMO) data.pdf (73 KB)

10. ADJOURNMENT

Subject	**A. The next Santa Clara County Board of Education regular meeting is scheduled for September 4, 2024.**
Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	10. ADJOURNMENT
Type	Action, Procedural
Recommended Action	Adjourn the meeting

The next Santa Clara County Board of Education regular meeting is scheduled for September 4, 2024.

Motion & Voting

Adjourn the meeting

Motion by Victoria Chon, second by Don Rocha.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Committed to serving, inspiring and promoting student and public school success

Agenda Item Details

Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	7. ACTION: DECISION BULLIS CHARTER SCHOOL - At or after 7:30p.m.
Subject	A. Request for Action/Decision on the Renewal Petition Submitted by Bullis Charter School
Type	Action, Information
Fiscal Impact	No
Budgeted	No
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools Department

Background and Renewal Charter Analysis
The Charter Schools Department of the Santa Clara County Office of Education (County Office of Education or SCCOE) received a renewal charter petition (Renewal Petition or Charter), from Bullis Charter School (Bullis) on June 3, 2024. The length of a renewal and the applicable standards are dependent on the charter school's categorization as high, middle, or low performing or as a Dashboard Alternative Status School pursuant to *Education Code* (*EC*) Sections 47607 and 47607.2 The California Department of Education (CDE) has designated, pursuant to criteria in *EC* Section 47607(c), that Bullis is in the high performing category for purposes of this renewal. As a high performing charter school, if the Santa Clara County Board of Education (SCCBOE or County Board of Education) renews the Charter, the renewal term will begin on July 1, 2025, and may be for a term of five to seven years. Renewals of district appeal charters are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

The complete renewal Petition is attached to the agenda and is also available for review at: https://www.sccoe.org/supoffice/charter-schools-office/Pending/Bullis_Renewal_Petition.pdf

Pursuant to *EC* Sections 47605 and 47607, the SCCBOE timely held a public hearing on the renewal Charter on July 17, 2024, and action on Bullis' renewal Charter is included on the SCCBOE's agenda for a meeting on August 26, 2024, within the 90-day time period for action.

Pursuant to the Charter Schools Act, specifically the renewal standards and requirements applicable to high performance tier charter schools as set forth in *EC* Section 47607 and 47605, SCCOE Staff reviewed, analyzed, and made recommendations and recommended findings on Bullis' request that the SCCBOE renew its Charter. On August 9, 2024, more than 15 days prior to SCCBOE's action on the renewal request, SCCOE published those recommendations and recommended findings on the SCCOE website in the form of a Staff Analysis and Proposed Findings of Fact Regarding Review of Bullis Charter School District Appeal Renewal Petition ("Staff Analysis") and a proposed Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met ("Proposed Resolution"). On the same date, the County Board was provided a copy of the Staff Analysis and the Proposed Resolution and SCCOE provided Bullis the link to those published documents. The Staff Analysis and Proposed Resolution are attached to the agenda and are also available for review at https://www.sccoe.org/supoffice/charter-schools-office/Documents/BCS%20Staff%20Report%20Analysis%20and%20Findings.pdf and https://www.sccoe.org/supoffice/charter-schools-office/Documents/Resolution%20Conditionally%20Approving%20Bullis%20Renewal.pdf

The Charter Schools Act provides that any charter, including that of a high performing charter school, may be denied renewal pursuant to the standards and procedures in *EC* Section 47607(e), including upon a finding that the school is not serving all pupils who wish to attend. The chartering authority must provide at least 30 days' notice to the charter school of the alleged violation and provide the school a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may then only deny renewal on this basis if it finds either:

- The corrective action proposed by the charter school has been unsuccessful or
- The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

(*EC* Section 47607(e).)

As detailed in the Staff Analysis, Bullis was provided notice and a reasonable opportunity to cure, including submission and implementation of a corrective action plan, pursuant to this provision, on the basis that Bullis is not serving all students who wish to attend (via a "Notice" and "Reaffirmation"). SCCOE/SCCBOE's compliance with these procedural requirements, Bullis' responses, and SCCOE's analysis and recommendations and recommended findings concerning this cause for denial of charter renewal, including an analysis of whether Bullis' corrective action plan has been unsuccessful or unviable, are detailed, along with the supporting evidence, in the Staff Analysis.

SCCOE, Bullis, and the Bullis-Purisima Elementary School, a non-profit corporation, which governs Bullis, entered into a memorandum of understanding in 2018, and then replaced that memorandum of understanding in 2019 with a First Amended Memorandum of Understanding (First Amended MOU). By its terms, this First Amended MOU "shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the [First Amended MOU] is terminated." The First Amended MOU governs the respective fiscal, operational, administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the current charter or the Renewal Petition, pending any further direction or recommendations by the SCCBOE, including SCCBOE's adoption of the SCCOE's recommendations and recommended findings. By its terms, the First Amended MOU is incorporated into the Renewal Petition by reference, therefore, its terms supplement the Renewal Petition submitted by Bullis and were considered as part of SCCOE's analysis of the Renewal Petition and continue to bind the Parties unless and until revised or replaced by mutual agreement of the Parties.

SCCOE has provided Bullis an updated memorandum of understanding (MOU) that is consistent with changes to law since entering into the First Amended MOU, reflects SCCOE's current best practices, and accurately describes the manner in which Bullis operates as a school of SCCOE for purposes of compliance with the Individuals with Disabilities Education Act (IDEA), among other updates. The Renewal Petition specifies Bullis' intent to enter into an updated memorandum of understanding, so if the SCCBOE renews the Charter, SCCOE will continue to work with Bullis on finalizing the MOU.

Requested Action

The SCCOE Staff reviewed Bullis' Renewal Petition, in conjunction with Bullis' Responses to the Notice and Reaffirmation, including its corrective action plan in responses to the Notice and Reaffirmation, and assessed the effectiveness of Bullis' corrective action plan in response to the Notice and Reaffirmation, utilizing the criteria for charter renewal set forth in *EC* Sections 47605 and 47607.

The SCCOE Staff recommends the SCCBOE conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that Bullis Charter School, The Bullis-Purissima Elementary School, and SCCOE enter into an MOU and/or addendum to the MOU on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions listed below, as well as any additional conditions or requirements identified by the SCCBOE, and adopt the Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met.

The MOU and/or addendum thereto shall address all of the following requirements on terms acceptable to the County Superintendent:

1. Bullis shall address/remediate each of the items identified as "requiring" remediation/correction/updating and/or identified as a condition of renewal in the Staff Analysis and Recommended Findings of Fact.

2. Bullis will continue its efforts in accordance with its Enrollment Action Plan/plan to address the issue of serving all students who wish to attend, as the same may be updated from time to time, to ensure equitable access to attendance at Bullis and to increase its enrollment of historically underserved student groups who are underrepresented at Bullis as compared to LASD.

3. Bullis shall announce the number of openings at each grade level ***prior*** to commencing the open enrollment period each year in order to avoid the possibility or perception that the number of openings is affected based on who applied (e.g. how many students are in each preference group and/or the number of in-District versus out-of-District applicants). If the number of openings would result in an overall decrease in enrollment spaces from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase.

4. Bullis shall unequivocally commit to offer students each of the announced open seats at each grade level, in the order drawn in the lottery (in accordance with all requirements as described in the portion of the staff analysis addressing the Admissions Policies and Procedures element of the Charter) until all such openings have been filled and/or there are no more applicants for the seat(s).

5. Bullis' updated corrective action plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

    a. Identified Metric – measures that will provide actionable data related to enrollment
    (e.g., Students who are socioeconomically disadvantaged)

    b. Methodology – how the metric will be measured to ensure valid and reliable results
    (e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period)

    c. Data Source – the origin of the data (i.e., from where will the data come)
    (e.g., School's student data system)

    d. Baseline Calculation – the initial, or starting, enrollment data
    (e.g., 3.71%)

    e. Annual target(s) and plan for achieving the target – where do you want the metric to be after implementing the Enrollment Action Plan for the current year. (Consider past trend and comparable growth rates)
    (e.g., 4.91%)

    f. Progress Monitoring – interim measures that will monitor progress toward annual target(s)
    (e.g., number of applications received in advance of lottery that qualify for the FRPM preference)

6. At least annually, Bullis shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall not simply assume that the plan is or is not working as a whole based on who enrolled, but it shall include a more specific analysis of facts and factors indicating effectiveness. Bullis shall provide SCCOE a written report of this analysis and any changes/updates to its plan by April 1 each year.

7. Bullis shall annually provide SCCOE a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) setting forth the results of the lottery, including at least the information below. Bullis shall provide an update to this report within 10 days following Census Day each year:

a. How many openings at each grade level were announced prior to commencement of the open enrollment period (and an update if Bullis subsequently increased that number).

b. How many applicants there were for each grade level, disaggregated by preference group.

c. How many applicants were initially offered admission from each preference group at each grade level based on the original lottery results.

d. How many applicants were subsequently offered admission from each preference group at each grade level based on their position on the waitlist because the applicant(s) before them declined enrollment.

e. How many applicants from each preference group are on the wait list for each grade level.

f. In the post-Census Day update, how many students from each preference group at each grade level enrolled at and are attending Bullis.

Bullis is also strongly encouraged to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Analysis.

Item Process
Pursuant to *EC* 47605(b), Bullis shall have equivalent time and procedures to present evidence and testimony to respond to the Staff recommendations and recommended findings.

- The Board will hear an opening statement from staff who will be given 15 minutes.
- Bullis will be given 15 minutes to present.
- Los Altos School District (LASD) will be given 15 minutes to present.
- The Board will hear public comment. Per Board Bylaw 9323, public comments on this item will be 20 minutes, unless extended in accordance with the BB 9323 which states that with County Board consent, the County Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The County Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. Speakers will be limited to one minute (speakers utilizing a translator shall have two minutes). Speakers shall direct their comments to the Board and are urged to avoid repeating points made by previous speakers.
- Board members may ask clarifying questions.
- The Board will deliberate on this matter and act regarding the charter renewal petition from Bullis Charter School.

Student Impact
The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. Bullis currently serves approximately 1,000 students.

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8-27 Resolution Approving Bullis Renewal.pdf (279 KB)

8-27 Resolution Denying Bullis Charter School.pdf (438 KB)

Motion & Voting

Adopt Staff's recommendations and approval of resolution as proposed by Staff, conditionally approving for a term of five years, and alternatively denying Bullis Charter School's renewal Charter; with the addition that any changes to the conditions within the MOU would come back to the Board for approval; and deny Bullis' request to add admissions preferences for siblings of students who are admitted to, rather than already attending, Bullis.

Motion by Tara Sreekrishnan, second by Don Rocha.
Motion Fails
Yes: Tara Sreekrishnan, Raeena Lari, Don Rocha
No: Victoria Chon, Maimona Afzal Berta, Joseph Di Salvo, Grace Mah

Motion #2: Adopt resolution to approve Bullis Charter School's renewal Charter for a period of 7 years; denial of Bullis' request to add admissions preferences for siblings of students who are admitted to, rather than already attending, Bullis.

Motion by Joseph Di Salvo, second by Grace Mah.
Motion Fails
Yes: Tara Sreekrishnan, Joseph Di Salvo, Grace Mah
No: Victoria Chon, Maimona Afzal Berta, Raeena Lari, Don Rocha

Motion #3: Denial of Bullis Charter School's renewal Charter and adoption of a resolution of denial; adopting Staff's recommended findings of denial and finding that Bullis Charter School's corrective action plan pursuant to Education Code Section 47607(e) has been unsuccessful, and rejecting the proposed conditional approval and conditions of approval

Motion by Maimona Afzal Berta, second by Victoria Chon.
Motion Fails
Yes: Victoria Chon, Maimona Afzal Berta, Don Rocha
No: Tara Sreekrishnan, Joseph Di Salvo, Grace Mah
Abstain: Raeena Lari

#4: approve staff's recommendation and approval of the resolution as proposed by staff, with the addition that the MOU return to the Board for approval at the December 2024 meeting, conditionally approving for a term of five years and alternatively denying Bullis Charter School's renewal Charter

Motion by Tara Sreekrishnan, second by Don Rocha.
Motion Fails
Yes: Tara Sreekrishnan, Raeena Lari, Don Rocha

No: Victoria Chon, Maimona Afzal Berta, Joseph Di Salvo, Grace Mah

Motion #5
approve resolution to approve for 5 years; no conditions

Motion by Grace Mah, second by Joseph Di Salvo.
Motion Fails
Yes: Tara Sreekrishnan, Joseph Di Salvo, Grace Mah
No: Victoria Chon, Maimona Afzal Berta, Raeena Lari, Don Rocha

Motion #6: approve renewal with 5 years conditionally; ensuring no 10% cap; MOU to come back to the Board for approval in December 2024

Motion by Tara Sreekrishnan, second by Maimona Afzal Berta.
Final Resolution: Motion Carries
Yes: Tara Sreekrishnan, Maimona Afzal Berta, Raeena Lari, Don Rocha
No: Victoria Chon, Joseph Di Salvo, Grace Mah

Monday, August 26, 2024
Regular Board Agenda (#2446)

Regular Meeting #(2446)
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
San Jose Room -- 5:30 p.m.
.
Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the County Board meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2). Contact Information: kcoe@sccoe.org or (408) 453-6540.

1. SCCBOE CALL TO ORDER

Subject :	A. Livestream the Board Meeting: https://tinyurl.com /sccboardmeeting
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	1. SCCBOE CALL TO ORDER
Type :	Information

Public Content

The President will call the meeting to order. The meeting is held in person at 1290 Ridder Park Drive, San Jose, CA 95131.

Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the SCCBOE meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2) Contact Info: kcoe@sccoe.org or (408) 453-6540.

For those who wish to observe the meeting via live stream, please visit:

https://tinyurl.com/sccboardmeeting

Scroll to the bottom and choose LIVE

Simultaneous Spanish Interpretation:

Local 1 (669) 900-6833, Meeting ID: 727 334 810

Para español: llame al 1 (669) 900-6833 y después el numero 727 334 810

Simultaneous Vietnamese Interpretation:

Local 1 (669) 900-6833, Meeting ID: 921 8153 9516
nghe Ting Vit:
Gi s 1 (669) 900-6833, Sau ó bm mã s Meeting ID: 921 8153 9516

Subject :	B. Pledge of Allegiance
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	1. SCCBOE CALL TO ORDER
Type :	Procedural

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The SCCBOE President will lead SCCBOE and the community in reciting the Pledge of Allegiance.

Subject :	C. Roll Call (Including Action on Absences if Necessary)
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	1. SCCBOE CALL TO ORDER
Type :	Action, Procedural

Public Content

Roll call of the trustees will be taken and any absences of trustees will be recorded. The board may take action on absences if needed.

Subject :	D. Set the Agenda
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	1. SCCBOE CALL TO ORDER
Type :	Action, Procedural
Recommended Action :	Approve to set the agenda

Public Content

The Board shall set the agenda by establishing it as posted. Changes to the posted agenda may only occur as permitted by Education and Government Code including the Brown Act or as described in Board Bylaws. Permitted revisions to the posted agenda include the movement of items from consent to action or reordering the sequence of agenda items.

Motion & Voting

Approve to set the agenda

Motion by Victoria Chon, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha
No: Tara Sreekrishnan

2. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD SR-000472

Subject :	A. At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda.
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	2. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
Type :	Procedural

Public Content

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Individual remarks will be limited to 1 minute each, unless otherwise stipulated by the SCCBOE President.

3. CONSENT ACTION ITEMS

Subject :	A. Request Approval of Consent Action Items as listed in Item #3 Consent Action Items
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	3. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Approve Consent Action Items as listed in Item #3 Consent Action Items

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action

Approve Consent Action Items as listed in Item #3 Consent Action Items.

Motion & Voting

Approve Consent Action Items as listed in Item #3 Consent Action Items

Motion by Don Rocha, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	B. Request Approval of Minutes of Regular Board Meeting of August 7, 2024 (#2445)
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)

Category :	3. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Approve the minutes of Regular Board Meeting of August 7, 2024 (#2445)

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action

Approve the minutes of Regular Board Meeting of August 7, 2024 (#2445).

File Attachments

8.7.24 Regular Board Minutes.pdf (433 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #3 Consent Action Items

Motion by Don Rocha, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

4. INFORMATION ITEMS

Subject :	A. First Reading of Board Policy 1312.3 Uniform Complaint Procedures
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	4. INFORMATION ITEMS
Type :	Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Board Policy Updates reflect Uniform Complaint Procedures for Federal monitoring for 2024-2025. SCCOE received these updates from the California Department of Education to ensure that SCCOE programs are in compliance with Federal and State laws. New language reflects AB 1078 (2023) Instructional Materials and Curricular Diversity which protects student access to educational materials, library books and curriculum that reflect topics related to race and gender and strives to create a more equitable and inclusive educational system.

Student Impact

The proposed updates to BP 1312.3 Uniform Complaint Procedures align with theSCCBOE Priority of expanding inclusive practices within Special Education, Court & Community Schools. The changes are also aligned to theBill of Rights for Children and Young Adults for Santa Clara County, specifically, the right tosupport and guidance, safety and life skills.

File Attachments

BP 1312.3 UCP REDLINED for First Reading (8_26_24).pdf (88 KB)

Subject :	B. First Reading of Board Policy 5132 Dress and Grooming
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	4. INFORMATION ITEMS
Type :	Information

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Board Policy Updates for BP 5132 Dress and Grooming reflect changes in Education Code 212.1, as amended by SB 188 (Ch. 58, Statutes of 2019), defines "race," for purposes of prohibiting discrimination, as including traits historically associated with race, such as hair texture and protective hairstyles. Updates also prohibit not allowing students to dress in a manner consistent with their gender identity, gender expression or with religious or cultural observance. Finally, the updated Board Policy reflects BP 0415 Equity, stating that the dress code shall not be enforced in a discriminatory or disproportionate manner.

Student Impact
The proposed updates to BP 5132 Dress and Grooming align with theSCCBOE Priority of expanding inclusive practices withinSpecial Education, Court & Community Schools. The changes are also aligned to theBill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to safety and the right to choose.

File Attachments

BP 5132 Dress and Grooming REDLINED for First Reading (8_26_24).pdf (83 KB)

Subject :	C. First Reading of BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	4. INFORMATION ITEMS
Type :	Information

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Update to BB 9150 Student Board Members of the Santa Clara County Board of Education that includes compensation for the pupil member both as elective course credit and monthly financial compensation. Updates reflect language from Education Code 1090:

- Section H: The county board of education may award a pupil member either or both: (1) elective course credit, (2) monthly financial compensation
- Section C: The amount of compensation shall be determined by the county board of education
- Section D: A pupil member of a county board of education may be paid for any meeting for which the member is absent if the board by resolution duly adopted and included within its minutes finds that at the time of the meeting the member was performing services outside the meeting on behalf of the board, the member was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board.

Student Impact
The proposed updates to BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education align with theSCCBOE Priority of expanding inclusive practices within Court & Community Schools. The changes are also aligned to theBill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to love and emotional connections, support and guidance, life skills, education, job opportunities, personal development, basic needs and voice.

File Attachments

BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education REDLINED for First Reading (8_26_24).pdf (71 KB)

Subject :	D. Charter Schools Update
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	4. INFORMATION ITEMS
Type :	Information
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools
Background
The Santa Clara County Board of Education (SCCBOE), the County Superintendent of Schools, and the Santa Clara County Office of Education (SCCOE) ensure regular and systematic oversight and monitoring of SCCBOE-authorized charter schools. At each regular Board Meeting, a Charter Schools Update is provided as a standing agenda item. The Charter Schools Department provides this regular update to support the SCCBOE with its duty to conduct ongoing monitoring and oversight for the 21 charter schools authorized by the SCCBOE. This standing agenda item is one mechanism whereby topics related to the ongoing monitoring and oversight can be communicated to the SCCBOE. Topics may include, but are not limited to, information on charter school governance, operations, finance, educational program, and compliance withEducation Code, charter documents, and all reports required by charter law.
The topic(s) for this update may include, but are not limited to, the following:

- Back to School. Staff will provide an update on charter schools that have begun the 2024-25 school year.

Student Impact
The Charter Schools Department provides monitoring and oversight for 21 SCCBOE-authorized charter schools, serving approximately 10,000 students. Charter petitions for six of the 21 SCCBOE-authorized charter schools were submitted directly to

the SCCBOE and were approved as countywide charter schools. The remaining 15 charter school petitions were initially denied by a school district in Santa Clara County and were subsequently submitted to and approved by the SCCBOE on appeal. Through SCCOE's monitoring of SCCBOE-authorized charter schools, the Board seeks to affirm the right to a relevant and engaging education as stated in theBill of Rights for Children and Youth Adults for Santa Clara Countyandsupport the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

5. CLOSED SESSION

Subject :	A. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: Lakeside Joint School District, Desired District: Loma Prieta Joint Union School District
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	5. CLOSED SESSION
Type :	Action

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: Lakeside Joint School District, Desired District: Loma Prieta Joint Union School District

Motion & Voting

Approve the interdistrict attendance appeal based on factors 1 and 2 for the period through grade 5.

Motion by Grace Mah, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	B. County Superintendent Evaluation
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	5. CLOSED SESSION
Type :	Discussion

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The SCCBOE will meet to discuss the County Superintendent evaluation in closed session. (Government Code §54957)

Subject :	C. Conference with Legal Counsel Anticipated Litigation Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	5. CLOSED SESSION
Type :	Discussion, Information

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel Anticipated Litigation

Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case

Subject :	D. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 case
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	5. CLOSED SESSION
Type :	Discussion, Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

CONFERENCE WITH LEGAL COUNSELANTICIPATED LITIGATION
Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: (one or more potential cases - County Board action on Bullis Charter Schools request for renewal)

In open session, the County Board of Education will consider action on the Bullis Charter Schools request for renewal of their petition. Depending on the action taken, or not taken, the County Board of Education and SCCOE may face litigation from the Bullis Charter School, from the Los Altos School District, or from other parties. In this regard, the County Superintendent of Schools received

a telephonic communication from a community member who stated that if the County Board does not deny the Bullis Renewal petition, the County Office and County Board of Education would be sued by them and/or the Los Altos School District.

6. OPEN SESSION (Immediately Following Closed Session)

Subject :	A. Report of Actions Taken in Closed Session
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	6. OPEN SESSION (Immediately Following Closed Session)
Type :	Information

Public Content

Report of Actions Taken in Closed Session

7. ACTION: DECISION BULLIS CHARTER SCHOOL - At or after 7:30p.m.

Subject :	A. Request for Action/Decision on the Renewal Petition Submitted by Bullis Charter School
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	7. ACTION: DECISION BULLIS CHARTER SCHOOL - At or after 7:30p.m.
Type :	Action, Information
Fiscal Impact :	No
Budgeted :	No
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Mefula Fairley, Executive Director, Charter Schools Department

Background and Renewal Charter Analysis

The Charter Schools Department of the Santa Clara County Office of Education (County Office of Education or SCCOE) received a renewal charter petition (Renewal Petition or Charter), from Bullis Charter School (Bullis) on June 3, 2024. The length of a renewal and the applicable standards are dependent on the charter schools categorization as high, middle, or low performing or as a Dashboard Alternative Status School pursuant to *Education Code* (*EC*) Sections 47607 and 47607.2 The

California Department of Education (CDE) has designated, pursuant to criteria in *EC* Section 47607(c), that Bullis is in the high performing category for purposes of this renewal. As a high performing charter school, if the Santa Clara County Board of Education (SCCBOE or County Board of Education) renews the Charter, the renewal term will begin on July 1, 2025, and may be for a term of five to seven years. Renewals of district appeal charters are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

The complete renewal Petition is attached to the agenda and is also available for review at:https://www.sccoe.org/supoffice/charter-schools-office/Pending/Bullis_Renewal_Petition.pdf

Pursuant to *EC* Sections 47605 and 47607, the SCCBOE timely held a public hearing on the renewal Charter on July 17, 2024, and action on Bullis renewal Charter is included on the SCCBOEs agenda for a meeting on August 26, 2024, within the 90-day time period for action.

Pursuant to the Charter Schools Act, specifically the renewal standards and requirements applicable to high performance tier charter schools as set forth in *EC* Section 47607 and 47605, SCCOE Staff reviewed, analyzed, and made recommendations and recommended findings on Bullis request that the SCCBOE renew its Charter. On August 9, 2024, more than 15 days prior to SCCBOEs action on the renewal request, SCCOE published those recommendations and recommended findings on the SCCOE website in the form of a Staff Analysis and Proposed Findings of Fact Regarding Review of Bullis Charter School District Appeal Renewal Petition (Staff Analysis) and a proposed Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met (Proposed Resolution). On the same date, the County Board was provided a copy of the Staff Analysis and the Proposed Resolution and SCCOE provided Bullis the link to those published documents. The Staff Analysis and Proposed Resolution are attached to the agenda and are also available for review at https://www.sccoe.org/supoffice/charter-schools-office/Documents/BCS%20Staff%20Report%20Analysis%20and%20Findings.pdf andhttps://www.sccoe.org/supoffice/charter-schools-office/Documents/Resolution%20Conditionally%20Approving%20Bullis%20Renewal.pdf

The Charter Schools Act provides that any charter, including that of a high performing charter school, may be denied renewal pursuant to the standards and procedures in *EC* Section 47607(e), including upon a finding that the school is not serving all pupils who wish to attend. The chartering authority must provide at least 30 days notice to the charter school of the alleged violation and provide the school a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may then only deny renewal on this basis if it finds either:

- The corrective action proposed by the charter school has been unsuccessful or
- The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

(*EC* Section 47607(e).)

As detailed in the Staff Analysis, Bullis was provided notice and a reasonable opportunity to cure, including submission and implementation of a corrective action plan, pursuant to this provision, on the basis that Bullis is not serving all students who wish to attend (via a Notice and Reaffirmation). SCCOE/SCCBOEs compliance with these procedural requirements, Bullis responses, and SCCOEs analysis and recommendations and recommended findings concerning this cause for denial of charter renewal, including an analysis of whether Bullis corrective action plan has been unsuccessful or unviable, are detailed, along with the supporting evidence, in the Staff Analysis.

SCCOE, Bullis, and the Bullis-Purisima Elementary School, a non-profit corporation, which governs Bullis, entered into a memorandum of understanding in 2018, and then replaced that memorandum of understanding in 2019 with a First Amended Memorandum of Understanding (First Amended MOU). By its terms, this First Amended MOU shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the [First Amended MOU] is terminated. The First Amended MOU governs the respective fiscal, operational, administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the current charter or the Renewal Petition, pending any further direction or recommendations by the SCCBOE, including SCCBOEs adoption of the SCCOEs recommendations and recommended findings. By its terms, the First Amended MOU is incorporated

into the Renewal Petition by reference, therefore, its terms supplement the Renewal Petition submitted by Bullis and were considered as part of SCCOEs analysis of the Renewal Petition and continue to bind the Parties unless and until revised or replaced by mutual agreement of the Parties.

SCCOE has provided Bullis an updated memorandum of understanding (MOU) that is consistent with changes to law since entering into the First Amended MOU, reflects SCCOEs current best practices, and accurately describes the manner in which Bullis operates as a school of SCCOE for purposes of compliance with the Individuals with Disabilities Education Act (IDEA), among other updates. The Renewal Petition specifies Bullis intent to enter into an updated memorandum of understanding, so if the SCCBOE renews the Charter, SCCOE will continue to work with Bullis on finalizing the MOU.

Requested Action

The SCCOE Staff reviewed Bullis Renewal Petition, in conjunction with Bullis Responses to the Notice and Reaffirmation, including its corrective action plan in responses to the Notice and Reaffirmation, and assessed the effectiveness of Bullis corrective action plan in response to the Notice and Reaffirmation, utilizing the criteria for charter renewal set forth in *EC* Sections 47605 and 47607.

The SCCOE Staff recommends the SCCBOE conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that Bullis Charter School, The Bullis-Purissima Elementary School, and SCCOE enter into an MOU and/or addendum to the MOU on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions listed below, as well as any additional conditions or requirements identified by the SCCBOE, and adopt the Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met.

The MOU and/or addendum thereto shall address all of the following requirements on terms acceptable to the County Superintendent:

1. Bullis shall address/remediate each of the items identified as requiring remediation/correction/updating and/or identified as a condition of renewal in the Staff Analysis and Recommended Findings of Fact.

2. Bullis will continue its efforts in accordance with its Enrollment Action Plan/plan to address the issue of serving all students who wish to attend, as the same may be updated from time to time, to ensure equitable access to attendance at Bullis and to increase its enrollment of historically underserved student groups who are underrepresented at Bullis as compared to LASD.

3. Bullis shall announce the number of openings at each grade level ***prior*** to commencing the open enrollment period each year in order to avoid the possibility or perception that the number of openings is affected based on who applied (e. g. how many students are in each preference group and/or the number of in-District versus out-of-District applicants). If the number of openings would result in an overall decrease in enrollment spaces from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase.

4. Bullis shall unequivocally commit to offer students each of the announced open seats at each grade level, in the order drawn in the lottery (in accordance with all requirements as described in the portion of the staff analysis addressing the Admissions Policies and Procedures element of the Charter) until all such openings have been filled and/or there are no more applicants for the seat(s).

5. Bullis updated corrective action plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

    a. Identified Metric measures that will provide actionable data related to enrollment

        (e.g., Students who are socioeconomically disadvantaged)

b. Methodology how the metric will be measured to ensure valid and reliable results

(e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period)

c. Data Source the origin of the data (i.e., from where will the data come)

(e.g., Schools student data system)

d. Baseline Calculation the initial, or starting, enrollment data

(e.g., 3.71%)

e. Annual target(s) and plan for achieving the target where do you want the metric to be after implementing the Enrollment Action Plan for the current year. (Consider past trend and comparable growth rates)

(e.g., 4.91%)

f. Progress Monitoring interim measures that will monitor progress toward annual target(s)

(e.g., number of applications received in advance of lottery that qualify for the FRPM preference)

6. At least annually, Bullis shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall not simply assume that the plan is or is not working as a whole based on who enrolled, but it shall include a more specific analysis of facts and factors indicating effectiveness. Bullis shall provide SCCOE a written report of this analysis and any changes/updates to its plan by April 1 each year.

7. Bullis shall annually provide SCCOE a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) setting forth the results of the lottery, including at least the information below. Bullis shall provide an update to this report within 10 days following Census Day each year:

a. How many openings at each grade level were announced prior to commencement of the open enrollment period (and an update if Bullis subsequently increased that number).

b. How many applicants there were for each grade level, disaggregated by preference group.

c. How many applicants were initially offered admission from each preference group at each grade level based on the original lottery results.

d. How many applicants were subsequently offered admission from each preference group at each grade level based on their position on the waitlist because the applicant(s) before them declined enrollment.

e. How many applicants from each preference group are on the wait list for each grade level.

f. In the post-Census Day update, how many students from each preference group at each grade level enrolled at and are attending Bullis.

Bullis is also strongly encouraged to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Analysis.

Item Process

Pursuant to *EC* 47605(b), Bullis shall have equivalent time and procedures to present evidence and testimony to respond to the Staff recommendations and recommended findings.

- The Board will hear an opening statement from staff who will be given 15 minutes.

- Bullis will be given 15 minutes to present.
- Los Altos School District (LASD) will be given 15 minutes to present.
- The Board will hear public comment. Per Board Bylaw 9323, public comments on this item will be 20 minutes, unless extended in accordance with the BB 9323 which states that with County Board consent, the County Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The County Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.Speakers will be limited to one minute (speakers utilizing a translator shall have two minutes).Speakers shall direct their comments to the Board and are urged to avoid repeating points made by previous speakers.
- Board members may ask clarifying questions.
- The Board will deliberate on this matter and act regarding the charter renewal petition from Bullis Charter School.

Student Impact

The Charter School Departmentprovides oversight and monitoring for21 County Board of Education authorized charter schools. Bullis currently serves approximately 1,000 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in theBill of Rights for Children and Youth Adults for Santa Clara Countyandsupport the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found athttps://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

Bullis Charter School provided their response directly to the SCCBOE via email on Friday, August 23, 2024 at 7:35PM after the agenda was posted. The response is attached herein. Notation: As of 8:00AM on August 26, 2024, Bullis Charter Schools had not provided any materials for their presentation. This afternoon at 2:37 PM a powerpoint presentation was emailed to the Charter School Department Staff and subsequently added to this agenda item.

File Attachments

Bullis_Renewal_Petition.pdf (12,439 KB)
BCS Staff Report Analysis and Findings.pdf (34,316 KB)
Resolution Conditionally Approving Bullis Renewal.pdf (235 KB)
LASD Presentation to SCCBOE 8_26_24.pdf (820 KB)
Bullis Response to SCCOE Staff Report.pdf (2,483 KB)
Bullis Decision Hearing PowerPoint 8.26.24.pdf (11,671 KB)
8-27 Resolution Approving Bullis Renewal.pdf (279 KB)
8-27 Resolution Denying Bullis Charter School.pdf (438 KB)

Motion & Voting

Motion #6: approve renewal with 5 years conditionally; ensuring no 10% cap; MOU to come back to the Board for approval in December 2024

Motion by Tara Sreekrishnan, second by Maimona Afzal Berta.
Final Resolution: Motion Carries
Yes: Tara Sreekrishnan, Maimona Afzal Berta, Raeena Lari, Don Rocha
No: Victoria Chon, Joseph Di Salvo, Grace Mah

8. COUNTY BOARD OF EDUCATION MEMBER REPORTS

Subject :	A. The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	8. COUNTY BOARD OF EDUCATION MEMBER REPORTS
Type :	Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education.

9. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)

Subject :	A. Receive consent information report of Local Performance Indicator: Priority 1 Teaching Assignment Monitoring Outcomes
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	9. CONSENT INFORMATION ITEMS (Information items provided for review that do not require presentation or action.)
Type :	Information
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Teresa Shipp, Assistant Superintendent Educational Services

Background

Education Code Section 52064.5(e)(2) requires the State Board of Education (SBE) to adopt Performance Standards for the local indicators. As part of the SBE-adopted Performance Standards, LEAs are required to present local indicator data at the same meeting the LCAP is adopted. However, because the 2022-23 Teaching Assignment Monitoring Outcomes (TAMO) data was released after July 1, 2024, LEAs are responsible to present the TAMO data at a regularly scheduled meeting after the actual release date.

Student Impact

The Educational Services Division aims to incorporate and align the Board priorities in the Local Control Accountability Plan Local Performance Indicator Self-Reflection. The Plan specifically incorporates and aligns the board priorities of Special Education, Court, & Community Schools, Empowering Child Wellness, Environmental & Climate Literacy, and Literacy & Academic Achievement. This item also affirms the Board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, which states that all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning.

File Attachments

SCCOE Teaching Assignment Monitoring Outcomes (TAMO) data.pdf (73 KB)

10. ADJOURNMENT

Subject :	A. The next Santa Clara County Board of Education regular meeting is scheduled for September 4, 2024.
Meeting :	Aug 26, 2024 - Regular Board Agenda (#2446)
Category :	10. ADJOURNMENT
Type :	Action, Procedural
Recommended Action :	Adjourn the meeting

Public Content

The next Santa Clara County Board of Education regular meeting is scheduled for September 4, 2024.

Motion & Voting

Adjourn the meeting

Motion by Victoria Chon, second by Don Rocha.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

SANTA CLARA COUNTY BOARD OF EDUCATION
1290 Ridder Park Drive
San Jose, California 95131

APPROVED on September 4, 2024
August 26, 2024
Regular Meeting #2446
San Jose Room
5:30 p.m.

1. SCCBOE CALL TO ORDER

President Berta called the meeting to order at approximately 5:30 p.m.

A. Livestream the Board Meeting: https://tinyurl.com/sccboardmeeting

B. Pledge of Allegiance

C. Roll Call (Including Action on Absences if Necessary)

Trustee(s) Present:
Grace Mah, Area 1
Tara Sreekrishnan, Area 2
Don Rocha, Area 3 (Vice President)
Joseph Di Salvo, Area 4
Victoria Chon, Area 5
Maimona Afzal Berta, Area 6 (President)
Raeena Lari, Area 7

Excused Absence:
Student Board Member De La Rosa Aguilera

D. Set the Agenda

MOTION #2446-1 by Trustee Chon and seconded by Trustee Di Salvo to set the agenda. Motion carried 6-1-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, and Mah
No: Trustee Sreekrishnan
Abstain: none
Absent: none

President Berta reviewed the livestream details for the August 26, 2024, Board meeting and explained where to call to listen to the meeting in Spanish or Vietnamese or view ASL interpretation.

2. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE SANTA CLARA COUNTY BOARD OF EDUCATION

There were 17 public comments.

3. CONSENT ACTION ITEMS

A. Request Approval of Consent Action Items as listed in Item #3 Consent Action Items

B. Request Approval of Minutes of Regular Board Meeting of August 7, 2024 (#2445)

MOTION #2446-2 by Vice President Rocha and seconded by Trustee Chon to approve Consent Action Items as listed in Item #3 Consent Action Items. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

4. INFORMATION ITEMS

A. First Reading of Board Policy 1312.3 Uniform Complaint Procedures

Dr. Mary Ann Dewan, County Superintendent of Schools, presented an overview of proposed updates to Board Policy 1313.3 Uniform Complaint Procedures, which includes new language to reflect Assembly Bill 1078 (2023), Instructional Materials and Curricular Diversity. Trustee Mah requested additional information relating to the Assembly Bill and changes in the law. The Second Reading and adoption will be brought to the Board at the meeting on September 04, 2024.

B. First Reading of Board Policy 5132 Dress and Grooming

Dr. Dewan presented an overview of proposed updates to Board Policy 5132 Dress and Grooming, relating to changes in Education Code 212.1. The Second Reading and adoption will be brought to the Board at the meeting on September 04, 2024.

C. First Reading of BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education

Dr. Dewan presented an overview of proposed updates to Board Policy 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education, which provides updated language from Education Code 1090. Trustee Mah requested information relating to other County Boards and pay for Student Board Members. The Second Reading and adoption will be brought to the Board at the meeting on September 04, 2024.

D. Charter Schools Update

Mefula Fairley, Executive Director of the Charter Schools Department, provided an update on Charter School renewals, including:

- A renewal petition for Rocketship Sí Se Puede, which was received on August 20. The petition has been posted and the public hearing will take place on September 16.
- The public hearing on the renewal petition for Alpha: José Hernández which will take place on September 4.
- The two remaining renewal petitions, for Rocketship Alma and Rocketship Brilliant Minds, are expected to be submitted on September 3.

Executive Director Fairley also provided an update on Charter Schools start to the new school year and the upcoming annual back to school tour visits that will be conducted by the Charter Schools Department staff in September.

5. CLOSED SESSION

There were four (4) public comments.

The Board moved to a Closed Session at approximately 6:45 p.m. President Berta called Closed Session to order at approximately 7:00 p.m. and called roll. All Trustees were present.

A. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Lakeside Joint School District, Desired District: Loma Prieta Joint Union School District

B. County Superintendent Evaluation

C. Conference with Legal Counsel—Anticipated Litigation Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case

D. Conference with Legal Counsel—Anticipated Litigation Significant Exposure to litigation pursuant to Government Code Section 54956.9(d)(2): 1 cases

6. OPEN SESSION (Immediately Following Closed Session)

A. Report of Actions Taken in Closed Session

The Board concluded Closed Session at 9:45 p.m. and returned to Open Session at 9:50 p.m.

President Berta reported that in the matter of 6A, the County Board voted to approve the interdistrict attendance appeal.

MOTION #2446-3 by Trustee Mah and seconded by Trustee Lari to approve the appeal based on factors one (1) and two (2) for length of time through grade 5. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

President Berta reported that in the matter of 6B, the County Board took no reportable action.

President Berta reported that in the matter of 6C, the County Board took no reportable action.

President Berta reported that in the matter of 6D, the County Board took no reportable action.

7. ACTION: DECISION BULLIS CHARTER SCHOOL (at or after 7:30pm)

The Board heard an opening statement from Executive Director Mefula Fairley.

The Board heard a statement from Bullis Superintendent Maureen Israel and attorney John Lemmo.

The Board heard a statement from Los Altos School District Board President Bryan Johnson.

There were 20 public comments.

MOTION #2446-4(a) by Trustee Sreekrishnan and seconded by Vice President Rocha to adopt Staff's recommendations and approve of resolution as proposed by Staff, conditionally approving for a term of five (5) years, and alternatively denying Bullis Charter School's renewal Charter; with the addition that any changes to the conditions within the MOU come back to the Board for approval; and deny Bullis' request to add admissions preferences for siblings of students who are admitted to, rather than already attending, Bullis. Motion failed 3-4-0.

Yes: Vice President Rocha, Trustees Lari, and Sreekrishnan
No: President Berta, Trustees Chon, Di Salvo, and Mah
Abstain: none
Absent: none

MOTION #2446-4(b) by Trustee Di Salvo and seconded by Trustee Mah to approve Bullis Charter School's renewal Charter for a period of seven (7) years; denial of Bullis' request to add admissions preferences for siblings of students who are admitted to, rather than already attending, Bullis. Motion failed 3-4-0.

Yes: Trustees Di Salvo, Mah, and Sreekrishnan
No: President Berta, Vice President Rocha, Trustees Chon, and Lari
Abstain: none
Absent: none

MOTION #2446-4(c) by President Berta and seconded by Trustee Chon to deny Bullis Charter School's renewal Charter and adopt a resolution of denial; adopting Staff's recommended findings of denial and finding that Bullis Charter School's corrective action plan pursuant to Education Code Section 47607(e) has been unsuccessful, and rejecting the proposed conditional approval and conditions of approval. Motion failed 3-3-1.

Yes: President Berta, Vice President Rocha, and Trustee Chon
No: Trustees Di Salvo, Mah, and Sreekrishnan
Abstain: Trustee Lari
Absent: none

MOTION #2446-4(d) by Trustee Sreekrishnan and seconded by Vice President Rocha to adopt Staff's recommendations and approval of resolution as

proposed by Staff, conditionally approving for a term of five (5) years, and alternatively denying Bullis Charter School's renewal Charter; with the addition that any changes to the conditions within the MOU come back to the Board for approval at the December 2024 meeting. Motion failed 3-4-0.

Yes: Vice President Rocha, Trustees Sreekrishnan, and Lari
No: President Berta, Trustees Chon, Di Salvo, and Mah
Abstain: none
Absent: none

MOTION #2446-4(e) by Trustee Mah and seconded by Trustee Di Salvo to approve Bullis Charter School's renewal Charter for a period of five (5) years with no conditions. Motion failed 3-4-0.

Yes: Trustees Di Salvo, Mah, and Sreekrishnan
No: President Berta, Vice President Rocha, Trustees Chon, and Lari
Abstain: none
Absent: none

MOTION #2446-4(f) by Trustee Sreekrishnan and seconded by President Berta to adopt Staff's recommendations and approval of resolution as proposed by Staff, conditionally approving for a term of five (5) years, and alternatively denying Bullis Charter School's renewal Charter; with the addition that there be no 10% cap on the admissions preference for low-income students and MOU with conditions signed by Bullis come back to the Board for approval in December 2024. Motion carried. 4-3-0.

Yes: President Berta, Vice President Rocha, Trustees Lari, and Sreekrishnan
No: Trustees Chon, Di Salvo, and Mah
Abstain: none
Absent: none

8. ADJOURNMENT

The next Santa Clara County Board of Education regular meeting is scheduled for September 4, 2024.

MOTION #2446-5 by Trustee Chon and seconded by Vice President Rocha to adjourn the meeting. Motion carried 7-0-0. The meeting was adjourned at approximately 1:38 a.m.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan

No: none
Abstain: none
Absent: none

Respectfully submitted,

Mary Ann Dewan

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Ex-Officio Secretary

: an

Comments on BCS Renewal Petition, Staff Report, and Proposed Resolution

August 26, 2024

LASD
Los Altos School District

SR-000493

Overview

- Key Staff Report Findings
- Unmet Obligations
- Summary

Key Findings

Multiple grounds for denial:

- **Failure to serve all students**: "The Charter School is not serving all students who wish to attend, and the corrective action plan proposed by the Charter School has been unsuccessful."

  (Proposed resolution, p.8)

- **Failure to submit an adequate renewal petition**: "The Charter School failed to update it['s] Charter to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F)"

  (Proposed resolution, p.8)

Failure to Serve All Students: Fundraising

	Object 32: Bullis Historical Revenues[1]							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LCFF Sources	6,133,176	6,653,144	7,348,616	8,588,885	8,890,956	9,262,474	10,285,814	10,748,971
Federal Revenues					113,993		208,739	108,160
Other State Revenue	326,356	321,997	409,244	244,309	357,327	299,601	1,121,669	2,018,083
Investment Income	4,434	5,103	5,786	6,415	3,562	1,869	2,598	
PPP loan forgiveness revenue					2,027,431			
Donations & Contributions	**3,683,577**	**3,735,000**	**3,929,189**	**4,618,668**	**3,211,186**	**4,906,000**	**4,213,684**	**5,504,500**
Parcel tax revenue							655,846	625,000
Local Revenue	172,501	596,978	1,042,450	807,350	679,473	1,177,188	716,328	1,330,122
Net assets released from restriction	63,721							
Total Revenues	**$ 10,383,765.00**	**$ 11,312,222.00**	**$ 12,735,285.00**	**$ 14,265,627.00**	**$ 15,283,928.00**	**$ 15,647,132.00**	**$ 17,204,678.00**	**$ 20,334,836.22**
% Donations & Contributions[2]	**35%**	**33%**	**31%**	**32%**	**21%**	**31%**	**24%**	**27%**

[1] Data Source: FY 2016-17 - 2022-23 is based on Financial Audit Reports. FY 2023-24 data is unaudited and based on Second Interim Report

[2] Donations & Contributions/Total Revenues

SR-000496

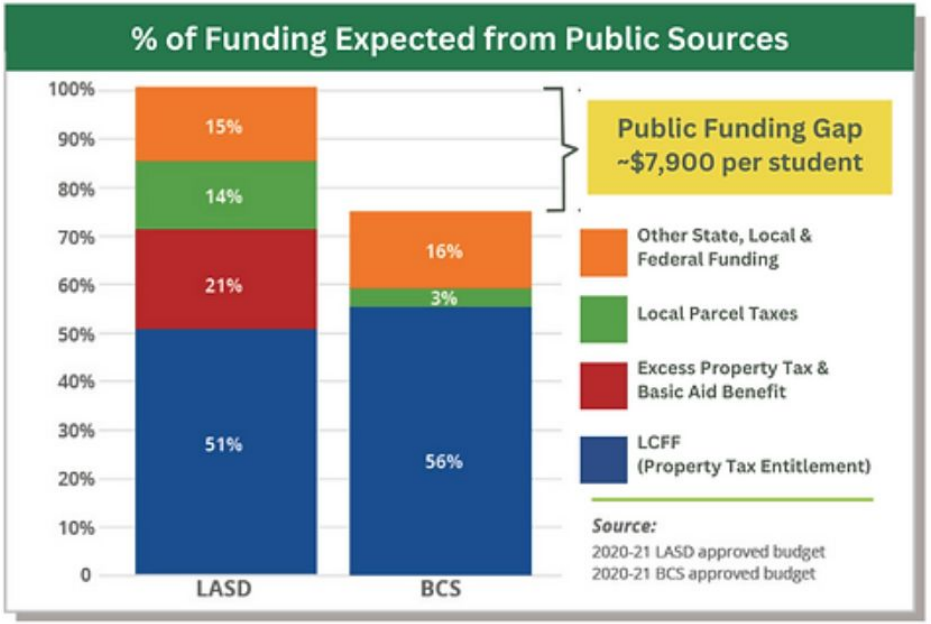
(Staff Report p.40)

Failure to Serve All Students: Fundraising

"BCS receives public funding, however, those funds do not fully cover the expense of educating our students. {...} The BCS Foundation raises funds from generous parents and community members to cover this funding gap. Currently, the BCS Foundation supports approximately 30% of Bullis Charter School's operating budget through tax-deductible donations to our Annual Campaign.

Because of differences in funding formulas for public charter schools vs many traditional public schools, **Bullis Charter School experiences a *Public Funding Gap* of approximately $7,900 per student and this gap continues to grow."**

(Source: https://www.bcsfoundation.com/why-donate, emphasis in the original)

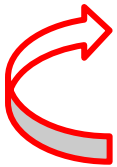


SR-000497

Failure to Serve All Students: FRPM Enrollment

"While CSD Staff recognizes the benefits of allowing families to enroll all of their children at the same school, CSD Staff believes that in the case of the proposed expansion of the sibling preferences at Bullis, that benefit is outweighed by the need for Bullis to expand enrollment opportunities to a larger number of historically underserved students. **CSD Staff recommends that the SCCBOE deny these proposed additional preferences for siblings of admitted (not current) students.**"

(Staff Report, p.23)



The Renewal Petition proposes to implement the following preferences in the following order:

1. Siblings of students **admitted to** or attending Bullis Charter School who reside within the boundaries of the Los Altos School District.

2. Children who qualify for free or reduced priced meals and reside within the boundaries of the Los Altos School District, limited to 10% of the total openings at each grade level.

3. Children of BCS staff members who reside within the boundaries of the Los Altos School District.

4. Children who reside within the boundaries of the Los Altos School District.

5. **Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.**

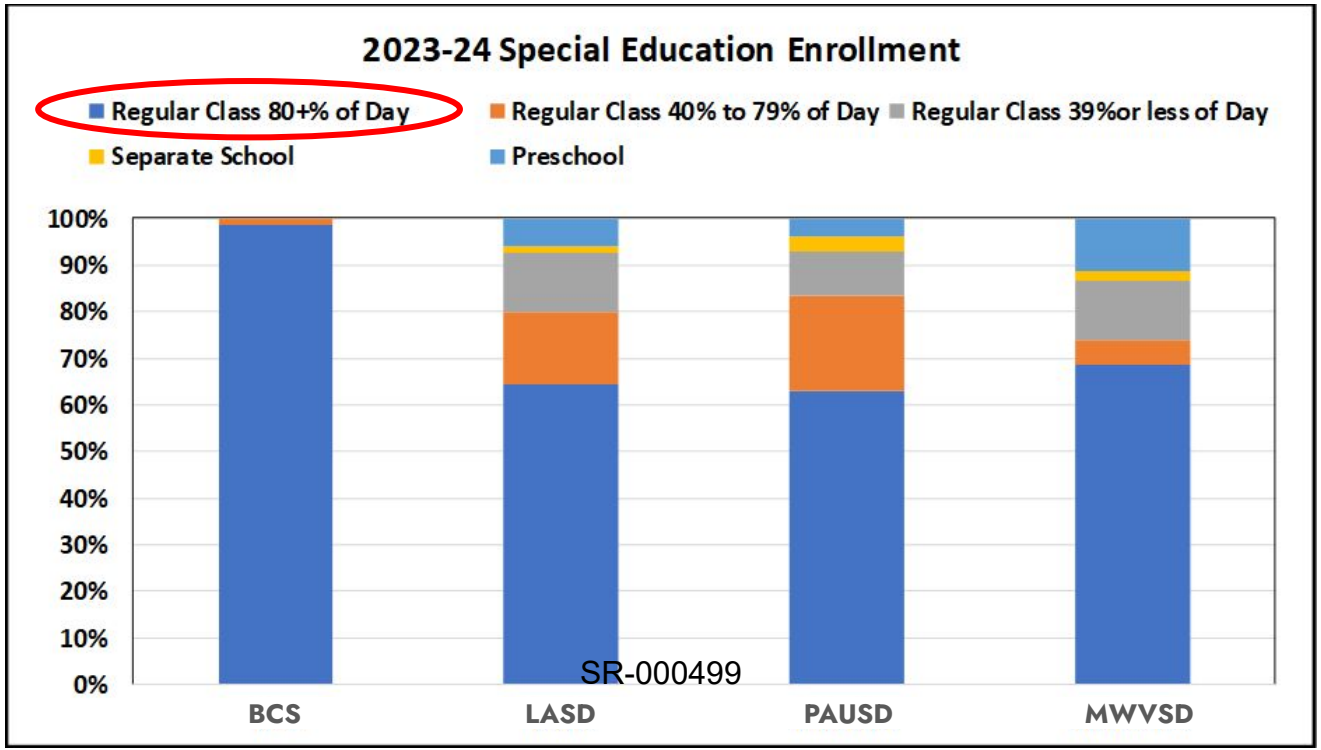
6. Siblings of students **admitted to** or attending Bullis Charter School who reside outside the boundaries of the Los Altos School District but within California.

7. Children who qualify for free or reduced priced meals who reside outside the boundaries of the Los Altos School District but within California.

8. All other applicants who reside within California.

(Staff Report, p.31; Items 1 and 6 have had the bold text added, and item 5 has moved ahead of 6)

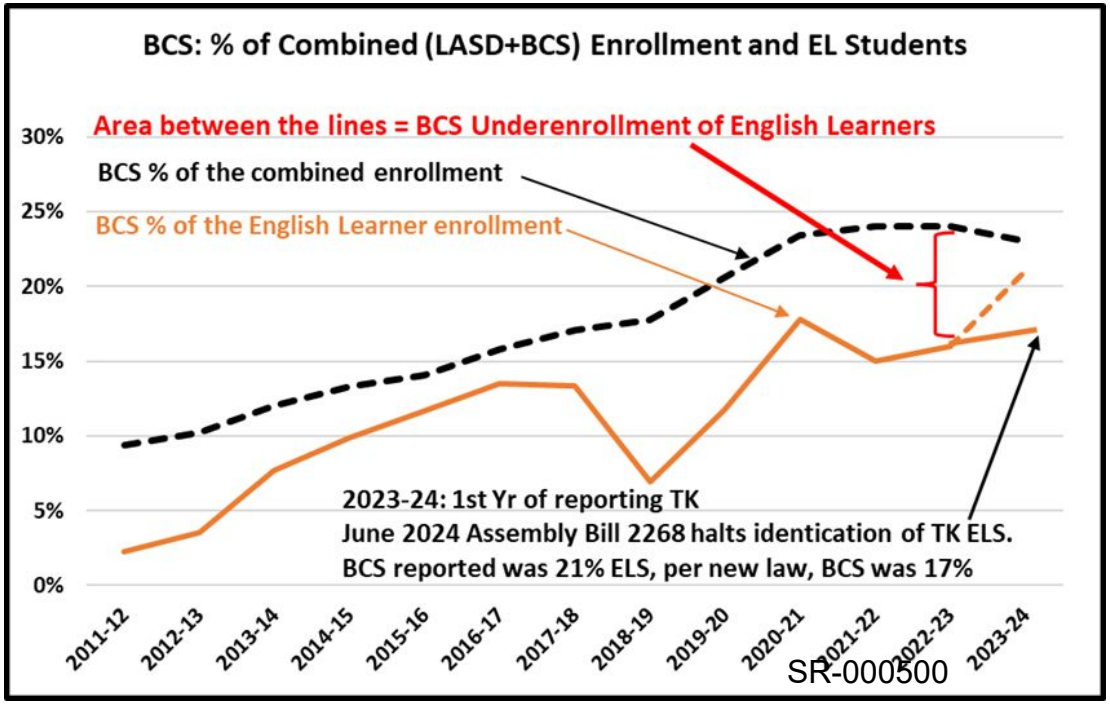
Failure to Serve All Students: Special Education



SR-000499

(Source: CDE DataQuest)

Failure to Serve All Students: English Learners



Grade	Total	English Learner (EL)
TK	40	25
KN	86	29
01	111	12
02	134	4
03	136	8
04	130	5
05	126	4
06	117	2
07	72	1
08	73	2

(Source: CDE DataQuest)

Key Findings: Failure to Serve All Students

"SCCOE has concerns about the baseline student satisfaction data in the 2024-27 LCAP. In goal 3, student satisfaction data demonstrates that **only 69% of elementary students and 58% of middle school students feel they belong at Bullis**. Also, while 74% of elementary students feel they are respected by teachers, only 48% feel respected by peers. In the middle school, 61% of students feel respected by teachers and 43% feel respected by peers."

(Staff Report, p.23)

Key Findings: Failure to Serve All Students

Academic Year	Total	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2023-24	**1,025**	40	86	111	134	136	130	126	117	72	73
2022-23	**1,058**	0	126	128	129	135	130	132	109	86	83
2021-22	**1,067**	0	137	134	132	132	126	125	110	82	89
2020-21	**1,093**	0	153	131	123	132	130	130	102	97	95

(Source: CDE DataQuest)

SR-000502

Key Findings: Failure to Serve All Students

"Thus, based on the facts and evidence, including the data provided by CDE, **there continues to be underrepresentation of some historically underserved student groups at Bullis**, to a statistically significant degree when compared to LASD. In some areas there has not been statistically significant improvement over the course of the current charter term or since issuance of the initial Notice and submission of Bullis' corrective action plan in response thereto. Thus, **the corrective action plan has not yet been successful**."

(Staff Report, p.54)

Key Findings: Failure to Serve All Students

BCS has refused to include changes which might actually signal a desire to serve all students as well as the broader community, such as:

- Moving the admissions preference for in-district FRPL to the first position and removing the 10% cap
- Agreeing to occupy LASD's forthcoming new campus, with an admission preference for neighborhood students
- Capping enrollment until such time as they serve a student population comparable to LASD

Key Findings: Incomplete Renewal Petition

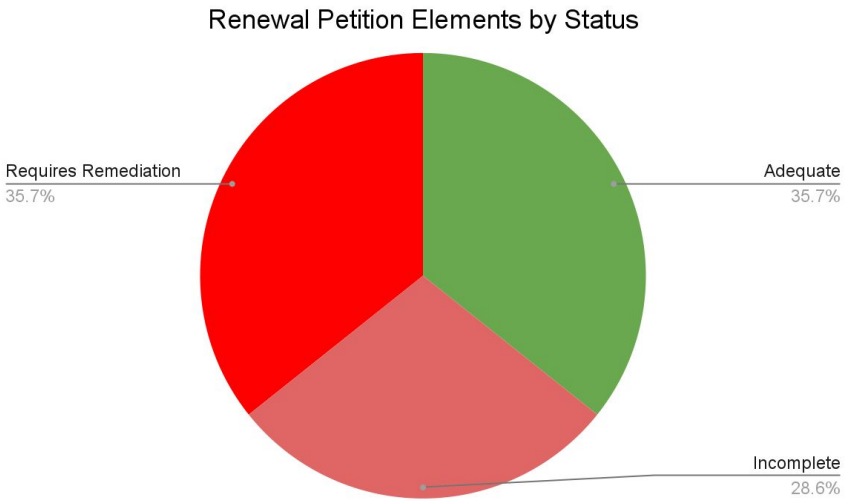
"a. **The Charter School presents an unsound educational program** for the students to be enrolled in the Charter School [Ed. Code § 47605(c)(1)]; **The Charter was not updated accurately** to describe the means by which the Charter School complies with the Individuals with Disabilities Education Act, as detailed in the incorporated Staff Report, Analysis & Findings.

b. **The renewal petition does not contain a reasonably comprehensive description of all of the required charter elements** [Ed. Code § 47605(c)(5)]. As detailed in the Staff Report, Analysis & Findings, regarding each of the items identified therein as "requiring" remediation/correction/updating and/or identified as a necessary condition of renewal, **multiple required charter elements in the renewal Charter were not properly updated** to include a reasonably comprehensive description of new requirements of law and/or to reflect the program currently offered at the Charter School. These elements include, but are not limited to, the required description of admissions policies and procedures and the governance structure, as set forth in the adopted and incorporated Staff Report, Analysis & Findings."

SR-000505

(Proposed Resolution, pp.8-9)

Key Findings: Incomplete Renewal Petition



A. Element One: Description of the Educational Program/Plan for Student Academic Achievement
B. Element Two: Measurable Student Outcomes
C. Element Three: Method by Which Pupil Progress in Meeting Outcomes will be Measured
D. Element Four: Governance Structure
E. Element Five: Employee Qualifications
F. Element Six: Health and Safety
G. Element Seven: Racial, Ethnic, English Learner, and Special Education Balance
H. Element Eight: Admissions Policies and Procedures
I. Element Nine: Financial Audit
J. Element Ten: Student Suspension/Expulsion Procedures
K. Element Eleven: Employee Retirement System
L. Element Twelve: Public School Attendance Alternatives
M. Element Thirteen: Description of the Rights of An Employee of the County Superintendent of Schools, Upon Leaving the Employment of the County Superintendent of Schools, to be Employed by the Charter School
N. Element Fourteen: Dispute Resolution
O. Element Fifteen: Closure Protocol

SR-000506

Key Findings: Incomplete Renewal Petition

"1. Addresses/remediates each of the items identified as "requiring" remediation/correction/updating and/or identified as a condition of renewal in the Staff Report, Analysis & Findings."

(Proposed Resolution, p.5)

Key Findings: Incomplete Renewal Petition

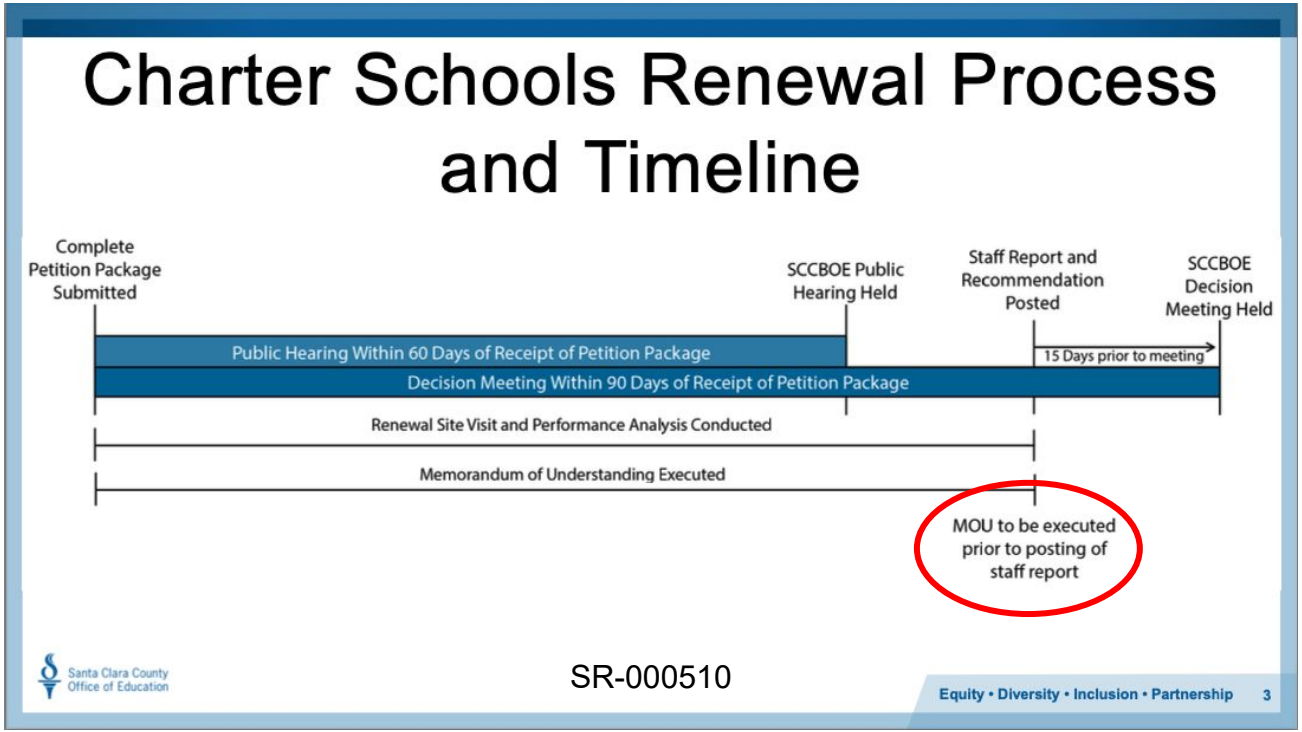
"Bullis is also **strongly encouraged** to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Report, Analysis & Findings."

(Proposed Resolution, p.7)

Unmet Obligations

- Missing MOU
- Incomplete Information
- Lack of Cooperation
- Lack of Transparency

Unmet Obligations: Missing MOU



(Charter Schools Department Staff Presentation 8/9/24)

Unmet Obligations: Incomplete Information

"It is the practice of the Charter Schools Department (CSD) to conduct interviews with Bullis' educational partners, including parents, students, staff, administration, and Bullis Board members. **The CSD decided to waive the interviews in this case due to the timing of Bullis' submission** of its Renewal Petition in the summer when school is not in session and access to Bullis' educational partners is limited"

(Staff Report, p.1)

"SCCOE requested [data regarding pupil enrollment patterns] and received it from CDE only on August 2, 2024, a mere **nine days before the deadline** for posting Staff's recommendations and recommended findings on Bullis' request for renewal, and 24 days before SCCBOE's action"

(Staff Report, p.45)

Unmet Obligations: Lack of Cooperation

"During the July 17, 2024, public hearing on the renewal Charter, members of the SCCBOE requested various information and documentation from Bullis, which Bullis' Executive Director Maureen Israel committed to provide. Beginning on the day following the public hearing, CSD Staff directed multiple requests to Ms. Israel seeking the promised information and documentation. Bullis' response was delayed, and Ms. Israel then responded that it was a busy time of year and would take Bullis some time to locate and provide the requested information."

"As such, **much of the information and documentation Ms. Israel committed during the public hearing to provide to the SCCBOE is not available for consideration as part of this Staff Analysis or to provide to the Board at this time**."

"CSD Staff also previously made multiple requests for demographic data regarding Bullis' 2024-25 enrollment. **Bullis repeatedly declined to provide this information during the pendency of the renewal request**"

SR-000512

(Staff Report, p.4)

Unmet Obligations: Lack of Transparency

"No later than 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district **shall hold a public hearing on the provisions of the charter**, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete."

(California Ed. Code 47605(b))

Summary

"**The Charter School is not serving all students who wish to attend**, and the corrective action plan proposed by the Charter School has been unsuccessful."

"**The Charter School failed to update it['s] Charter** to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F)"
(Proposed resolution, p.8)

"Throughout the current charter term, CSD Staff has found communications with Bullis and obtaining clear and direct responses to inquiries pertinent to SCCOE's oversight of Bullis to be challenging."

"**Bullis must understand and comply with its obligations** to provide information to SCCOE and allow SCCOE to conduct its oversight functions."
(Staff Report, p.4)

Santa Clara County Office of Education

RESOLUTION CONDITIONALLY APPROVING FOR THE PERIOD OF JULY 1, 2025 – JUNE 30, 2030, THE CHARTER RENEWAL FOR BULLIS CHARTER SCHOOL, AND, ALTERNATIVELY, MAKING WRITTEN FACTUAL FINDINGS SUPPORTING DENIAL AND DENYING THE BULLIS CHARTER SCHOOL CHARTER RENEWAL IF THE CONDITIONS ARE NOT MET

SANTA CLARA COUNTY BOARD OF EDUCATION
RESOLUTION NO. _____

RESOLVED by the Santa Clara County Board of Education, County of Santa Clara, State of California, that:

WHEREAS, Bullis Charter School is a Santa Clara County Board of Education ("County Board") authorized, district appeal charter school, to be governed by The Bullis-Purissima Elementary School, a California non-profit public benefit corporation. The Bullis Charter School's current charter term runs through and including June 30, 2025. Bullis Charter School and The Bullis-Purissima Elementary School are referred to herein collectively and interchangeably as "Charter School" and/or "Bullis," and all references to one herein apply with full force and effect to both the school and the corporate entity; and

WHEREAS, on June 3, 2024, petitioners for Bullis Charter School) submitted to the Santa Clara County Office of Education a petition requesting renewal of its charter ("Charter"). For purposes of convenience, the County Board, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE." and

WHEREAS, as specified in Education Code Section 47607(b), charter school renewals are governed by the standards and criteria in Education Code Section 47605. Pursuant to Education Code Section 47607(c), a charter school's performance on state and local indicators is an "additional criterial for determining whether to grant a charter renewal." For this purpose, charter schools are divided into high, middle, and low performance categories, plus Dashboard alternative status schools, based on criteria set forth in Education Code Sections 47607(c) and 47607.2(a) & (b). The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (Ed. Code §§ 47607 and 47607.2.); and

WHEREAS, the California Department of Education ("CDE"), on its list of Charter School Performance Categories, has designated the Charter School as a "high" performance level charter school for purposes of this renewal request. As such, Bullis' request for renewal was considered and is being acted on in accordance with the standards and requirements in Education Code Section 47607(c)(2) applicable to high performance level charter schools; and

WHEREAS, in accordance with Education Code Sections 47605 and 47607, the County Board held a public hearing on the provisions of the renewal Charter on July 17, 2024, at which

time the County Board considered the level of support for the Charter by teachers employed by LASD, other employees of LASD, and parents; and

WHEREAS, in accordance with Education Code Section 47607(d), SCCOE requested, received from CDE, and reviewed aggregate data reflecting pupil enrollment patterns at Charter School and reviewed other data from CDE; and

WHEREAS, the County Office of Education and the Charter School have entered into a First Amended Memorandum of Understanding (First Amended MOU), which became effective on December 24, 2019. This First Amended MOU is incorporated by reference into the Charter School's Charter and governs SCCOE and Charter School's, respective fiscal, operational, and administrative responsibilities, their legal relationship, and terms of the Charter School's operations. This First Amended MOU remains in full force and effect during the period of any renewal granted by the SCCBOE unless and until such time as the parties enter into a replacement memorandum of understanding or specifically agree in writing that the First Amended MOU is terminated; and

WHEREAS, Education Code Section 47607(e) authorizes a chartering authority, in addition to the other bases for denial of a charter renewal set forth under Education Code Sections 47605, 47607, and 47607.2, to deny charter renewal upon a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend. To deny on one of these bases, a chartering authority must first provide the charter school with at least 30 days' notice of the violation(s) and a reasonable opportunity to cure the violation(s), including submission by the charter school of a corrective action plan. Thereafter, the chartering authority may only deny renewal on this basis by making either a finding that the corrective action plan proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable; and

WHEREAS, SCCOE identified concerns and violations that support a determination that the Charter School is not serving all students who wish to attend. On May 21, 2021, SCCOE issued the Charter School a notice in accordance with Education Code Section 47607(e) ("Notice"), informing Charter School of these concerns and of the reasonable opportunity afforded by Education Code Section 47607(e) for Charter School to correct the concerns, including the submission and implementation of a corrective action plan [the Notice, along with related correspondences, is Exhibit 1 to the written Staff Analysis and Proposed Findings of Fact, dated August 26, 2024, and published August 9, 2024, (hereinafter "Staff Report, Analysis & Findings," attached hereto as Exhibit "A" and incorporated herein by this reference)]; and

WHEREAS, Charter School submitted its response to the Notice ("Response") on August 25, 2021, (the Response, along with related correspondences, is Exhibit 2 to the Staff Report, Analysis & Findings); and

WHEREAS, on August 4, 2023, the SCCOE issued the Charter School a "Reaffirmation Notice" in accordance with Education Code Section 47607(e)" ("Reaffirmation"), reaffirming the Notice and informing Charter School of the continued concerns and the ongoing reasonable

opportunity afforded by Education Code Section 47607(e) for Charter School to correct the concerns, including the submission, improvement, and implementation of a corrective action plan (the Reaffirmation, along with related correspondences, is Exhibit 3 to the Staff Report, Analysis & Findings); and

WHEREAS, Charter School submitted its response to the Reaffirmation ("Response to Reaffirmation") on October 10, 2023, (the Response to Reaffirmation, along with related correspondences, is Exhibit 4 to the Staff Report, Analysis & Findings); and

WHEREAS, SCCOE Staff ("Staff") has reviewed and analyzed the renewal Charter pursuant to the standards and requirements of Education Code Section 47605 and 47607, including whether the Charter School's corrective action plan has been successful, in accordance with Education Code Section 47607(e). Staff's analysis, recommendations, and recommended findings, including regarding the issue of the Charter School not serving all students and the Education Code Section 47607(e) findings, based on that review and analysis are set forth in the Staff Report, Analysis & Findings; and

WHEREAS, for the reasons detailed in the Staff Report, Analysis & Findings, Staff has recommended that the County Board of Education conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that Bullis Charter School, The Bullis-Purissima Elementary School, and SCCOE enter into a memorandum of understanding and/or addendum thereto on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions specified in the Staff Report, Analysis & Findings, as well as any additional conditions or requirements identified by the County Board, and that the County Board adopt alternative written findings of denial because Staff believes that renewal is consistent with sound educational practice only *provided* the Charter School commits to and is required to comply with the obligation to continue improving and implementing its corrective action plan, including by complying with each of the conditions and requirements listed in the Staff Report, Analysis & Findings, to help address this issue so that Bullis serves all students who wish to attend; and

WHEREAS, all the issues and concerns noted in the Staff Report, Analysis & Findings as "requiring" remediation/correction/updating and/or identified as conditions of renewal, as well as the specific list of conditions therein must be remediated in order for the Charter to comply with the standards for renewal and for renewal of the Charter to be consistent with sound educational practice; and

WHEREAS, the County Board has taken into consideration the information and documents submitted, including the renewal Charter, statements and information presented at the public hearing, performance data, data provided by CDE, the Notice, the Response, the Reaffirmation Notice, the Response to Reaffirmation, Charter School's corrective action plan and the results thereof, and the Staff Report, Analysis & Findings; and

WHEREAS, the County Board reviewed and deliberated on the renewal Charter, pursuant to the standards, procedures, and requirements set forth in California Education Code Sections 47605 and 47607; and

WHEREAS, the County Board specifically notes that this Resolution No. _____ does not necessarily include findings relative to every defect in the renewal Charter submitted, and that the findings set forth herein are sufficient to support denial of the renewal Charter if the conditions for approval are not met, and it is the findings set forth and adopted herein, including all of those incorporated by reference from the Staff Report, Analysis & Findings, on which the denial findings are based.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the County Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby adopts and incorporates herein by this reference as though set forth in full herein the written factual findings and specific facts supporting those findings as contained in the Staff Report, Analysis & Findings.

BE IT FURTHER RESOLVED AND ORDERED that the County Board, having fully considered and evaluated the Bullis request for renewal as a high performance category charter school and its renewal Charter, hereby finds that compliance with each of the conditions set forth below is necessary to the sound operation of Bullis in order for the Charter to comply with the standards for renewal and for renewal of the Charter to be consistent with sound educational practice, and that approval of the Bullis renewal Charter is consistent with sound educational practice only if the Charter School complies fully with each of these conditions.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby conditionally approves the Charter for the renewal of Bullis for a period of five, commencing on July 1, 2025, and continuing through and including June 30, 2030. The Bullis renewal Charter that the Governing Board is hereby conditionally approving is attached hereto as Exhibit "B," and remains subject to the terms of the First Amended MOU unless and until that First Amended MOU is repealed or replaced by mutual agreement of SCCOE and Bullis. This approval is conditional on Bullis complying with all of the following conditions:

A. On or before December 6, 2024, or such later deadline as agreed to in writing by the County Superintendent or designee, The Bullis-Purissima Elementary School, Bullis Charter School, and the SCCOE shall enter into and execute a memorandum of understanding ("MOU") or addendum thereto, in the form and including the terms satisfactory to the County Superintendent or designee, that will govern the SCCOE's oversight of Bullis, and clarify and provide greater specificity regarding Bullis' operations pursuant to the renewal Charter, and that will, at minimum, address all of Staff's concerns with the renewal Charter identified in the Staff Report, Analysis & Findings as "requiring" remediation/correction/updating and/or identified as conditions of renewal, as well addressing all of the requirements listed below on terms acceptable to the County Superintendent, and any additional conditions or requirements as noted by the County Board. The MOU/addendum shall be coextensive with and remain in full force and effect throughout the term of the Charter School's Charter and during the pendency of any appeal of a denial of a renewal request or a revocation of the Charter. Further, the term of the MOU/addendum shall continue in full force and effect beyond the current Charter term

during any period when the County Board is the Charter School's chartering authority (whether approved directly or if the County Board is designated by the State Board of Education to serve as the chartering authority) including during the pendency of any appeal of a denial of a renewal request or a revocation of the Charter, unless and until such time as (a) the Parties agree that a replacement MOU/addendum shall supersede and replace the MOU/addendum and that replacement MOU/addendum becomes effective; (b) the parties agree in writing that the MOU/addendum is terminated; or (c) Bullis ceases operating and relinquishes/loses its Charter for any reason and complies with all applicable closure procedures and any ongoing requirements of the Charter, the MOU/addendum, and/or the First Amended MOU. The MOU/addendum shall be incorporated into the Charter and made a part thereof as if set forth in full in the Charter itself for all purposes, including for purposes of Education Code Section 47607 controlling charter revocation. In the event of a conflict between the law and the terms of the MOU/addendum, the law shall prevail, and any such conflicting terms shall be revised by mutual agreement of the parties. To the extent that there are any inconsistencies or conflicts between the MOU/addendum, the First Amended MOU, and the approved renewal Charter, the order of precedence shall be as follows: (1) addendum; (2)MOU, (3) First Amended MOU; (4) renewal Charter, and the terms shall control and prevail in this precedence order, and the terms of the addendum, MOU, and First Amended MOU shall be interpreted and deemed to be updates and clarifications to the Charter.

The MOU and/or addendum thereto shall address all of the following requirements on terms acceptable to the County Superintendent:

1. Addresses/remediates each of the items identified as "requiring" remediation/correction/updating and/or identified as a condition of renewal in the Staff Report, Analysis & Findings.

2. Specifies that Bullis will continue its efforts in accordance with its Enrollment Action Plan/plan to address the issue of serving all students who wish to attend, as the same may be updated from time to time, to ensure equitable access to attendance at Bullis and to increase its enrollment of historically underserved student groups who are underrepresented at Bullis as compared to LASD.

3. Bullis shall announce the number of openings at each grade level ***prior*** to commencing the open enrollment period each year in order to avoid the possibility or perception that the number of openings is affected based on who applied (e.g. how many students are in each preference group and/or the number of in-District versus out-of-District applicants). If the number of openings would result in an overall decrease in enrollment spaces from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase.

4. Bullis shall unequivocally commit to offer students each of the announced open seats at each grade level, in the order drawn in the lottery (in accordance with all requirements as described in the portion of the staff analysis addressing the Admissions Policies and Procedures element of the Charter) until all such openings have been filled and/or there are no more applicants for the seat(s).

5. Bullis' updated plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

   a. Identified Metric – measures that will provide actionable data related to enrollment

      (e.g., Students who are socioeconomically disadvantaged)

   b. Methodology – how the metric will be measured to ensure valid and reliable results

      (e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period)

   c. Data Source – the origin of the data (i.e., from where will the data come)

      (e.g., School's student data system)

   d. Baseline Calculation –the initial, or starting, enrollment data

      (e.g., 3.71%)

   e. Annual target(s) and plan for achieving the target – where do you want the metric to be after implementing the Enrollment Action Plan for the current year. (Consider past trend and comparable growth rates

      (e.g., 4.91%)

   f. Progress Monitoring – interim measures that will monitor progress toward annual target(s)

      (e.g., number of applications received in advance of lottery that qualify for the FRPM preference)

6. At least annually, Bullis shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall not simply assume that the plan is or is not working as a whole based on who enrolled, but it shall include a more specific analysis of facts and factors indicating effectiveness. Bullis shall provide SCCOE a written report of this analysis and any changes/updates to its plan by April 1 each year.

7. Bullis shall annually provide SCCOE a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) setting forth the results of the lottery, including at least the information below. Bullis shall provide an update to this report within 10 days following Census Day each year:

    a. How many openings at each grade level were announced prior to commencement of the open enrollment period (and an update if Bullis subsequently increased that number).

    b. How many applicants there were for each grade level, disaggregated by preference group.

    c. How many applicants were initially offered admission from each preference group at each grade level based on the original lottery results.

    d. How many applicants were subsequently offered admission from each preference group at each grade level based on their position on the waitlist because an applicant(s) before them declined enrollment.

    e. How many applicants from each preference group on are the wait list for each grade level.

    f. In the post-Census Day update, how many students from each preference group at each grade level enrolled at and are attending Bullis.

Bullis is also strongly encouraged to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Report, Analysis & Findings.

BE IT FURTHER RESOLVED AND ORDERED that the Santa Clara County Board of Education finds that if the conditions described above are not satisfied to the satisfaction of the County Superintendent or designee, approval of the renewal Charter is not consistent with sound educational practice and the Charter can and shall be denied, based upon numerous grounds and factual findings including, but not limited to, the following:

1. The Charter School is not serving all students who wish to attend, and the corrective action plan proposed by the Charter School has been unsuccessful. [Education Code Section 47607(e)]

2. The Charter School failed to update it Charter to include a reasonably comprehensive description of all new requirements of charter schools enacted into law after the charter was originally granted or last renewed and/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F), and, as a result:

    a. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School [Ed. Code § 47605(c)(1)];

b. The renewal petition does not contain a reasonably comprehensive description of all of the required charter elements [Ed. Code § 47605(c)(5)].

BE IT FURTHER RESOLVED AND ORDERED that the County Board hereby determines that the foregoing findings are supported by specific facts, including the following facts and findings, if the conditions described above are not satisfied to the satisfaction of the County Superintendent or designee:

1. **The Charter School is not serving all students who wish to attend, and the corrective action plan proposed by the Charter School has been unsuccessful.**

   SCCOE has complied fully with all procedural requirements of Education Code Section 47607(e) prior to denying renewal on this basis. This included issuance of the Notice in May 2021 and the Reaffirmation in August 2023, and providing the Charter School more than three years to implement its corrective action plan and serve all students who wish to attend. The issues and the evidence that the Charter School continues not to serve all pupils who wish to attend are described and demonstrated in detail in the Staff Report, Analysis & Findings and the exhibits thereto, including the statistical analyses conducted by SCCOE's Integrated Data, Research, and Evaluation Department, the Notice, and the Reaffirmation. As explained in the Staff Report, Analysis & Findings, the evidence establishes that notwithstanding the provision of notice and a reasonable opportunity to cure, including Charter School's efforts to implement its corrective action plan, Charter School has not sufficiently addressed and corrected the concerns outlined in the Notice and Reaffirmation and described in the Staff Report, Analysis & Findings, and thus, the corrective action plan has been unsuccessful, as set forth in the adopted and incorporated Staff Report, Analysis & Findings.

2. **The Charter School failed to update it Charter to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F), and as a result:**

   a. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School [Ed. Code § 47605(c)(1)];

      The Charter was not updated accurately to describe the means by which the Charter School complies with the Individuals with Disabilities Education Act, as detailed in the incorporated Staff Report, Analysis & Findings.

   b. The renewal petition does not contain a reasonably comprehensive description of all of the required charter elements [Ed. Code § 47605(c)(5)].

      As detailed in the Staff Report, Analysis & Findings, regarding each of the items identified therein as "requiring" remediation/correction/updating and/or identified as a necessary condition of renewal, multiple required

charter elements in the renewal Charter were not properly updated to include a reasonably comprehensive description of new requirements of law and/or to reflect the program currently offered at the Charter School. These elements include, but are not limited to, the required description of admissions policies and procedures and the governance structure, as set forth in the adopted and incorporated Staff Report, Analysis & Findings.

BE IT FURTHER RESOLVED AND ORDERED that Bullis shall comply with the conditions by the dates and times specified above. The County Board hereby delegates to the County Superintendent or designee authority to extend in writing the deadline for compliance with a condition(s) should the County Superintendent or designee determine that an extension of the timelines is consistent with sound educational practice.

BE IT FURTHER RESOLVED AND ORDERED that should Bullis not comply with all of the conditions to the County Superintendent or designee's satisfaction, on or before the dates and times specified above, or such later deadline as agreed to in writing by the County Superintendent or designee, the conditional approval of the Bullis renewal Charter is terminated and withdrawn and the renewal Charter is denied based on the written factual findings set forth above and adopted hereby, unless the County Board, in its sole discretion, deletes the requirement or extends the deadline for compliance therewith.

BE IT FURTHER RESOLVED AND ORDERED that the terms of this Resolution, and incorporated Staff Report, Analysis & Findings, setting forth the factual findings supporting denial of the renewal are severable. Should it be determined that one or more of the findings is invalid, the remaining findings, and the conditional approval or denial for failure to comply with the conditions, shall remain in full force and effect. In this regard, the County Board specifically finds that each factual finding is, in and of itself, a sufficient basis for denial.

BE IT FURTHER RESOLVED AND ORDERED that approval of the renewal Charter is explicitly and necessarily based on Bullis' compliance with the conditions imposed by the County Board pursuant to this Resolution, and should it be determined that a conditional approval of the renewal Charter is not permissible pursuant to the Charter Schools Act of 1992, the approval is withdrawn and the renewal Charter is denied based on the factual findings specific to the renewal Charter set forth and adopted by the County Board herein.

Passed and adopted by the Santa Clara County Board of Education at a meeting held on this 26th day of August 2024 by the following vote:

AYE:

NO:

ABSTENTION:

ABSENT:

_____	_____
Maimona Berta, President Santa Clara County Board of Education	Mary Ann Dewan, Ph.D. County Superintendent of Schools Santa Clara County Office of Education

EXHIBIT A

INSERT STAFF REPORT, ANALYSIS & FINDINGS

EXHIBIT B

INSERT BULLIS CHARTER

RESOLUTION APPROVING THE CHARTER RENEWAL
FOR BULLIS CHARTER SCHOOL
SANTA CLARA COUNTY BOARD OF EDUCATION

RESOLUTION NO. _____

RESOLVED by the Santa Clara County Board of Education, County of Santa Clara, State of California, that:

WHEREAS, Bullis Charter School is a Santa Clara County Board of Education ("County Board") authorized, district appeal charter school, to be governed by The Bullis-Purissima Elementary School, a California non-profit public benefit corporation. The Bullis Charter School's current charter term runs through and including June 30, 2025. Bullis Charter School and The Bullis-Purissima Elementary School are referred to herein collectively and interchangeably as "Charter School" and/or "Bullis," and, to the extent they are separate entities, all references to one herein apply with full force and effect to both the school and the corporation; and

WHEREAS, on June 3, 2024, petitioners for Bullis Charter School submitted to the Santa Clara County Office of Education a petition requesting renewal of its charter ("Charter"). For purposes of convenience, the County Board, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE." and

WHEREAS, as specified in Education Code Section 47607(b), charter school renewals are governed by the standards and criteria in Education Code Section 47605. Pursuant to Education Code Section 47607(c), a charter school's performance on state and local indicators is an "additional criterial for determining whether to grant a charter renewal." For this purpose, charter schools are divided into high, middle, and low performance categories, plus Dashboard alternative status schools, based on criteria set forth in Education Code Sections 47607(c) and 47607.2(a) & (b). The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (Ed. Code §§ 47607 and 47607.2.); and

WHEREAS, the California Department of Education ("CDE"), on its list of Charter School Performance Categories, has designated the Charter School as a "high" performance level charter school for purposes of this renewal request. As such, Bullis' request for renewal was considered and is being acted on in accordance with the standards and requirements in Education Code Section 47607(c)(2) applicable to high performance level charter schools; and

WHEREAS, in accordance with Education Code Sections 47605 and 47607, the County Board held a public hearing on the provisions of the renewal Charter on July 17, 2024, at which time the County Board considered the level of support for the Charter by teachers employed by Los Altos School District, other employees of Los Altos School District, and parents; and

WHEREAS, in accordance with Education Code Section 47607(d), SCCOE requested, received from CDE, and reviewed aggregate data reflecting pupil enrollment patterns at Charter School and reviewed other data from CDE; and

WHEREAS, the County Office of Education and the Charter School have entered into a First Amended Memorandum of Understanding (First Amended MOU), which became effective on December 24, 2019. This First Amended MOU is incorporated by reference into the Charter School's Charter and governs SCCOE and Charter School's respective fiscal, operational, and administrative responsibilities, their legal relationship, and terms of the Charter School's operations. This First Amended MOU remains in full force and effect during the period of any renewal granted by the County Board unless and until such time as the parties enter into a replacement memorandum of understanding or specifically agree in writing that the First Amended MOU is terminated; and

WHEREAS, SCCOE Staff ("Staff") reviewed and analyzed the renewal Charter and on August 9, 2024, published Staff's recommendations and recommended findings in the form of a written Staff Analysis and Proposed Findings of Fact and a proposed resolution (hereafter collectively "Staff Report, Analysis & Findings"); and

WHEREAS, Education Code Section 47607(e) authorizes a chartering authority, in addition to the other bases for denial of a charter renewal set forth under Education Code Sections 47605, 47607, and 47607.2, to deny charter renewal upon a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend. To deny on one of these bases, a chartering authority must first provide the charter school with at least 30 days' notice of the violation(s) and a reasonable opportunity to cure the violation(s), including submission by the charter school of a corrective action plan. Thereafter, the chartering authority may only deny renewal on this basis by making either a finding that the corrective action plan proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable; and

WHEREAS, SCCOE identified concerns and violations that support a determination that the Charter School is not serving all students who wish to attend. On May 21, 2021, SCCOE issued the Charter School a notice in accordance with Education Code Section 47607(e) ("Notice"), informing Charter School of these concerns and of the reasonable opportunity afforded by Education Code Section 47607(e) for Charter School to correct the concerns, including the submission and implementation of a corrective action plan. Charter School submitted its response to the Notice ("Response") on August 25, 2021. On August 4, 2023, the SCCOE issued the Charter School a "Reaffirmation Notice" in accordance with Education Code Section 47607(e) ("Reaffirmation"), reaffirming the Notice and informing Charter School of the continued concerns and the ongoing reasonable opportunity afforded by Education Code Section 47607(e) for Charter School to correct the concerns, including the submission, improvement, and implementation of a corrective action plan. Charter School submitted its response to the Reaffirmation ("Response to Reaffirmation") on October 10, 2023. (The Notice, Response, Reaffirmation, and Response to Reaffirmation, along with related correspondences, are Exhibits 1-4 to the Staff Report, Analysis & Findings.)

WHEREAS, the County Board has taken into consideration the information and documents submitted, including the renewal Charter, statements and information presented at the public hearing, performance data, the Notice and Reaffirmation issued to Bullis by SCCOE pursuant to Education Code Section 47607(e) and Bullis' responses thereto, including Bullis' corrective action plan, and the Staff Report, Analysis & Findings; and

WHEREAS, the County Board reviewed and deliberated on the renewal Charter, pursuant to the standards and procedures set forth in California Education Code Sections 47605, 47607, and 47607.2; and

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the County Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby finds the Charter School's corrective action plan in response to the Notice and Reaffirmation has not been unsuccessful, as required for denial pursuant to Education Code Section 47607(e). The County Board finds, as documented in the Staff Report, Analysis & Findings, including its exhibits, that the Charter School has prepared, updated, and implemented its corrective action plan. This has included, but is not limited to, the addition of new admissions preferences for students who qualify for free or reduced-price meals, the hiring of a full-time staff member to support this work, and the Charter School's commitment to continue reviewing, improving, and implementing these efforts to increase enrollment by historically underserved student groups. This corrective action plan has already had positive results based on the data from only two admissions cycles, and the County Board does not find that it has been unsuccessful.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby denies Bullis' request to add admissions preferences for siblings of students who are admitted to, rather than already attending, Bullis.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby approves the Charter for the renewal of Bullis for a period of seven years, commencing on July 1, 2025, and continuing through and including June 30, 2032. The Bullis renewal Charter that the Governing Board is hereby approving is attached hereto as Exhibit "A."

Passed and adopted by the Santa Clara County Board of Education at a meeting held on this 26-27th day of August 2024 by the following vote:

AYE:

NO:

ABSTENTION:

ABSENT:

Maimona Berta, President Santa Clara County Board of Education	Mary Ann Dewan, Ph.D. County Superintendent of Schools Santa Clara County Office of Education

EXHIBIT A

INSERT BULLIS CHARTER

RESOLUTION DENYING THE BULLIS CHARTER SCHOOL CHARTER RENEWAL

SANTA CLARA COUNTY BOARD OF EDUCATION
RESOLUTION NO. _____

RESOLVED by the Santa Clara County Board of Education, County of Santa Clara, State of California, that:

WHEREAS, Bullis Charter School is a Santa Clara County Board of Education ("County Board") authorized, district appeal charter school, to be governed by The Bullis-Purissima Elementary School, a California non-profit public benefit corporation. The Bullis Charter School's current charter term runs through and including June 30, 2025. Bullis Charter School and The Bullis-Purissima Elementary School are referred to herein collectively and interchangeably as "Charter School" and/or "Bullis," and, to the extent they are separate entities, all references to one herein apply with full force and effect to both the school and the corporate entity; and

WHEREAS, on June 3, 2024, petitioners for Bullis Charter School submitted to the Santa Clara County Office of Education a petition requesting renewal of its charter ("Charter"). For purposes of convenience, the County Board, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE." and

WHEREAS, as specified in Education Code Section 47607(b), charter school renewals are governed by the standards and criteria in Education Code Section 47605. Pursuant to Education Code Section 47607(c), a charter school's performance on state and local indicators is an "additional criterial for determining whether to grant a charter renewal." For this purpose, charter schools are divided into high, middle, and low performance categories, plus Dashboard alternative status schools, based on criteria set forth in Education Code Sections 47607(c) and 47607.2(a) & (b). The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (Ed. Code §§ 47607 and 47607.2.); and

WHEREAS, the California Department of Education ("CDE"), on its list of Charter School Performance Categories, has designated the Charter School as a "high" performance level charter school for purposes of this renewal request. As such, Bullis' request for renewal was considered and is being acted on in accordance with the standards and requirements in Education Code Section 47607(c)(2) applicable to high performance level charter schools; and

WHEREAS, in accordance with Education Code Sections 47605 and 47607, the County Board held a public hearing on the provisions of the renewal Charter on July 17, 2024, at which time the County Board considered the level of support for the Charter by teachers employed by Los Altos School District, other employees of Los Altos School District, and parents; and

WHEREAS, in accordance with Education Code Section 47607(d), SCCOE requested, received from CDE, and reviewed aggregate data reflecting pupil enrollment patterns at Charter School and reviewed other data from CDE; and

WHEREAS, the County Office of Education and the Charter School have entered into a First Amended Memorandum of Understanding (First Amended MOU), which became effective on December 24, 2019. This First Amended MOU is incorporated by reference into the Charter School's Charter and governs SCCOE and Charter School's respective fiscal, operational, and administrative responsibilities, their legal relationship, and terms of the Charter School's operations. This First Amended MOU remains in full force and effect during the period of any renewal granted by the SCCBOE unless and until such time as the parties enter into a replacement memorandum of understanding or specifically agree in writing that the First Amended MOU is terminated; and

WHEREAS, Education Code Section 47607(e) authorizes a chartering authority to deny charter renewal upon a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend. To deny on one of these bases, a chartering authority must first provide the charter school with at least 30 days' notice of the violation(s) and a reasonable opportunity to cure the violation(s), including submission by the charter school of a corrective action plan. Thereafter, the chartering authority may only deny renewal on this basis by making either a finding that the corrective action plan proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable; and

WHEREAS, SCCOE identified concerns and violations that support a determination that the Charter School is not serving all students who wish to attend. On May 21, 2021, SCCOE issued the Charter School a notice in accordance with Education Code Section 47607(e) ("Notice"), informing Charter School of these concerns and of the reasonable opportunity afforded by Education Code Section 47607(e) for Charter School to correct the concerns, including the submission and implementation of a corrective action plan [the Notice, along with related correspondences, is Exhibit 1 to the written Staff Analysis and Proposed Findings of Fact, dated August 26, 2024, and published August 9, 2024, (hereinafter "Staff Report, Analysis & Findings," attached hereto as Exhibit "A" and incorporated herein by this reference)]; and

WHEREAS, Charter School submitted its response to the Notice ("Response") on August 25, 2021, (the Response, along with related correspondences, is Exhibit 2 to the Staff Report, Analysis & Findings); and

WHEREAS, on August 4, 2023, the SCCOE issued the Charter School a "Reaffirmation Notice" in accordance with Education Code Section 47607(e) ("Reaffirmation"), reaffirming the Notice and informing Charter School of the continued concerns and the ongoing reasonable opportunity afforded by Education Code Section 47607(e) for Charter School to correct the concerns, including the submission, improvement, and implementation of a corrective action plan

(the Reaffirmation, along with related correspondences, is Exhibit 3 to the Staff Report, Analysis & Findings); and

WHEREAS, Charter School submitted its response to the Reaffirmation ("Response to Reaffirmation") on October 10, 2023, (the Response to Reaffirmation, along with related correspondences, is Exhibit 4 to the Staff Report, Analysis & Findings); and

WHEREAS, SCCOE Staff ("Staff") has reviewed and analyzed the renewal Charter pursuant to the standards and requirements of Education Code Section 47605 and 47607, including whether the Charter School's corrective action plan has been successful, in accordance with Education Code Section 47607(e). Staff's analysis, recommendations, and recommended findings, including regarding the issue of the Charter School not serving all students and the Education Code Section 47607(e) findings, based on that review and analysis, are set forth in the Staff Report, Analysis & Findings and a Staff-proposed resolution published with the Staff Report, Analysis & Findings; and

WHEREAS, for the reasons detailed in the Staff Report, Analysis & Findings, Staff has recommended that the County Board of Education conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that the Charter School and SCCOE enter into a memorandum of understanding and/or addendum thereto on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions specified in the Staff Report, Analysis & Findings, as well as any additional conditions or requirements identified by the County Board, and that the County Board adopt alternative written findings of denial because Staff believes that renewal is consistent with sound educational practice only *provided* the Charter School commits to and is required to comply with the obligation to continue improving and implementing its corrective action plan, including by complying with each of the conditions and requirements listed in the Staff Report, Analysis & Findings, to help address this issue so that Bullis serves all students who wish to attend; and

WHEREAS, the County Board has taken into consideration the information and documents submitted, including the renewal Charter, statements and information presented at the public hearing, performance data, data provided by CDE, the Notice, the Response, the Reaffirmation Notice, the Response to Reaffirmation, Charter School's corrective action plan and the results thereof, and the Staff Report, Analysis & Findings; and

WHEREAS, the County Board reviewed and deliberated on the renewal Charter, pursuant to the standards, procedures, and requirements set forth in California Education Code Sections 47605 and 47607; and

WHEREAS, the County Board specifically notes that this Resolution No. _____ does not necessarily include findings relative to every defect in the renewal Charter submitted, and that the findings set forth herein are sufficient to support denial of the renewal and it is the findings set forth and adopted herein, including all of those incorporated by reference from the Staff Report, Analysis & Findings, on which the denial findings are based.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the County Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby adopts and incorporates herein by this reference as though set forth in full herein the written factual findings and specific facts supporting those findings as contained in the Staff Report, Analysis & Findings, except the County Board does not adopt and instead rejects Staff's recommendations and recommended findings that the issues and defects described, evidenced, and documented pursuant to Education Code Section 47607(d) & (e), in the Staff Report, Analysis & Findings, including the issue of Bullis not serving all students who wish to attend, can be resolved and remediated through implementation of conditions, including the conditions recommended by Staff. Rather, for all of the reasons and based on all of the evidence on this issue set forth and documented in the Staff Report, Analysis & Findings, specifically including in the "Additional Criteria for Denying a Charter Renewal" section, and its exhibits, the County Board finds that Bullis Charter School is not serving all students who wish to attend and it's corrective action plan in response to the Notice and Reaffirmation has been unsuccessful, notwithstanding the notice and reasonable opportunity to cure provided to Bullis. The County Board further finds that a conditional approval is not appropriate in light of the facts and its findings in this matter.

BE IT FURTHER RESOLVED AND ORDERED that the Santa Clara County Board of Education having fully considered and evaluated the Bullis request for renewal as a high-performance category charter school and its renewal Charter, finds approval of the renewal Charter is not consistent with sound educational practice and the Charter is denied, based upon numerous grounds and factual findings including, but not limited to, the following:

1. The Charter School is not serving all students who wish to attend, and the corrective action plan proposed by the Charter School has been unsuccessful. [Education Code Section 47607(e)]

2. The Charter School failed to update its Charter to include a reasonably comprehensive description of all new requirements of charter schools enacted into law after the charter was originally granted or last renewed and/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F), and, as a result:

    a. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School [Ed. Code § 47605(c)(1)].

    b. The renewal petition does not contain a reasonably comprehensive description of all of the required charter elements [Ed. Code § 47605(c)(5)].

BE IT FURTHER RESOLVED AND ORDERED that the County Board hereby determines that the foregoing findings are supported by specific facts, including the following facts and findings:

1. **The Charter School is not serving all students who wish to attend, and the corrective action plan proposed by the Charter School has been unsuccessful.**

   SCCOE has complied fully with all procedural requirements of Education Code Section 47607(e) prior to denying renewal on this basis. This included issuance of the Notice in May 2021 and the Reaffirmation in August 2023, and providing the Charter School more than three years to implement its corrective action plan and serve all students who wish to attend. The issues and the evidence that the Charter School continues not to serve all pupils who wish to attend are described, demonstrated in detail, and documented pursuant to Education Code Section 47607(d) & (e) in the Staff Report, Analysis & Findings and the exhibits thereto, including the statistical analyses conducted by SCCOE's Integrated Data, Research, and Evaluation Department, the Notice, and the Reaffirmation. As explained in the Staff Report, Analysis & Findings, the evidence establishes that notwithstanding the provision of notice and a reasonable opportunity to cure, including Charter School's efforts to implement its corrective action plan, Charter School has not sufficiently addressed and corrected the concerns outlined in the Notice and Reaffirmation and described in the Staff Report, Analysis & Findings, and, thus, the corrective action plan has been unsuccessful, as set forth in the adopted and incorporated Staff Report, Analysis & Findings.

2. **The Charter School failed to update its Charter to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F), and as a result:**

   a. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School [Ed. Code § 47605(c)(1)].

      The Charter was not updated accurately to describe the means by which the Charter School complies with the Individuals with Disabilities Education Act, as detailed in the incorporated Staff Report, Analysis & Findings.

   b. The renewal petition does not contain a reasonably comprehensive descriptions of all of the required charter elements [Ed. Code § 47605(c)(5)].

      As detailed in the Staff Report, Analysis & Findings, regarding each of the items identified therein as "requiring" remediation/correction/updating and/or identified by Staff as a necessary condition of renewal, multiple required charter elements in the renewal Charter were not properly updated to include a reasonably comprehensive description of new requirements of law and/or to reflect the program currently offered at the Charter School. These elements include, but are not limited to, the required description of admissions policies and procedures and the governance structure, as set forth in the adopted and incorporated Staff Report, Analysis & Findings.

BE IT FURTHER RESOLVED AND ORDERED that the terms of this Resolution, and incorporated Staff Report, Analysis & Findings, setting forth the factual findings supporting denial of the renewal are severable. Should it be determined that one or more of the findings is invalid, the remaining findings and the denial shall remain in full force and effect. In this regard, the County Board specifically finds that each factual finding is, in and of itself, a sufficient basis for denial.

Passed and adopted by the Santa Clara County Board of Education at a meeting held on this 26-27th day of August 2024 by the following vote:

AYE:

NO:

ABSTENTION:

ABSENT:

_____	_____
Maimona Berta, President Santa Clara County Board of Education	Mary Ann Dewan, Ph.D. County Superintendent of Schools Santa Clara County Office of Education

EXHIBIT A

INSERT STAFF REPORT, ANALYSIS & FINDINGS

EXHIBIT B

INSERT BULLIS CHARTER

Link to Video from Decision Meeting August 26, 2024

MP4 File Can be Found as Part of the Documentary Record in Secure Sharefile Link as: sccoe-2024-08-26-County_Board_of_Education

August 30, 2024 **ADDENDUM** to

Charter Renewal Petition for

Bullis Charter School

Submitted to SCCBOE June 3, 2024

Bullis Charter School specifically grants an extension for SCCBOE's decision through September 6, 2024

ADDENDUM

This Addendum to the Bullis Charter School ("BCS" or "Bullis") Charter Renewal Petition is intended to address and accommodate requirements and conditions recommended by SCCOE staff and previously approved by the SCCBOE on August 27, 2024, to be considered as part of reconsideration of the Board's action to conditionally approve the renewal, in lieu of addressing in a separate MOU described in that approval. Although Bullis disputes many of the contentions made in the SCCOE Staff Report, and SCCOE disputes many of Bullis' responses, this Addendum effectuates an efficient finalization of the renewal action, and conserves limited public education resources. The provisions in this Addendum replace and/or revise any contrary or inconsistent provisions in the Renewal Petition considered August 26-27, 2024 by SCCBOE, and follow the draft findings and recommendations previously and timely published by SCCOE on August 9, 2024 in its Staff Report and Resolution.

The Renewal Petition hereby includes the following provisions, requirements, and commitments:

1. The following elements of the Renewal Petition are updated as follows:
   a. The special education program shall be provided as follows:

      The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1992 ("Americans with Disabilities Act"), and the Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq*. "IDEA"). This Section IX.B.4 shall supersede and replace any inconsistent on contrary discussion of compliance with the IDEA, Section 504, and/or the Americans with Disabilities Act contained in the Charter and the SCCOE's obligations relative to IDEA, Section 504, and/or the Americans with Disabilities Act are strictly limited to the provisions set forth in this MOU irrespective of the terms set forth in the Charter.

      Absent agreement of the parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act with respect to eligible students. Should the Charter School be unable to provide the services necessary to comply with the requirements of Section 504 and/or the Americans with Disabilities Act, the Charter School may request that the SCCOE provide the necessary services at a cost to be negotiated between the SCCOE and the Charter School separate from this MOU and subject to agreement by SCCOE in SCCOE's sole discretion and/or the Charter School may contract with outside service providers at the Charter School's sole expense. The Charter School has adopted and shall at all times maintain a legally compliant Section 504 policy, procedure, and forms. By September 1 of each year, the Charter School shall designate a Charter School

employee responsible for Section 504/ Americans with Disabilities Act compliance and notify the SCCOE in writing of the name of the responsible individual. The Charter School shall permit parents/guardians to audio record Section 504 meetings in accordance with Education Code Section 270.

For purposes of the provision of special education services, the Charter School is deemed a public school of SCCOE. Any change in the Charter School's status (from a school of a local educational agency to a local educational agency (LEA) member of a Special Education Local Plan Area (SELPA)) for purposes of special education shall require written notification to the SCCOE a year and a day preceding the change (SELPA Policy 14.1) and as described in this paragraph. The change to become an LEA member of a SELPA shall only be effective at the start of a fiscal year. The Charter School may apply to any SELPA in the state to operate as an LEA within the SELPA. Should Charter School ever determine that it is interested in becoming its own LEA for purposes of providing special education services; such change would constitute a material revision to the Charter unless SCCOE determines that implementation of Charter School's plan to operate as an LEA member of a SELPA can be implemented without the need for a material revision to the Charter. By February 1, or as soon thereafter as reasonably feasible, of the fiscal year preceding the fiscal year in which it desires to become its own LEA, the Charter School must provide the SCCOE with verifiable written assurances that Charter School has been accepted to and will participate in a SELPA approved by the State Board of Education in accordance with Education Code Section 47641(a). Prior to or concurrently with submittal of this notice, the Charter School shall submit a written plan for how it will comply with the IDEA as an LEA member of a SELPA or a request for material revision to the Charter and this MOU, which shall include revised terms for compliance with the IDEA consistent with the SCCOE's requirements for charter schools under its oversight which serve as their own LEA for IDEA purposes. Should SCCOE determine that the proposed plan constitutes a material revision to the Charter, the Charter School shall promptly submit a request for material revision to the Charter and to this MOU, to be processed in accordance with the requirements of the Charter Schools Act. Should SCCOE determine that the proposed plan does not constitute a material revision to the Charter, the Parties shall promptly negotiate revisions to this MOU to reflect that the Charter School is its own LEA for purposes of IDEA compliance.

At any time that Charter School becomes its own LEA for the purposes of special education, the SCCOE shall have no further responsibility for the coordination or provision of special education services to Charter School students, regardless of school district or county of residence of such students, and Charter School shall be exclusively responsible for the coordination and provision of special

education services to Charter School students and for any and all other obligations of a school or school district relative to services for students with special needs. If the Charter School submits the required notice, is accepted to a SELPA and timely submits the required evidence, and receives approval of its corresponding material revision, the Charter School shall be designated as a local educational agency within that SELPA for the following school year. Otherwise, the Charter School shall be designated as a public school of the SCCOE for purposes of compliance with the IDEA.

The SCCOE shall retain authority to review the Charter School's special education files, records, service delivery records and actual practices, attend IEP meetings, attend SST meetings, and review minutes and documents from all such meetings. The Charter School shall send written or electronic (email) notice to the SCCOE at least ten (10) calendar days prior to each upcoming IEP meeting (or when the parent is notified for emergency meetings).

So long as the Charter School is designated a public school of the SCCOE for the purposes of the IDEA, the following apply:

a. The Charter School shall adhere to the policies, procedures and other requirements of the Local Plan for Special Education and of the SCCOE regarding the provision of services to students with exceptional needs.

b. The Charter School's special education staffing ratios will meet or exceed those used by SCCOE.

c. The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled in the Charter School, at its own expense, utilizing state and federal funds allocated to the Charter School. With mutual agreement, the Charter School may provide services utilizing its own staff or by hiring or contracting with credentialed or licensed service providers through private agencies or independent contractors. In the event that the Charter School is unable to secure its own credentialed special education staff, reasonable notice shall be provided to SCCOE requesting appropriate staffing support.

d. Should the Charter School be unable to provide the services necessary to comply with the requirements of the IDEA, the Charter School may request that the SCCOE provide the necessary services subject to agreement by the SCCOE in the SCCOE's sole discretion, and/or the Charter School may contract with outside service providers at the Charter School's sole expense. Should SCCOE provide administrative and/or other support services, including but not limited to specialized academic instruction, speech and language therapy, psychological services, occupational therapy, and/or

physical therapy to Charter School related to compliance with the IDEA, Charter School shall pay for such services at SCCOE's hourly or per diem rates as charged by SCCOE's special education department.

e. The SCCOE shall obtain state and federal special education funding allocated for Charter School students through the SELPA. Once obtained, the SCCOE will pass on all applicable state and federal special education funding to the SELPA, and the Charter School shall submit to the SCCOE special education office and/or SELPA invoices for special education expenses incurred by the Charter School. At the end of the fiscal year, the SCCOE shall obtain from the SELPA any remaining special education funds attributable to the Charter School and shall pass on those remaining funds less any payments due to the SCCOE for services provided to the Charter School. Should there not be enough remaining special education funds to cover all costs owed by the Charter School to the SCCOE, the Charter School shall remit payment within thirty (30) days of receipt of an invoice from the SCCOE.

f. The Charter School is solely responsible for the management of its special education budgets, personnel, programs and services. The Charter School shall ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The Charter School shall ensure at all times that it directly employs at least 0.8 full time equivalent (FTE) certificated employee to oversee its special education program and the provision of special education and related services as necessary to entitle the Charter School to receive apportionment pursuant to California Education Code Section 47612.5(e). This administrator's duties include meeting regularly with special education staff operating at the Charter School to ensure all aspects of student IEPs are followed, attending all IEP meetings, communicating with SCCOE about requests for assessment as needed, ensuring compliance with statutory timelines concerning IDEA compliance, and generally overseeing the day-to-day operations of the special education program. The Charter School's special education administrator does not have oversight of any SCCOE personnel or SCCOE contractors operating at the Charter School site(s) or providing services to Charter School students. The Charter School shall also employ at least one (1) certificated employee with a mild/moderate credential, who shall be an employee of the Charter School, not an employee of a contract services provider. Should any student who requires moderate/severe services enroll, Charter School shall immediately hire an employee with a moderate/severe credential or seek support from SCCOE and pay any and all additional costs for the student's alternative placement. In no event shall any student with a disability be turned away or

denied admission to Charter School because Charter School does not have an employee(s) with the appropriate credential to provide services to the student.

g. The Charter School shall be responsible for all costs incurred in the provision of special education services in excess of special education funding allocated for Charter School students through the SELPA, as part of the equitable share it contributes pursuant to this MOU. These costs may include, but are not limited to, assessments, placements, (including placements in SCCOE operated programs and nonpublic school placements), related services as defined by the IDEA, complaints, due process hearings, and attorney's fees.

h. Pursuant to California Education Code Section 47646(c), the Charter School shall contribute an equitable share of resources for SELPA-wide special education expenditures toward the operation of the SELPA Administrative Unit. These SELPA Administrative Unit charges are calculated annually by the SELPA and charged by the SELPA on a per unit of average daily attendance basis.

i. The Charter School shall convene IEP team meetings, as required by law, and shall ensure that each IEP meeting includes all legally required members, including a representative of the Charter School and a general education teacher of the student with exceptional needs, in accordance with the IDEA. The required members of an IEP team may include, but are not limited to: the parent/guardian; the student, if appropriate; the Principal; at least one special education teacher; a general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment; current service provider(s); and, if the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results. The Charter School shall ensure appropriate documentation of the IEP process and ensure compliance with all parent and student rights. The Charter School will use SCCOE/SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SCCOE/SELPA and in accordance with the SCCOE/SELPA policies and procedures. Decisions regarding eligibility, goals/objectives, program, placement, services, and exit from special education shall be the decision of the IEP team. The full continuum of services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SCCOE and of the Local Plan for Special Education. Any services required by the student's IEP shall be provided by the Charter School. The Charter School shall notify SCCOE when IEP meetings are

scheduled, and it shall inform SCCOE in advance of any IEP meetings at which the Charter School reasonably anticipates that a change of placement may be discussed. SCCOE may elect to have a representative attend any IEP meeting(s) convened by the Charter School whenever SCCOE deems such attendance appropriate.

j. The SCCOE may initiate due process hearings if the SCCOE determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. Both the SCCOE and the Charter School shall be named in due process proceedings and any appeals. If a parent or guardian initiates a due process hearing but fails to name both agencies (the SCCOE and the Charter School) the named agency will join the other without objection. If the parent or guardian fails to name the Charter School and the administrative law judge fails to join the Charter School, any liability of the SCCOE (programmatic as well as financial) shall be discharged in accordance with obligations defined by this MOU. The Charter School shall be solely responsible for any prospective special education and related services, compensatory education, reimbursement, and/or attorney's fees awarded by a due process hearing officer, or court for any time period a student was enrolled in the Charter School. The SCCOE and the Charter School will work in good faith to attempt to resolve the matter at an early stage. If the SCCOE determines that legal representation is needed during due process proceedings and any other legal proceedings or actions involving special education, the SCCOE's legal counsel may jointly represent the SCCOE and the Charter School unless it is determined that there is a conflict of interest. In this case, the cost of said legal counsel shall be equally shared by the SCCOE and the Charter School. If the Charter School objects to the joint representation and retains its own legal representation for a due process proceeding or action, the Charter School will be solely responsible for the cost of such legal representation.

k. The County Superintendent of Schools or designee shall represent the Charter School's special education interests and needs as it represents the needs of all schools in the SCCOE at all SELPA meetings. The SCCOE shall communicate to the Charter School relevant special education issues, including SELPA decisions and policies, in the same way that it communicates such information to all other schools in the SCCOE. SCCOE and/or SELPA information and training opportunities regarding special education shall be available to Charter School staff to the same extent that such information and opportunities are available to site staff at all other schools in the SCCOE. The Charter School commits to attend at least three trainings per year presented by the SCCOE to review special education fundamentals, legal

requirements, and best practices. The SCCOE shall provide the Charter School staff the opportunity to represent their school at committee meetings of the SELPA to the same extent that such opportunities are available to the SCCOE site staff.

l. The Charter School shall be solely responsible for the identification and referral of students who have or may be suspected of having exceptional needs that qualify them to receive special education services to meet its Child Find Obligation under the IDEA. The Charter School shall follow the SCCOE policies and procedures to ensure identification and referral of students who have, or may be suspected of having, such exceptional needs. These policies and procedures will accord with applicable state and federal laws and regulations. The Charter School shall determine which special education assessments are necessary, including assessments for all referred students, annual assessments and triennial assessments, in accordance with the SCCOE's general practices and procedures, and applicable laws and regulations. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal state, and SCCOE timelines. The Charter School will also respond to parent/guardian requests for independent educational evaluations ("IEE"), and any IEEs granted by the Charter School will be solely funded by the Charter School.

m. The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion and/or prior to the eleventh day of consecutive suspension or a change of placement pursuant to 34 CFR Section 300.536, for a student with a disability, the Charter School will convene a manifestation determination IEP or Section 504 meeting. The Charter School will collect data pertaining to the number of students with disabilities who are suspended or expelled or who otherwise leave the Charter School prior to completing the eighth grade (including seeking information from the family as to the reason for leaving the Charter School) and shall share that data with SCCOE at least annually and upon request.

n. The Charter School is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information for any

student enrolling from a non-SCCOE operated program. The SCCOE shall ensure that the Charter School receives notification and relevant files of all students with an existing IEP who transfer to the Charter School from an SCCOE operated program.

o. The Charter School will develop, maintain and implement policies and procedures to ensure that all parents/guardians are fully informed of their rights and those families of students with exceptional needs are given copies of the document, *Special Education Rights of Parents and Children: Notice of Procedural Safeguards* (Revised June 2022). The link for this document is http://www.cde.ca.gov/sp/se/qa/documents/pseng.doc.

b. With regard to Element 4 (D), Bullis shall update its bylaws, including to address compliance with the Political Reform Act and Government Code Section 1090, and provide current board member bios and qualifications no later than October 1, 2024.

c. With regard to Element 8 (H), the admission preferences are revised to read as follows:

1. Siblings of students attending Bullis Charter School who reside within the boundaries of the Los Altos School District.

2. Children who qualify for free or reduced priced meals and reside within the boundaries of the Los Altos School District.

3. Children of BCS staff members who reside within the boundaries of the Los Altos School District.

4. Children who reside within the boundaries of the Los Altos School District.

5. Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.

6. Siblings of students attending Bullis Charter School who reside outside the boundaries of the Los Altos School District but within California.

7. Children who qualify for free or reduced priced meals who reside outside the boundaries of the Los Altos School District but within California.

8. All other applicants who reside within California.

d. With regard to Element 10 (J), the following clarification is made:

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information

e. With regard to Element 13 (M), references to "public school district" and "District" shall mean "SCCOE", and "district employees" shall mean "employees of the County Superintendent of Schools".

f. With regard to Element 14 (N), the entire element shall be replaced with the dispute resolution procedure provided in the First Amended MOU (executed December 2019).

g. With regard to Element 15 (O), the entire element shall be replaced with the closure protocol provided in the First Amended MOU (executed December 2019).

2. Bullis will continue its efforts in accordance with its Enrollment Action Plan (which constitutes part of Bullis' compliance with the requirements of Education Code Section 47605(c)(5)(G)), as the same may be updated from time to time, to ensure equitable access

to attendance at Bullis and increase its enrollment of historically underserved student groups.

3. Bullis shall announce the number of openings at each grade level prior to commencing the open enrollment period each year, to its best estimation. If the number of openings would result in an overall decrease in enrollment from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase. Bullis shall admit students for each of the announced open seats (in accordance with the lottery procedures and order) until all such openings have been filled or there are no more applicants or waitlisted students for the seat(s).

4. The lottery process shall be substantially as follows:

BSC's lottery process is a randomized selection method used to admit students when the number of applicants exceeds the school's available spots. The process begins with an open enrollment period in fall or winter of the previous year, during which families can submit applications for their children. This period usually lasts several months and is well-publicized to ensure that all interested families have an equal and extensive opportunity to apply. As part of the verification of applicants, BCS reviews the applications only to ensure they are complete. The application shall request only the following information: (1) name of student, (2) parent or guardian name and contact information, (3) street address, (4) date of birth, (5) current grade level, and (6) indication whether student would like to be considered for any preference, to be verified after acceptance through the lottery, if any.

If the number of applications exceeds the number of available spots at any grade level, BCS conducts a random lottery for that grade level(s). The lottery is conducted publicly and transparently, with a neutral third-party (currently, SchoolMint) overseeing the process to ensure fairness. Numbers representing each applicant are drawn at random - based on the preferences applicable to the student - until all available spots are filled. Applicants who are not selected for an open seat in the initial drawing are placed on a waitlist in the order they were drawn. All applicants in a preference group are drawn and offered a seat or placed on the waitlist before moving to the next lower preference group, until all applicants in all preference groups have been drawn and offered a seat or placed on the waitlist in the order drawn. Seats will be offered to students in the order drawn and placed on the waitlist.

After the lottery, families are notified of their child’s admission status, and those offered a spot must confirm their enrollment by a specified deadline published to all waitlisted families, currently one-week from the offered date. The waitlist remains active, and if a spot

becomes available, the next student on the list shall be offered admission. This process ensures a fair and equal opportunity for all applicants while maintaining transparency. Students who apply for admission after the close of the open enrollment process shall be added to the end of the waitlist in the order received, and in no event may a student who did not participate in the open enrollment and lottery process be placed on the waitlist or offered admission ahead of any student who did apply during open enrollment period, regardless of what admission preference the student may have qualified for had they participated in the open enrollment lottery process.

5. Bullis' Enrollment Action Plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

    a. Identified Metric – measures that will provide actionable data related to enrollment (e.g., Students who are socioeconomically disadvantaged)

    b. Methodology – how the metric will be measured to ensure valid and reliable results (e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period)

    c. Data Source – the origin of the data (i.e., from where will the data come) (e.g., School's student data system)

    d. Baseline Calculation –the initial, or starting, enrollment data (e.g., 3.71%)

    e. Annual target(s) and plan for achieving the target – where do you want the metric to be after implementing the Enrollment Action Plan for the current year. (Consider past trend and comparable growth rates (e.g., 4.91%)

    f. Progress Monitoring – interim measures that will monitor progress toward annual target(s) (e.g., number of applications received in advance of lottery that qualify for the FRPM preference)

6. At least annually, Bullis shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall not simply assume that the plan is or is not working as a whole based on who enrolled, but it shall include a more specific analysis of facts and factors indicating effectiveness. Bullis shall provide SCCOE a written report of this analysis and any changes/updates to its plan by April 1 each year.

7. Bullis shall annually provide SCCOE a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) setting forth the results of the lottery, including at least the information below as of the date of the submission. Bullis shall provide an update to this report within 10 days following Census Day each year:
    a. How many openings at each grade level were announced prior to commencement of the open enrollment period (and an update if Bullis subsequently increased that number).
    b. How many applicants there were for each grade level, disaggregated by preference group.
    c. How many applicants were initially offered admission from each preference group at each grade level based on the original lottery results.
    d. How many applicants were subsequently offered admission from each preference group at each grade level based on their position on the waitlist because an applicant(s) before them declined enrollment.
    e. How many applicants from each preference group are on the wait list for each grade level.
    f. In the post-Census Day update, how many students from each preference group at each grade level enrolled at and are attending Bullis.

8. A copy of Bullis' 2024-27 Local Control and Accountability Plan is attached to this Addendum as Exhibit 1 and helps inform the Renewal Petition’s description of its measurable pupil outcomes.

Bullis and SCCOE shall continue to work together in good faith to effectuate the successful implementation of this renewed charter petition and an updated memorandum of understanding addressing fiscal, operational, and administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the Charter, consistent with Board Policy 0420.4.

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EXHIBIT 1

LCAP

LCFF Budget Overview for Parents

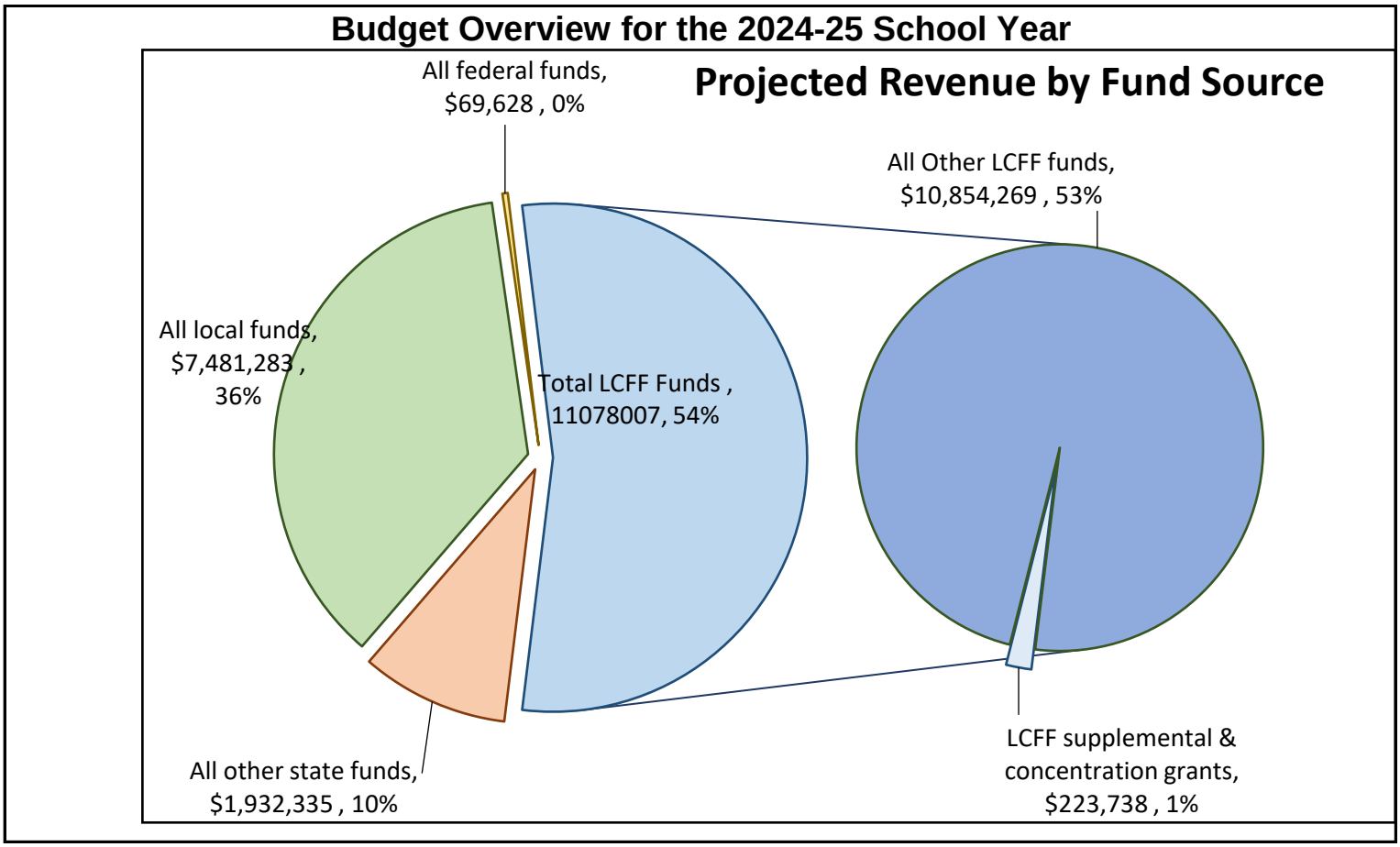
Local Educational Agency (LEA) Name: Bullis Charter School

CDS Code: 43 10439 0106534

School Year: 2024-25

LEA contact information: Maureen Israel, misrael@bullischarterschool.com, 650-947-4100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

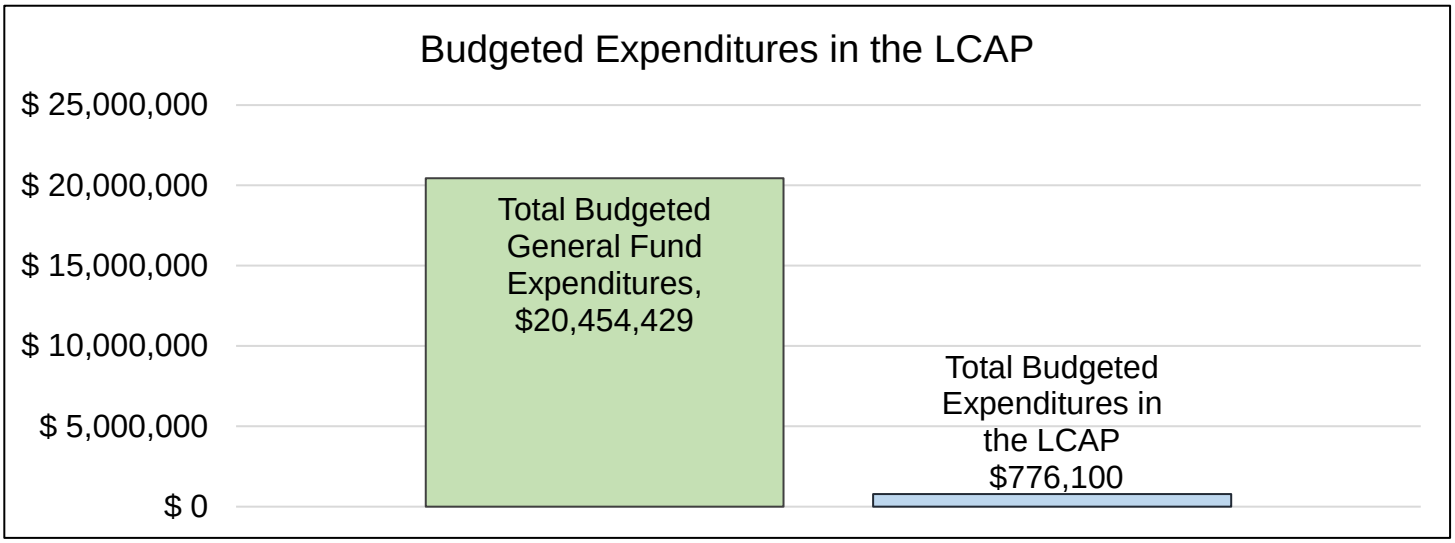


This chart shows the total general purpose revenue Bullis Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bullis Charter School is $20,561,253.00, of which $11,078,007.00 is Local Control Funding Formula (LCFF), $1,932,335.00 is other state funds, $7,481,283.00 is local funds, and $69,628.00 is federal funds. Of the $11,078,007.00 in LCFF Funds, $223,738.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bullis Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bullis Charter School plans to spend $20,454,429.00 for the 2024-25 school year. Of that amount, $776,100.00 is tied to actions/services in the LCAP and $19,678,329.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

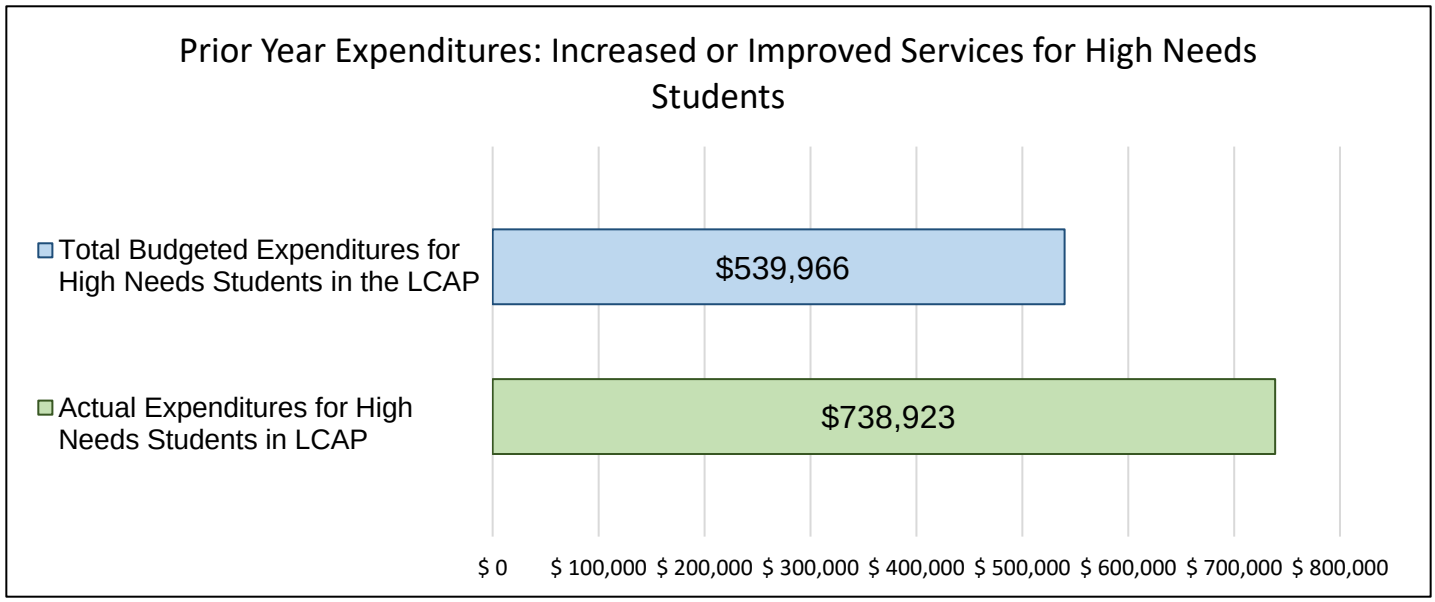
All additional general fund expenditures for the school year will contribute to teacher/staff salaries and to additional supplies, resources, utilities, etc. to keep the school running on a daily basis.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bullis Charter School is projecting it will receive $223,738.00 based on the enrollment of foster youth, English learner, and low-income students. Bullis Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bullis Charter School plans to spend $517,350.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Bullis Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bullis Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Bullis Charter School's LCAP budgeted $539,966.00 for planned actions to increase or improve services for high needs students. Bullis Charter School actually spent $738,923.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bullis Charter School	Maureen Israel – Superintendent/Principal	misrael@bullischarterschool.com 650-947-4100

Goals and Actions

	Description
Goal #1 **BROAD**	**All students will achieve growth and academic success in a school environment conducive to learning.**

An explanation of why the LEA has developed this goal.

We are proud of the legacy of academic excellence we have established as a school and yet recognize there is always a need to continue to ensure we are providing the most rigorous, aligned, personalized instruction possible for all students, regardless of experience or prior performance. Ensuring we are focused on individual student growth and performance will be critical moving forward. This is a shared priority not only for our teachers but also for our parents, especially our parents of Special Education and EL students.
This broad goal allows us to focus on the following state priorities: 1 Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 7 Course Access; 8 Other Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	**Year 3 Outcome**	Desired Outcome for 2023–24
# of core teachers that are appropriately credentialed and not misassigned	100% of teachers (as of 2020 SARC)	SARC assignment data N/A for 21-22	96% of core teachers appropriately credentialed. 3 total missassignments Data Year: 2020-21 Data Source: SARC	97% of core teachers appropriately credentialed. 2 total missassignments Data Year: 2021-22 Data Source: SARC	100% of core teachers are appropriately credentialed and not misassigned
Overall average of Math and ELA performance on the California dashboard for all students and all numerically significant subgroups	Data from 20-21: All students, meet or exceed ELA 90.18% Exceed ELA 65.9%	Data In progress and can be updated in Fall 2022	Overall ELA – Very High Status EL, Asian, White, Two or More Races – Very High Status	Overall ELA – Very High Status Asian, Two or More Races – Very High Status	BCS maintains an overall average of Math and ELA performance above standard on the California dashboard (green and blue)

	All students, meet or exceed Math 91.84% Exceed Math 75.23% No data from 19-20 Data from 18-19 shows all green and blue for applicable data		Students with Disabilities – High Status Overall and for all Numerically Significant Subgroups Math – Very High Status Data Year: 2021-22 Data Source: CA Dashboard	Students with Disabilities, EL, White – High Status Overall Math – Very High Status Asian, Two or More Races, White – Very High Status Students with Disabilities, EL – High Status Data Year: 2022-23 Data Source: CA Dashboard	
Percent of students meeting or exceeding standards on the CA Science Test (CAST)	All Students 82.2% SWD 72.22% Asian 85.72% White 80.7% Two or More Races: 83.33% Data Year: 2018-19 Data Source: Dataquest	All Students 80.84% SWD 43.75% Asian 86.84% White 70.17% Two or More Races: 79.48% Data Year: 2020-21 Data Source: Dataquest	All Students 87.32% SWD 71.43% Asian 92.91% White 75% Two or More Races: 87.5% Data Year: 2021-22 Data Source: Dataquest	All Students 82.86% SWD 41.17% Asian 86.84% White 77.78% Hispanic: 80% Two or More Races: 76.19% Data Year: 2022-23 Data Source: Dataquest	>80% for all students and all numerically significant subgroups Data Year: 2022-23 Data Source: Dataquest
Growth of special populations on local assessments	EL MAP Growth Data: Not available for the 20-21 school year SpEd MAP Growth Data: Not available for the 20-21 school year	EL MAP met/exceeded growth projections: **Math:** 57.9% (57.5% all students) **Reading:** 61.1% (54.7% all students) **Language:** 58.3% (59.1% all students) SpEd MAP met/exceeded growth projections:	EL MAP met/exceeded growth projections: **Math:** 75% (62% all students) **Reading:** 70% (55% all students) **Language:** 60% (62% all students) SpEd MAP met/exceeded growth projections: **Math:** 60% (62% all students)	EL MAP met/exceeded growth projections: **Math:** 68% (72% all students) **Reading:** 66% (59% all students) **Language:** 65% (57% all students) SpEd MAP met/exceeded growth projections: **Math:** 55% (72% all students)	Special populations growth on local assessments is equivalent to or greater than the general population growth on local assessments.

		Math: 58.6% (57.5% all students) **Reading**: 58% (54.7% all students) **Language:** 54.4% (59.1% all students)	**Reading**: 41% (55% all students) **Language:** 64% (62% all students) Data Year: 2022-23 Fall to Spring MAP/NWEA	**Reading**: 51% (59% all students) **Language:** 55% (57% all students) Data Year: 2023-24 Fall to Spring MAP/NWEA	
School facilities meet standard of "good repair"	Good Repair Status (SARC 2020-21)	Overall Good Rating (SARC 2021-22) – Fit Report performed May 2021	Overall Good Rating (SARC 2022-23) – Fit Report from January 2023	Overall Good Rating (SARC 2022-23) – Fit Report from January 2024	Maintain "Good Repair" status as defined by the FIT Report on the SARC
% of EL students reclassified	34.2% reclassified in 19-20 and 61.7% reclassified in Fall 2021.	52.5% reclassified in Spring 2022. Data Year: 2021-22	52.5% reclassified in Spring 2022. Data Year: 2021-22 *Awaiting 2022-23 reclassification data*	51.5% reclassified in Spring 2023 Data Year: 2022-23	Maintain an average of 50% of EL students reclassified each school year
% of EL students improving on the ELPAC	Data Year: 2018-19 Data Source: CA Dashboard 45% Medium	No CDE data provided due to pandemic-related testing disruption	56.8% High Progress Data Year: 2021-22 Data Source: CA Dashboard	70% High Progress Data Year: 2022-23 Data Source: CA Dashboard	>55% High Progress
Consistent implementation of school curriculum across classrooms	No data source that to review fidelity of curricular implementation	100% of teachers met with grade level teams twice during the 21-22 school year to formally review and update long-term plans.	100% of teachers have designated time weekly to meet with grade level teams and review content/long-term plans. Data Year: 2022-23	100% of teachers have designated time weekly to meet with grade level teams and review content/long-term plans. Data Year: 2023-24	100% of teacher long-term plans reflect CCSS and are reviewed on a yearly basis
% of students with access to standards-aligned instructional materials	100% (SARC 2020-21)	100% (SARC 2021-22)	100% (SARC 2022-23)	100% (SAAC 2023-24)	100% of students maintain access to standards-aligned instructional materials

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions designated for the 2023-24 school year were successfully implemented. Bullis Charter School continued to make progress in providing data analysis training to its teachers during professional development sessions, with a particular focus on subgroup data analysis. BCS continued to refine its use of data days to provide data analysis training and professional development to its teachers. The Multi-Tiered System of Supports (MTSS) structure continued to be built out, to provide more targeted support for students. BCS also continued the implementation of an extended school program that included internal teacher offerings and external parthership offerinsg. This garnered substantial interest from all families and will continue to be developed further in 2024-25.

BCS continued to make several adjustments to course offerings for students, including additional curricular adjustments to our 6th and 8th grade intersessions, the continued development of elective courses in middle school, and the continued development and structure of Enhancement Block in elementary school to provide more targeted time for individualized student learning and ELD support. Furthermore, BCS continued its partnership with Marshall Teacher Residency, successfully hosting four resident teachers for the 2023-24 school year.

Finally, the implementation of a full-day TK/K program further expanded learning opportunities for students. Teaching Assistants were hired to support the TK and K teachers full-time in their classrooms. To address the need for substitutes for long-term absences, BCS partnered with an outside substitute agency allowing our teaching assistants and associate teachers to focus more on their primary roles in supporting small group instruction and providing targeted support within the classrooms.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

Action 1: Working with the Marshall Teacher Residency, we were able to place four teachers which did increase our spending in this category from the anticipated $35,000 to $64,000.

Action 2: We were able to spend more targeted time coaching our staff to support teacher, and thus saw an increase in this action expenditure.

Action 5: Our technology costs throughout the school year were under the $50,000 anticipated, although we are still gathering final invoices to close out the calendar year.

Action 6: As noted, we were not able to hire as many associate teachers as we would have liked so we transitioned to hiring Teaching Assistants, which increased the anticipated spending in this area substantially.

Action 7: We piloted a new literacy and ELD curriculum and these will be implemented in the 2024-25 school year.

Action 10: The cost of our extended program which is currently running extended days during the summer will be over the $90,000 anticipated. We are still gathering final invoices to close out the calendar year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Almost 100% of core teachers are properly credentialed, with 2 exceptions. Our partnership with the Marshall Teacher Residency continues, with four placements in the 2023-24 school year and an anticipated four placements in 2024-25.
The focus on long term instructional planning, data analysis for all students and all subgroups, focused learning goals and the support of associate teachers in the classroom has demonstrated effectiveness with a continued overall very high status for both Math and ELA on the CA Dashboard.

This calendar year was the pilot for our ELA and ELD Curriculum. The addition of a Reading Specialist in 22-23 and the EL supplement program, along with a 25 minute enhancement block built into each day for K-5 students, showed positive results. 70% of EL learners showed progress on the Summative ELPAC, and we hope to continue this trajectory as we implement our new curriculum in K-5 next year, along with targeted coaching from our Reading Specialist.
Our TK/K program was transitioned to a full-day program, in 2023-24, in order to meet the needs of families. We saw success with this transition and the addition of TK/K teaching assistants to support our core classroom teachers. We will continue adjusting our professional development model to provide training and support to our teaching assistants.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are shifting our focus on Action 2, "Instructional Planning and Data Analysis" to including coaching and support around our new curriculum. We are also combining Action 1, "Credentialed Teachers" and Action 6, "Associate Teachers" into an opportunity to continue to develop partnerships with credentialing programs and coach and support future teachers in our classrooms, including our TK/K Teaching Assistants. Action 9, "Extended Care Coordinator," will be maintained through our partnership with outside agencies in offering additional after-school programming to our students as part of the ELOP.

	Description
Goal #2 **BROAD**	**All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students**

An explanation of why the LEA has developed this goal.

Though we have had targeted, aligned professional learning for teachers each and every year – both at the start of the school year and during monthly meetings throughout the year – we recognize that there is a need to reinvigorate our professional learning focus, especially after the learnings of being remote for 1+ years. Additionally, with new teachers joining Bullis each year, we'd like to ensure there is an expected and aligned "teacher curriculum" to bring new teaching staff up to speed on Bullis expectations and learning, as well as to provide a space for all Bullis team members to dive into aligned training together. Finally, we would like to utilize this opportunity to dive deeply into assessment structures and outcomes to ensure alignment and rigor across and through all grade levels.
This broad goal is in alignment with the following priorities:

I Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 8 Other Student Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	**Year 3 Outcome**	Desired Outcome for 2023–24
# of teachers who teach EL students are incorporating integrated	No established baseline metric	100% of teachers with EL learners observed incorporated SDAIE	100% of teachers with EL learners observed incorporated SDAIE strategies in the classroom.	100% of teachers with EL learners observed incorporated SDAIE	100% of teachers who teach EL students are incorporating integrated and designated ELD into daily lesson planning

and designed ELD into daily lesson planning		strategies in the classroom.		strategies in the classroom.	
% of students with disabilities and EL learners who exhibit growth on local assessments	EL MAP Growth Data: Not available for the 20-21 school year SpEd MAP Growth Data: Not available for the 20-21 school year	EL MAP met/exceeded growth projections: **Math:** 57.9% (57.5% all students) **Reading:** 61.1% (54.7% all students) **Language:** 58.3% (59.1% all students) SpEd MAP met/exceeded growth projections: **Math:** 58.6% (57.5% all students) **Reading**: 58% (54.7% all students) **Language:** 54.4% (59.1% all students)	EL MAP met/exceeded growth projections: **Math:** 75% (62% all students) **Reading:** 70% (55% all students) **Language:** 60% (62% all students) SpEd MAP met/exceeded growth projections: **Math:** 60% (62% all students) **Reading**: 41% (55% all students) **Language:** 64% (62% all students) Data Year: 2022-23 Spring to Fall MAP/NWEA	EL MAP met/exceeded growth projections: **Math:** 68% (72% all students) **Reading:** 66% (59% all students) **Language:** 65% (57% all students) SpEd MAP met/exceeded growth projections: **Math:** 55% (72% all students) **Reading**: 51% (59% all students) **Language:** 55% (57% all students) Data Year: 2023-24 Fall to Spring MAP/NWEA	Special populations growth on local assessments is equivalent to or greater than the general population growth on local assessments.
# of observations Principals complete of all teaching staff to review incorporation of professional learning strategies	Principals observe teachers but without a set number of expected observations	All staff observed a minimum of 2 times; no formal evaluation process developed but a steering committee created	All staff observed formally twice this year through an intensive process including the creation of BCS look-fors and lesson planning document. All staff observed informally minimum 3 additional times. Data Year: 2022-23	Two rounds of formal observations completed for all credentialed teachers. All staff members observed informally aside from these formal rounds. Data Year: 2023-24	Principals will complete at least 3-4 observations each school year of all teaching staff to review integration of new strategies learned during professional learning
# of teachers who find professional learning topics applicable and	No data currently collected	96% of teachers agree/strongly agree they have had opportunities to	97.6% of teachers agree/strongly agree they have had opportunities to	100% of teachers agree/strongly agree they have had opportunities to learn	90% of teachers agree/strongly agree that professional learning opportunities at Bullis

important to their professional growth		learn and grow at BCS this year. (Q12 Data)	learn and grow at BCS this year. Data Year: 2022-23	and grow at BCS this year. Data Year: 2023-24	contribute to their professional growth
% of ELs scoring a 3 or 4 on the ELPAC	93.6% (20-21 school year)	88.14% scored a 3 or 4 on the Summative ELPAC. ELPAC for 21-22	86% for 2022-2023 school year Summative placement. Data Year: 2022-23	87.6% of Els scoring a 3 or 4 on the ELPAC Data Year: 2023-24	Maintain 90%+ of students who score a 3 or 4 on the ELPAC

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designated for the 2023-24 school year were implemented in full. Our PD offerings this year were intentionally designed and aligned to needs identified through local and state data. To ensure all teachers engaged in professional learning that enhanced their instructional knowledge and practice to serve all students, we implemented a comprehensive professional development plan that focused on supporting each and every learner at BCS. This plan included targeted PD on designated English Language Development, utilizing specific curricula such as Hands on English and Launch to Literacy, designed to effectively support our English learners. Teachers also participated in professional learning focused on Multi-Tiered System of Supports (MTSS), emphasizing the implementation of tiered interventions to support all learners. Additionally, we provided specific PD for special education, training teachers on how to read and understand IEPs and creating co-teaching models to better support our students with special needs. In our Professional Learning Communities (PLCs), we read and discussed texts such as Grading for Equity and Culturally Responsive Teaching and the Brain, enhancing our understanding and application of equitable and inclusive teaching practices. Teachers were trained on how to effectively use our school enhancement block, using data to form small, flexible instructional groups. To further support our commitment to high-quality instruction, teachers received training on the new Eureka 2.0 curriculum, including strategies to make both content and language comprehensible to all students. This holistic approach to professional development aimed to equip our educators with the skills and knowledge necessary to meet the diverse needs of our student population. Finally, we also trained our TK-2 teachers on the use of structured literacy and systematic phonics instruction. We saw this shift directly impact our population of learners with gaps in their reading development and language acquisition.

Challenges: A challenge this year was ensuring equitable access to professional development opportunities for all teachers, given varying schedules and responsibilities. We are working on creating more PD opportunities to exist within the school day, and not isolated to PD days. Additionally, aligning PD content with diverse teacher needs and different subject areas proved difficult. We had a new math curriculum and piloted ELA curriculum this year. There were a lot of instructional and curricular sessions that needed to occur in order to increase teacher capacity and knowledge with these new curriculums. Another challenge lay in providing sufficient follow-up support and resources to help teachers effectively implement new strategies and practices. Even though our feedback from PD was high, we are creating new systems to evaluate the impact PD has on actual classroom instruction and student outcomes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

Action 6: Although the evaluation tool is completed for pilot implementation in Fall 2024, we anticipated spending $200,000 but did fall below this as the time component for evaluators continues to be pulled in multiple directions. We are adding in an Instructional Leadership Team next year that will support with informal observations and coaching of teachers, and we anticipate this will increase overall costs in this area.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions #1 and #2 of professional learning around ELD and Special Education have been somewhat successful, as evidenced by the percentage of students who exhibited growth on the local MAP assessments over the course of the year and overall performance on the CAASPP. However, we'd like to continue to focus on the subgroups of Special Education and EL For additional growth opportunities.

Action #3, Action #4 Action #7, and Action #8 regarding instructional observation, peer collaboration, and Professional Learning Cadence were successful as evidenced by 100% of teachers who agreed/strongly agreed they had the opportunity to learn and grow this past year. We will shift and provide different coaching opportunities next year, to continue to align with Actions 1 and 2.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 3. "Peer Coaching" will shift to the development of the Instructional Leadership Team and the coaching cycles and support from this team.

	Description
Goal #3 **BROAD**	Bullis Charter School will create a school climate where all students on all campuses feel included, safe, and accepted for who they are.

An explanation of why the LEA has developed this goal.

We recognize that in order for students to be able to take risks in their learning and push their potential, they must feel safe and supported in their school environment. Our campus character pillars are an important place where this work begins, but we recognize that there are opportunities interwoven both within and outside of the classroom where creating a safe and inclusive environment for all students will allow us to live up to our mission of supporting the whole student. This becomes especially important as students return to school after being involved in only distance learning for the 20-21 school year. Reintegration and connection to the Bullis community continues to be an important priority.

This broad goal focuses on the following priorities: 5 Pupil Engagement; 6 School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	**Year 3 Outcome**	Desired Outcome for 2023–24
% of students who agree/strongly agree	Previous survey questions captured components of this	% of students who agree/strongly agree that	Elementary: 70%	% of students who agree/strongly agree that	100% of all BCS students feel a sense of community at the

they feel part of the BCS community	question but we will reset with a baseline for the 21-22 school year	they feel like they belong at BCS Elementary: 65% Middle School: 51% [Panorama Survey Data, Spring 2022]	Middle School: 57% Data Source: Panorama Survey Data, Winter 2022/23	they feel like they belong at BCS **Elementary:** 69% **Middle School:** 58% Data Source: Panorama Survey Data, Winter 2024	school/like they belong at BCS
% of students who agree/strongly agree they feel respected by peers and teachers	Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year	Elementary: Respect by teachers: 81% Respect by peers: 50% Middle School: Respect by teachers: 57% Respect by peers: 45% [Panorama Survey Data, Spring 2022]	Elementary: Respect by teachers: 80% Respect by peers: 52% Middle School: Respect by teachers:64 % Respect by peers: 42% Data Source: Panorama Survey Data, Winter 2022/23	**Elementary:** Respect by teachers: 74% Respect by peers: 48% **Middle School:** Respect by teachers: 61% Respect by peers: 43% Data Source: Panorama Survey Data, Winter 2024	100% of all BCS students feel respected by peers and teachers
Student Attendance Rate and Chronic Absentee Rate	97.3% attendance before the 20-21 school year and .6% chronic absentee rate (7 students)	21-22 school year: 97.06% attendance; 2.48% chronic absentee rate (P2 data)	22-23 school year: 96.35% attendance; 4.32% chronic absentee rate (P2 data)	22-23 school year: 96.13% attendance; 5.1% chronic absenteeism (P2 data)	Maintain an average of 97% ADA
Student Suspension Rate and Expulsion Rate	0% for the 20-21 school year	2021-22 Suspension Rate: .005%	2022 CA Dashboard SR-000566	2023 CA Dashboard All Students 0.2% (Very Low)	Maintain a suspension and expulsion rate in the blue on the California dashboard.

		2021-22 Expulsion Rate: 0%	All Students 0.4% (Very Low) Asian 0.5% (Very Low) Hispanic 0% (Very Low) Two or More Races 0% (Very Low) SWD 0% (Very Low) White 0% (Very Low) English Learners 1.8% (Medium) Expulsion Rate: 0% Data Year: 2021-22 Data Source: Dataquest	Asian 0% (Very Low) Hispanic 0% (Very Low) Two or More Races .5% (Low) SWD 0% (Very Low) White .5% (Very Low) English Learners 0% (Medium) Expulsion Rate: 0% Data Year: 2022-23 Data Source: CA Dashboard	
# of TK-5 students that have access to co-curriculars(standards-based) and # of 6-8 students that have access to intersession (standards-based)	2020-21 students had limited access to co-curriculars; 100% of middle school students participated in intersession	100% of 1-5 grade students have had access to co-curriculars ; 100% of middle school students have access to intersession.	100% of 1-5 grade students have had access to co-curriculars ; 100% of middle school students have access to intersession.	100% of 1-5 grade students have had access to co-curriculars ; 100% of middle school students have access to intersession.	100% of TK-5 students have access to co-curriculars (standards-based) and all 6-8 students have access intersession (standards-based)
Middle School Dropout Rate	0% Data Year: 2021-22 Data Source: CALPADS 8.1c	N/A Metric added in 2023	N/A Metric added in 2023	0% Data Year: 2022-23 Data Source: CALPADS 8.1c	0% Data Year: 2022-23 Data Source: CALPADS 8.1c

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We successfully completed the designated actions for the 2023-24 school year, with the exception of data collection for the Second Step program. We brought in an additional school psychologist to support our current Lead School Counselor and worked with teachers in classrooms and small groups of students as part of our MTSS process. Several new teachers received training on running Solutions Teams as part of the No Bully program. We had training on Conscious Discipline for all staff members and will continue this training into 2024-25. The development of a comprehensive, aligned PBIS program will help support shared expectations across all classrooms.

At the middle school level, the advisory model continued to be refined, including student-led circles and solution teams. Continuing to develop the use of this advisory time is something that will be a focus for the 2024-25 school year, as we have not seen the progress in student survey data we would like to see.

Challenges this year included supporting the collection of data around the Second Step program and the introduction of an SEL screener. We are shifting the master schedule for the 2024-25 school year to allow for more time for SEL lesson delivery each week.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

Action 5: We provided online access to the Second Step curriculum for our teachers but did not have the capacity to provide targeted professional development support for grade level teachers. We are looking at ways to adjust our schedule to allow for additional coaching and support in 2024-25.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action #1 and Action #2 have been successful, as evidenced by the suspension and expulsion rate. We would like to continue to see increased numbers in the student survey as a result of Actions #1 and #2 and #6 and will adjust these actions for future years.

Actions #6 and #7 will be adjusted to create a team focused more critically on school culture and climate, and provide more targeted support to teachers around classroom climate, as well as continuing to develop the PBIS plan and shared expectations.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the planned actions include adding a screener for SEL as part of our MTSS process - this is still something in consideration for 2024-25.

	Description
Goal #4 BROAD	**We will engage all parents in joyful, active partnership to support their children and the BCS mission**

An explanation of why the LEA has developed this goal.

A key part of the BCS culture has been parent involvement and participation in the greater school community. After lots of time being remote and unable to be at events together, we recognize the importance of ensuring we are connecting our families back into our mission and our school and using this opportunity to evaluate new opportunities and ways in which we can connect with our families and community.

This broad goal focuses on the following priorities: 3 Parental Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	**Year 3 Outcome**	Desired Outcome for 2023–24
% of parents who feel as though they are connected to the BCS community	Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year	**Question:** Overall, BCS has a positive and motivating culture – 87% of responding families agree/strongly agree (386 families participated)	**Question:** Overall, BCS has a positive and motivating culture: 89% of responding families agree/strongly agree (481 responses) Data Year 2022-23	83% of families feel as though BCS has a positive and motivating culture Data Year: 2023-2024	100% of parents who feel as though they are connected to the BCS community
% of families who persist year over year at BCS	No baseline data from 20-21 school year	90% of students persisted from 2020-21 to 2021-22 Data Year 2021-22	22-23 data will be available in August 2023 Data Year 2022-23	22-23 Data: 87.6% of students persisted from 22-23 to 23-24	90% of families persist year to year at BCS
% of parents who agree/strongly agree that communication is sufficient	No baseline data for the 20-21 school year	New action – no baseline from 21-22	**Question:** The frequency and quality of BCS communication meets the needs of my family:	85% of families agree/strongly agree that BCS communication meets the needs of my family	90% of parents who agree/strongly agree with communication structures

			83% of families agree/strongly agree (481 responses) Data Year 2022-23	Data Year: 2023-24	
% of families responding to family survey	481 responses (70% of families) Data Year 2022-23	N/A – Metric added in 2023	N/A – Metric added in 2023	Error in survey distribution count.	70%+ of parents respond to the yearly family survey
# of communications promoting programs/events for families including unduplicated students and those with exceptional needs	#40 - weekly communication opportunities Data Year 2022-23	N/A – Metric added in 2023	N/A – Metric added in 2023	1 weekly newsletter to families (Bear Essentials); 1 monthly parent newsletter to families; additional targeted communication for unduplicated families	#40 - weekly communication opportunities

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designated for the 2023-24 school year to engage all parents in active partnership were successfully implemented, demonstrating Bullis Charter School's commitment to caregiver involvement and our school's mission. We saw significant success in fostering meaningful connections between parents and the school community, further supporting our learners' educational journey. Actions taken this year to promote collaboration and engagement included:

- **Family Connections**: BCS invited families to participate in literacy and math committees, providing opportunities for parents to contribute to the development and enhancement of these critical areas. Additionally, we created additional opportunities for parents to participate in on-site PBLs and intersessions, enhancing their engagement with the school's educational programs.
- **Community Events**: BCS hosted a diverse series of events throughout the year, including the Back-to-School Nights, Makers Faire, and Summer Socials. In partnership with the parent leadership group (the BBC), other community-building events included the Diversity Celebration, the Walk-a-Thon, and the Fall Family Dinner, which helped strengthen the bond between families and the school community.
- **Parent-Teacher Collaboration**: This year, we adjusted the FLG (Focused Learning Goals) conference structure to enhance communication and collaboration with families. We held a few additional opportunities for parent information sessions, including Town Halls, principal coffees, NWEA results, etc.

Challenges this year included setting up a cadence for continued touchpoints with new families and with families transitioning to middle school. We would like to offer a more diverse array of parent workshops, including understanding the new math pathways and a renewed focus on literacy, in future years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

Action 2: While we did advertise and promote some parent workshops, we did not set up an internal cadence for families, particularly thinking about new families. The sessions we did offer were done internally and did not garner additional costs, as predicted in expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action #1 was inclusive as evidenced by the 83% of parents who identified a positive culture at BCS, although the survey choice options were not strongly agree/agree.

Action #2 was effective based on feedback from parents who attended the curriculum chats and took part in the working committees. Parents indicated in their feedback of being very appreciative of having an insight into the decision making process around curriculum and assessments.

Action #3 was effective based on 85% of parents who agree/strongly agree that communication is sufficient and the weekly communications promoting programs/events for families including unduplicated students and those with exceptional needs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are adjusting the survey structure for 2024-25, with more frequent quick surveys and one long form survey each year. We anticipate this will allow us to be more responsive to specific trends. We also anticipate this will increase the percentage of families who are taking the survey each year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bullis Charter School	Maureen Israel – Superintendent/Principal	misrael@bullischarterschool.com 650-947-4100

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Bullis Charter School (BCS) is an open-enrollment, TK-8 public charter school serving almost 1,100 students from in and around the Los Altos School District. As a mission-driven school, BCS provides a collaborative learning environment focused on individual student growth and helping each student and staff member reach their full potential. The school has a diverse student population, with dozens of languages spoken, including English, Spanish, Farsi, Vietnamese, Hindi, Korean, Mandarin, Cantonese, Arabic, Hebrew, and Russian. BCS serves all students, including those in Special Education, socio-economically disadvantaged students, and English language learners.

BCS emphasizes student-led instruction tailored to meet the needs of all students, regardless of skill level or learning style. The highly individualized approach includes small group practice and instruction and project-based learning experiences. Special programs and accommodations are available for students requiring extra support, whether for enrichment or remediation. The Special Education team, which includes a Director of Special Education, Resource Specialists, Speech and Language Pathologist, Occupational Therapist, Board Certified Behavior Analyst, and Psychologist, works with teachers to implement Individualized Education Programs (IEPs) to ensure all students achieve growth. A Multi-Tiered System of Support (MTSS) structure and Response-to-Intervention (RTI) team provide recommendations for additional support at Tier 2 and Tier 3 levels. Designated and integrated English Language Development (ELD) time in all English learner classrooms ensures that students can access the material and continue to build their language skills.

BCS offers multiple opportunities for students to explore and discover interests and passions within the school-day curriculum. Starting in TK and continuing through 8th grade, all students take part in Mandarin, Art, Drama, Physical Education, and Music classes, with the choice of Spanish classes in middle school. The Makerspace and Fabrication Lab (Fab Lab) provide hands-on learning experiences aligned with the classroom curriculum. Elementary students have access to co-curricular programs during the school day, which allow them to explore new interests and skills. Student council offers representation and voice in school activities, while co-curricular activities may include Coding, Lego Robotics, 3D Modeling, Origami, Choir, Band, Broadway Dance, American Sign Language, etc. Extended-day extra-curricular activities provide further opportunities for interests such as yoga, running club, creative journaling, chess club, book club, homework assistance, and drama, including performance and tech crew opportunities. These activities adapt each year based on new student and teacher interests.

In middle school, students continue to explore passions with a greater emphasis on leadership. Weekly student-run clubs cover a variety of interests such as calligraphy, crocheting, cooking, scriptwriting, and video editing, with teachers serving as facilitators. Extracurricular activities include First Lego League, archery, flag football, basketball, Middle School Musical, and Office Hours for academic support. A weekly Electives course offers deeper study in visual and performing arts, engineering, and robotics. Course offerings include Open FabLab, Musical Theatre, Advanced Acting, and Middle School Band.

Character development is integral to all classroom instruction, providing a values-based education for all students. An SEL curriculum is incorporated into classrooms in TK-5 and advisories in middle school. Trained student conflict managers enable students to contribute to the school's atmosphere by leading Solutions Teams. Monthly Principal Awards recognize TK-5 students who uphold character pillars, and cross-grade "Houses" foster friendships and collaboration on school-wide activities. These experiences aim to create a community of inclusivity and safety throughout the school day.

As stated in its mission, Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of innovation, BCS inspires children, faculty, and staff to reach their full potential. Using a global perspective, the BCS program nurtures mutual respect, civic responsibility, and a lifelong love of learning.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The review of the 2023 California School Dashboard finds that in all measurable performance areas, students performed well above the overall state results. In Mathematics, all students and all subgroups of students performed at the High and Very High level, including Students with Disabilities and English Learners. In English Language Arts, all students and all subgroups of students performed at the High or Very High level as well, with similar results for Students with Disabilities and English Learners. Overall English Learner Progress was Very High, with 70% of English learners making progress. The school will continue to provide a highly personalized approach to instruction, focused on small group instruction/practice and additional staff training in data analysis and small groups strategies to ensure continual progress.

Local data indicates that 72% of all students met their NWEA growth goals from Fall 2023 - Spring 2024 in math, 59% in reading, and 57% in language, and 67% in science. In math, this was a 10% increase in overall meeting growth goals from the Fall 2022 - Spring 2023. In reading, we saw a 4% increase in overall meeting growth goals from Fall 2022- Spring 2023. Our English learners saw an average of 66% growth in NWEA reading growth goals from Fall 2023 - Spring 2024, showing 7% greater overall growth compared to the general population of students. This was a 4% decrease in growth from the Fall 2022 - Spring 2023 data. Our English learners saw an average of 68% growth in NWEA math growth goals from Fall 2023 - Spring 2024, showing 4% lower overall growth compared to the general population of students. This was a 7% decrease in growth from the Fall 2022 - Spring 2023 data. In language, our English learners saw an average of 65% growth in NWEA from Fall 2023 - Spring 2024, showing 8% greater overall growth compared to the general population of students. This was a 5% increase in growth from the Fall 2022 - Spring 2023 data.

55% of our Students with Disabilities met their growth goals in math. Compared to the Fall 2022-Spring 2023 data, we saw a 5% decrease in their overall growth performance. 51% of our students with disabilities met their reading growth goals in ELA. Compared to the Fall 2022-Spring 2023 data, we saw a 10% increase in their overall growth performance in reading. 55% of our students with disabilities met their language growth goals from fall 2023- spring 2024. Compared to the Fall 2022-Spring 2023 data, we saw a 9% decrease in their overall growth performance in language.

The Chronic Absenteeism rate has increased since 2022, with 5.1% of students chronically absent. While this number is 2.2% higher than in 2022, it is still significantly lower than the state average. The Suspension rate continues to be Very Low with .2% of students suspended at least one day. While maintaining a focus on a rigorous academic experience throughout the year, BCS continues to emphasize socio-emotional skills, specifically peer engagement, collaboration, and self-advocacy. Our school counselors and school psychologist provided crucial support to students and our Multi-Tiered System of Support (MTSS) structure ensures that every student receives the necessary supports in the classroom. As we move into the 2024-25 school year, we anticipate continuing to utilize our MTSS structure to identify any struggling learners and provide them with the skills and services they need to be successful.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers/Principals/School Personnel	There were multiple opportunities to engage with educational partners during the 2023-24 school year to gather feedback on input on action steps aligned to our LCAP. Our school leadership team – composed of teachers, principals, the director of special education, our chief of academics and superintendent – provided input and reviewed goal performance throughout the school year, with key meetings happening on September 25, October 11, November 27, December 12, January 29, March 4, April 29, and June 3. Additionally, a Math Leadership Team met on October 27, December 8, January 12, March 8, and April 26 to provide input on math curriculum and initiatives including revising our pathways and to give input on the development on the LCAP. All BCS staff completed a staff survey in early February that included opportunities to provide input. Bullis Charter School administrators, teachers, and staff are not represented by a bargaining unit.
Parents	The Bullis Booster Club serves as LCAP Parent Advisory Committee, meets monthly, and provides outreach about the LCAP to other parents. The English Learner Advisory Council meets four times each year to analyze data, review progress, and provide feedback. All parents were invited to participate in an input meeting on March 27 and May 29. A parent survey was also sent out to all community members in Winter 2024. Questions asked in the survey included information about program quality, communication structures and school cultural climate. In addition, parents were invited to give input on LCAP goals through curriculum chats. The LCAP public hearing was held on May 6, 2024 and the LCAP was brought for adoption to the board on June 24, 2024.
Students	A yearly survey was distributed to students in Winter 2024. Additionally, a Connections survey was distributed to all TK-8 students in March 2024 and analyzed for vertical teams on March 28, 2024. This data was used to develop specific goals and priorities around socio-emotional learning.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

All goals are aligned to concepts and ideas that came out of the surveys and meetings with educational partners. In particular, feedback from parents and guardians influenced actions in Goal #4, student feedback influenced actions in Goal #3, and staff feedback influenced actions in Goal #2 and Goal #3.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Every student will experience growth and academic success in an environment that fosters effective learning.	Broad

State Priorities addressed by this goal.

This overarching goal enables us to concentrate on the following state priorities:

1. Basic Conditions of Learning
2. State Standards
3. Pupil Achievement
4. Course Access
5. Other Student Outcomes

An explanation of why the LEA has developed this goal.

We take pride in the legacy of 20 years of academic excellence we have built at BCS, but we also recognize the continuous need to provide rigorous, aligned, and personalized instruction for all students, regardless of their experience or prior performance. Focusing on individual student growth and performance is essential as we move forward. This is a shared priority for our teachers and our parents, particularly those of Special Education and English Learner (EL) students. This goal is developed to ensure continued growth for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
100%	# of core teachers that are appropriately credentialed and not misassigned	2 misassignments in 2021-22 (95%) Data Year: 23-24 Data Source: SARC			100% of teachers appropriately credentialed and not misassigned	
All green and blue indicators on the California Dashboard	Overall average of Math and ELA performance on the California dashboard for	Overall ELA – Very High Status Asian, Two or More Races – Very High Status			100% green and blue indicators on the California Dashboard	

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	all students and all numerically significant subgroups	Students with Disabilities, EL, White – High Status Overall Math – Very High Status Asian, Two or More Races, White – Very High Status Students with Disabilities, EL – High Status Data Year: 2022-23 Data Source: CA Dashboard				
90%	Percent of students meeting or exceeding standards on the CA Science Test (CAST)	All Students 82.86% SWD 41.17% Asian 86.84% White 77.78% Hispanic: 80% Two or More Races: 76.19% Data Year: 2022-23 Data Source: Dataquest			90% of students meeting or exceeding the standards on the CAST	
Special populations performance on local assessments greater than or equal to general populations performance	Growth of special populations on local assessments	EL MAP met/exceeded growth projections: **Math:** 68% (72% all students) **Reading:** 66% (59% all students) **Language:** 65% (57% all students)			Special populations growth performance on local assessments greater than or equal to general populations performance	

		SpEd MAP met/exceeded growth projections: **Math:** 55% (72% all students) **Reading**: 51% (59% all students) **Language:** 55% (57% all students) Data Year: 2023-24 Fall to Spring MAP/NWEA				
Good Repair Status	School facilities meet standard of "good repair"	Good Repair Status (SARC 2023-24) - Fit Report performed January 2024			Good Repair Status on the SARC	
50%+	% of EL students reclassified eac h year	51.5% reclassified in 2023 Summative ELPAC Data Year: 2022-2023			Maintain a 50% or greater reclassification rate of EL students	
55% High Progress	% of EL students improving on the ELPAC	70% High Progress Data Source: CA Dashboard			55%+ EL students improving on the ELPAC	
100%	% of teachers implementing the new science of reading aligned ELA curriculum.	No data source to review fidelity of curricular implementation.			100% of teachers implementing the new science of reading aligned ELA curriculum.	
100%	% of students with access to standards-aligne d instructional materials	100% (SARC 2023-24)			100 % of students have access to standards-aligned instructional materials	

Goal Analysis for [Goal 1]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Credentialed Teachers	Recruit, hire, and retain only appropriately credentialed teachers for core positions on a yearly basis, including partnering with credentialing programs.	[64,000]	N
Action #2	Instructional Planning and Data Analysis	Support with implementation of curriculum and alignment to current long term plans, using the state-adopted content standards and student data for all students and all subgroups. ● Grade level teams engage in weekly planning meetings to support the implementation of curriculum, particularly new ELA and phonics curriculum ● Principals work with teachers to develop shared skills in reviewing and analyzing local assessment data, MAP data, and CAASPP data, especially subgroup data, at predetermined intervals throughout the school year, providing necessary coaching and support to teachers as a result.	N/A	N

Action #3	Course Offering Review	Review all student course offerings, course sign-ups, and scheduling on a yearly basis to ensure access and choice for students	N/A	N
Action #4	Technology	Ensure all students have technology needs met in the classroom, including access to resources and online learning platforms to support with skill acquisition and remediation	[50,000]	N
Action #5	ELD Curriculum and Teacher Training	Provide additional training and support to teachers in the implementation of ELD curriculum across TK-5, including a Reading Specialist to support with training and instruction in the classroom.	[27,500]	Y
Action #6	Intervention Support Staff	Maintain an intervention teacher(s) to support with small-group instruction and extended ELD support, particularly for long-term EL students, including additional small group support from the Reading Specialist.	[61,200]	Y
Action 7	Instructional Leadership Team	Development of an instructional leadership team to review data on a weekly/bi-weekly basis and coach teachers and grade level teams as appropriate to make progress towards goals.	N/A	N
Action 8	Associate Teachers	Continue to hire associate teachers to support small group instruction.	[374,300]	Y

Goal 2

Goal #	Description	Type of Goal
2	Teachers will actively participate in professional development to improve their instructional expertise and practices, enabling them to better serve and support every student.	Broad

State Priorities addressed by this goal.

This overarching goal enables us to concentrate on the following state priorities:

I Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 8 Other Student Outcomes

An explanation of why the LEA has developed this goal.

Bullis Charter School is dedicated to fostering individualized learning for all students, with a particular emphasis on the growth of subpopulations. While we have consistently provided targeted, aligned professional learning for teachers at the start of each school year and at key intervals during the school year, we really want to hone in on skills and techniques to support teachers instructionally in the classroom and meet diverse student needs. This initiative will ensure new teaching staff are fully acquainted with Bullis expectations and learning strategies, while also creating collaborative spaces for all Bullis team members to engage in unified training sessions. Additionally, with the implementation of new curriculum, we intend to delve deeply into assessment structures and outcomes, ensuring consistency and rigor across all grade levels. Our professional development efforts will also include targeted training in areas such as the MTSS structure and process, culturally responsive teaching, social-emotional learning, and the effective use of data to inform instruction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
Special populations performance on local assessments greater than or equal to general populations performance	Growth of special populations on local assessments	EL MAP met/exceeded growth projections: **Math:** 68% (72% all students) **Reading:** 66% (59% all students) **Language:** 65% (57% all students) SpEd MAP met/exceeded growth projections: **Math:** 55% (72% all students) **Reading**: 51% (59% all students) **Language:** 55% (57% all students) Data Year: 2023-24 Fall to Spring MAP/NWEA			Special populations growth performance on local assessments greater than or equal to general populations performance	
5	# of observations Principals and Chief of Academics complete of all teaching staff to provide feedback on curriculum implementation and professional	All staff observed formally twice this year through an intensive process including a think plan and lesson planning document. Data Year: 2023-24			Principals and Chief of Academics will complete at least 5 non evaluative observations each school year of all teaching staff to review integration of new strategies learned during professional learning	

	development implementation					
90%	% of teachers who find professional learning topics and coaching feedback applicable to their professional growth	No current survey question that captures this data point			90% of teachers agree/strongly agree that professional learning topics and coaching feedback at Bullis contribute to their professional growth	
90%	% of ELs scoring a 3 or 4 on the Summative ELPAC	87.14% Data Year: 2022-23			90%+ of students score a 3 or 4 on the Summative ELPAC	

Goal Analysis for [Goal 2]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Learning: ELD	Professional learning around integrated and designated ELD will be provided to teachers during in-service at the start of the school year and at key points throughout the school year	[25,100]	Y
Action #2	Professional Learning: Special Education	Professional learning around special education strategies and supports will be provided to teachers during in-service at the start of the school year and at key points throughout the school year	[$20,000]	N
Action #3	Instructional Leadership Team	Instructional leaders – including the Director of Special Education, Chief of Academics, MTSS Coordinator, Reading Specialist, and principals – will develop a bi-weekly meeting cadence to review local data, identify coaching trends, and provide feedback to teachers	N/A	N
Action #4	Online Supports	Instructional leaders will annually conduct an assessment of all online platforms to determine long-term usage of effective software and programs, including reviewing usage data to determine most effective platforms to utilize for student growth	N/A	N
Action #5	Curriculum Coaching	Teachers will receive direct coaching from principals and the Chief of Academics around the implementation of new curriculum in the classroom, including support in analyzing student data and making adjustments to lesson delivery	[40,000]	N
Action #6	MTSS	The MTSS and SRT process will be codified and reviewed on a yearly basis – including feedback from teachers on the process and subsequent student support received.	[13,700]	N

Goal 3

Goal #	Description	Type of Goal
3	Bullis Charter School will foster a welcoming and secure environment where all students on every campus feel valued, safe, and embraced for their individuality.	Broad

State Priorities addressed by this goal.

This overarching goal enables us to concentrate on the following state priorities:

5 Pupil Engagement; 6 School Climate

An explanation of why the LEA has developed this goal.

We recognize that for students to take risks in their learning and reach their full potential, they must feel safe and supported in their school environment. Our campus character pillars—respect, trustworthiness, caring, fairness, responsibility, and citizenship—serve as the foundation for this effort. However, we understand that creating a safe and inclusive environment extends beyond these pillars and is woven into both classroom interactions and broader school activities. Through the implementation of Positive Behavioral Interventions and Supports (PBIS), a robust Multi-Tiered System of Supports (MTSS), advisory programs, and comprehensive social-emotional learning (SEL) initiatives, we are committed to fostering a supportive and inclusive environment. This holistic approach aligns with our mission to support the whole student, ensuring that every aspect of our school climate contributes to their well-being and success.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
80%	% of students who agree/strongly agree that they belong at BCS	% of students who agree/strongly agree that they feel like they belong at BCS **Elementary:** 69% **Middle School:** 58% Data Source: Panorama Survey Data, Winter 2024			80% of students who agree/strongly agree that they belong at BCS	
80%	% of students who agree/strongly agree they feel respected by peers and teachers	**Elementary:** Respect by teachers: 74% Respect by peers: 48% **Middle School:** Respect by teachers: 61% Respect by peers: 43% Data Source: Panorama Survey Data, Winter 2024			80% of all BCS students feel respected by peers and teachers	
96.5% and <5%	Student Attendance Rate and Chronic Absentee Rate	22-23 school year: 96.13% attendance; 5.1% chronic absenteeism (P2 data)			Maintain an average of 96.5% ADA and <5% chronic absentee rate	
<2%	Student Suspension Rate and Expulsion Rate	2023 CA Dashboard All Students 0.2% (Very Low) Asian 0% (Very Low)			Maintain a suspension and expulsion rate in the blue on the	

		Hispanic 0% (Very Low) Two or More Races .5% (Low) SWD 0% (Very Low) White .5% (Very Low) English Learners 0% (Medium) Expulsion Rate: 0% Data Year: 2022-23 Data Source: CA Dashboard			California dashboard.	

Goal Analysis for [Goal 3]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	School Counselor	A school counselor supporting with school programming and individual/class student needs, separate from one-on-one or small group counseling.	[45,450]	N
Action #2	No Bully Program	Continue the implementation of the No Bully Program in all classrooms each year, including training of Solution Teams and parent information sessions	[7,000]	N
Action #3	MS Advisory	Analyze and review the current content and structure of MS advisory; develop observation cycles and teacher training opportunities for curriculum implementation	N/A	N
Action #4	Second Step Classroom Coaching	Review the Second Step implementation for all elementary school teachers and provide appropriate training and collaboration opportunities as necessary, including adjusting the school schedule to allow for more specific classroom time dedicated to SEL	[$5,000]	N
Action #5	Teacher Training	Provide continued teacher training around inclusive learning environments and supporting students to develop a sense of belonging, focusing on Conscious Discipline as a restorative approach	[4,000]	N
Action #6	Goal Creation and Tracking	Set Team Lead and Principal goals around student survey metrics and collect data at multiple points during the school year in order to make adjustments to programming and resources.	N/A	N
Action #7	Cultural Programming	Develop a yearly cadence of school-wide programming to support student voice, inclusion, and community.	N/A	N
Action #8	PBIS	Continue the implementation of a PBIS program and shared learner expectations across all grade levels	[10,000]	N

Goal 4

Goal #	Description	Type of Goal
4	We will foster a vibrant and collaborative partnership with all parents, engaging them actively in supporting their children and advancing the Bullis Charter School mission.	Broad

State Priorities addressed by this goal.

This overarching goal enables us to concentrate on the following state priorities:

3 Parent Involvement

An explanation of why the LEA has developed this goal.

A key part of the Bullis Charter School culture has been strong parent involvement and participation in the broader school community. Since its inception, parents have been integral to BCS, contributing significantly to its success and development. Recognizing the value of this engagement, we aim to reconnect our families with our mission and school community. This involves exploring new opportunities and methods to enhance family and community connections. Our efforts will include a range of culturally sensitive strategies and processes to encourage family involvement in the learning and teaching process. Parents play a pivotal role through various activities, such as volunteering, participating in the Bullis Boosters Club, attending workshops, and engaging in advisory committees. These initiatives ensure that parents are integral partners in their children's education and help shape the school's operations and programs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
90%	% of parents who feel that BCS has a positive and motivating culture	83% of families feel as though BCS has a positive and motivating culture Data Year: 2023-2024			90% of parents who feel as though they are connected to the BCS community	
90%	% of families who persist year over year at BCS	87.6% of students persisted from 22-23 to 23-24 Data Year 2023-24			90% of families persist year to year at BCS	
100%	% of parents who have attended a parent information session, workshop, or	No current baseline data			100% of parents who have attended a parent information session, workshop, or participated in a working committee	

	participated in a working committee					
90%	% of families who would recommend BCS to another family	81% of families were likely or very likely to recommend BCS to family or friends			90% of families who would recommend BCS to another family	
50%; 70%	% of families responding to quick touchpoint surveys and longform survey	New survey structure in 2024-25			50% of families respond regularly to the touchpoint surveys; 70%+ of parents respond to the yearly family survey	
40	# of communications promoting programs/events for families including unduplicated students and those with exceptional needs	40 communications promoting programs/events for families			40 weekly communication opportunities with all families	

Goal Analysis for [Goal 3]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Workshops	Parent workshops will be provided to the greater BCS community at key intervals over the course of the year from internal stakeholders. Workshop content will be developed in collaboration with staff and with parent input	N/A	N
Action #2	Communication	Website and internal communication tools such as Possip will be launched and/or updated in order to provide accessible and timely information to families	[$24,600]	N
Action #3	New Family Connection	In collaboration with our parent organization, staff will develop activities and touchpoints with newly enrolled family members and host recurring opportunities to meet with and get feedback from current families	N/A	N
Action #4	On Site Activities	Staff will develop a cadence of on-site opportunities for parents to see their learners in action and participate in grade level opportunities to build community and connection with fellow parents	N/A	N
Action #5	Supporting All Families	Director of Community Engagement and Outreach will develop a resource list to provide for all free/reduced lunch families and provide opportunities to meet directly with families to receive feedback on supports and needs	[29,250]	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$223,738	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.02%	0%	$0	2.02%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action #6	Intervention support staff to work with EL students in small groups, particularly those who have been in the program for multiple years	While the intervention support staff will predominantly focus on supporting EL students and small groups, they are able to also support other students within the classroom.	Growth of special populations on local assessments; % of ELs scoring a 3 or 4 on the Summative ELPAC
Goal 1, Action #8	Associate Teachers are able to provide additional small group support to students who have additional academic needs	This action is provided on a schoolwide basis to have additional staff available to support with small group needs.	Growth of special populations on local assessments
Goal 2, Action #1	Professional learning for all teachers on support EL students in the classroom, particularly through integrated ELD strategies	This action is provided on a schoolwide basis as integrated ELD strategies are best practices in classrooms for supporting all learners	% of ELs scoring a 3 or 4 on the Summative ELPAC

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action #5	Implementation of an ELD curriculum that supports the continued growth of EL learners	This action is provided on a limited basis, specifically focusing on designated ELD support in TK-8 classrooms and additional interventionist support for EL students who have not exited the program after multiple years	% of ELs scoring a 3 or 4 on the Summative ELPAC
Goal 4, Action #5	Connection points with free/reduced price meal families in order to make sure they have the necessary supports to persist	This action is provided on a limited basis, specifically creating unique touch points with SED families in order to assess family needs and identify supports the school can provide.	% of families who persist year over year at BCS

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to single school LEAs	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to single school LEAs	Not applicable

2024 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024	$ 11,078,007	$ 223,738	2.020%	0.000%	2.020%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 781,100	$ 1,932,335	$ 7,481,283	$ 69,628	$ 781,100.00	$ 729,342	$ 51,758

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Credentialed Teachers	All	No	Schoolwide	All	All	Ongoing	$ 64,000	$ -	$ 64,000	$ -	$ -	$ -	$ 64,000	0.000%
1	2	Instructional Planning and Data Analysis	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	3	Course Offering Review	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	4	Technology	All	No	Schoolwide	All	All	Ongoing	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
1	5	ELD Curriculum and Teacher Training	English Learners	Yes	Schoolwide	English Learners	TK-5	Ongoing	$ 27,500	$ -	$ 27,500	$ -	$ -	$ -	$ 27,500	0.000%
1	6	Intervention Support Staff	English Learners	Yes	Schoolwide	English Learners	All	Ongoing	$ 61,200	$ -	$ 61,200	$ -	$ -	$ -	$ 61,200	0.000%
1	7	Instructional Leadership Team	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	8	Associate Teachers	All	Yes	Schoolwide	All	TK-5	Ongoing	$ 374,300	$ -	$ 374,300	$ -	$ -	$ -	$ 374,300	0.000%
2	1	Professional Learning: ELD	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 25,100	$ -	$ 25,100	$ -	$ -	$ -	$ 25,100	0.000%
2	2	Professional Learning: Special Education	Special Education	No	Schoolwide	All	All	Ongoing	$ 20,000	$ (20,000)	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Instructional Leadership Team	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	4	Online Supports	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	5	Curriculum Coaching	All	No	Schoolwide	All	All	Ongoing	$ 40,000	$ -	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
2	6	MTSS	All	No	Schoolwide	All	All	Ongoing	$ 13,700	$ -	$ 13,700	$ -	$ -	$ -	$ 13,700	0.000%
3	1	School Counselor	All	No	Schoolwide	All	All	Ongoing	$ 45,450	$ -	$ 45,450	$ -	$ -	$ -	$ 45,450	0.000%
3	2	No Bully Program	All	No	Schoolwide	All	All	Ongoing	$ 5,678	$ 1,322	$ 7,000	$ -	$ -	$ -	$ 7,000	0.000%
3	3	MS Advisory	All	No	Schoolwide	All	6-8	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	4	Second Step	All	No	Schoolwide	All	TK-5	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	5	Teacher Training	All	No	Schoolwide	All	All	Ongoing	$ 2,736	$ 1,264	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%
3	6	Goal Creation and Tracking	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	7	Cultural Programming	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	8	PBIS	All	No	Schoolwide	All	All	Ongoing	$ 6,828	$ 3,172	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
4	1	Parent Workshops	All	No	Schoolwide	All	All	Ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	2	Communication	All	No	Schoolwide	All	All	Ongoing	$ 13,600	$ 11,000	$ 24,600	$ -	$ -	$ -	$ 24,600	0.000%
4	3	New Family Connection	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	4	On Site Activities	All	No	Schoolwide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	5	Supporting All Families	Unduplicated Pupils	Yes	Limited	Foster Youth and Low-Income	All	Ongoing	$ 29,250	$ -	$ 29,250	$ -	$ -	$ -	$ 29,250	0.000%
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2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type
$ 11,078,007	$ 223,738	2.020%	0.000%	2.020%	$ 517,350	0.000%	4.670%	**Total:**
								LEA-wide Total:
								Limited Total:
								Schoolwide Total:

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Credentialed Teachers	No	Schoolwide		All	$ -	0.000%
1	2	Instructional Planning and Data Analysis	No	Schoolwide		All	$ -	0.000%
1	3	Course Offering Review	No	Schoolwide		All	$ -	0.000%
1	4	Technology	No	Schoolwide		All	$ -	0.000%
1	5	ELD Curriculum and Teacher Training	Yes	Schoolwide	English Learners	TK-5	$ 27,500	0.000%
1	6	Intervention Support Staff	Yes	Schoolwide	English Learners	All	$ 61,200	0.000%
1	7	Instructional Leadership Team	No	Schoolwide		All	$ -	0.000%
1	8	Associate Teachers	Yes	Schoolwide	All	TK-5	$ 374,300	0.000%
2	1	Professional Learning: ELD	Yes	Limited	English Learners	All	$ 25,100	0.000%
2	2	Professional Learning: Special Education	No	Schoolwide		All	$ -	0.000%
2	3	Instructional Leadership Team	No	Schoolwide		All	$ -	0.000%
2	4	Online Supports	No	Schoolwide		All	$ -	0.000%
2	5	Curriculum Coaching	No	Schoolwide		All	$ -	0.000%
2	6	MTSS	No	Schoolwide		All	$ -	0.000%
3	1	School Counselor	No	Schoolwide		All	$ -	0.000%
3	2	No Bully Program	No	Schoolwide		All	$ -	0.000%
3	3	MS Advisory	No	Schoolwide		6-8	$ -	0.000%
3	4	Second Step	No	Schoolwide		TK-5	$ -	0.000%
3	5	Teacher Training	No	Schoolwide		All	$ -	0.000%
3	6	Goal Creation and Tracking	No	Schoolwide		All	$ -	0.000%
3	7	Cultural Programming	No	Schoolwide		All	$ -	0.000%
3	8	PBIS	No	Schoolwide		All	$ -	0.000%
4	1	Parent Workshops	No	Schoolwide		All	$ -	0.000%
4	2	Communication	No	Schoolwide		All	$ -	0.000%
4	3	New Family Connection	No	Schoolwide		All	$ -	0.000%
4	4	On Site Activities	No	Schoolwide		All	$ -	0.000%
4	5	Supporting All Families	Yes	Limited	Foster Youth and Low-Income	All	$ 29,250	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,060,464.00	$ 1,218,775.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Credentialed Teachers	No	$ 42,000	$ 64,000
1	2	Instructional Planning and Data Analysis	No	$ 22,000	$ 30,687
1	3	Course Offering Review	No	$ -	$ -
1	4	Focused Learning Goals	No	$ -	$ -
1	5	Technology	No	$ 50,000	$ 37,881
1	6	Associate Teachers	Yes	$ 306,361	$ 493,933
1	7	ELD Curriculum	Yes	$ 15,000	$ 2,125
1	8	Reading Specialist	Yes	$ 100,000	$ 134,785
1	9	Extended Care Coordinator	Yes	$ 90,000	$ 83,421
2	1	Professional Learning: ELD	Yes	$ 28,605	$ 24,659
2	2	Professional Learning: Special Education	No	$ 20,000	$ 13,842
2	3	Peer Collaboration	No	$ -	
2	4	Professional Learning Cadence	No	$ 13,578	$ 17,874
2	5	Online Integration	No	$ 45,000	$ 41,806
2	6	Instructional Observation	No	$ 200,000	$ 161,562
3	1	School Counselor	No	$ 44,000	$ 53,950
3	2	No Bully Program	No	$ 10,920	$ 11,357
3	3	Restorative and Supportive Practices	No	$ 16,000	$ 6,266
3	4	MS Advisory	No	$ -	$ -
2	5	Second Step	No	$ 10,000	$ 3,199
2	6	Teacher Training	No	$ 15,000	$ 14,309
3	7	Goal Creation and Tracking	No	$ 5,000	$ 5,760
3	8	Cultural Programming	No	$ -	$ -
4	1	Community Traditions	No	$ -	$ -
4	2	Parent Workshops	No	$ 12,000	$ -
4	3	Communication Tools	No	$ 15,000	$ 17,359
4	4	Supporting New Families	No	$ -	$ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5
$ 178,115	$ 539,966	$ 738,923	$ (198,957)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	6	Associate Teachers	Yes	$ 306,361	$ 493,933.00	0.00%	0.00%
1	7	ELD Curriculum	Yes	$ 15,000	$ 2,125.00	0.00%	0.00%
1	8	Reading Specialist	Yes	$ 100,000	$ 134,785.00	0.00%	0.00%
1	9	Extended Care Coordinator	Yes	$ 90,000	$ 83,421.00	0.00%	0.00%
2	1	Professional Learning: ELD	Yes	$ 28,605	$ 24,659.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 10,391,780	$ 178,115	0.00%	1.71%	$ 738,923	0.00%	7.11%	$0.00 - No Carryove	0.00% - No Carryove

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:*
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as

documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Santa Clara County Office of Education

RESOLUTION APPROVING THE CHARTER RENEWAL INCLUDING AN ADDENDUM FOR BULLIS CHARTER SCHOOL SANTA CLARA COUNTY BOARD OF EDUCATION

RESOLUTION NO. _____

RESOLVED by the Santa Clara County Board of Education, County of Santa Clara, State of California, that:

WHEREAS, Bullis Charter School is a Santa Clara County Board of Education ("County Board") authorized, district appeal charter school, to be governed by The Bullis-Purissima Elementary School, a California non-profit public benefit corporation. The Bullis Charter School's current charter term runs through and including June 30, 2025. Bullis Charter School and The Bullis-Purissima Elementary School are referred to herein collectively and interchangeably as "Charter School" and/or "Bullis," and, to the extent they are separate entities, all references to one herein apply with full force and effect to both the school and the corporation; and

WHEREAS, on June 3, 2024, petitioners for Bullis Charter School submitted to the Santa Clara County Office of Education a petition requesting renewal of its charter ("Charter"). For purposes of convenience, the County Board, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE." and

WHEREAS, as specified in Education Code Section 47607(b), charter school renewals are governed by the standards and criteria in Education Code Section 47605. Pursuant to Education Code Section 47607(c), a charter school's performance on state and local indicators is an "additional criterial for determining whether to grant a charter renewal." For this purpose, charter schools are divided into high, middle, and low performance categories, plus Dashboard alternative status schools, based on criteria set forth in Education Code Sections 47607(c) and 47607.2(a) & (b). The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (Ed. Code §§ 47607 and 47607.2.); and

WHEREAS, the California Department of Education ("CDE"), on its list of Charter School Performance Categories, has designated the Charter School as a "high" performance level charter school for purposes of this renewal request. As such, Bullis' request for renewal was considered and is being acted on in accordance with the standards and requirements in Education Code Section 47607(c)(2) applicable to high performance level charter schools; and

WHEREAS, in accordance with Education Code Sections 47605 and 47607, the County Board held a public hearing on the provisions of the renewal Charter on July 17, 2024, at which time the County Board considered the level of support for the Charter by teachers employed by Los Altos School District, other employees of Los Altos School District, and parents; and

WHEREAS, in accordance with Education Code Section 47607(d), SCCOE requested, received from CDE, and reviewed aggregate data reflecting pupil enrollment patterns at Charter School and reviewed other data from CDE; and

WHEREAS, the County Office of Education and the Charter School have entered into a First Amended Memorandum of Understanding (First Amended MOU), which became effective on December 24, 2019. This First Amended MOU is incorporated by reference into the Charter School's Charter and governs SCCOE and Charter School's respective fiscal, operational, and administrative responsibilities, their legal relationship, and terms of the Charter School's operations. This First Amended MOU remains in full force and effect during the period of any renewal granted by the County Board unless and until such time as the parties enter into a replacement memorandum of understanding or specifically agree in writing that the First Amended MOU is terminated; and

WHEREAS, SCCOE Staff ("Staff") reviewed and analyzed the renewal Charter and on August 9, 2024, published Staff's recommendations and recommended findings in the form of a written Staff Analysis and Proposed Findings of Fact ("Staff Report, Analysis & Findings") and a proposed resolution; and

WHEREAS, Staff noted a variety of issues and concerns in the Staff Report, Analysis & Findings, including relative to the Charter School serving all students who wish to attend as provided in Education Code Section 47607(e), and recommended therein that the Charter be renewed subject to conditions ("Conditions") to be complied with by the Charter School; and

WHEREAS, the County Board has taken into consideration the information and documents submitted, including the renewal Charter, statements and information presented at the public hearing, performance data, the notice and reaffirmation issued to Bullis by SCCOE pursuant to Education Code Section 47607(e) and Bullis' responses thereto, including Bullis' corrective action plan, and the Staff Report, Analysis & Findings; and

WHEREAS, at a meeting on August 26-27, 2024, the County Board reviewed and deliberated on the renewal Charter, pursuant to the standards and procedures set forth in California Education Code Sections 47605, 47607, and 47607.2 and took action adopting Resolution No. 2446-1 conditionally approving the Charter subject to compliance with specified Conditions and alternatively making written factual findings supporting denial and denying the Bullis renewal Charter; and

WHEREAS, on August 30, 2024, Bullis submitted a proposed addendum to the renewal Charter ("Addendum"), with the Addendum addressing each of the Conditions, and Bullis requested that the County Board reconsider its action on the renewal Charter and instead approve the Charter including the Addendum without conditions; and

WHEREAS, on September 4, 2024, the County Board took action to reconsider its action on the renewal Charter and held a public hearing on the provisions of the renewal Charter and Addendum, at which time the County Board considered the level of support for the Charter by

teachers employed by Los Altos School District, other employees of Los Altos School District, and parents; and

WHEREAS, the County Board took action to reconsider and act on the Charter and Addendum based on the specific facts and circumstances of this matter, and this reconsideration shall not set a precedent regarding the County Board's consideration of and/or action on requests related to charters and charter renewals.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the County Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby approves the renewal Charter including the Addendum for the renewal of Bullis for a period of 5 years, commencing on July 1, 2025, and continuing through and including June 30, 2030. The Bullis renewal Charter including the Addendum that the Governing Board is hereby approving and that will govern Bullis' operations during the charter term unless and until it is materially revised with approval of the County Board in accordance with the requirements of the Charter Schools Act of 1992 is attached hereto as Exhibit "A."

BE IT FURTHER RESOLVED AND ORDERED that this action and Board Resolution No. ____ repeals and replaces in its entirety Board Resolution No. 2446-1 previously adopted by the County Board and the corresponding County Board action of August 26-27, 2024.

Passed and adopted by the Santa Clara County Board of Education at a meeting held on this 26th day of August 2024 by the following vote:

AYE:

NO:

ABSTENTION:

ABSENT:

Maimona Berta, President Santa Clara County Board of Education	Mary Ann Dewan, Ph.D. County Superintendent of Schools Santa Clara County Office of Education

EXHIBIT A

INSERT BULLIS CHARTER

Agenda Item Details

Meeting	Sep 04, 2024 - Regular Board Agenda (#2447)
Category	11. HEARING AND POSSIBLE ACTION ITEM
Subject	A. Bullis Request for Reconsideration of Action on Bullis Charter School Renewal, Public Hearing and Action on Bullis Charter School Renewal with Addendum
Type	Action

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools Department

Background
On August 26-27, 2024, the Santa Clara County Board of Education ("SCCBOE") took the following action on Bullis Charter School's ("Bullis") request for renewal of its Charter ("Charter"): The SCCBOE adopted Resolution 2446-1 Conditionally Approving for the period of July 1 2025 – June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions are Not Met. The conditions of renewal are those set forth in Resolution No. 2446-1, requiring that Bullis Charter School, The Bullis-Purisima Elementary School, and the Santa Clara County Office of Education enter into a memorandum of understanding or addendum to a memorandum of understanding to be approved by the County Board of Education on or before December 18, 2024, or such later deadline as may be agreed by the County Superintendent or designee, that includes all of the provisions specified in the Staff Analysis and Proposed Findings of Fact Regarding Review of Bullis Charter School District Appeal Renewal Petition published on August 9, 2024, ("Staff Analysis") and the condition that Bullis remove the 10% cap on the admissions preference for students who reside within the Los Altos School District ("LASD") who qualify for free or reduced-price meals, and the SCCBOE denied Bullis' request to add admissions preferences for siblings of students who are admitted to but not yet attending Bullis (collectively the "Conditions").

The complete renewal Charter and Addendum are attached to the agenda.

Bullis has requested that the SCCBOE reconsider its action of August 26-27, 2024, and instead approve the Bullis renewal Charter and an addendum thereto ("Addendum") that addresses the issues that were to be addressed through the Conditions imposed by SCCBOE's August 26-27th action. Bullis has submitted a proposed Addendum to its renewal Charter that it specifies addresses each of the Conditions imposed by the Board's August 26-27, 2024, action, incorporating those items into the Charter itself. As such, Bullis asserts that approval of the Charter and Addendum eliminates the need for conditional renewal and/or a memorandum of understanding to address the Conditions, and provides greater clarity and certainty to Bullis, SCCBOE, and the public. Bullis' proposed Addendum specifically grants an extension of time through September 6, 2024, for SCCBOE action on its request for renewal.

The SCCBOE may consider a motion to reconsider its August 26-27, 2024, action and approval of Resolution No. 2446-1 on the Bullis renewal Charter, which motion must be made by one of the County Board members who voted in favor of that action (President Berta, Member Lari, Member Rocha, or Member Sreekrishnan), and may be seconded by any member. If approved by a majority vote of the SCCBOE, Bullis' request for renewal of its Charter may be reconsidered by the SCCBOE.

Should SCCBOE approve the motion to reconsider the Bullis renewal request, it will conduct a public hearing on the terms of the renewal Charter including the Addendum and the request to replace the August 26-27th action/Resolution No. 2446-1 with action on the renewal Charter and Addendum, taking into consideration the level of support for the renewal Charter and Addendum by LASD teachers, other LASD employees, and parents. The Board will then close the public hearing, ask any clarifying questions, and take action on the request for renewal of Bullis' Charter including the Addendum.

The Staff Analysis published August 9, 2024, is attached. Staff's recommendations and recommended findings remain unchanged from those set forth in the published Staff Analysis, but those recommendations and recommended findings would be effectuated through approval of the renewal Charter including the

Addendum rather than through conditional approval and entering into an MOU to address the recommended Conditions of approval. In the Addendum Bullis acknowledges that Bullis and SCCOE will work together to finalize an addendum to the current First Amended MOU or a replacement memorandum of understanding to address the fiscal, operational, and administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the Charter, consistent with Board Policy 0420.4.
A draft resolution approving the Charter and Addendum and replacing in its entirety Resolution No. 2446-1 is attached for the SCCBOE's consideration.

Item Process

- The Board will entertain a motion to reconsider its action of August 26-27, 2024, on Bullis' request for renewal of its Charter, and act on any such motion.
- If the Board approves a reconsideration motion:
  - The Board will hold a public hearing on the provisions of the renewal Charter and Addendum as follows:
    - The Board will hear an opening statement from Staff who will be given 10 minutes.
    - Bullis will be given 10 minutes to present.
    - LASD will be given an opportunity to comment for no more than 10 minutes.
    - The Board will hear public comment.
  - The Board President will close the public hearing and Board members may ask clarifying questions.
  - The Board will deliberate on this matter and act regarding the Bullis renewal Charter including the Addendum.
- If the Board does not approve a reconsideration motion and/or if the Board does not take action to replace its August 26-27, 2024, action on the Bullis request for renewal, that prior action will remain in full force and effect.

Student Impact

The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. Bullis currently serves approximately 1,100 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Young Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

Bullis_Renewal_Petition.pdf (12,439 KB)

BCS Staff Report Analysis and Findings.pdf (34,316 KB)

Proposed Resolution Approving Bullis Renewal Charter Including an Addendum.pdf (277 KB)

BCS Addendum.pdf (1,179 KB)

Motion & Voting

To reconsider the action of August 26-27, 2024 on Bullis Charter School's request for renewal of its charter

Motion by Tara Sreekrishnan, second by Grace Mah.
Final Resolution: Motion Fails
Yes: Tara Sreekrishnan, Grace Mah
No: Maimona Afzal Berta, Raeena Lari, Don Rocha
Abstain: Victoria Chon, Joseph Di Salvo

Wednesday, September 4, 2024
Regular Board Agenda (#2447)

Regular Meeting #(2447)
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
San Jose Room -- 5:00 p.m.
.
Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the County Board meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2). Contact Information: avnguyen@sccoe.org or (408) 453-6559.

1. SCCBOE CALL TO ORDER

Subject	**A. Livestream the Board Meeting: https://tinyurl.com/sccboardmeeting**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	1. SCCBOE CALL TO ORDER
Type	Information

The President will call the meeting to order. The meeting is held in person at 1290 Ridder Park Drive, San Jose, CA 95131.

Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the SCCBOE meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2) Contact Info: avnguyen@sccoe.org or (408) 453-6599.

For those who wish to observe the meeting via live stream, please visit:

https://tinyurl.com/sccboardmeeting
Scroll to the bottom and choose LIVE

Simultaneous Spanish Interpretation:
Local 1 (669) 900-6833, Meeting ID: 727 334 810
Para español: llame al 1 (669) 900-6833 y después el numero 727 334 810

Simultaneous Vietnamese Interpretation:
Local 1 (669) 900-6833, Meeting ID: 921 8153 9516
Để nghe Tiếng Việt:
Gọi số 1 (669) 900-6833, Sau đó bấm mã số Meeting ID: 921 8153 9516

Subject	**B. Pledge of Allegiance**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	1. SCCBOE CALL TO ORDER
Type	Procedural

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The student board member will lead SCCBOE and the community in reciting the Pledge of Allegiance.

Subject	**C. Land Acknowledgement**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	1. SCCBOE CALL TO ORDER
Type	Procedural

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The student board member or a member of the SCCBOE will read a land acknowledgement as follows:

Let us take time to honor the ancestral caretakers of the land on which we stand. We are currently on Ohlone Territory. Santa Clara County is the homeland of the Muwekma Ohlone People. Today, Indigenous people continue to protect the land. It is important to recognize the Indigenous cultures within our communities & remember that we all gather, live, learn and work on the traditional lands of Indigenous peoples.

Subject	**D. Roll Call (Including Action on Absences if Necessary)**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	1. SCCBOE CALL TO ORDER
Type	Action, Procedural

Roll call of the trustees will be taken and any absences of trustees will be recorded. The board may take action on absences if needed.

Subject	**E. Set the Agenda**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	1. SCCBOE CALL TO ORDER
Type	Action, Procedural
Recommended Action	Approve to set the agenda

The Board shall set the agenda by establishing it as posted. Changes to the posted agenda may only occur as permitted by Education and Government Code including the Brown Act or as described in Board Bylaws. Permitted revisions to the posted agenda include the movement of items from consent to action or reordering the sequence of agenda items.

Motion & Voting

Approve to set the agenda; Deferring 6c to the next meeting and dropping 9f from the closed sessionApprove to set the agenda

Motion by Don Rocha, second by Grace Mah.
Final Resolution: Motion Carries
Yes: Maimona Afzal Berta, Raeena Lari, Grace Mah, Don Rocha

No: Victoria Chon, Tara Sreekrishnan
Abstain: Joseph Di Salvo

2. SPECIAL RECOGNITION

Subject	**A. Recognition of the SCCOE Employee of the Month**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	2. SPECIAL RECOGNITION
Type	Recognition
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The Santa Clara County Board of Education (SCCBOE) recognizes ten (10) SCCOE employees each year for outstanding service to students, parents, coworkers, and customers. Michael Barnhart, a teacher of Specialized Academic Instruction in the Special Education Department, is the September Employee of the Month.

3. STUDENT BOARD MEMBER REPORT

Subject	**A. The student member of the Board may give reports on activities related to their duties as a member of the Santa Clara County Board of Education**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	3. STUDENT BOARD MEMBER REPORT
Type	Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The student member of the Board may give reports on activities related to their duties as a member of the Santa Clara Board of Education.

4. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

Subject	**A. At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda.**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	4. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
Type	Procedural

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Individual remarks will be limited to 1 minute each, unless otherwise stipulated by the SCCBOE President.

5. CONSENT ACTION ITEMS

Subject	**A. Request Approval of Consent Action Items as listed in Item #5 Consent Action Items**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	5. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Approve Consent Action Items as listed in Item #5 Consent Action Items

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action
Approve Consent Action Items as listed in Item #5 Consent Action Items.

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**B. Request Approval of Minutes of Regular Board Meeting of August 26, 2024 (#2446)**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	5. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Approve the minutes of Regular Board Meeting of August 26, 2024 (#2446)

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action
Approve the minutes of Regular Board Meeting of August 26, 2024 (#2446).

File Attachments
8.26.24 Regular Board Minutes.pdf (250 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**C. Request Adoption of Resolution Supporting Constitution Day and California High School Voter Education Weeks**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	5. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Adopt Resolution Supporting Constitution Day and California High School Voter Education Weeks
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Constitution Day is on September 17, 2024, coinciding with California High School Voter Education Weeks from September 16 – 27, 2024. The Santa Clara County Office of Education (SCCOE) acknowledges its partnership with the Santa Clara County Superior Court and the Santa Clara County Registrar of Voters, and our shared commitment to strengthening and motivating students to take an active role in civic processes.

Student Impact
The Santa Clara County Board of Education (SCCBOE) places a high priority on supporting youth voices and partnerships in civic engagement. The SCCOE is committed to working with community partners to prepare students to be civically engaged and uplift youth voice. Youth-eligible voter turnout correlates with civic education and engagement for high school students. The United States Constitution and its amendments outline the freedoms and principles of representative government, giving eligible youth the right to vote.

In alignment with the Bill of Rights for Children and Young Adults for Santa Clara County, supporting Constitution Day and California High School Voter Education Weeks emphasizes the value of youth voice and choice. Children and youth have the right to be treated as equal partners in identifying problems, developing solutions, and making the decisions on matters that impact them.

File Attachments
09042024_RESOLUTION_Constitution Day and High School Voter Registration Weeks.pdf (136 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**D. Request Adoption of Resolution Acknowledging and Celebrating National Hispanic Heritage Month**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)

Category	5. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Adopt Resolution Acknowledging and Celebrating National Hispanic Heritage Month
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
A resolution acknowledging and celebrating National Hispanic Heritage Month is crucial because it honors the rich cultural contributions of Hispanic and Latino/a individuals across various sectors. The Santa Clara County Office of Education recognizes the significant contributions of Hispanic and Latino/a people in our community, our state, and the world, as leaders, scientists, politicians, educators, public servants, and more. Celebrating this heritage not only promotes inclusivity and diversity but also inspires future generations by highlighting the impactful roles these communities have played in shaping our society.

Student Impact
The celebration of National Hispanic Heritage Month is in direct alignment with the Santa Clara County Board of Education's priority of expanding and enhancing inclusion and inclusive practices.

This resolution aligns with the Bill of Rights for Children and Young Adults for Santa Clara County, as it states that we value the diversity of our children and young adults in Santa Clara County and believe we must treat each of them with respect and dignity.

File Attachments
09042024_RESOLUTION_National Hispanic Heritage Month.pdf (170 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**E. Request Adoption of Resolution to Support Community Conversations and Updated Policies Concerning Student Cell Phone Use in Schools**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	5. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Adopt Resolution to Support Updated Policies Concerning Student Cell Phone Use in Schools
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1

Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
At the local, state, and national level, communities and policymakers are engaging in conversations about the challenges posed of excessive use of cell phones by students during instructional time. California's AB 272, which was approved by the Governor in 2019, empowers school districts to adopt policies regulating the use of cell phones during school hours.

Student Impact
This resolution aligned with the Board Priorities related to Literacy and Academic Achievement and Empowering Child Wellness as excessive cell phone and or social media use during the school day can be disruptive to the school environment and detrimental to student well-being. This resolution further aligns with the Board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, specifically Mental Health: Mental and emotional health and well-being and support systems in and outside of the home that promotes emotional and social safety and, Modern Needs: Reliable transportation and wifi, computers that meet their needs, and phones when applicable.

File Attachments
09042024_RESOLUTION_Support Updated Cell Phone Policies.pdf (133 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**F. Request Adoption of Resolution Supporting Establishing a Healthy and Safe Start to the School Year**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	5. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Adopt Resolution Supporting Establishing a Healthy and Safe Start to the School Year
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The beginning of a new school is an opportune time of year to review, renew, and establish safety protocols and healthy habits. When students are healthy and feel safe at school, they are more successful.

Student Impact
The establishment of healthy and safe routines and routes to school impact students all school year. They are the foundation to student outcomes.

SR-000642

This resolution aligns with the Bill of Rights for Children and Young Adults for Santa Clara County, as it states that there is a right to feel and be safe in all environments including schools and neighborhoods; have access to a relevant and engaging education with time, space, and resources to pursue interests; and have affordable, timely, and quality mental and physical healthcare that can be accessed at any time.

Additionally, there is alignment with the Santa Clara County Board of Education priorities of empowering child wellness as well as literacy and academic achievement.

File Attachments
09042024_RESOLUTION_Establishing a Healthy and Safe Start to the School Year.pdf (129 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**G. Request Second Reading and Adoption of Board Policy 1312.3 Uniform Complaint Procedures**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	5. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Adopt updated Board Policy 1312.3

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Board Policy Updates reflect Uniform Complaint Procedures for Federal monitoring for 2024-2025. SCCOE received these updates from the California Department of Education to ensure that SCCOE programs are in compliance with Federal and State laws. New language reflects AB 1078 (2023) Instructional Materials and Curricular Diversity which protects student access to educational materials, library books and curriculum that reflect topics related to race and gender and strives to create a more equitable and inclusive educational system.

Student Impact
The proposed updates to BP 1312.3 Uniform Complaint Procedures align with the SCCBOE Priority of expanding inclusive practices within Special Education, Court & Community Schools. The changes are also aligned to the Bill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to support and guidance, safety and life skills.

File Attachments
Board Policy 1312.3 Uniform Complaint Procedures CLEAN for Second Reading (9_4_2024).pdf (111 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**H. Request Second Reading and Adoption of Board Policy 5132 Dress and Grooming**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	5. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Adopt updated Board Policy 5132

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Board Policy Updates for BP 5132 Dress and Grooming reflect changes in Education Code 212.1, as amended by SB 188 (Ch. 58, Statutes of 2019), defines "race," for purposes of prohibiting discrimination, as including traits historically associated with race, such as hair texture and protective hairstyles. Updates also prohibit not allowing students to dress in a manner consistent with their gender identity, gender expression or with religious or cultural observance. Finally, the updated Board Policy reflects BP 0415 Equity, stating that the dress code shall not be enforced in a discriminatory or disproportionate manner.

Student Impact
The proposed updates to BP 5132 Dress and Grooming align with the SCCBOE Priority of expanding inclusive practices within Special Education, Court & Community Schools. The changes are also aligned to the Bill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to safety and the right to choose.

File Attachments
BP 5132 Dress and Grooming CLEAN for Second Reading (9_4_24).pdf (65 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**I. Request Second Reading and Adoption of Board Bylaw 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	5. CONSENT ACTION ITEMS
Type	Action (Consent)
Recommended Action	Adopt updated Board Bylaw 9150.1

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Update to BB 9150 Student Board Members of the Santa Clara County Board of Education that includes compensation for the pupil member both as elective course credit and monthly financial compensation. Updates reflect language from Education Code 1090:

- Section H: The county board of education may award a pupil member either or both: (1) elective course credit, (2) monthly financial compensation
- Section C: The amount of compensation shall be determined by the county board of education
- Section D: A pupil member of a county board of education may be paid for any meeting for which the member is absent if the board by resolution duly adopted and included within its minutes finds that at the time of the meeting the member was performing services outside the meeting on behalf of the board, the member was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board.

Student Impact
The proposed updates to BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education align with the SCCBOE Priority of expanding inclusive practices within Court & Community Schools. The changes are also aligned to the Bill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to love and emotional connections, support and guidance, life skills, education, job opportunities, personal development, basic needs and voice.

File Attachments
BB 9150.1 Compensation for Student Board Member of the Santa Clara County Office of Education CLEAN for Second Reading.pdf (46 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

6. INFORMATION ITEMS

Subject	**A. Announcement of Intent to Appoint to the Santa Clara County Office of Education Personnel Commission**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	6. INFORMATION ITEMS
Type	Information

The term of the County Office of Education's representative to the Personnel Commission will expire November 30, 2024. Mr. Gervase has served us extremely well on the Commission and has determined that he will not seek another term. After many years of service, he is fully retiring from public service.

Pursuant to Education Code §45246, the SCCOE must announce, to the general public, its intent to appoint Denise Coleman to serve as the representative to the Personnel Commission. A public hearing will be held on October 16, 2024, to approve the appointment for the three year term commencing on December 1, 2024 through November 30, 2027.

Denise Coleman has submitted a letter stating her commitment to accept the appointment along with her resume to the SCCOE. Additionally, Dr. Coleman has been deemed eligible for appointment as she meets all of the following criteria:

- Shall be a registered voter and resident within Santa Clara County.

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- Shall be a known adherent to the principle of the merit system, which is the selection, retention, and promotion of individuals upon the basis of merit and fitness. A known adherent of the merit system shall mean a person, who by the nature of his/her prior public or private service, has given evidence that he/she actively supports the concept of the merit system.
- Shall not be a member of the governing board of any school district or county board of education.
- Shall not be an employee of the same school district.

Dr. Coleman is a graduate of San Jose State University with an extensive background in service to public education in Santa Clara County. She has served as a teacher, coordinator, principal, director, assistant superintendent and superintendent. She will bring her experience and expertise with all aspects of personnel including her knowledge and demonstrated support of the personnel commission and merit system rules.

Subject	**B. Preferential Voting by the Student Board Member**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	6. INFORMATION ITEMS
Type	Information
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent, Educational Services

Background
The Santa Clara County Board of Education (SCCBOE) and the County Superintendent of Schools believe it is important to seek and consider students' ideas, viewpoints, and reactions to education. To provide Santa Clara County Office of Education (SCCOE) high school students with opportunities for civic engagement and to provide valued input to the County Board, the County Board ensures inclusion of a student member (Student Board Member) upon receipt of a petition for student representation consistent with Education Code section 1000 (as amended by Assembly Bill 824 of 2021) and Board Bylaw 9150.

Board Bylaw 9150 and Education Code section 1000(b)(4) state that the Student Board Member will have preferential voting rights which allow Student Board Members to share their opinion, including whether they are in favor of an item, and have their opinion recorded in the minutes before a measure is formally voted on by the County Board. A Student Board Member's formal expression of opinion will not count as a vote in determining the votes required to carry any measure before the County Board.

This presentation will provide an overview of how SCCOE staff and Board Members can support Student Board Member Preferential Voting.

Student Impact
This agenda item is aligned to the Board's commitment to be grounded in youth voice and the Board Priority concerning Special Education, Court, and Community Schools. It is also consistent with the board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, which names the right of youth to be treated as equal partners in identifying problems, developing solutions, and making the decisions that impact them.

File Attachments
Student Board Member Preferential Voting Presentation.pdf (575 KB)

Subject	**C. Spotlight: Santa Clara County Attendance Supports**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)

Category	6. INFORMATION ITEMS
Type	Information
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #3 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #1

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Debbie Gorgulho, Ed.D., Assistant Superintendent, Educational Progress Division

Background
Staff from the Educational Progress Division will present a Spotlight presentation on supports the SCCOE provides to address chronic absenteeism.

Pursuant to EC 52066(i), County Offices of Education (COEs) must develop a summary of services that describe how the COE support its districts. The Santa Clara County Attendance Supports Presentation highlights the support provided to local education agencies (LEAs) to support positive student attendance.

Student Impact
As stated in the board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning. Through various supports Santa Clara County Office of Education is providing resources to districts and to LEAs to help meet the needs of their students and families and improve school attendance. Attendance supports are also directly related to the board priority of literacy and academic achievement.

File Attachments
Santa Clara County Attendance Supports Presentation 9.4.2024.pdf (1,840 KB)

Subject	**D. Board of Trustees Head Start & Early Head Start Training**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	6. INFORMATION ITEMS
Type	Information
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent, Educational Services Division

Background
Head Start/Early Head Start (HS/EHS) programs are required by federal regulations to provide the Governing Body with ongoing training and technical assistance (T/TA) so they can fully understand and fulfill their roles and responsibilities. Programs that build strong leadership and governance systems and work to establish positive relationships are better equipped to deliver high-quality Head Start services to children and families. Strong leadership and governance foster an environment that supports innovation and continuous program improvement.

This item will be a high-level training due to a new grant cycle. It is the part one of a two-part training series.

Student Impact
As stated in the Board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning. Early Learning Services aims to sustainably expand early learning workforce and improve access to quality childcare, in alignment with the Board Priority on Early Learning and Care.

File Attachments
Head Start Governance Training 09-2024.pdf (1,459 KB)

Subject	**E. Charter Schools Update**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	6. INFORMATION ITEMS
Type	Information
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools

Background
The Santa Clara County Board of Education (SCCBOE), the County Superintendent of Schools, and the Santa Clara County Office of Education (SCCOE) ensure regular and systematic oversight and monitoring of SCCBOE-authorized charter schools.

At each regular Board Meeting, a Charter Schools Update is provided as a standing agenda item. The Charter Schools Department provides this regular update to support the SCCBOE with its duty to conduct ongoing monitoring and oversight for the 21 charter schools authorized by the SCCBOE. This standing agenda item is one mechanism whereby topics related to the ongoing monitoring and oversight can be communicated to the SCCBOE. Topics may include, but are not limited to, information on charter school governance, operations, finance, educational program, and compliance with Education Code, charter documents, and all reports required by charter law.

The topic(s) for this update may include, but are not limited to, the following:

- Charter Renewal and Low Performing Charter Schools. Staff will present charter renewal information for low performing charter schools.

Student Impact
The Charter Schools Department provides monitoring and oversight for 21 SCCBOE-authorized charter schools, serving approximately 10,000 students. Charter petitions for six of the 21 SCCBOE-authorized charter schools were submitted directly to the SCCBOE and were approved as countywide charter schools. The remaining 15 charter school petitions were initially denied by a school district in Santa Clara County and were subsequently submitted to and approved by the SCCBOE on appeal.

Through SCCOE's monitoring of SCCBOE-authorized charter schools, the Board seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Young Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

File Attachments
Low Performing Charter Renewals September 2024.pdf (592 KB)

SR-000648

7. ACTION ITEM

Subject	**A. Accept a Head Start Program Update on Director Vacancy and Affirm Initiation of Applicable Policy Council Bylaws**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	7. ACTION ITEM
Type	Action
Recommended Action	Accept program update and affirm the applicable Bylaws to be implemented

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent, Educational Services Division

Background
This agenda item is being provided in response to a request from the current Head Start Policy Council chairperson. The policy council shares responsibility with the SCCOE Superintendent and Human Resources department to approve or disapprove decisions to hire or terminate the Head Start director of the grantee.

Under this item, SCCOE staff will provide a Head Start/Early Head Start (HS/EHS) program update. There is a vacancy in the Director of Early Learning services position. With this vacancy, the policy council by laws will now be implemented for policy council involvement in the approval of an interim director during the recruitment process and the director position upon completion of the recruitment process. Section IV D describes the role of the Policy Council.

The board will take action to affirm the role of policy council regarding the process for filling the vacancy and that the process for vacancy is being initiated as per the by laws.

Student Impact
This agenda items aligns with the Board Priority on Early Learning and Care and the Board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, which states that all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning.

File Attachments
Policy Council Bylaws.pdf (331 KB)
BP 9020 Head Start Early Head Start Programs.pdf (135 KB)
Early Learning Personnel Policies and Procedures.pdf (3,754 KB)
Recruitment ELS.pdf (111 KB)

Motion & Voting

Accept program update and affirm the applicable Bylaws to be implemented

Motion by Tara Sreekrishnan, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha
Abstain: Maimona Afzal Berta

8. PUBLIC HEARING

Subject	**A. Public Hearing on the Alpha: Jose Hernandez Charter School Renewal Petition**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)

Category	8. PUBLIC HEARING
Type	Information
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools Department

Background
In addition to ensuring regular and systematic oversight and monitoring of the charter schools it authorizes, the Santa Clara County Board of Education may grant or deny charter renewals pursuant to *California Education Code* Sections 47605, 47607, and 47607.2.

On August 1, 2024, the Charter Schools Department of the Santa Clara County Office of Education (SCCOE) received a charter petition renewal request from Alpha: Jose Hernandez Charter School, or AJH. AJH is seeking approval to renew a district appeal public charter, which is currently serving students in grades TK-8, for a continuing charter term of two years beginning in July 2025. AJH has requested a two-year renewal as the California Department of Education (CDE) has designated AJH a low performing charter school.

AJH was initially approved on appeal from Alum Rock Union School District as a grade 6-8 charter school in September 2013 for a three-year term. The school's charter was renewed 2016 and materially revised in 2015 to serve fifth grade. During the 2016-17 renewal process, AJH was materially changed to also serve TK-4th grades. AJH's charter term, which was due to expire June 30, 2022, has been extended by three years by operation of law and ends June 30, 2025. Current enrollment is approximately 450 students.

California *Education Code* requires that no later than 60 days after receiving a petition the Santa Clara County Board of Education (SCCBOE) shall hold a public hearing on the provisions of the charter, at which time the SCCBOE shall consider the level of support for the renewal petition by teachers, other school district employees, and parents/guardians.

The *Education Code* further stipulates that the SCCBOE shall either grant or deny the charter within 90 days of receipt of the petition, unless that timeline is extended by mutual agreement.

The public hearing will proceed as follows:

- The Board will hear from staff an opening statement of no more than 10 minutes
- Alpha: Jose Hernandez Charter School will be given the opportunity to give a presentation of no more than 10 minutes
- Alum Rock Union School District will be given an opportunity to comment on the request for no more than 10 minutes
- The Board will hear public comment. Speakers will be limited to one minute each. Speakers shall direct their comments to the Board and are urged to avoid repeating points made by pevious speakers
- Board members may ask clarifying questions
- The public hearing will be closed. The Board anticipates reconvening to act on this request on October 16, 2024.

The complete petition is attached to this agenda and is also available for review at:
https://www.sccoe.org/supoffice/charter-schools-office/Documents/Alpha_Jose_Hernandez_Renewal_Petition.pdf

Student Impact
The Charter School office provides oversight and monitoring for 21 County Board of Education authorized charter schools. AJH currently serves approximately 450 students.

SR-000650

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Youth Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx

File Attachments
Alpha_Jose_Hernandez_Renewal_Petition.pdf (22,633 KB)
Alpha Jose Hernandez Public Hearing Presentation.pdf (10,000 KB)

9. CLOSED SESSION

Subject	**A. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: East Side Union High School District, Desired District: San Jose Unified School District**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	9. CLOSED SESSION
Type	Action

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: East Side Union High School District, Desired District: San Jose Unified School District

Motion & Voting

Approve the appeal based on factor 12 for a length of time through grade 12.

Motion by Joseph Di Salvo, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**B. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: Alum Rock Union School District, Desired District: San Jose Unified School District**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	9. CLOSED SESSION
Type	Action

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: Alum Rock Union School District, Desired District: San Jose Unified School District

Motion & Voting

Approve the appeal based on factor 12 for a period of time through grade 8.

Motion by Tara Sreekrishnan, second by Joseph Di Salvo.
Final Resolution: Motion Carries

SR-000651

Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject	**C. County Superintendent Evaluation**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	9. CLOSED SESSION
Type	Discussion

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Dr. Dewan and the SCCBOE will meet in closed session to discuss the 2024-2025 evaluation.

Subject	**D. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 2 cases**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	9. CLOSED SESSION
Type	Discussion, Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

> Conference with Legal Counsel - Anticipated Litigation
> Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): Two cases

Subject	**E. Conference with Legal Counsel – Anticipated Litigation Significant exposure to litigation pursuant to Government Code Section 54956.9(d)(2): (1 or more potential cases - County Board action on Bullis Charter School's renewal)**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	9. CLOSED SESSION
Type	Discussion, Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

> Conference with Legal Counsel – Anticipated Litigation
> Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: (one or more potential cases - County Board action on Bullis Charter School's renewal)

Subject

SR-000652

	F. Conference with Legal Counsel – Anticipated Litigation Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	9. CLOSED SESSION
Type	Discussion, Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel – Anticipated Litigation
Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case

10. OPEN SESSION (Immediately Following Closed Session)

Subject	**A. Report of Actions Taken in Closed Session**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	10. OPEN SESSION (Immediately Following Closed Session)
Type	Information

Report of Actions Taken in Closed Session

11. HEARING AND POSSIBLE ACTION ITEM

Subject	**A. Bullis Request for Reconsideration of Action on Bullis Charter School Renewal, Public Hearing and Action on Bullis Charter School Renewal with Addendum**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	11. HEARING AND POSSIBLE ACTION ITEM
Type	Action

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools Department

Background
On August 26-27, 2024, the Santa Clara County Board of Education ("SCCBOE") took the following action on Bullis Charter School's ("Bullis") request for renewal of its Charter ("Charter"): The SCCBOE adopted Resolution 2446-1 Conditionally Approving for the period of July 1 2025 – June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions are Not Met. The conditions of renewal are those set forth in Resolution No. 2446-1, requiring that Bullis Charter School, The Bullis-Purisima Elementary School, and the Santa Clara County Office of Education enter into a memorandum of understanding or addendum to a memorandum of understanding to be approved by the County Board of Education on or before December 18, 2024, or such later deadline as may be agreed by the County Superintendent or designee, that includes all of the provisions specified in the Staff Analysis and Proposed Findings of Fact Regarding Review of Bullis Charter School District Appeal Renewal Petition published on August 9, 2024, ("Staff Analysis") and the condition that Bullis remove the 10% cap on the admissions preference for

students who reside within the Los Altos School District ("LASD") who qualify for free or reduced-price meals, and the SCCBOE denied Bullis' request to add admissions preferences for siblings of students who are admitted to but not yet attending Bullis (collectively the "Conditions").

The complete renewal Charter and Addendum are attached to the agenda.

Bullis has requested that the SCCBOE reconsider its action of August 26-27, 2024, and instead approve the Bullis renewal Charter and an addendum thereto ("Addendum") that addresses the issues that were to be addressed through the Conditions imposed by SCCBOE's August 26-27th action. Bullis has submitted a proposed Addendum to its renewal Charter that it specifies addresses each of the Conditions imposed by the Board's August 26-27, 2024, action, incorporating those items into the Charter itself. As such, Bullis asserts that approval of the Charter and Addendum eliminates the need for conditional renewal and/or a memorandum of understanding to address the Conditions, and provides greater clarity and certainty to Bullis, SCCBOE, and the public. Bullis' proposed Addendum specifically grants an extension of time through September 6, 2024, for SCCBOE action on its request for renewal.

The SCCBOE may consider a motion to reconsider its August 26-27, 2024, action and approval of Resolution No. 2446-1 on the Bullis renewal Charter, which motion must be made by one of the County Board members who voted in favor of that action (President Berta, Member Lari, Member Rocha, or Member Sreekrishnan), and may be seconded by any member. If approved by a majority vote of the SCCBOE, Bullis' request for renewal of its Charter may be reconsidered by the SCCBOE.

Should SCCBOE approve the motion to reconsider the Bullis renewal request, it will conduct a public hearing on the terms of the renewal Charter including the Addendum and the request to replace the August 26-27th action/Resolution No. 2446-1 with action on the renewal Charter and Addendum, taking into consideration the level of support for the renewal Charter and Addendum by LASD teachers, other LASD employees, and parents. The Board will then close the public hearing, ask any clarifying questions, and take action on the request for renewal of Bullis' Charter including the Addendum.

The Staff Analysis published August 9, 2024, is attached. Staff's recommendations and recommended findings remain unchanged from those set forth in the published Staff Analysis, but those recommendations and recommended findings would be effectuated through approval of the renewal Charter including the Addendum rather than through conditional approval and entering into an MOU to address the recommended Conditions of approval. In the Addendum Bullis acknowledges that Bullis and SCCOE will work together to finalize an addendum to the current First Amended MOU or a replacement memorandum of understanding to address the fiscal, operational, and administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the Charter, consistent with Board Policy 0420.4.
A draft resolution approving the Charter and Addendum and replacing in its entirety Resolution No. 2446-1 is attached for the SCCBOE's consideration.

Item Process

- The Board will entertain a motion to reconsider its action of August 26-27, 2024, on Bullis' request for renewal of its Charter, and act on any such motion.
- If the Board approves a reconsideration motion:
    - The Board will hold a public hearing on the provisions of the renewal Charter and Addendum as follows:
        - The Board will hear an opening statement from Staff who will be given 10 minutes.
        - Bullis will be given 10 minutes to present.
        - LASD will be given an opportunity to comment for no more than 10 minutes.
        - The Board will hear public comment.
    - The Board President will close the public hearing and Board members may ask clarifying questions.
    - The Board will deliberate on this matter and act regarding the Bullis renewal Charter including the Addendum.
- If the Board does not approve a reconsideration motion and/or if the Board does not take action to replace its August 26-27, 2024, action on the Bullis request for renewal, that prior action will remain in full force and effect.

Student Impact

The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. Bullis currently serves approximately 1,100 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Young Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charterschools/Pages/Santa-Clara-County-Charter-Schools.aspx.

SR-000054

File Attachments
Bullis_Renewal_Petition.pdf (12,439 KB)
BCS Staff Report Analysis and Findings.pdf (34,316 KB)
Proposed Resolution Approving Bullis Renewal Charter Including an Addendum.pdf (277 KB)
BCS Addendum.pdf (1,179 KB)

Motion & Voting

To reconsider the action of August 26-27, 2024 on Bullis Charter School's request for renewal of its charter

Motion by Tara Sreekrishnan, second by Grace Mah.
Final Resolution: Motion Fails
Yes: Tara Sreekrishnan, Grace Mah
No: Maimona Afzal Berta, Raeena Lari, Don Rocha
Abstain: Victoria Chon, Joseph Di Salvo

12. BOARD COMMITTEE REPORTS

Subject	**A. Committee members may provide or report on recent committee activities.**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	12. BOARD COMMITTEE REPORTS
Type	Information

The following committees have met since the last board meeting:

- Strong Start Coalition: Trustee Lari
- Silicon Valley Reads Advisory Committee: Trustee Mah
- Policy Development Subcommittee: Vice President Rocha

Standing Committees
Policy Development Subcommittee: October 2
Joint Legislative Advisory Committee (JLAC): September 18
Budget Study Committee: November 20

Membership Committees and Activities
California School Boards Association (CSBA) Delegate: December 3-7
Santa Clara County School Boards Association: September 25
Head Start Policy Council: September 24

Liaison Committees, Workgroups, and Community Activities
Warmenhoven Inclusion Collaborative Advisory Board: September 13
Strong Start Coalition: September 10
Silicon Valley Reads Advisory Committee: TBD

13. COUNTY BOARD OF EDUCATION MEMBER REPORTS

Subject	**A. The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	13. COUNTY BOARD OF EDUCATION MEMBER REPORTS
Type	Information

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education.

14. SUPERINTENDENT'S REPORT

Subject	**A. The superintendent may give a report on any activities related to her duties.**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	14. SUPERINTENDENT'S REPORT
Type	Information

The superintendent may give a report on any activities related to her duties.

15. INFORMATION ITEM

Subject	**A. Future Agenda Items**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	15. INFORMATION ITEM
Type	Information
Goals	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Refer to Board Bylaw 9322 Agenda/Meeting Materials for specific information related to the preparation of County Board of Education agendas. Excepting agenda items otherwise permissible by Education Code, Brown Act or other rules, regulations, or policies for the Board to place on the agenda, a County Board member may request an item within the jurisdiction of the County Board be placed on the agenda. A process for reviewing requested agenda items is described in the board bylaw. In summary, the process includes a review to determine if the item is within the Board's jurisdiction, where it could be placed on the agenda and an assessment of the resource impact of preparing the item.

In accordance with the Brown Act, items mentioned under this item are being suggested so they may be considered as possible topics at a future meeting. The Board will not engage in excessive discussion of these items at this time. Resolutions are requested in accordance with the process described in Board Bylaw 9322 and are not reflected in the table. Requested items that require consultation with legal counsel are added to the agenda in accordance with the process in Board Bylaw 9322 and are not reflected in the table.

Previously identified items have included:

Item	Board Member	Disposition	Timeline
A recurring spotlight presentation from site staff, parents, or students at SCCOE programs	Trustee Chon	In Progress: - 2/21/2024 Workability - 3/6/2024 Culturally Responsive Garden Education - 3/20/2024 Deaf & HOH Programs - 5/1/2024 Learning Acceleration Literacy Initiatives - 7/16/2024 South County Annex Maker Space - 8/7/2024 Migrant Education Programs	Ongoing
A highlights presentation from Board-authorized charter schools	Trustee Mah	In Progress: - 6/5/2024 Sunrise Middle School - 6/12/2024 ACE Empower Academy - 8/7/2024 University Preparatory Academy	Ongoing
Division/department reports or updates	Trustee Mah	Development Underway	Fall 2024
Explore the possibility of a study or review of the SCCOE Special Education Program	Trustee Mah President Berta	Planning and Preparation	Study anticipated to begin in Late Fall 2024.
Virtual school/remote learning options with a focus on mitigating the impact of absenteeism	Trustee Lari	Study/Analysis	Fall 2024/Winter 2025
2025-2026 Budget Study Session	Trustee Chon Trustee Sreekrishnan	Study	TBD
AI Summit Informational Presentation	Trustee Di Salvo	Planning and Preparation	November 2024
Land Acknowledgement	Trustee Chon	In Progress	September/October 2024

The request from Trustee Chon for a future agenda item for bargaining units is under review with counsel and is therefore not reflected in the table.

16. ADJOURNMENT

Subject	**A. The next Santa Clara County Board of Education regular meeting is scheduled for September 18, 2024.**
Meeting	Sep 4, 2024 - Regular Board Agenda (#2447)
Category	16. ADJOURNMENT
Type	Action, Procedural
Recommended Action	Adjourn the meeting

The next Santa Clara County Board of Education regular meeting is scheduled for September 18, 2024.

Motion & Voting

Adjourn the meeting

Motion by Victoria Chon, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Ansari Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

SR-000657

Committed to serving, inspiring and promoting student and public school success

Wednesday, September 4, 2024
Regular Board Agenda (#2447)

Regular Meeting #(2447)
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
San Jose Room -- 5:00 p.m.
.
Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the County Board meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2). Contact Information: avnguyen@sccoe.org or (408) 453-6559.

1. SCCBOE CALL TO ORDER

Subject :	A. Livestream the Board Meeting: https://tinyurl.com /sccboardmeeting
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	1. SCCBOE CALL TO ORDER
Type :	Information

Public Content

The President will call the meeting to order. The meeting is held in person at 1290 Ridder Park Drive, San Jose, CA 95131.

Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the SCCBOE meeting should contact the County Superintendent's Office at least two working days in advance of the meeting. BB 9322 (Government Code 54954.2) Contact Info: avnguyen@sccoe.org or (408) 453-6599.

For those who wish to observe the meeting via live stream, please visit:

https://tinyurl.com/sccboardmeeting

Scroll to the bottom and choose LIVE

Simultaneous Spanish Interpretation:

Local 1 (669) 900-6833, Meeting ID: 727 334 810

Para español: llame al 1 (669) 900-6833 y después el numero 727 334 810

Simultaneous Vietnamese Interpretation:

Local 1 (669) 900-6833, Meeting ID: 921 8153 9516
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Gi s 1 (669) 900-6833, Sau ó bm mã s Meeting ID: 921 8153 9516

Subject :	B. Pledge of Allegiance
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	1. SCCBOE CALL TO ORDER
Type :	Procedural

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The student board member will lead SCCBOE and the community in reciting the Pledge of Allegiance.

Subject :	C. Land Acknowledgement
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	1. SCCBOE CALL TO ORDER
Type :	Procedural

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The student board member or a member of the SCCBOE will read a land acknowledgement as follows:

Let us take time to honor the ancestral caretakers of the land on which we stand. We are currently on Ohlone Territory. Santa Clara County is the homeland of the Muwekma Ohlone People. Today, Indigenous people continue to protect the land. It is important to recognize the Indigenous cultures within our communities & remember that we all gather, live, learn and work on the traditional lands of Indigenous peoples.

Subject :	D. Roll Call (Including Action on Absences if Necessary)
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	1. SCCBOE CALL TO ORDER
Type :	Action, Procedural

Public Content

Roll call of the trustees will be taken and any absences of trustees will be recorded. The board may take action on absences if needed.

Subject :	E. Set the Agenda
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)

Category :	1. SCCBOE CALL TO ORDER
Type :	Action, Procedural
Recommended Action :	Approve to set the agenda

Public Content

The Board shall set the agenda by establishing it as posted. Changes to the posted agenda may only occur as permitted by Education and Government Code including the Brown Act or as described in Board Bylaws. Permitted revisions to the posted agenda include the movement of items from consent to action or reordering the sequence of agenda items.

Motion & Voting

Approve to set the agenda; Deferring 6c to the next meeting and dropping 9f from the closed sessionApprove to set the agenda

Motion by Don Rocha, second by Grace Mah.
Final Resolution: Motion Carries
Yes: Maimona Afzal Berta, Raeena Lari, Grace Mah, Don Rocha
No: Victoria Chon, Tara Sreekrishnan
Abstain: Joseph Di Salvo

2. SPECIAL RECOGNITION

Subject :	A. Recognition of the SCCOE Employee of the Month
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	2. SPECIAL RECOGNITION
Type :	Recognition
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The Santa Clara County Board of Education (SCCBOE) recognizes ten (10) SCCOE employees each year for outstanding service to students, parents, coworkers, and customers. Michael Barnhart, a teacher of Specialized Academic Instruction in the Special Education Department, is the September Employee of the Month.

3. STUDENT BOARD MEMBER REPORT

Subject :	A. The student member of the Board may give reports on activities related to their duties as a member of the Santa Clara County Board of Education
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	3. STUDENT BOARD MEMBER REPORT
Type :	Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The student member of the Board may give reports on activities related to their duties as a member of the Santa Clara Board of Education.

4. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

Subject :	A. At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda.
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	4. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
Type :	Procedural

Public Content

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Individual remarks will be limited to 1 minute each, unless otherwise stipulated by the SCCBOE President.

5. CONSENT ACTION ITEMS

Subject :	A. Request Approval of Consent Action Items as listed in Item #5 Consent Action Items
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	5. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Approve Consent Action Items as listed in Item #5

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action

Approve Consent Action Items as listed in Item #5 Consent Action Items.

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	B. Request Approval of Minutes of Regular Board Meeting of August 26, 2024 (#2446)
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	5. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Approve the minutes of Regular Board Meeting of August 26, 2024 (#2446)

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Requested Action

Approve the minutes of Regular Board Meeting of August 26, 2024 (#2446).

File Attachments

8.26.24 Regular Board Minutes.pdf (250 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.

Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	C. Request Adoption of Resolution Supporting Constitution Day and California High School Voter Education Weeks
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	5. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Adopt Resolution Supporting Constitution Day and California High School Voter Education Weeks
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Constitution Day is on September 17, 2024, coinciding with California High School Voter Education Weeks from September 16 27, 2024. The Santa Clara County Office of Education (SCCOE) acknowledges its partnership with the Santa Clara County Superior Court and the Santa Clara County Registrar of Voters, and our shared commitment to strengthening and motivating students to take an active role in civic processes.

Student Impact

The Santa Clara County Board of Education (SCCBOE) places a high priority on supporting youth voices and partnerships in civic engagement. The SCCOE is committed to working with community partners to prepare students to be civically engaged and uplift youth voice. Youth-eligible voter turnout correlates with civic education and engagement for high school students. The United States Constitution and its amendments outline the freedoms and principles of representative government, giving eligible youth the right to vote.

In alignment with the Bill of Rights for Children and Young Adults for Santa Clara County, supporting Constitution Day and California High School Voter Education Weeks emphasizes the value of youth voice and choice. Children and youth have the right to be treated as equal partners in identifying problems, developing solutions, and making the decisions on matters that impact them.

File Attachments

09042024_RESOLUTION_Constitution Day and High School Voter Registration Weeks.pdf (136 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	D. Request Adoption of Resolution Acknowledging and Celebrating National Hispanic Heritage Month
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	5. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Adopt Resolution Acknowledging and Celebrating National Hispanic Heritage Month
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

A resolution acknowledging and celebrating National Hispanic Heritage Month is crucial because it honors the rich cultural contributions of Hispanic and Latino/a individuals across various sectors. The Santa Clara County Office of Education recognizes the significant contributions of Hispanic and Latino/a people in our community, our state, and the world, as leaders, scientists, politicians, educators, public servants, and more. Celebrating this heritage not only promotes inclusivity and diversity but also inspires future generations by highlighting the impactful roles these communities have played in shaping our society.

Student Impact

The celebration of National Hispanic Heritage Month is in direct alignment with the Santa Clara County Board of Educations priority of expanding and enhancing inclusion and inclusive practices.

This resolution aligns with the Bill of Rights for Children and Young Adults for Santa Clara County, as it states that we value the diversity of our children and young adults in Santa Clara County and believe we must treat each of them with respect and dignity.

File Attachments

09042024_RESOLUTION_National Hispanic Heritage Month.pdf (170 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries

Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	E. Request Adoption of Resolution to Support Community Conversations and Updated Policies Concerning Student Cell Phone Use in Schools
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	5. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Adopt Resolution to Support Updated Policies Concerning Student Cell Phone Use in Schools
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

At the local, state, and national level, communities and policymakers are engaging in conversations about the challenges posed of excessive use of cell phones by students during instructional time. California's AB 272, which was approved by the Governor in 2019, empowers school districts to adopt policies regulating the use of cell phones during school hours.

Student Impact

This resolution aligned with the Board Priorities related to Literacy and Academic Achievement and Empowering Child Wellness as excessive cell phone and or social media use during the school day can be disruptive to the school environment and detrimental to student well-being.This resolution further aligns with the Board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, specifically Mental Health: Mental and emotional health and well-being and support systems in and outside of the home that promotes emotional and social safety and,Modern Needs: Reliable transportation and wifi, computers that meet their needs, and phones when applicable.

File Attachments

09042024_RESOLUTION_Support Updated Cell Phone Policies.pdf (133 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	F. Request Adoption of Resolution Supporting Ensuring a Healthy and Safe Start to the School Year

Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	5. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Adopt Resolution Supporting Establishing a Healthy and Safe Start to the School Year
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The beginning of a new school is an opportune time of year to review, renew, and establish safety protocols and healthy habits. When students are healthy and feel safe at school, they are more successful.

Student Impact

The establishment of healthy and safe routines and routes to school impact students all school year. They are the foundation to student outcomes.

This resolution aligns with the Bill of Rights for Children and Young Adults for Santa Clara County, as it states that there is a right to feel and be safe in all environments including schools and neighborhoods; have access to a relevant and engaging education with time, space, and resources to pursue interests; and have affordable, timely, and quality mental and physical healthcare that can be accessed at any time.

Additionally, there is alignment with the Santa Clara County Board of Education priorities of empowering child wellness as well as literacy and academic achievement.

File Attachments

09042024_RESOLUTION_Establishing a Healthy and Safe Start to the School Year.pdf (129 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	G. Request Second Reading and Adoption of Board Policy 1312.3 Uniform Complaint Procedures
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)

Category :	5. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Adopt updated Board Policy 1312.3

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Board Policy Updates reflect Uniform Complaint Procedures for Federal monitoring for 2024-2025. SCCOE received these updates from the California Department of Education to ensure that SCCOE programs are in compliance with Federal and State laws. New language reflects AB 1078 (2023) Instructional Materials and Curricular Diversity which protects student access to educational materials, library books and curriculum that reflect topics related to race and gender and strives to create a more equitable and inclusive educational system.

Student Impact
The proposed updates to BP 1312.3 Uniform Complaint Procedures align with the SCCBOE Priority of expanding inclusive practices within Special Education, Court & Community Schools. The changes are also aligned to the Bill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to support and guidance, safety and life skills.

File Attachments

Board Policy 1312.3 Uniform Complaint Procedures CLEAN for Second Reading (9_4_2024).pdf (111 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	H. Request Second Reading and Adoption of Board Policy 5132 Dress and Grooming
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	5. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Adopt updated Board Policy 5132

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Board Policy Updates for BP 5132 Dress and Grooming reflect changes in Education Code 212.1, as amended by SB 188 (Ch. 58, Statutes of 2019), defines "race," for purposes of prohibiting discrimination, as including traits historically associated with race, such as hair texture and protective hairstyles. Updates also prohibit not allowing students to dress in a manner consistent with their gender identity, gender expression or with religious or cultural observance. Finally, the updated Board Policy reflects BP 0415 Equity, stating that the dress code shall not be enforced in a discriminatory or disproportionate manner.

Student Impact
The proposed updates to BP 5132 Dress and Grooming align with the SCCBOE Priority of expanding inclusive practices within Special Education, Court & Community Schools. The changes are also aligned to the Bill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to safety and the right to choose.

File Attachments

BP 5132 Dress and Grooming CLEAN for Second Reading (9_4_24).pdf (65 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	I. Request Second Reading and Adoption of Board Bylaw 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	5. CONSENT ACTION ITEMS
Type :	Action (Consent)
Recommended Action :	Adopt updated Board Bylaw 9150.1

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background
Update to BB 9150 Student Board Members of the Santa Clara County Board of Education that includes compensation for the pupil member both as elective course credit and monthly financial compensation. Updates reflect language from Education Code 1090:

- Section H: The county board of education may award a pupil member either or both: (1) elective course credit, (2) monthly financial compensation

- Section C: The amount of compensation shall be determined by the county board of education

- Section D: A pupil member of a county board of education may be paid for any meeting for which the member is absent if the board by resolution duly adopted and included within its minutes finds that at the time of the meeting the member was performing services outside the meeting on behalf of the board, the member was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board.

Student Impact
The proposed updates to BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education align with the SCCBOE Priority of expanding inclusive practices within Court & Community Schools. The changes are also aligned to the Bill of Rights for Children and Young Adults for Santa Clara County, specifically, the right to love and emotional connections, support and guidance, life skills, education, job opportunities, personal development, basic needs and voice.

File Attachments

BB 9150.1 Compensation for Student Board Member of the Santa Clara County Office of Education CLEAN for Second Reading.pdf (46 KB)

Motion & Voting

Approve Consent Action Items as listed in Item #5 Consent Action Items

Motion by Tara Sreekrishnan, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

6. INFORMATION ITEMS

Subject :	A. Announcement of Intent to Appoint to the Santa Clara County Office of Education Personnel Commission
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	6. INFORMATION ITEMS
Type :	Information

Public Content

The term of the County Office of Education's representative to the Personnel Commission will expire November 30, 2024. Mr. Gervase has served us extremely well on the Commission and has determined that he will not seek another term. After many years of service, he is fully retiring from public service.

Pursuant to Education Code §45246, the SCCOE must announce, to the general public, its intent to appoint Denise Coleman to serve as the representative to the Personnel Commission. A public hearing will be held on October 16, 2024, to approve the appointment for the three year term commencing on December 1, 2024 through November 30, 2027.

Denise Coleman has submitted a letter stating her commitment to accept the appointment along with her resume to the SCCOE. Additionally, Dr. Coleman has been deemed eligible for appointment as she meets all of the following criteria:

- Shall be a registered voter and resident within Santa Clara County.
- Shall be a known adherent to the principle of the merit system, which is the selection, retention, and promotion of individuals upon the basis of merit and fitness. A known adherent of the merit system shall mean a person, who by the nature of his/her prior public or private service, has given evidence that he/she actively supports the concept of the merit system.

- Shall not be a member of the governing board of any school district or county board of education.
- Shall not be an employee of the same school district.

Dr. Coleman is a graduate of San Jose State University with an extensive background in service to public education in Santa Clara County. She has served as a teacher, coordinator, principal, director, assistant superintendent and superintendent. She will bring her experience and expertise with all aspects of personnel including her knowledge and demonstrated support of the personnel commission and merit system rules.

Subject :	B. Preferential Voting by the Student Board Member
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	6. INFORMATION ITEMS
Type :	Information
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent, Educational Services

Background
The Santa Clara County Board of Education (SCCBOE) and the County Superintendent of Schools believe it is important to seek and consider students ideas, viewpoints, and reactions to education.To provide Santa Clara County Office of Education (SCCOE) high school students with opportunities for civic engagement and to provide valued input to the County Board, the County Board ensures inclusion of a student member (Student Board Member) upon receipt of a petition for student representation consistent with Education Code section 1000 (as amended by Assembly Bill 824 of 2021) and Board Bylaw 9150.

Board Bylaw 9150 and Education Code section 1000(b)(4) state that the Student Board Member will have preferential voting rights which allow Student Board Members to share their opinion, including whether they are in favor of an item, and have their opinion recorded in the minutes before a measure is formally voted on by the County Board. A Student Board Members formal expression of opinion will not count as a vote in determining the votes required to carry any measure before the County Board.

This presentation will provide an overview of how SCCOE staff and Board Members can support Student Board Member Preferential Voting.

Student Impact
This agenda item is aligned to the Board's commitment to be grounded in youth voice and the Board Priority concerning Special Education, Court, and Community Schools. It is also consistent with the board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, which names the right of youth to be treated as equal partners in identifying problems, developing solutions, and making the decisions that impact them.

File Attachments

Student Board Member Preferential Voting Presentation.pdf (575 KB)

Subject :	C. Spotlight: Santa Clara County Attendance Supports SR-000671

Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	6. INFORMATION ITEMS
Type :	Information
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #3 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #1

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Debbie Gorgulho, Ed.D., Assistant Superintendent, Educational Progress Division

Background

Staff from the Educational Progress Division will present a Spotlight presentation on supports the SCCOE provides to address chronic absenteeism.

Pursuant to EC 52066(i), County Offices of Education (COEs) must develop a summary of services that describe how the COE support its districts. The Santa Clara County Attendance Supports Presentation highlights the support provided to local education agencies (LEAs) to support positive student attendance.

Student Impact

As stated in the board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning. Through various supports Santa Clara County Office of Education is providing resources to districts and to LEAs to help meet the needs of their students and families and improve school attendance. Attendance supports are also directly related to the board priority of literacy and academic achievement.

File Attachments

Santa Clara County Attendance Supports Presentation 9.4.2024.pdf (1,840 KB)

Subject :	D. Board of Trustees Head Start & Early Head Start Training
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	6. INFORMATION ITEMS
Type :	Information
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Santa Clara County Office of Education
Goal #3

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Teresa Shipp, Assistant Superintendent, Educational Services Division

Background

Head Start/Early Head Start (HS/EHS) programs are required by federal regulations to provide the Governing Body with ongoing training and technical assistance (T/TA) so they can fully understand and fulfill their roles and responsibilities. Programs that build strong leadership and governance systems and work to establish positive relationships are better equipped to deliver high-quality Head Start services to children and families. Strong leadership and governance foster an environment that supports innovation and continuous program improvement.

This item will be a high-level training due to a new grant cycle. It is the part one of a two-part training series.

Student Impact

As stated in the Board-adopted Bill of Rights for Children and Young Adults for Santa Clara County, all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning. Early Learning Services aims to sustainably expand early learning workforce and improve access to quality childcare, in alignment with the Board Priority on Early Learning and Care.

File Attachments

Head Start Governance Training 09-2024.pdf (1,459 KB)

Subject :	E. Charter Schools Update
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	6. INFORMATION ITEMS
Type :	Information
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools
Background
The Santa Clara County Board of Education (SCCBOE), the County Superintendent of Schools, and the Santa Clara County Office of Education (SCCOE) ensure regular and systematic oversight and monitoring of SCCBOE-authorized charter schools. At each regular Board Meeting, a Charter Schools Update is provided as a standing agenda item. The Charter Schools Department provides this regular update to support the SCCBOE with its duty to conduct ongoing monitoring and oversight for

the 21 charter schools authorized by the SCCBOE. This standing agenda item is one mechanism whereby topics related to the ongoing monitoring and oversight can be communicated to the SCCBOE. Topics may include, but are not limited to, information on charter school governance, operations, finance, educational program, and compliance withEducation Code, charter documents, and all reports required by charter law.
The topic(s) for this update may include, but are not limited to, the following:

- Charter Renewal and Low Performing Charter Schools.Staff will present charter renewal information for low performing charter schools.

Student Impact
The Charter Schools Department provides monitoring and oversight for 21 SCCBOE-authorized charter schools, serving approximately 10,000 students. Charter petitions for six of the 21 SCCBOE-authorized charter schools were submitted directly to the SCCBOE and were approved as countywide charter schools. The remaining 15 charter school petitions were initially denied by a school district in Santa Clara County and were subsequently submitted to and approved by the SCCBOE on appeal. Through SCCOE's monitoring of SCCBOE-authorized charter schools, the Board seeks to affirm the right to a relevant and engaging education as stated in theBill of Rights for Children and Young Adults for Santa Clara Countyandsupport the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

File Attachments

Low Performing Charter Renewals September 2024.pdf (592 KB)

7. ACTION ITEM

Subject :	A. Accept a Head Start Program Update on Director Vacancy and Affirm Initiation of Applicable Policy Council Bylaws
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	7. ACTION ITEM
Type :	Action
Recommended Action :	Accept program update and affirm the applicable Bylaws to be implemented

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Teresa Shipp, Assistant Superintendent, Educational Services Division

Background
This agenda item is being provided in response to a request from the current Head Start Policy Council chairperson. The policy council shares responsibility with the SCCOE Superintendent and Human Resources department to approve or disapprove decisions to hire or terminate the Head Start director of the grantee.

Under this item, SCCOE staff will provide a Head Start/Early Head Start (HS/EHS) program update. There is a vacancy in the Director of Early Learning services position. With this vacancy, the policy council by laws will now be implemented for policy council involvement in the approval of an interim director during the recruitment process and the director position upon completion of the recruitment process. Section IV D describes the role of the Policy Council.

The board will take action to affirm the role of policy council regarding the process for filling the vacancy and that the process for vacancy is being initiated as per the by laws.

Student Impact
This agenda items aligns with the Board Priority on Early Learning and Care and the Board-adoptedBill of Rights for Children and Young Adults for Santa Clara County, which states that all children and young adults have the right to a relevant and engaging education that exposes them to other cultures and promotes lifelong learning.

File Attachments

Policy Council Bylaws.pdf (331 KB)
BP 9020 Head Start Early Head Start Programs.pdf (135 KB)
Early Learning Personnel Policies and Procedures.pdf (3,754 KB)
Recruitment ELS.pdf (111 KB)

Motion & Voting

Accept program update and affirm the applicable Bylaws to be implemented

Motion by Tara Sreekrishnan, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha
Abstain: Maimona Afzal Berta

8. PUBLIC HEARING

Subject :	A. Public Hearing on the Alpha: Jose Hernandez Charter School Renewal Petition
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	8. PUBLIC HEARING
Type :	Information
Goals :	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Mefula Fairley, Executive Director, Charter Schools Department

Background

In addition to ensuring regular and systematic oversight and monitoring of the charter schools it authorizes, the Santa Clara County Board of Education may grant or deny charter renewals pursuant to *California Education Code* Sections 47605, 47607, and 47607.2.

On August 1, 2024, the Charter Schools Department of the Santa Clara County Office of Education (SCCOE) received a charter petition renewal request from Alpha: Jose Hernandez Charter School, or AJH. AJH is seeking approval to renew a district appeal public charter, which is currently serving students in grades TK-8, for a continuing charter term of two years beginning in July 2025. AJH has requested a two-year renewal as the California Department of Education (CDE) has designated AJH a low performing charter school.

AJH was initially approved on appeal from Alum Rock Union School District as a grade 6-8 charter school in September 2013 for a three-year term. The schools charter was renewed 2016 and materially revised in 2015 to serve fifth grade. During the 2016-17 renewal process, AJH was materially changed to also serve TK and K grades. AJHs charter term, which was due to expire June 30,

2022, has been extended by three years by operation of law and ends June 30, 2025. Current enrollment is approximately 450 students.

California *Education Code* requires that no later than 60 days after receiving a petition the Santa Clara County Board of Education (SCCBOE) shall hold a public hearing on the provisions of the charter, at which time the SCCBOE shall consider the level of support for the renewal petition by teachers, other school district employees, and parents/guardians.

The *Education Code* further stipulates that the SCCBOE shall either grant or deny the charter within 90 days of receipt of the petition, unless that timeline is extended by mutual agreement.

The public hearing will proceed as follows:

- The Board will hear from staff an opening statement of no more than 10 minutes
- Alpha: Jose Hernandez Charter School will be given the opportunity to give a presentation of no more than 10 minutes
- Alum Rock Union School District will be given an opportunity to comment on the request for no more than 10 minutes
- The Board will hear public comment. Speakers will be limited to one minute each. Speakers shall direct their comments to the Board and are urged to avoid repeating points made by pevious speakers
- Board members may ask clarifying questions
- The public hearing will be closed. The Board anticipates reconvening to act on this request on October 16, 2024.

The complete petition is attached to this agenda and is also available for review at: https://www.sccoe.org/supoffice/charter-schools-office/Documents/Alpha_Jose_Hernandez_Renewal_Petition.pdf

Student Impact

The Charter School officeprovides oversight and monitoring for21 County Board of Education authorized charter schools. AJH currently serves approximately 450 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in theBill of Rights for Children and Youth Adults for Santa Clara Countyandsupport the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found athttps://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx

File Attachments

Alpha_Jose_Hernandez_Renewal_Petition.pdf (22,633 KB)
Alpha Jose Hernandez Public Hearing Presentation.pdf (10,000 KB)

9. CLOSED SESSION

Subject :	A. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: East Side Union High School District, Desired District: San Jose Unified School District
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	9. CLOSED SESSION
Type :	Action

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: East Side Union High School District, Desired District: San Jose Unified School District

Motion & Voting

Approve the appeal based on factor 12 for a length of time through grade 12.

Motion by Joseph Di Salvo, second by Victoria Chon.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	B. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: Alum Rock Union School District, Desired District: San Jose Unified School District
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	9. CLOSED SESSION
Type :	Action

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: Alum Rock Union School District, Desired District: San Jose Unified School District

Motion & Voting

Approve the appeal based on factor 12 for a period of time through grade 8.

Motion by Tara Sreekrishnan, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

Subject :	C. County Superintendent Evaluation
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)

Category :	9. CLOSED SESSION
Type :	Discussion

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Dr. Dewan and the SCCBOE will meet in closed session to discuss the 2024-2025 evaluation.

Subject :	D. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 2 cases
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	9. CLOSED SESSION
Type :	Discussion, Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel - Anticipated Litigation

Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): Two cases

Subject :	E. Conference with Legal Counsel Anticipated Litigation Significant exposure to litigation pursuant to Government Code Section 54956.9(d)(2): (1 or more potential cases - County Board action on Bullis Charter Schools renewal)
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	9. CLOSED SESSION
Type :	Discussion, Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel Anticipated Litigation

Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9:(one or more potential cases - County Board action on Bullis Charter Schools renewal)

Subject :	F. Conference with Legal Counsel Anticipated Litigation Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	9. CLOSED SESSION
Type :	Discussion, Information

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

The Board will hold a Closed Session to discuss the following item:

Conference with Legal Counsel Anticipated Litigation

Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case

10. OPEN SESSION (Immediately Following Closed Session)

Subject :	A. Report of Actions Taken in Closed Session
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	10. OPEN SESSION (Immediately Following Closed Session)
Type :	Information

Public Content

Report of Actions Taken in Closed Session

11. HEARING AND POSSIBLE ACTION ITEM

Subject :	A. Bullis Request for Reconsideration of Action on Bullis Charter School Renewal, Public Hearing and Action on Bullis Charter School Renewal with Addendum
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	11. HEARING AND POSSIBLE ACTION ITEM
Type :	Action

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Mefula Fairley, Executive Director, Charter Schools Department

Background

On August 26-27, 2024, the Santa Clara County Board of Education (SCCBOE) took the following action on Bullis Charter Schools (Bullis) request for renewal of its Charter (Charter): The SCCBOE adopted Resolution 2446-1 Conditionally Approving for the period of July 1 2025 June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions are Not Met. The conditions of renewal are those set forth in Resolution No. 2446-1, requiring that Bullis Charter School, The Bullis-Purisima Elementary School, and the Santa Clara County Office of Education enter into a memorandum of understanding or addendum to a memorandum of understanding to be approved by the County Board of Education on or before December 18, 2024, or such later deadline as may be agreed by the County Superintendent or designee, that includes all of the provisions specified in the Staff Analysis and Proposed Findings of Fact Regarding Review of Bullis Charter School District Appeal Renewal Petition published on August 9, 2024, (Staff Analysis) and the condition that Bullis remove the 10% cap on the admissions preference for students who reside within the Los Altos School District (LASD) who qualify for free or reduced-price meals, and the SCCBOE denied Bullis request to add admissions preferences for siblings of students who are admitted to but not yet attending Bullis (collectively the Conditions).

The complete renewal Charter and Addendum are attached to the agenda.

Bullis has requested that the SCCBOE reconsider its action of August 26-27, 2024, and instead approve the Bullis renewal Charter and an addendum thereto (Addendum) that addresses the issues that were to be addressed through the Conditions imposed by SCCBOEs August 26-27th action. Bullis has submitted a proposed Addendum to its renewal Charter that it specifies addresses each of the Conditions imposed by the Boards August 26-27, 2024, action, incorporating those items into the Charter itself. As such, Bullis asserts that approval of the Charter and Addendum eliminates the need for conditional renewal and/or a memorandum of understanding to address the Conditions, and provides greater clarity and certainty to Bullis, SCCBOE, and the public. Bullis proposed Addendum specifically grants an extension of time through September 6, 2024, for SCCBOE action on its request for renewal.

The SCCBOE may consider a motion to reconsider its August 26-27, 2024, action and approval of Resolution No. 2446-1 on the Bullis renewal Charter, which motion must be made by one of the County Board members who voted in favor of that action (President Berta, Member Lari, Member Rocha, or Member Sreekrishnan), and may be seconded by any member. If approved by a majority vote of the SCCBOE, Bullis request for renewal of its Charter may be reconsidered by the SCCBOE.

Should SCCBOE approve the motion to reconsider the Bullis renewal request, it will conduct a public hearing on the terms of the renewal Charter including the Addendum and the request to replace the August 26-27th action/Resolution No. 2446-1 with action on the renewal Charter and Addendum, taking into consideration the level of support for the renewal Charter and Addendum by LASD teachers, other LASD employees, and parents. The Board will then close the public hearing, ask any clarifying questions, and take action on the request for renewal of Bullis Charter including the Addendum.

The Staff Analysis published August 9, 2024, is attached. Staffs recommendations and recommended findings remain unchanged from those set forth in the published Staff Analysis, but those recommendations and recommended findings would be effectuated through approval of the renewal Charter including the Addendum rather than through conditional approval and entering into an MOU to address the recommended Conditions of approval. In the Addendum Bullis acknowledges that Bullis

and SCCOE will work together to finalize an addendum to the current First Amended MOU or a replacement memorandum of understanding to address the fiscal, operational, and administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the Charter, consistent with Board Policy 0420.4.
A draft resolution approving the Charter and Addendum and replacing in its entirety Resolution No. 2446-1 is attached for the SCCBOEs consideration.

Item Process

- The Board will entertain a motion to reconsider its action of August 26-27, 2024, on Bullis request for renewal of its Charter, and act on any such motion.
- If the Board approves a reconsideration motion:
  - The Board will hold a public hearing on the provisions of the renewal Charter and Addendum as follows:
    - The Board will hear an opening statement from Staff who will be given 10 minutes.
    - Bullis will be given 10 minutes to present.
    - LASD will be given an opportunity to comment for no more than 10 minutes.
    - The Board will hear public comment.
  - The Board President will close the public hearing and Board members may ask clarifying questions.
  - The Board will deliberate on this matter and act regarding the Bullis renewal Charter including the Addendum.
- If the Board does not approve a reconsideration motion and/or if the Board does not take action to replace its August 26-27, 2024, action on the Bullis request for renewal, that prior action will remain in full force and effect.

Student Impact
The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. Bullis currently serves approximately 1,100 students.
Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in theBill of Rights for Children and Young Adults for Santa Clara Countyand support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found athttps://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

File Attachments

Bullis_Renewal_Petition.pdf (12,439 KB)
BCS Staff Report Analysis and Findings.pdf (34,316 KB)
Proposed Resolution Approving Bullis Renewal Charter Including an Addendum.pdf (277 KB)
BCS Addendum.pdf (1,179 KB)

Motion & Voting

To reconsider the action of August 26-27, 2024 on Bullis Charter School's request for renewal of its charter

Motion by Tara Sreekrishnan, second by Grace Mah.
Final Resolution: Motion Fails
Yes: Tara Sreekrishnan, Grace Mah
No: Maimona Afzal Berta, Raeena Lari, Don Rocha
Abstain: Victoria Chon, Joseph Di Salvo

12. BOARD COMMITTEE REPORTS

Subject :	A. Committee members may provide or report on recent committee activities.
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	12. BOARD COMMITTEE REPORTS
Type :	Information

Public Content

The following committees have met since the last board meeting:

- Strong Start Coalition: Trustee Lari
- Silicon Valley Reads Advisory Committee: Trustee Mah
- Policy Development Subcommittee: Vice President Rocha

Standing Committees
Policy Development Subcommittee: October 2
Joint Legislative Advisory Committee (JLAC): September 18
Budget Study Committee: November 20

Membership Committees and Activities
California School Boards Association (CSBA) Delegate: December 3-7
Santa Clara County School Boards Association: September 25
Head Start Policy Council: September 24

Liaison Committees, Workgroups, and Community Activities
Warmenhoven Inclusion Collaborative Advisory Board: September 13
Strong Start Coalition: September 10
Silicon Valley Reads Advisory Committee: TBD

13. COUNTY BOARD OF EDUCATION MEMBER REPORTS

Subject :	A. The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	13. COUNTY BOARD OF EDUCATION MEMBER REPORTS
Type :	Information

Public Content

Administrator

Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

The members of the Board may give reports on any activities related to their duties as members of the Santa Clara County Board of Education.

14. SUPERINTENDENT'S REPORT

Subject :	A. The superintendent may give a report on any activities related to her duties.
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	14. SUPERINTENDENT'S REPORT
Type :	Information

Public Content

The superintendent may give a report on any activities related to her duties.

15. INFORMATION ITEM

Subject :	A. Future Agenda Items
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	15. INFORMATION ITEM
Type :	Information
Goals :	Mission Statement of the County Office of Education Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2 Santa Clara County Office of Education Goal #3

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools

Background

Refer toBoard Bylaw 9322 Agenda/Meeting Materialsfor specific information related to the preparation of County Board of Education agendas. Excepting agenda items otherwise permissible by Education Code, Brown Act or other rules, regulations, or policies for the Board to placeon the agenda, a County Board member may request an item within the jurisdiction of the County Board be placed on the agenda. A process for reviewing requested agenda items is described in the board bylaw. In summary, the process includes a review todetermine if the item is within the Board's jurisdiction,where it could beplaced on the agenda andan assessment of theresource impact of preparing the item.

In accordance with the Brown Act, items mentioned under this item are being suggested so they may be considered as possible topics at a future meeting. The Board will not engage in excessive discussion of these items at this time. Resolutions are requested in accordance with the process described in Board Bylaw 9322 and are not reflected in the table. Requested items that require consultation with legal counsel are added to the agenda in accordance with the process in Board Bylaw 9322 and are not reflected in the table.

Previously identified items have included:

Item	Board Member	Disposition
A recurring spotlight presentation from site	Trustee Ru	In Progress: - 2/21/2024 Workability - 3/6/2024 Culturally Responsive Garden Education - 3/20/2024 Deaf & HOH Programs

staff, parents, or students at SCCOE programs		- 5/1/2024 Learning Acceleration Literacy Initiatives - 7/16/2024 South County Annex Maker Space - 8/7/2024 Migrant Education Programs
A highlights presentation from Board-authorized charter schools	Trustee Mah	In Progress: - 6/5/2024 Sunrise Middle School - 6/12/2024 ACE Empower Academy - 8/7/2024 University Preparatory Academy
Division/department reports or updates	Trustee Mah	Development Underway
Explore the possibility of a study or review of the SCCOE Special Education Program	Trustee Mah President Berta	Planning and Preparation
Virtual school/remote learning options with a focus on mitigating the impact of absenteeism	Trustee Lari	Study/Analysis
2025-2026 Budget Study Session	Trustee Chon Trustee Sreekrishnan	Study
AI Summit Informational Presentation	Trustee Di Salvo	Planning and Preparation
Land Acknowledgement	Trustee Chon	In Progress

The request from Trustee Chon for a future agenda item for bargaining units is under review with counsel and is therefore not reflected in the table.

16. ADJOURNMENT

Subject :	A. The next Santa Clara County Board of Education regular meeting is scheduled for September 18, 2024.
Meeting :	Sep 4, 2024 - Regular Board Agenda (#2447)
Category :	16. ADJOURNMENT
Type :	Action, Procedural
Recommended Action :	Adjourn the meeting

Public Content

The next Santa Clara County Board of Education regular meeting is scheduled for September 18, 2024.

Motion & Voting

Adjourn the meeting

Motion by Victoria Chon, second by Raeena Lari.
Final Resolution: Motion Carries
Yes: Victoria Chon, Tara Sreekrishnan, Maimona Afzal Berta, Joseph Di Salvo, Raeena Lari, Grace Mah, Don Rocha

SANTA CLARA COUNTY BOARD OF EDUCATION
1290 Ridder Park Drive
San Jose, California 95131

APPROVED ON SEPTEMBER 18, 2024
September 4, 2024
Regular Meeting #2447
San Jose Room
5:00 p.m.

1. SCCBOE CALL TO ORDER

President Berta called the meeting to order at approximately 5:00 p.m.

A. Livestream the Board Meeting: https://tinyurl.com/sccboardmeeting

B. Pledge of Allegiance

C. Land Acknowledgement

D. Roll Call (Including Action on Absences if Necessary)

Trustee(s) Present:
Grace Mah, Area 1
Tara Sreekrishnan, Area 2
Don Rocha, Area 3 (Vice President)
Victoria Chon, Area 5
Maimona Afzal Berta, Area 6 (President)
Raeena Lari, Area 7
Student Board Member Erick De La Rosa Aguilera

Joseph Di Salvo, Area 4 *(arrived at 5:05 p.m.)*

Trustee(s) Absent:
None

E. Set the Agenda

MOTION #2447-1 by Vice President Rocha and seconded by Trustee Mah to set the agenda, deferring Item 6C and deleting Item 9F from the Closed Session agenda. Motion carried 4-2-1.

Motion carried with the following vote:

Yes: President Berta, Vice President Rocha, Trustees Lari and Mah
No: Trustees Chon and Sreekrishnan
Abstain: Trustee Di Salvo
Absent: none

President Berta reviewed the livestream details for the September 4, 2024, Board meeting and explained where to call to listen to the meeting in Spanish or Vietnamese or view ASL interpretation.

2. Special Recognition

Trustee Mah introduced Michael Barnhart, a teacher of Specialized Academic Instruction in the Special Education Department, within the Educational Services Division. She noted and thanked Barnhart for his contributions and presented him with an engraved pen, a reserved parking space, and a plaque recognizing his contributions to the Santa Clara County Office of Education.

3. STUDENT BOARD MEMBER REPORT

Student Board Member De La Rosa Aguilera shared the following updates:

- School has commenced and students at Osborne have been able to participate in various programs, including in culinary horticulture, trades, art, music, and a new program called a Brighter Day that provides training in customer service, communication, teamwork, and creates a pipeline to employment in the service industry.
- Students in South County Community and Special Education classrooms participated in a garden project in the South County Annex.
- Students at Osborne and Blue Ridge have started college classes to help earn high school and college credits.
- Student Board Member De La Rosa Aguilera met with County Counsel for a training regarding preferential voting.

4. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE SANTA CLARA COUNTY BOARD OF EDUCATION

There were 15 public comments.

5. CONSENT ACTION ITEMS

A. Request Approval of Consent Action Items as listed in Item #5 Consent Action Items

B. Request Approval of Minutes of Regular Board Meeting of August 26, 2024 (#2446)

C. Request Adoption of Resolution Supporting Constitution Day and California High School Voter Education Weeks

D. Request Adoption of Resolution Acknowledging and Celebrating National Hispanic Heritage Month

E. Request Adoption of Resolution to Support Community Conversations and Updated Policies Concerning Student Cell Phone Use in Schools

F. Request Adoption of Resolution Supporting Establishing a Healthy and Safe Start to the School Year

G. Request Second Reading and Adoption of Board Policy 1312.3 Uniform Complaint Procedures

H. Request Second Reading and Adoption of Board Policy 5132 Dress and Grooming

I. Request Second Reading and Adoption of Board Bylaw 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education

MOTION #2447-2 by Trustee Sreekrishnan and seconded by Trustee Lari to approve Consent Action Items as listed in Item #5 Consent Action Items. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

6. INFORMATION ITEMS

A. Announcement of Intent to Appoint to the Santa Clara County Office of Education Personnel Commission

Dr. May Ann Dewan, County Superintendent of Schools, presented an announcement of the intent to appoint Dr. Denise Coleman to the Santa Clara County Office of Education Personnel Commission. Dr. Dewan thanked Mr. Nick

Gervase, whose term will expire November 30, 2024, for his service as he is fully retiring from public service.

Dr. Coleman was present and gave introductory remarks to the Board and public.

A public hearing will be held on October 14, 2024, to approve the appointment for a three-year term commencing on December 1, 2024, through November 30, 2027.

B. Preferential Voting by the Student Board Member

Dr. Dewan introduced Assistant Superintendent of Educational Services, Teresa Shipp, and representative from the Office of County Counsel, Marcela Quinones, to provide an overview of preferential voting by a student Board Member.

C. Spotlight: Santa Clara County Attendance Supports

This item was moved to the next meeting scheduled for September 18, 2024.

D. Board of Trustees Head Start & Early Head Start Training

Assistant Superintendent Shipp provided an overview and training on Head Start and Early Head Start. This item will return to the Board at a meeting in October 2024 with an in-depth training on the SCCBOE policies and bylaws related to Head Start and Early Head Start, including personnel.

E. Charter Schools Update

Mefula Fairley, Executive Director of the Charter Schools Department provided an overview of the California Department of Education's Charter School renewal tiers and performance categories, including information on academic progress indicators, post-secondary indicators, and grounds for denial on non-academic grounds.

7. ACTION ITEMS

A. Accept a Head Start Program Update on Director Vacancy and Affirm Initiation of Applicable Policy Council Bylaws

Assistant Superintendent Shipp presented on the Director vacancy and provided information on the initial and next steps to fill the Head Start Director vacancy as outlined in the applicable Council bylaws.

MOTION #2447-3 by Trustee Sreekrishnan and seconded by Trustee Chon to accept the Head Start program update and affirm the applicable bylaws to be implemented. Motion carried 6-0-1.

Motion carried with the following vote:
Yes: Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: President Berta
Absent: none

8. PUBLIC HEARING

A. Public Hearing: Public Hearing on the Alpha: Jose Hernandez Charter School Renewal Petition

President Berta opened the public hearing on the renewal petition for Alpha: Jose Hernandez Charter School at approximately 6:40 p.m. The hearing began with a report from staff of the Charter Schools Department.

Shara Hedge, CEO, Julianna Parra, Principal, and Jorge Arellano, Senior Director of Advocacy and Community Engagement for Alpha: Jose Hernandez Charter School made a presentation on the renewal petition.

There were no speakers from the Alum Rock Union School District.

There were 17 public comments on the Alpha: Jose Hernandez renewal petition.

Student Board Member De La Rosa Aguilera was excused at 7:57 p.m.

President Berta closed the hearing at 8:00 p.m.

9. CLOSED SESSION

The Board moved to a Closed Session at approximately 8:00 p.m. President Berta called Closed Session to order at approximately 8:20 p.m. and called roll. All Trustees were present.

A. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: East Side Union High School District, Desired District: San Jose Unified School District

SR-000690

B. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District: Alum Rock Union School District, Desired District: San Jose Unified School District

C. County Superintendent Evaluation

D. Conference with Legal Counsel - Anticipated Litigation Significant Exposure to litigation pursuant to Government Code section 54956.9(d)(2): 2 cases

E. Conference with Legal Counsel – Anticipated Litigation Significant exposure to litigation pursuant to Government Code Section 54956.9(d)(2): (1 or more potential cases - County Board action on Bullis Charter School's renewal)

~~**F. Conference with Legal Counsel – Anticipated Litigation Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case**~~

This item was removed from the agenda.

10. OPEN SESSION (Immediately Following Closed Session)

A. Report of Actions Taken in Closed Session

The Board concluded Closed Session at 11:02 p.m. and returned to Open Session at 11:03 p.m.

President Berta reported that in the matter of 9A, the County Board voted to approve the interdistrict transfer appeal.

MOTION #2447-4 by Trustee Di Salvo and seconded by Trustee Chon to approve the appeal based on factor 12 through grade 12. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

President Berta reported that in the matter of 9B, the County Board voted to approve the interdistrict transfer appeal.

MOTION #2447-5 by Trustee Sreekrishnan and seconded by Trustee Di Salvo to approve the appeal based on factor 12 through grade 8. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

President Berta reported that in the matter of 9C, the County Board took no reportable action.

President Berta reported that in the matter of 9D, the County Board took no reportable action.

President Berta reported that in the matter of 9E, the County Board took no reportable action.

11. HEARING AND POSSIBLE ACTION ITEM

A. Bullis Request for Reconsideration of Action on Bullis Charter School Renewal, Public Hearing and Action on Bullis Charter School Renewal with Addendum

MOTION #2447-6 by Trustee Sreekrishnan and seconded by Trustee Mah to reconsider the action of August 26-27, 2024, on Bullis Charter School's request for renewal of its charter, which was conditionally approved at the August 26-27, 2024, meeting, for a period of five (5) years from July 1, 2025, through June 30, 2030. Motion failed 2-3-1.

Motion for reconsideration failed with the following vote:
Yes: Trustees Mah and Sreekrishnan
No: President Berta, Vice President Rocha and Trustee Lari
Abstain: Trustees Chon and Di Salvo
Absent: none

12. BOARD COMMITTEE REPORTS

Trustee Lari provided an update from August 12, 2024, Strong Start Coalition meeting. The Coalition members heard a presentation by Mathew Tinsley, Manager of the Early Learning Initiatives on the findings of the 2024 Early Care and

Education Facility Study. The members also heard a presentation from Christina Branham of American Survey Research on the 2023 School Readiness Assessment report process and findings. Trustee Lari announced that the next Strong Start Coalition meeting will be Tuesday, September 10, 2024.

Trustee Mah provided an update from the Silicon Valley Reads Advisory Committee. The Committee heard from Director Reed Myers on the recommended reading list. Trustee Mah shared that the committee has not yet finalized a theme but is considering themes such as technology, future of society, or how innovation will help humanity.

Dr. Dewan provided an update from the September 4, 2024, Policy Development Subcommittee meeting. The subcommittee held a discussion and review of Board Policy 0410 relating to nondiscrimination in SCCOE programs and activities and Board Policy 5143.3 relating to nondiscrimination and harassment. The next Board Policy Development Subcommittee regular meeting is scheduled for October 2, 2024. Both passed unanimously and will come to the Board for first reading on September 18, 2024.

13. COUNTY BOARD OF EDUCATION MEMBER REPORTS

Trustee Chon

- Trustee Chon shared appreciation for the AI Integration and Education event that was held in partnership with the Korean Office of Education.

Trustee Lari

- Trustee Lari shared that on August 10, together with Vice President Rocha, Trustees Mah and Sreekrishnan, and Dr. Dewan, she attended a film screening of the award-winning documentary, *Make a Circle*, hosted by SEIU 521, which showed the struggles of childcare workers.

- During the week of August 14, Trustee Lari attended various annual Pakistani Independence Day celebrations in the Bay Area and Santa Clara County.

- On August 18, Trustee Lari attended a panel discussion organized by the Democratic Activists for Women Now (DAWN) and former SCCOE Board President Claudia Rossi on the implications of Project 2025.

- Trustee Lari thanked Dr. Dewan and staff on the resolution to establish a healthy and safe start of the school year.

Trustee Sreekrishnan

- Trustee Sreekrishnan thanked Dr. Dewan for connecting her with Jyothi Kalai, musician who performed at Hester.

President Berta

- President Berta reminded attendees to register for the CSBA's County Board Services Conference happening later this month.

14. SUPERINTENDENT'S REPORT

Dr. Dewan shared two upcoming events, including:

- A Title IX Reception and Panel Discussion that will dive into the new regulations and how Title IX has revolutionized education will be held on September 20 at the Mexican Heritage Plaza.

- The SCCOE's Second Annual AI Summit to be held on Monday, October 28.

15. INFORMATION ITEM

A. Future Agenda Items

Dr. Dewan reported that the SCCOE continues to make progress on the items previously mentioned and that the table in BoardDocs has been updated since the last meeting.

Trustee Mah requested information regarding the Office of Civil Rights complaint.

Trustee Sreekrishnan thanked staff for the resolutions that were added upon her previous requests and further requested that the work of students who crafted a resolution relating to climate change be highlighted.

Vice President Rocha requested a program update relating to the Post Secondary Deaf and Hard of Hearing program. Trustee Chon echoed Vice President Rocha's request for the Deaf and Hard of Hearing update.

Trustee Chon acknowledged and thanked staff for including the land acknowledgement.

16. ADJOURNMENT

The next Santa Clara County Board of Education regular meeting is scheduled for September 18, 2024.

MOTION #2447-7 by Trustee Chon and seconded by Trustee Lari to adjourn the meeting. Motion carried 7-0-0. The meeting was adjourned at approximately 11:50 p.m.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

Respectfully submitted,

Mary Ann Dewan

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Ex-Officio Secretary

: an

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Item 11. HEARING AND POSSIBLE ACTION ITEM

September 4, 2024 County Board of Education Meeting

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REPORTED BY: Anne Edelmann

[START sccoe-2024-09-04-County_Board_of_Education.mp3 3:02:38 - 3:28:40]

PRESIDENT MAIMONA AFZAL BERTA: We will now move to item 11. The Santa Clara County Board of Education will now consider Bullis Charter School's request for reconsideration of this board's August 26 to 27, 2024, action to conditionally approve for the period of July 1st, 2025 through June 30th, 2030, the charter renewal for Bullis Charter School and alternatively, make factual written findings supporting denial and denying the Bullis Charter School renewal, if the conditions are not met. This board may act to reach a decision on the Bullis renewal charter and proposed addendum submit on August 28th, 2024. This action is in follow up to the public hearing held on July 17th, 2024. This action is being considered pursuant to Education Code section 47605, 47607, and 47607.2, and board policy 0420.4. The board will first need to entertain a motion to reconsider its action of August 26 to 27, 2024, on Bullis's request for its,

for renewal of its charter and act on any such motion. Only a trustee who voted in favor of the original action can make the motion. Any trustee may second it. If there is no motion or second, the item will not be acted upon. Trustees, is there a motion to reconsider the action of August 26 to 27, 2024 on Bullis's request for renewal of its charter? Trustee Sreekrishnan.

TRUSTEE TARA SREEKRISHNAN: President Berta, I'd like to ask a few questions of our staff for the public. And so Superintendent Dewan and President Berta, is that appropriate to ask now before making a reconsideration, or do we have to…

PRESIDENT BERTA: I will defer to counsel on whether, or to superintendent if we can address questions before a motion.

DR. MARY ANN DEWAN: I think you can address questions, or um, ideally that there'd be a motion and a second and then discussion.

TRUSTEE SREEKRISHNAN: Okay. Well um, I'll just ask my first question as…

PRESIDENT BERTA: Can we, can we follow

the procedure though, 'cause I think we, we haven't entered discussion on the item, so that's my concern.

TRUSTEE SREEKRISHNAN: Okay, that makes sense to me now. So I will make that motion.

PRESIDENT BERTA: So there is a motion for reconsideration from Trustee Sreekrishnan. Is there a second?

TRUSTEE GRACE H. MAH: I'll second it.

PRESIDENT BERTA: And a second from Trustee Chon. Or sorry, I'm sorry, Trustee Mah. Um, okay. So, go ahead. Trustee Sreekrishnan, you had some questions?

TRUSTEE SREEKRISHNAN: Okay, perfect. So um, I wanted to ask uh, staff if um, if we would be allowed to delay this to our next board meeting, and um, if there are any pros and cons for that in terms of the timeline we have to meet for such uh, decisions.

FEMALE VOICE 1: I will turn it over to legal counsel.

FEMALE VOICE 2: The charter school is operating under a 30-day uh, timeline to appeal the prior decision if that was a

decision that they wanted to make, and they would, that would involve requiring the county office to prepare um, an extensive administrative record. So that would be a pretty substantial burden on the county office based on that delay. And at this point, to the extent that it's required, they have provided an, an extension of time for the county board's action through Friday.

TRUSTEE SREEKRISHNAN: Okay. Um, I have one more question, President Berta. So um, and this may be uh, more appropriate to ask after this first motion is approved, but uh, from my understanding, so is it appropriate for me to speak about the actual content of this item, or should, should we, do we have to move to actually discuss it first?

PRESIDENT BERTA: I believe we're on the discussion of the reconsideration of the motion.

TRUSTEE SREEKRISHNAN: Okay, so I can go into that, okay. Maybe I'll just ask my question and…

PRESIDENT BERTA: We're, yeah, we

haven't, we haven't gotten to the addendum portion. We are on the whether or not to reconsider this…

TRUSTEE SREEKRISHNAN: Okay, then I don't have any other questions right now. Thank you.

PRESIDENT BERTA: Trustee Lari.

TRUSTEE RAEENA LARI: I just want to share a concern. I'm concerned about the rushed manner in which this is being done. Um, and uh, so I just want to share my concerns. So I would actually prefer if it's done later when everybody has had time to review everything. Thank you.

PRESIDENT BERTA: Other comments or questions from trustees? So I do have some questions. In terms of when the board-agreed-upon action at this point has been the conditional approval, that allowed for additional time for the county office to, to ask, for instance, on data that we have yet to receive. When I had asked questions at the decision, I had asked, you know, have we, has the charter school department received all the, the responses to the questions that

the board and staff has asked? And at that time, if I recall, it was two-thirds of the information requested had been provided. If we, we make this decision now, we don't have that information, and it's not going to be incorporated into anything. So that's one of my concerns is, and I want to ask the charter school department staff, have we received and reviewed all data related to the '24-'25 enrollment from BCS?

FEMALE VOICE 1: Um, are you asking, have we received data that you requested?

PRESIDENT BERTA: Not just what I requested, what the charter school department requested.

FEMALE VOICE 1: Uh, no, we haven't.

PRESIDENT BERTA: Okay. So that's, that's one of my concerns with even reconsidering this, is we don't have the information at this point in time. So the other piece is we also have, the board has directed that this proposed MOU, once completed, it would come back to the board for a public meeting, and again, that's in the interest of transparency, accountability.

Uh, that current process in terms of the way that this, this reconsideration has been brought up, how does this addendum with one business day's notice allow for that transparency?

FEMALE VOICE 2: The agenda with the addendum was posted at the same time as agendas for any board meeting are posted. It was posted on Friday, more than 72 hours in advance, which is the same amount of time that an, if an MOU were going to be included on a Wednesday board meeting agenda, it would also be posted on the Friday.

PRESIDENT BERTA: So I think there's maybe a difference in perception there, because to me, if a one-business-day notice, right now, everyone's aware that this MOU will come before this board before December. That's the intent. That's what been, that's what this board has approved. There's a big difference in that amount of time as compared to one business day, which I understand there was, it was a holiday weekend, so that's out of our control. You know, we obviously, I don't know, I assume

we didn't know this was coming from, from Bullis. But this is, even to be bringing this item for reconsideration on this timeline is, is of concern to me. Um, I know I see Trustee Sreekrishnan. Is there other trustees who haven't spoken yet, so I can make sure we go through our rounds? Trustee Chon.

TRUSTEE VICTORIA CHON: I just want to clarify that we are, are we still going to move into the, the public hearing? We will do that, correct?

PRESIDENT BERTA: If, if this motion passes. So these, so again, this, we're discussing the purpose of this reconsideration. That's what the intent of this discussion is to be about.

TRUSTEE CHON: Oh, I apologize. We have to vote on that before we do the, uh…

PRESIDENT BERTA: Specific to the addendum.

TRUSTEE CHON: Oh, I see, okay. Uh, then I will prepare questions, but I can have Trustee Sreekrishnan go first.

PRESIDENT BERTA: Go ahead.

TRUSTEE SREEKRISHNAN: Yeah, I will um, speak in support of my motion for reconsideration because I do think that it's first of all, at least worth the discussion uh, because one, I think that the potential uh, future motion could um, eliminate appeals, challenges, and I do think that if we reconsider this based on this board's desire for more oversight that we passed at our last board meeting, I do think that this reconsideration could actually help us achieve stronger and clearer oversight with Bullis Charter. So that's why I'm making this motion. Uh, and I think that uh, given the timelines that staff presented us, I don't think uh, delaying this would fit into those timelines. And I think I'd rather have stronger, clearer oversight, which was the point of the original action at our last board meeting that's bringing us here tonight.

PRESIDENT BERTA: Trustee Chon, did you, did you mean to make questions or ask questions now, or were you saying that you were waiting until later?

TRUSTEE CHON: Um, I did want to ask one question. Um, I know that we had discussed that if this were to be delayed um, into the next meeting, that there would have to be an administrative report. I apologize; I forgot what it was called.

FEMALE VOICE 2: There is the possibility that Bullis will, will ask for the preparation of the administrative record.

TRUSTEE CHON: The administrative record, thank you. Uh, the first page of the addendum that was, I assume that was given to our office does say that Bullis Charter School granted an extension for our county office decision until September 6th, 2024. If they were to extend that through our next meeting on September 18th, I believe, would that still require an administrative report, or could potentially require an administrative report?

FEMALE VOICE 2: The administrative record is something that they have to ask for if they are going to appeal to the state Board of Education. And they have only 30 days to appeal.

TRUSTEE CHON: Mm-hmm, I see.

FEMALE VOICE 2: I don't know specifically when or if that would be requested.

TRUSTEE CHON: I see. Okay, thank you for that clarification. Um, I do have concerns with how quickly that this came through uh, and the addendum is very long, um, and it's concerning to me that this was submitted and it's 90 pages, uh, yet our charter school department still has not received information that they requested in the past. But uh, I do want to say that if this motion does go forward and we do discuss it, that I will want for the record that this uh, that the entire process happen, and that the conditional approval and the addition of the addendum was in, I want all of this to be recorded. That's all my questions, thank you.

PRESIDENT BERTA: Did you have your hand up or…

TRUSTEE SREEKRISHNAN: So I think my question was answered in terms of, my question was going to be that to clarify if

requesting of an administrative record is usually done as a lead-up to a challenge. So I guess, I guess that is usually the point.

FEMALE VOICE 2: The reason that they would ask for it is if they were going to appeal the decision to the state board.

TRUSTEE SREEKRISHNAN: And they have how many days to do that?

FEMALE VOICE 2: 30.

TRUSTEE SREEKRISHNAN: 30. Starting at our last meeting?

FEMALE VOICE 2: At our last meeting.

TRUSTEE SREEKRISHNAN: Okay, so…

FEMALE VOICE 2: I'm sorry, I don't know off the top…

TRUSTEE SREEKRISHNAN: Yeah.

FEMALE VOICE 2: What was the date? That was…

FEMALE VOICE 1: 27.

FEMALE VOICE 2: The 27th. There's 31 days in August, so the 26th, 25th. I'm not a math person, 26th or so of September, but they have to have the administrative record and make reference to it. Again, I, I…

TRUSTEE SREEKRISHNAN: Yeah.

FEMALE VOICE 2: Don't want to speak on behalf of Bullis and what they may or may not do.

TRUSTEE SREEKRISHNAN: Yeah, and I will say that I will once again speak in support of this motion because I think out of all the options of challenging or um, or, or having a potential challenge or um, conditional approval, I do think that having any sort of oversight in a charter is honestly the best way to go regardless. So I am in support of my motion.

PRESIDENT BERTA: I will, I will just say then, I think I'm not sure if there's any other comments or questions, I don't understand how we can even be at this point of considering this item right now. I think this, this entire process has been, I don't understand how we got from our previous meeting where Bullis told us they were not going to comply with the conditions that they didn't even feel that the conditional MOU was agreeable, and now suddenly everything can be incorporated in a matter

of, of days. That's of serious concern to me. It's of serious concern that staff has not even received the information and yet we have a 90-page addendum that can be provided over the course of a couple of days. So again, I don't understand how this can be reconsidered in addition to other concerns that have been raised, specific to special education that have not been looked into. The, the conditional MOU process would allow for that. As it stands, our decision as it stands, would allow for the time for staff to receive the, the information that they need, as well as to look into substantive concerns that have been expressed, both publicly and to this board. Uh, so I don't understand how we can even be considering this motion at this point in time. Trustee Sreekrishnan.

TRUSTEE SREEKRISHNAN: Um, I was going to save this question for when and if we actually did reconsider this, but um, I wanted to ask staff if the concerns that were mentioned around special education are being looked into?

FEMALE VOICE 1: We're still trying to decide how to approach um, looking into it, and who's going to be doing that part. Dr. Dewan.

DR. DEWAN: Yes, we will be uh, conducting um, uh, a process to look into all of the allegations related to special education, including disenrollment. Uh, and that's all I can say uh, at this time.

TRUSTEE SREEKRISHNAN: Okay. And I think that just looking at the agenda, if we do reconsider it, we'll actually get to hear our staff presentation and hear from both Bullis and the district and public comment. So I think for that alone, it's worth uh, actually moving forward with this agenda item tonight so however the board votes.

PRESIDENT BERTA: And I will just say that the board spent an extensive amount of time and hours in coming to the decision that we came to. It was not an easy decision for us to arrive to. But I think this, this is not, this is unprecedented in terms of this process of reconsideration. It's unclear to me why Bullis would not have

rescinded their petition, addressed the issues and done this before the end of our timeline, and why suddenly this comes after the board has already made a decision. So I, I do continue to have serious concerns with this process. It doesn't appear that there's a clear pathway on how these concerns related to special education are going to be addressed. And given the, the short timeline, I don't, I don't see how we can support this, uh, this motion. Trustee Mah?

TRUSTEE MAH: Thank you, President Berta. Would it be appropriate to go ahead and ask Bullis as to why this change-around has happened?

PRESIDENT BERTA: We, I don't believe we, we haven't taken the vote on this, so we're only on the, the reconsideration of the motion at this point in time. So if we get to the secondary stage, then that would be appropriate to start the public hearing process as well as bringing other - -.

TRUSTEE MAH: I guess, though in that my question is motivation for even bringing

forth the reconsideration. So that would I think be appropriate at this time and not necessarily have to wait for the motion to happen.

PRESIDENT BERTA: Yeah. Typically, my understanding is, is based on board discussion right now, which is what's occurring. Trustee Chon?

TRUSTEE CHON: Yeah, I just, um, I have all the same concerns you do, President Berta. Um, and so thank you for bringing that up, and I have huge concerns with being heard, and um, it being said by Bullis that they cannot and will not agree to it, and then now it's all in their charter. Uh, I will say just, and counsel, if you can confirm this for me, our conditional approval last time was conditional on accepting the MOU, correct? So if they accepted the MOU, then their charter would be renewed for five years, is that correct?

FEMALE VOICE 2: Yes, if they entered into the MOU with the conditions.

TRUSTEE CHON: With the conditions. And the, the conditions were the ones that

were proposed by us, right?

FEMALE VOICE 2: Correct.

TRUSTEE CHON: Um, and thus you agree, they're approved. Uh, tight now, they essentially have agreed because all of the conditions that we had proposed are now going to be within their charter?

FEMALE VOICE 2: Yes, in this addendum.

TRUSTEE CHON: In this addendum. So the, the proposal that they brought is essentially agreeing to everything that we had proposed. Now it's in your charter, and so, and that's why we do this uh, hearing?

FEMALE VOICE 2: Yes.

TRUSTEE CHON: Okay.

PRESIDENT BERTA: So respectfully, Trustee Chon, to your point, the point that you just made, and I know this is getting a little bit, this is getting a little more into the discussion of the addendum, but I don't think it's an accurate representation to say everything that was implied was going to be in the MOU has been captured in this addendum. I think there are several examples, if we get to that portion of the

discussion, where that would be a clear issue. So an MOU to this addendum, there's just even structurally MOUs, you know, there's a lot more comprehensiveness in terms of what can be incorporated in the negotiations process, which goes back to our current, our approved action that this board, by a majority vote approved, was to go through that process, and it's to allow, to ensure and provide the time for staff to be able to look into all of the areas that we still have outstanding questions on. If we approve this now, it's that language as is, it's not providing staff the time to do that additional or have time to look into any additional information that comes through. Trustee Sreekrishnan.

TRUSTEE SREEKRISHNAN: Yeah, to President Berta's point, um, if, well one, I'd like to hear if staff had enough time to look through this. And then as a follow-up, I wanted to see if staff found differences between the MOU and the addendum, and what were those differences?

FEMALE VOICE 1: I do feel that staff

had time, plenty of time to look through the addendum. We did find some differences and let legal counsel know, and those were resolved to our satisfaction. Um, off the top of my head, uh, one of the main concerns was that the lottery process was not described in enough detail, uh, and that was resolved. And I think there were two more that I cannot recall.

FEMALE VOICE 3: So the other, the second item that we had was with regards to the wait-list, of making sure that if a new student arrived who was in district and wanted to enroll after that wait-list had been established, that they were not able to be moved to the top of the list, that they had to go through all of the rest of the wait-list before that student got to be enrolled.

TRUSTEE SREEKRISHNAN: So are there currently differences between the MOU and addendum? Okay. And um, for my understanding, what would be the difference between moving forward with the MOU and an addendum? Is there different oversight?

Can we hold them accountable less with the MOU or addendum?

PRESIDENT BERTA: Just respectfully, Trustee Sreekrishnan, I think we're getting into the merits of an addendum, which is a different motion and different discussion. The motion, again, that we have on the table is just on the reconsideration of the item itself.

TRUSTEE SREEKRISHNAN: This is helping me understand if we should reconsider it if there are differences.

PRESIDENT BERTA: But it's helping you understand whether to reconsider the addendum as opposed to what we currently have, right?

TRUSTEE SREEKRISHNAN: It's to reconsider the action. That's the motion. I wanted to know if staff could answer that.

FEMALE VOICE 2: Yes, so the addendum incorporates these items into the charter directly. The MOU is an agreement that is binding and that we also generally incorporate into the charter. This is an immediate, and I mean there's no question

that this is part of it. There's not additional oversight on these conditions relative to it being in an MOU as compared to in the addendum. These are, these, if the addendum were to be approved, it would be part of the charter. The charter school is bound to comply with the requirements of its charter, and a violation would be a violation of the charter that the county board could respond to, including through commencement of revocation proceedings.

TRUSTEE SREEKRISHNAN: So from a legal perspective, does one help us hold them accountable to the conditions more, and which one would that be?

FEMALE VOICE 2: Uh, from my perspective, they would be equivalent. This is directly part of the charter, so they are legally bound by it, and the MOU would be also a binding document.

TRUSTEE SREEKRISHNAN: Okay, thank you.

PRESIDENT BERTA: Vice President Rocha?

VICE PRESIDENT DON ROCHA: I think in the interest of time, I'll just pass that I share your concerns and the same ones that

Trustee Chon shared. I've sat here for many hours on two different meetings, hearing from the Bullis folks, and there was very clear lines in the sand, as I think I described it last time, drawn with no room for, for any kind of compromise, and it is very clear from them, and here we sit now with a request that staff has put on the agenda for reconsideration. And to your point, Trustee Mah, when you ask about hearing from them, I think they've clearly communicated with staff, but it doesn't appear that they've communicated the board, reaching out and saying, do you have any questions to me as not making the case? If there was a change of heart or there's an interest in better collaboration and engagement with the community and trying to meet the needs, that I would see a letter to me as the voting member up here, not staff. So I'm looking forward to making this vote.

PRESIDENT BERTA: Trustee Lari? Are you calling the question?

DR. DEWAN: Okay. So we will proceed to a vote. Trustee Mah?

TRUSTEE MAH: Yes.

DR. DEWAN: Trustee Sreekrishnan?

TRUSTEE SREEKRISHNAN: Aye.

DR. DEWAN: Trustee Chon?

TRUSTEE CHON: Uh, I abstain for now.

DR. DEWAN: Trustee Lari?

TRUSTEE LARI: No.

DR. DEWAN: I'm sorry; I didn't hear you. No? Okay, thank you. Trustee Di Salvo?

TRUSTEE JOSEPH DI SALVO: Abstain.

DR. DEWAN: Vice President Rocha and President Berta?

PRESIDENT BERTA: No.

DR. DEWAN: The motion for reconsideration fails.

[END sccoe-2024-09-04-County_Board_of_Education.mp3 3:02:38 - 3:28:40]

C E R T I F I C A T E

I, Anne Edelmann, certify that the foregoing transcript is a true record of said proceedings, that I am not connected by blood or marriage with any of the parties herein nor interested directly or indirectly in the matter in controversy, nor am I in the employ of the counsel.

Signature: 

Date: September 23, 2024

Link to Video from Reconsideration Meeting September 4, 2024

MP4 File Can be Found as Part of the Documentary Record in Secure Sharefile Link as: sccoe-2024-09-04-County_Board_of_Education

From: John C. Lemmo
Sent: Thursday, September 19, 2024 6:11 PM
To: Mefula Fairley <mfairley@sccoe.org>; Maureen Israel <misrael@bullischarterschool.com>
Cc: Davina F. Harden <dharden@aalrr.com>; Lee J. Rosenberg <lrosenberg@ymclegal.com>; PRA@sccoe.org
Subject: RE: SCCBOE Documentary Record for August 26, 2024 Conditional Approval of Bullis

Thank you. At a minimum, you are conspicuously missing at least: (1) the transcript from the SCCBOE's July public hearing on the BCS renewal petition, (2) BCS' written response to the staff report, (3) LASD's written response to staff report, (4) SCCOE's request for documentation from CDE, and (5) CDE's response to SCCOE's request. I also believe there were other written comment letters submitted, including one from the California Charter Schools Association, that are missing from your "record". **Please provide these documents immediately, or confirm your position that these items are not part of the SCCBOE documentary record.**

Additionally, this email constitutes a Public Records Act request for the following records in the possession of SCCOE:

1. **Any and all email communication to, from, or otherwise copied to Mefula Fairley, Michelle Johnson, Mary Ann Dewan, or any of the members of the SCCBOE, that contain the terms "Bullis" or "BCS", sent or received from January 1, 2024 to the present date.**
2. **Any and all correspondence of any type to, from or otherwise copied to Mefula Fairley, Michelle Johnson, Mary Ann Dewan, or any of the members of the SCCBOE, that contain the terms "Bullis" or "BCS", sent or received from January 1, 2024 to the present date.**
3. **The CDE "Charter School Renewal Cover Sheet" that SCCBOE recently submitted to CDE with regard to BCS's recent renewal petition.**
4. **Any and all demographic analyses, whether relied upon by SCCOE or not, that mention the terms "Bullis" or "BCS", generated, received or possessed by Mefula Fairley or Michelle Johnson from January 1, 2024 to the present date.**

You are in possession of the email addresses of the persons listed above, and your expert IT staff are ready and able to process this request quickly and efficiently. In light of the fact that you recently processed the BCS renewal petition, the records are most certainly readily available to you, and we expect you to produce them promptly as required by the Act.

Thank you for your prompt attention.

From: Justin Fallon <JFallon@sccoe.org> **On Behalf Of** Mefula Fairley
Sent: Thursday, September 19, 2024 5:03 PM
To: John C. Lemmo <jlemmo@ymclegal.com>; Maureen Israel <misrael@bullischarterschool.com>
Cc: Davina F. Harden <dharden@aalrr.com>
Subject: SCCBOE Documentary Record for August 26, 2024 Conditional Approval of Bullis

Ms. Israel and Mr. Lemmo,

Attached please find the documentary record for the Santa Clara County Office of Education's decision on Bullis Charter School's charter renewal. The documents attached include the following: (1) Transcript of the public hearing at which the governing board conditionally approved Bullis; (2) Bullis' state performance levels on the California School Dashboard, qualifying Bullis as a high performance category charter school; (3) a copy of the Bullis Charter Petition; (4) a copy of the SCCOE Staff Analysis and Proposed Findings of Fact; and (5) a copy of the Resolution Conditionally Approving Bullis.

Because of the file size, some of the files are included as hyperlinks as follows:

Bullis Charter Petition: https://www.sccoe.org/supoffice/charter-schools-office/Documents/Bullis_Renewal_Petition.pdf

SCCOE Staff Analysis and Proposed Findings of Fact:
https://www.sccoe.org/supoffice/charter-schools-office/Documents/BCS_Staff_Report_Analysis_and_Findings.pdf

Resolution Conditionally Approving Bullis:
https://www.sccoe.org/countyboard/Resolutions/08262024_RESOLUTION_Revised%20Resolution%20Conditionally%20Approving%20Bullis%20Renewal.pdf

Best,

Santa Clara County Office of Education

INVESTING FOR IMPACT

Mefula Fairley
Executive Director
Charter Schools Department
Santa Clara County Office of Education
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San Jose, CA 95131-2304
(408) 453-3605
mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability
Pronouns: she/her/hers

John C. Lemmo

From: Davina F. Harden <DHarden@aalrr.com>
Sent: Friday, September 20, 2024 1:11 PM
To: John C. Lemmo; Mefula Fairley; Maureen Israel
Cc: Lee J. Rosenberg; PRA@sccoe.org; Jeannie K. Curtiss; Michelle Johnson
Subject: RE: SCCBOE Documentary Record for August 26, 2024 Conditional Approval of Bullis [AALRR-CERRITOS.005788.00174.FID1441606]

John,

In preparing the documentary record, SCCOE was guided by the provisions of Education Code Section 47605(k)(2)(A) and the guidance on the California Department of Education's website regarding the documentary record that the County Office is required to provide upon request of the charter petitioner. Additionally, SCCOE contacted CDE directly and inquired about what should be included in the documentary record, and was provided samples from prior appeals as guidance, which samples also did not include transcripts or other information from the initial public hearing. Education Code Section 47605(k)(2)(A) specifically requires the production of a transcript of the meeting at which the County Board acted on the renewal charter and does not require a transcript of the initial public hearing.

CDE's website specifies that the documentary record prepared by the County Board shall include, but is not limited to the following:

- The charter school's state performance levels on the state rubrics for the preceding two years
- Verified data demonstrating measurable increases in academic achievement or strong postsecondary outcomes [*not applicable to Bullis as a high performing charter*]
- A copy of the charter petition that was reviewed by the county board of education

CDE's Petitioner Appeal Checklist provides that the documentary record from the County on appeal of a renewal is to include:

- Charter school's state performance
- Verified data [*not applicable to Bullis as a high performing charter*]

The documentary record provided by SCCOE included all of these required items as well as the SCCOE's staff analysis and recommendations (with all of its exhibits) and the resolution adopted by the Board in acting on Bullis' renewal request.

Nonetheless, SCCOE desires to work cooperatively with Bullis in providing additional information you have referenced. Executive Director Fairley and Associate Director Johnson are both out of the office today, but we are working to put together the pertinent information. This will include a transcript of the public hearing, but please understand that this is auto generated using the video recording from the meeting, so will not be in the same format as the transcript of the decision meeting that was previously provided. CDE also informed SCCOE that you can submit a copy of the video and cite to the timestamp in the video rather than to a transcript. The video of the meeting is available on the SCCOE website here: https://go.boarddocs.com/ca/sccoe/Board.nsf/Public#

SCCOE did receive various unsolicited communications from members of the public in support or opposition to Bullis' renewal. There is no indication in the law or CDE guidance that such individual communications are required to be included in the documentary record and we do not believe their inclusion is necessary. In order for such communications to be included, they would have to be individually carefully reviewed and evaluated to determine required redactions. As such, these communications from individual community members will not be included in the updated documentary record. Please contact me if you would like to discuss this issue.

I anticipate that my assistant, Jeannie Curtiss (copied here), will provide you the entire, bates stamped documentary record, including these additional items, via TitanFile later today.

Your request for public records will be separately processed by SCCOE pursuant to the requirements of the California Public Records Act.

Best,
Davina

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From: John C. Lemmo <jlemmo@ymclegal.com>
Sent: Thursday, September 19, 2024 6:11 PM
To: Mefula Fairley <mfairley@sccoe.org>; Maureen Israel <misrael@bullischarterschool.com>
Cc: Davina F. Harden <DHarden@aalrr.com>; Lee J. Rosenberg <lrosenberg@ymclegal.com>; PRA@sccoe.org
Subject: [EXTERNAL] RE: SCCBOE Documentary Record for August 26, 2024 Conditional Approval of Bullis

[EXTERNAL MESSAGE]

Thank you. At a minimum, you are conspicuously missing at least: (1) the transcript from the SCCBOE's July public hearing on the BCS renewal petition, (2) BCS' written response to the staff report, (3) LASD's written response to staff report, (4) SCCOE's request for documentation from CDE, and (5) CDE's response to SCCOE's request. I also believe there were other written comment letters submitted, including one from the California Charter Schools Association, that are missing from your "record". **Please provide these documents immediately, or confirm your position that these items are not part of the SCCBOE documentary record.**

Additionally, this email constitutes a Public Records Act request for the following records in the possession of SCCOE:

1. **Any and all email communication to, from, or otherwise copied to Mefula Fairley, Michelle Johnson, Mary Ann Dewan, or any of the members of the SCCBOE, that contain the terms "Bullis" or "BCS", sent or received from January 1, 2024 to the present date.**
2. **Any and all correspondence of any type to, from or otherwise copied to Mefula Fairley, Michelle Johnson, Mary Ann Dewan, or any of the members of the SCCBOE, that contain the terms "Bullis" or "BCS", sent or received from January 1, 2024 to the present date.**
3. **The CDE "Charter School Renewal Cover Sheet" that SCCBOE recently submitted to CDE with regard to BCS's recent renewal petition.**
4. **Any and all demographic analyses, whether relied upon by SCCOE or not, that mention the terms "Bullis" or "BCS", generated, received or possessed by Mefula Fairley or Michelle Johnson from January 1, 2024 to the present date.**

You are in possession of the email addresses of the persons listed above, and your expert IT staff are ready and able to process this request quickly and efficiently. In light of the fact that you recently processed the BCS renewal petition, the records are most certainly readily available to you, and we expect you to produce them promptly as required by the Act.

Thank you for your prompt attention.

John Lemmo • Partner | Attorney at Law

t 916.646.1400 c 619.997.7638 w ymclegal.com

CONFIDENTIALITY NOTICE: This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error, please notify the sender by reply e-mail or telephone at (916) 646-1400 and delete the transmission. Thank you.

From: Justin Fallon <JFallon@sccoe.org> **On Behalf Of** Mefula Fairley
Sent: Thursday, September 19, 2024 5:03 PM
To: John C. Lemmo <jlemmo@ymclegal.com>; Maureen Israel <misrael@bullischarterschool.com>
Cc: Davina F. Harden <dharden@aalrr.com>
Subject: SCCBOE Documentary Record for August 26, 2024 Conditional Approval of Bullis

Ms. Israel and Mr. Lemmo,

Attached please find the documentary record for the Santa Clara County Office of Education's decision on Bullis Charter School's charter renewal. The documents attached include the following: (1) Transcript of the public hearing at which the governing board conditionally approved Bullis; (2) Bullis' state performance levels on the California School Dashboard, qualifying Bullis as a high performance category charter school; (3) a copy of the Bullis Charter Petition; (4) a copy of the SCCOE Staff Analysis and Proposed Findings of Fact; and (5) a copy of the Resolution Conditionally Approving Bullis.

Because of the file size, some of the files are included as hyperlinks as follows:

Bullis Charter Petition: https://www.sccoe.org/supoffice/charter-schools-office/Documents/Bullis_Renewal_Petition.pdf

SCCOE Staff Analysis and Proposed Findings of Fact: https://www.sccoe.org/supoffice/charter-schools-office/Documents/BCS_Staff_Report_Analysis_and_Findings.pdf

Resolution Conditionally Approving Bullis: https://www.sccoe.org/countyboard/Resolutions/08262024_RESOLUTION_Revised%20Resolution%20Conditionally%20Approving%20Bullis%20Renewal.pdf

Best,







Mefula Fairley
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Restorative - Deliberative - Consistency - Harmony – Adaptability
Pronouns: she/her/hers

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May 21, 2015

Honorable Kansen Chu
Room 5175, State Capitol

CHARTER SCHOOLS: CONDITIONAL APPROVAL - #1510835

Dear Mr. Chu:

QUESTION

May a school district governing board grant a conditional approval, as described below, of a petition for the establishment or renewal of a charter school?

OPINION

A school district governing board may not grant a conditional approval, as described below, of a petition for the establishment or renewal of a charter school.

ANALYSIS

You have informed us that, for purposes of this opinion, conditional approval is a process whereby a school district governing board (hereafter school district) approves a petition for the establishment or renewal of a charter school, but retains the authority to rescind its approval if the charter school does not satisfy a condition specified by the school district. Additionally, the school district may specify any condition for its rescission of conditional approval, which would not be subject to any time constraints or additional requirements. With this description of conditional approval in mind, we turn to the question of whether a school district may grant conditional approvals.

As a preliminary matter, "the governing board of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with

the purposes for which school districts are established." (Ed. Code, § 35160.)[1] Therefore, a school district may not grant conditional approvals if doing so conflicts with or is inconsistent with any law regarding the purposes of school districts.[2]

1. Charter Schools Act of 1992

The Charter Schools Act of 1992 (§ 47600 et seq.; hereafter Charter Schools Act) constitutes a law regarding the purposes of school districts and sets forth a specific process that must be followed to establish a charter school in the state. That process begins with the circulation of a petition by persons seeking to establish a charter school. (§ 47605.) Once a charter school petition is signed by the requisite number of qualified persons and meets specified requirements, it may be submitted to the school district for approval. (*Id.*, subd. (a).)[3] No later than 30 days after receiving a charter school petition the school district is required to hold a public hearing on the provisions of the charter. (§ 47605, subd. (b).) After the public hearing, the school district "shall either *grant or deny* the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension." (*Ibid.*; emphasis added.) If the school district approves the petition, the petitioner or petitioners are required to provide written notice of the approval, including a copy of the petition, to the applicable county superintendent of schools, the State Department of Education, and the State Board of Education (hereafter SBE). (*Id.*, subd. (i).) A chartering authority,[4] such as a school district, may grant a charter "for a period not to exceed five years." (§ 47607, subd. (a)(1).)

A school district may not deny a charter school petition "unless it makes written factual findings, specific to the particular petition, setting forth specific facts," which support one or more findings required by statute. (§ 47605, subd. (b).) These findings include, but are not limited to, presenting "an unsound educational program" (*id.*, subd. (b)(1)) and being "demonstrably unlikely to successfully implement" a sound educational program (*id.*, subd. (b)(2)). If a school district denies a charter school petition, the petitioner may appeal the denial and submit the petition to the county board of education, and if the county board denies it, to the SBE. (*Id.*, subd. (j)(1).) If either of those entities fails to act on the

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[1] All further section references are to the Education Code, unless otherwise indicated.

[2] A school district may request the State Board of Education to waive all or part of any Education Code section on a districtwide or individual school or program basis, except for specified code sections. (§ 33050.) The Charter Schools Act of 1992 (§ 47600 et seq.) is not exempt from this waiver option; thus, a school district could request the State Board of Education to waive its requirements when approving charter school petitions. (*Ibid.*)

[3] The procedures and requirements for the establishment of countywide and state charter schools (§§ 47605.5, 47605.6 & 47605.8) are beyond the scope of this opinion.

[4] A chartering authority is the entity that approves a charter school petition, and may include either a school district, a county board of education, or the SBE, as provided *post*.

petition within 120 days after receipt, the decision of the school district is subject to judicial review. (*Id.*, subd. (j)(4).)

A school district may grant one or more renewals of a charter school petition every five years. (§ 47607, subd. (a)(1).) If a school district does not renew a charter school petition it approved, the charter school may submit its renewal petition "pursuant to the procedures pertaining to a denial of a petition for establishment of a charter school." (§ 47607.5.)[5] Thus, the standards and criteria required for a school district to renew a charter school petition are the same as those specified above for approval of a petition to establish a charter school, but "shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed." (§ 47607, subd. (a)(2).)

Before the expiration of a charter, the school district that approved the petition may revoke the charter after following a specific procedure and finding through a showing of substantial evidence that the charter school committed one of several violations specified by statute. (§ 47607, subd. (c).) First, the school district must notify the charter school of an alleged violation and give the charter school "a reasonable opportunity to remedy the violation." (*Id.*, subd. (d).)[6] If the charter school does not successfully remedy the violation, the school district must provide written notice of intent to revoke the school's charter with facts in support of revocation. (*Id.*, subd. (e).) Within 30 days of providing notice of intent to revoke, the school district must hold a public hearing, and, no later than 30 days after the public hearing, issue a final decision to revoke or decline to revoke the charter, unless the parties agree to a 30-day extension. (*Ibid.*) Lastly, a school district may not revoke a charter without making "written factual findings supported by substantial evidence, specific to the charter school, that support its findings." (*Ibid.*)[7]

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[5] But see § 47605, subd. (k)(3) (requiring a charter school that is granted its charter through an appeal to the SBE to submit its petition for renewal to the school district, and then to the SBE if the school district denies the renewal).

[6] This provision includes an exception if the chartering authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. (*Ibid.*)

[7] If a school district revokes a charter, the charter school may appeal the revocation to the county board of education within 30 days. (*Id.*, subd. (f)(1).) The county board of education may either uphold or reverse the revocation of the charter, and such a decision may be appealed to the SBE. If the county board of education does not issue a decision on the appeal of a revocation within 90 days of receipt, the charter school may also appeal to the SBE. (*Id.*, subd. (f)(3).)

2. Conflict with the Charter Schools Act

A school district may not grant a conditional approval of a charter school petition if doing so would be in conflict or inconsistent with the Charter Schools Act. (§ 35160.) In determining whether there is a conflict with the Charter Schools Act, a court would begin with the language of the act, and if the language is clear and unambiguous, the court will not speculate as to its meaning. (*Martin Bros. Const., Inc. v. Thompson Pacific Const., Inc.* (2009) 179 Cal.App.4th 1401, 1411.) The Charter Schools Act provides a very specific procedure for reviewing charter school petitions. That procedure does not provide for conditional approvals, nor does the Charter Schools Act include any other broad or ambiguous language that could be interpreted to authorize conditional approvals. Instead, it is our view that the conditional approval process described above would be in conflict and inconsistent with the procedural requirements for reviewing charter school petitions for the following reasons.

First, when a school district receives a charter school petition it is required to hold a public hearing to review the petition, after which it must "grant or deny" the charter. (§ 47605, subd. (b).) There is no option to conditionally approve a charter school petition, and the interpretive principle *expressio unius est exclusio alterius* dictates that the expression of some things in a statute necessarily signifies the exclusion of other things not expressed. (*Silverbrand v. County of Los Angeles* (2009) 46 Cal.4th 106, 126.) Therefore, because the Charter Schools Act only authorizes a school district to "grant or deny" a charter school petition, it necessarily precludes a school district from conditionally approving a petition. Further, because a school district is required to follow the same procedure when reviewing a charter school's renewal petition, a school district is not authorized to conditionally approve a renewal petition. (§ 47607, subd. (a)(2).)

Second, a conditional approval may not conform to the timeline specified by the Charter Schools Act for a school district to grant or deny a charter school petition for establishment or renewal. A school district has 60 days, or 90 days if the parties agree to an extension, from the receipt of a charter school petition to grant or deny the petition. (§§ 47605, subd. (b) & 47607, subd. (a)(2).) Because a school district could potentially rescind its conditional approval after the expiration of these 60 or 90 days, such a rescission would conflict with the timeline required for denial of a charter school petition.

Third, a rescission of conditional approval after the 60 or 90 days required for a school district to deny a petition is functionally equivalent to a revocation of a charter by the school district. In order to qualify as a valid revocation, the school district's rescission of a conditional approval would have to follow the specific requirements for revocation of a charter described above. However, the conditional approval process described above imposes no additional requirements for rescission of conditional approval, which is inconsistent with the requirement in the Charter Schools Act that written findings be made for charter revocations. (§ 47607, subd. (e).) Although a school district may revoke a charter for various reasons specified in the Charter Schools Act, including failing to present or implement a sound educational program (§ 47605, subd. (b)), a school district could potentially rescind its

conditional approval if the charter school fails to satisfy a condition that is not specified in statute, which would conflict with the Charter Schools Act.

Lastly, even if a school district rescinds its conditional approval within the required 60- or 90-day timeframe for approvals, such a rescission would amount to a denial of a charter school petition, and would therefore have to comply with the Charter Schools Act's requirements for denial of a charter school petition. Just as with revocations, a school district may deny a petition only for the reasons specified in statute and must provide its findings supporting denial in writing. (§ 47605, subd. (b).) However, the conditional approval process would allow a school district to circumvent both of these requirements.

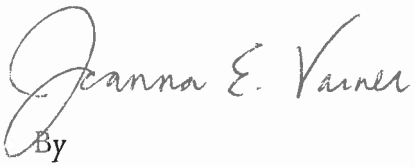
Although a school district may, consistent with the Charter Schools Act, request improvements to be made to a charter school petition before final approval or denial, we think that the conditional approval process described above would go beyond merely improving a petition before final approval or denial. In our view, it would constitute an entirely separate process that would be in conflict and inconsistent with the language of the Charter Schools Act and would allow school districts to circumvent the procedures required by that act for denial or revocation of a charter school petition.

3. Conclusion

Therefore, it is our opinion that a school district governing board may not grant a conditional approval, as described above, of a petition for the establishment or renewal of a charter school.

Very truly yours,

Diane F. Boyer-Vine
Legislative Counsel



By
Joanna E. Varner
Deputy Legislative Counsel

JEV:sjk