



**SAVANT PREPARATORY ACADEMY OF BUSINESS  
SPECIAL BOARD MEETING AGENDA**

**Special Board Meeting Agenda  
February 23, 2022 @ 6:00 p.m.**

**BOARD MEMBERS**  
Stacia Olguin, Secretary  
Lorri Scott, Treasurer  
Sequila Macon  
Brenda Montoya  
Talena Hill

**THIS MEETING WILL BE CONDUCTED PURSUANT TO THE PROVISIONS OF THE GOVERNOR'S EXECUTIVE ORDER N-29-20 DATED MARCH 17, 2020, WHICH SUSPENDS CERTAIN REQUIREMENTS OF THE RALPH M. BROWN ACT.**

Currently, SPAB Board of Directors is continuing to hold Board meetings to conduct essential Board business. Based on guidance from the California Department of Public Health, the Governor's Executive Order and the San Bernardino County Public Health Officer: The public is encouraged to observe online videoconference at <https://meet.google.com/cvd-vmem-cmp?hs=122&authuser=0>. Savant Prep is also temporarily suspending public access to the conference room until further notice, so for members of the public who wish to submit a public comment to be addressed by the Board, please visit <https://forms.gle/8kEPcgSBrTk6VbTm7>. For audio of the board meeting, please dial 505-715-5683 PIN: 814 337 681#

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**1.0 OPEN GENERAL SESSION**

**a. CALL TO ORDER:**

**b. ESTABLISHMENT OF QUORUM**

**ROLL CALL:** Stacia Olguin, Lorri Scott, Sequila Macon, Brenda Montoya, Talena Hill

**c. PLEDGE OF ALLEGIANCE**

**d. APPROVAL OF THE AGENDA**

Motion:                      Second:                      Discussion                      All in Favor                      All Opposed

**e. PUBLIC COMMENT.** Comments should be limited to 3 minutes. There shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda.

**2.0 PUBLIC COMMENT**

**2.1** Supplement to Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP)

**3.0 ACTION ITEMS**

**3.1 Approve Supplement to the Annual Update to the 2021-22 LCAP and Annual Budget Overview for Parent**

Motion:                      Second:                      Discussion:                      All in Favor:                      All Opposed

**3.2 2022-2023 Participation Agreement with El Dorado SELPA and Savant Preparatory Academy of Business**

Motion:                      Second:                      Discussion:                      All in Favor:                      All Opposed

**3.3 Board Comments**

**4.0 ADJOURNMENT.**

Motion:                      Second:                      Discussion                      All in Favor                      All Opposed  
\_\_\_\_\_ p.m.



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name    | Contact Name and Title | Email and Phone  |
|--|------------------------|--|
| Savant Preparatory Academy of Business | Eva Tillman, Principal | <a href="mailto:info@savantprepacademy.com">info@savantprepacademy.com</a><br>(909) 677-0213 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Savant Preparatory Academy of Business (SPAB) has used multiple venues to engage with our community of stakeholders and continue to strive to strengthen the involvement of our stakeholders in this process. All stakeholders are given opportunities and encouraged to give input on the use of funds provided through the Budget Act of 2020-21. Beginning in September of 2021 and October 2022, we began collecting more data and feedback through stakeholder surveys, parent meetings, staff meetings, and student meetings about the school, our programs, and what they see for our future.

A presentation including descriptions and purpose of the funding and allocated amounts accompanying survey was developed to seek input from stakeholders regarding the following funds:

- Educator Effectiveness Funds
- Expanded Learning Opportunities Program
- ESSER III

Members, and community at large which include students, parents, and community partners. All these stakeholder groups participated in the development of this plan through surveys, meetings, presentations, and discussions at the site level. Their input provided direction and a collective voice in determining the strategies and supports that would positively impact low-income students, English learners, foster youth, homeless students, students with disabilities, and students who are below grade level.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Savant Preparatory Academy of Business has an enrollment of unduplicated students that is greater than 55%

Concentration funds have been used for additional certificated FTE's to provide direct services to students who are low-income, English Learners, and/or foster youth. Additional FTE's are also being allocated for instructional aides, counseling services, and professional development

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Savant Preparatory Academy of Business engaged its educational partners throughout the LCAP development process. A description of how and when SPAB engaged its education partners can be found in the following expenditure plans which are posted on the LEAs website.

**Learning Continuity and Attendance Plan**

[https://secureservercdn.net/166.62.107.20/j2s.297.myftpupload.com/wp-content/uploads/2020/09/Learning-Continuity-and-Attendance-Plan.FINAL\\_.pdf](https://secureservercdn.net/166.62.107.20/j2s.297.myftpupload.com/wp-content/uploads/2020/09/Learning-Continuity-and-Attendance-Plan.FINAL_.pdf)

**Expanded Learning Opportunity Grant**

[https://docs.google.com/document/d/1\\_Dsr1ysMV51yOvOZGvVaHW9ZP1\\_Kq\\_mN/edit?usp=sharing&oid=111454438322095441474&rtpof=true&sd=true](https://docs.google.com/document/d/1_Dsr1ysMV51yOvOZGvVaHW9ZP1_Kq_mN/edit?usp=sharing&oid=111454438322095441474&rtpof=true&sd=true)

**ESSER III Plan**

<https://savantprepacademy.com/lcap/>

**COVID Prevention Plan**

<https://drive.google.com/file/d/1ViS2BbDI5wLjVkJWFNwlgG5jzfPvjAP/view?usp=sharing>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The health and safety of students, teachers and staff is the number one priority of SPAB. The Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan has allowed us to maintain the current level of support for itinerant teachers,

technology, and custodial that began with the first allocation of CARES funds. In addition, being able to provide much needed resources for our unduplicated pupils. ESSER III funds will also allow SPAB to add additional technology and create an extensive RTI program to address learning loss.

SPAB is currently expending ESSER funds. The ESSER III plan has been board approved and creating a timeline for implementation which requires a lot of collaboration and prioritization, which is challenging. In addition, other challenging issues are that the prior approval from CDE requires us working with consultants on quotes and not being able to fully commit to them until approval is granted. The pandemic has created delivery issues, dramatic price increases and staff shortages with many of our vendors. It's difficult to plan with so many items outside of our control. One-time funding has given us the opportunity to provide items that make our facilities much safer and provided much needed technology to help enhance instruction.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

LCAP, Safe Return to In-Person Instruction & Continuity of Services, ESSER III Expenditure Plans are all consistently aligned to each other as well as to the SPAB's Strategic Plan. The LCAP provides SPAB focus and other plans are aligned with the LCAP. Examples of how these additional funds are aligned are:

#### **LCAP Goal 1 Promote academic growth for every student**

Purchasing additional technology infrastructure, and access to technology

ESSER III provides additional counseling support

Expanded Learning Opportunities Grant provides opportunities for supplemental instruction to ensure academic success. ELO funds will be utilized for the facilitation of a comprehensive and engaging summer learning program by creating small class sizes, multiple sessions, and additional academic support. These smaller class sizes combined with the robust tutoring and summer expanded learning sessions work together to support students to accelerate learning.

Safe Return to In person instruction provided additional supports to students to minimize the loss of instructional time

#### **LCAP Goal 2 Maintain a safe school climate**

ESSER III grant and COVID 19 Prevention Plan provides Personal Protective Equipment (PPE) for all staff, COVID testing and contact tracing to ensure students are safe and healthy

Concentration grant provides additional funding for Recreation Aides and Campus Security Officers to ensure a positive learning environment and ensure student safety. It also provides additional custodial assistance to ensure schools are cleaned appropriately to minimize the impact of COVID and additional staff to provide supports at school sites.

Expanded Learning Opportunity Grant provides training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs as well as additional counseling services.

**LCAP Goal 3 Increase parent and community engagement**

Educator Effectiveness Grant provides strategies for scholars and families to know they are supported so they can successfully transition back academically, socially and emotionally.

Expanded Learning Opportunities Grant provides training for school staff on strategies to engage students and families in addressing students social-emotional health and academic needs.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*



If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

Supplement to the Annual Update to the 2021–22  
LCAP,  
Update on the Budget Overview for Parents,  
and Annual Update to the 2021–22 LCAP

Savant Preparatory Academy of Business

# The Supplement

- Present Supplement Template

# Budget Overview for Parents

|   | <b>Budget Overview for Parents (2020-21)</b> | <b>1st Interim Projected Budget (2021-22)</b> |
|---|--|---|
| <b>Total LCFF Funds</b>                             | \$ 2,444,973.00                              | \$ 2,213,667.00                               |
| <b>LCFF Supplemental &amp; Concentration Grants</b> | \$ 611,967.00                                | \$ 568,757.00                                 |
| <b>All Other State Funds</b>                        | \$ 175,312.00                                | \$ 351,277.00                                 |
| <b>All Local Funds</b>                              | \$ 8,000.00                                  | \$ 4,000.00                                   |
| <b>All Federal Funds</b>                            | \$ 494,681.00                                | \$ 458,579.50                                 |
| <b>Total Projected Revenue</b>                      | \$ 3,122,966.00                              | \$ 3,027,523.50                               |
| <b>Total Projected General Fund Expenditures</b>    | \$ 2,437,180.00                              | \$ 2,250,532.37                               |

| Goal #  | Description   |   |   |
|---|---|---|---|
| Goal #1   | Savant Preparatory Academy of Business will provide students with access to Common Core aligned curriculum and high quality instruction that encourages rigor, student engagement, and mastery of grade level content in all subject areas. |   |   |
| Metric  | Baseline  | Mid-Year Data/Outcome   | Desired Outcome for 2023–24                               |
| NWEA Assessment                                     |   |   |   |
| CAASPP ELA Summative State Assessment Data          | N/A<br>2019-20 – N/A  | 2020-21<br>Of the 43 scholars tested 55.81% met or exceeded the standard for ELA                      | 2024<br>Schoolwide 70% proficiency in ELA                 |
| CAASPP Math Summative State Assessment Data         | N/A<br>2019-20 – N/A  | 2020-21<br>Of the 40 scholars tested 42.50% met or exceeded the standard for math                     | 2024<br>Schoolwide 70% proficiency in Math                |
| Report Card Data(%Met/Exceed Grade Level Standards) | School wide 61%<br>Kindergarten – 83%<br>1st – 66%<br>2nd – 44%<br>3rd – 50%<br>4th – 58%   | Schoolwide 42%<br>Kindergarten – 65%<br>1st – 33%<br>2nd – 23%<br>3rd – 46%<br>4th – 42%<br>5th – 55% | 2024<br>Schoolwide 70% proficiency in ELA and Mathematics |
| Chronic Absentee Rate (CA Dashboard and/or SIS)     | 2020/21 0.17%<br>PowerSchool as of May<br>2019/20 – N/A   | As of January 2022<br>According to PowerSchool 2.7%   | 2024 – Maintain   |
| Attendance Rate(SIS)                                | 2021<br>Schoolwide 94.42%As of May<br>94.64%  | As of December 2021 schoolwide ADA is 94.74%.   | 2024 – 96%  |
| SST Process data (#of scholars in the process)      | 2020/21<br>35   | As of December 2021   | 2024<br>15  |

| Metric  | Baseline  | Mid-Year Data/Outcome  | Desired Outcome for 2023–24  |
|---|---|--|--|
| <p>SPAB Stakeholder survey (% of stakeholders that give an overall grade A/B, % Agree/Strongly Agree)</p>               | <p>2021<br/>Grade of A/B 98.23% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 98.24% I believe SPAB provides a well- rounded program. 98.23% I believe SPAB teaches character education and leadership that impacts children. 98.24% believe SPAB provides a safe learning environment. 96.49% believe SPAB provides programs and activities to meet students’ social and emotional needs.93.86% I believe SPAB maintains facilities in good repair. 92.11% believe SPAB is kept clean and orderly. 91.22% believe SPAB prepares students for college and career</p> | <p>December 2021<br/>Grade of A/B 97.42% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 98.51% I believe SPAB provides a well- rounded program. 98.11% I believe SPAB teaches character education and leadership that impacts children. 98.76% believe SPAB provides a safe learning environment. 94.91% believe SPAB provides programs and activities to meet students’ social and emotional needs.98.67% I believe SPAB maintains facilities in good repair. 95.64% believe SPAB is kept clean and orderly. 94.45% believe SPAB prepares students for college and career</p> | <p>An overall 98% stakeholder agreement that SPAB employs qualified teachers that are committed, collaborative and caring. SPAB has a well rounded program that teaches character education and leadership, a safe learning environment, provides programs and activities to meet the social and emotional needs of student's and maintains a facility that is in good repair.</p> |
| <p>California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)</p> | <p>Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year.</p>   | <p>2021<br/>English Language Arts: Standards Met</p>   | <p>By 2023-24<br/>At least 70% of all scholars meeting or exceeding standard in the are of English Language Arts</p>   |
| <p>ELD Comprehensive Instruction (% of EL students receiving both Designated ELD and Integrated ELD)</p>                | <p>2021<br/>0.6% of scholars enrolled identified as EL</p>  | <p>As of December 2021 those scholars identified as EL are receiving both designated ELD and integrated ELD</p>  |  |

| Action #  | Description  | Mid-Year Outcome Data   | Mid-Year Expenditures |
|-----------|--|---|-----------------------|
| Action #1 | Provide access to research based standards aligned curriculum and subscriptions to meet the needs of all students. (Wonders, Engage NY, Science, Social Studies)   | As of December 2021 all curriculum is aligned to standards  |                       |
| Action #2 | Provide multi-faceted evidence based intervention program that includes Instructional Aides at every grade level to support all students in the classroom. Outside agency to provide tutoring to at risk students. Credentialed Intervention Teacher to support at risk students outside of the classroom. Provide Extended Learning Saturday school and after school support to at risk students. Provide Designated ELD by the Intervention Teachers and Integrated ELD by the classroom teachers to all EL students. We will be using NWEA Assessments to monitor progress and check for the effectiveness of the interventions in place. | As of January 2022 SPAB has implemented SIPPS program for all grade levels as an intervention program. Particularly for scholars that are not at grade level. SIPPS also makes use of English language development strategies to support English language learners. |                       |
| Action #3 | NWEA Assessments to monitor performance and growth in all our students. Use this data to pull for intervention and monitor progress.   | SPAB continues to use NWEA to monitor student performance and pull for intervention as well as monitor progress   |                       |

| Action #  | Description   | Mid-Year Outcome Data   | Mid-Year Expenditures |
|-----------|---|---|-----------------------|
| Action #4 | Provide professional development that enhances programs, curriculum, and teacher effectiveness, as well as, to support the implementation of integrated and designated ELD. Provide PD based on the needs of the staff as a whole, as well as, budget for individually chosen PD. Collaboration through grade level meetings and staff meetings to share best practices.  | Educators receive professional development throughout the school year to support effective implementation of grade level standards.   |                       |
| Action #5 | Maintain, repair, and/or purchase technology to make standards- based online instruction more effective and aligned to the state assessment system. Continue with 1:1 Chromebooks in all K-6 classrooms.  | As of December 2021 technology has been purchased making online instruction effective and aligned to the state assessment. There is a 1:1 Chromebooks in all K-6 classrooms. Grades K-2 have been provided a device that stays at home and a device for use at school. Laptop bags have been provided for scholars in grades 3-5 to transport devices back and forth. |                       |
| Action #6 | Director of Curriculum and Instruction and Assessment will visit classrooms, coach teachers, do model lessons, analyze data, provide feedback, and support teachers with all of SPAB's programs. She is also the state test coordinator (CAASPP and ELPAC). She will also oversee the SST Process for At-Risk students. Teachers will continue to identify at-risk students early and refer to the SST process. | As of January 2022 instructional rounds have been implemented to provide feedback and support teachers with SPAB programs and expectations  |                       |
| Action #7 | Salaries and benefits of effective qualified teaching staff that meetings the needs of all our students.  | As of December 2021 SPAB has yet to adopt a salary schedule   |                       |



| Goal #  | Description   |   |   |
|---|---|---|---|
| Goal #2   | Provide a positive, safe, and stable learning environment in which students' academic, social, and emotional needs are met by a high quality staff with an emphasis on leadership, character education, community service, and 21st century skills.   |   |   |
| Metric  | Baseline  | Mid-Year Data/Outcome   | Desired Outcome for 2023–24   |
| School Accountability Report Card (Overall Rating)  | 2020 Good   |   | 2024 Good   |
| Grade Level Community Service Projects (% of grade levels that completed a project)                   | 2021 N/A<br>2019 100%   | Due to the impacts of COVID Savant scholars have not participated in any community service projects as of December 2021.  | 2024 100%   |
| SPAB Stakeholder Survey (% of stakeholders that give an overall grade of A/B, % Agree/Strongly Agree) | 2021<br>Grade of A/B 98.23% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 98.24% I believe SPAB provides a well- rounded program. 98.23%<br>I believe SPAB teaches character education and leadership that impacts children. 98.24% believe SPAB provides a safe learning environment. 96.49% believe SPAB provides programs and activities to meet students' social and emotional needs. 93.86%<br>I believe SPAB maintains facilities in good repair. 92.11% believe SPAB is kept clean and orderly.<br>91.22% believe SPAB prepares students for college and career | December 2021<br>Grade of A/B 95.23% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 94.24%<br>I believe SPAB provides a well- rounded program. 95.24%<br>I believe SPAB teaches character education and leadership that impacts children. 97.74% believe SPAB provides a safe learning environment. 95.29% believe SPAB provides programs and activities to meet students' social and emotional needs. 94.23%<br>I believe SPAB maintains facilities in good repair. 95.24% believe SPAB is kept clean and orderly.<br>95.33% believe SPAB prepares students for college and career | 2024<br>Grade of A/B 98% Maintain or increase percentage believe SPAB employs qualified staff that is committed, collaborative, and caring. We believe SPAB provides a well- rounded program that meets our students' social and emotional needs. We believe SPAB teaches character education and leadership that impacts children. SPAB provides a safe learning environment. SPAB provides programs and activities to meet students' social and emotional needs. SPAB maintains a facility that is in good repair and kept clean and orderly. SPAB prepares students for high school, college, trade/tech school, and non-college career readiness. |

| Metric  | Baseline   | Mid-Year Data/Outcome  | Desired Outcome for 2023–24  |
|---|--|--|--|
| Attendance Rate(SIS)  | 2021<br>Schoolwide 94.42%As of May<br>94.64%           | As of December 2021 schoolwide<br>attendance 94.27%. Due to the impacts of<br>COVID attendance has been on the<br>decline. As of January 2022 schoolwide<br>attendance is 94.89% | 2024 96%   |
| Chronic Absentee Rate (CA Dashboard<br>and/or SIS)  | 2020/21 0.17%<br>PowerSchool as ofMay<br>2019/20 – N/A | PowerSchool as of December 2021  | 2024 - maintain  |
| Teacher Retention rate (% of teaching<br>staff retained from<br>one year to the next)                                       | 2020/21<br>75%   | As of December 2021 maintain a rate of<br>75% retention.   | 2024<br>90%  |
| Student Participationrate in extracurricular<br>activities (sports, performances, and other<br>student<br>leadership roles) | 2021 N/A due toschool closure                          | Due to COVID and omnicron variant we<br>have limited our participation in<br>extracurricular activities  | 2024<br>90%  |
| Student Suspension Rate (% of students<br>with one or more<br>suspensions)  | 2020/21 – 0%<br>2019/20 Schoolwide                     | As of December 2021 0%   | 2024 - maintain  |
| Student Expulsion   | 2020/21 – 0%<br>2020/19 – 0%                           | As of December 2021 0%   | 2021 - maintain  |
| California School Dashboard (Colored<br>Performance Level and Making Progress<br>Towards English Language Proficiency)      |  |  | 2024 – Chronic Absenteeism Rate Green<br>Suspension Rate – Green<br>English Learner Progress – 70% making<br>progress towards English proficiency<br>ELA – Green Math – Green Local Indicators<br>–<br>Standards Met |

| Action #  | Description   | Mid-Year Outcome Data  | Mid-Year Expenditures |
|-----------|---|--|-----------------------|
| Action #1 | Provide a campus that is safe, clean, and well-maintained; including a custodial team, MOUs and Agreements with the District concerning the facility and safety, upkeep of the yard and exterior, keeping our safety plan up to date, and replenish emergency supplies as needed. | SPAB occupies a prop 39 facility that is safe, clean, and well-maintained; including a custodial team, MOUs and Agreements with the District concerning the facility and safety, upkeep of the yard and exterior, keeping our safety plan up to date, and replenish emergency supplies as needed   |                       |
| Action #2 | Provide all students access to a variety of extracurricular activities to engage in new experiences and explore their strengths.  | Due to COVID and omnicron variant we have limited our participation in extracurricular activities  |                       |
| Action #3 | Provide our students with a discipline counselor and mental health counselor to support students in various areas on and off campus through vendor at no cost.  | Socioemotional instruction through Second Step curriculum for Kindergarten-6 <sup>th</sup> grade<br>Small group support with counselors to support anxiety, depression, and trauma through coping strategies<br>Mental health therapy with Mrs. Wandalyn Lane, LMFT and collaboration with San Bernardino County Department of Behavioral Health |                       |
| Action #4 | Encourage our students' achievements through celebrations and awards throughout the school year. Our award assemblies promote achievement, leadership, and growth.  | As of December 2021<br>First Trimester Honor Roll – December 16, 2021  |                       |

| Action #  | Description   | Mid-Year Outcome Data  | Mid-Year Expenditures |
|-----------|---|--|-----------------------|
| Action #5 | Provide extended care and learning for our students during our afterschool program.   | <p>SPAB provides an after school tutoring program in which students are provided instruction/intervention in small groups of students (eight or fewer). The primary focus is on English language arts and mathematics but may also include instruction in additional core content areas.</p> <p>Provide English learners, foster youth, homeless, students at risk of neglect or abuse, disengaged students, students below grade level, and students with disabilities additional services each Wednesday and on eight Saturdays throughout the 2021-2022 school year. Wednesdays are student minimum days, and there is normally no school on Saturdays. Providing these students with academic and enrichment activities as well as health and social support services during times when they would not normally be in school is an increase in services and an extension of instructional learning time.</p> |                       |
| Action #6 | Provide an environment and activities that promote high school, college, trade school, and non-college career readiness.            | Students will use information learned from the Never Too Young: Personal Finance for Young Learners to participate in Savant Prep's first annual Business Expo. Administrators and teachers continue to collaborate to create a standards map that links Common Core standards to the Never Too Young: Personal Finance for Young Learners.  |                       |
| Action #7 | Intentionally recruit, hire, and retain teachers, substitutes, and support staff that are happy and understand SPAB's expectations. | All candidates undergo a three part interview process.   |                       |

| Goal #   | Description  |   |  |
|--|--|---|--|
| Goal #3  | Increase parent and community engagement to support the success of all students.   |   |  |
| Metric   | Baseline   | Mid-Year Data/Outcome   | Desired Outcome for 2023–24  |
| SPAB Stakeholder Survey (% of stakeholders that give an overall grade of A/B, % Agree/Strongly Agree)                              | 2021 Grade of A/B 97% believe SPAB promotes active parent involvement. 98% believe SPAB staff and administration is helpful and professional. 96% believe SPAB reached out to the community for involvement in programs and activities | January 2022<br>98% believe SPAB promotes active parent involvement during COVID<br>98% believe SPAB staff and administration is helpful and professional<br>98% believe SPAB reaches out to the community for involvement in programs and activities | 2024<br>Grade of A/B 98% Maintain or increase percentage I believe SPAB promotes active parental involvement.<br>I believe SPAB office staff and administration is helpful and professional.<br>I believe SPAB reaches out to the community for involvement in |
| Attendance Rate (SIS)  | 2021<br>Schoolwide 94.42% As of May 94.64%   | January 2022<br>Schoolwide ADA 94.79%   | 2024 Schoolwide 96%  |
| Parent Participation data (# parent Board members, # on SSC, # events/meetings/activities with parent and community participation) | 2021<br>Parent Board Members 1<br>SSC 3<br>Events/Meetings/Activities 21   | As of December 2021<br>Parent Board Members 1<br>School Site Council: 5<br>Events/Meetings/Activities: 12   | 2024<br>Maintain or increase participation in parent committees<br>Parent Board Members<br>SSC<br>Events/Meetings/Activities   |
| % of parent participation in surveys (# of responses/# of families)  | 2021<br>Stakeholder survey 92%   | As of December 2021<br>Stakeholder survey 82%   | Maintain or increase percentage stakeholder survey for parents   |

| Metric  | Baseline                  | Mid-Year Data/Outcome              | Desired Outcome for 2023–24 |
|---|---------------------------|------------------------------------|-----------------------------|
| Individual Community Service Projects<br>(% of students in all grades that completed a project) | 2021 – N/A<br>2019 – 100% | As of December 2021 none of record | 2024 maintain               |
| Grade Level Community Service Projects<br>(% of grade levels that completed a project)          | 2021 – N/A<br>2019 – 100% | As of December 2021 none of record | 2024 maintain               |

| Action #  | Description   | Mid-Year Outcome Data  | Mid-Year Expenditures |
|-----------|---|--|-----------------------|
| Action #1 | Plan events and activities for parents and the community to get involved on campus. Engage with community partners and local businesses to provide student services, such as; health fairs, screenings (eye, hearing, dental, and scoliosis), fundraising, donations, and grants. Provide recognition of parents, families, and the community for their involvement at SPAB. Provide translation as needed. | Parents have been provided several opportunities to participate in student academics and volunteer for school-related activities including periodic meetings to with instructional staff to discuss grade level standards, identify goals, and design strategies to support student success.   |                       |
| Action #2 | Communicate regularly with parents and families, and our community using a variety of means.  | Communication is key for staff and parent coordination and provided through school notifications, calendars, website information, newsletters, and monthly parent meetings. For academic and social/emotional support, families of students identified as requiring additional services (using the methodology described above) will be contacted by the school via written communication, phone, electronic communication (e.g. Remind) or in-person in their primary language. |                       |



## AGREEMENT FOR PARTICIPATION

### EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and \_\_\_\_\_ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

#### **RECITALS**

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

## **1. SHARED COMMITMENTS**

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.





## 2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
  - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
  - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
  - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
  - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
  - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
  - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
  - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
  - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
  - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

### 3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
- 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
- 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
- 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
- 3.1.5. Coordinate state Special Education Accountability Processes.
- 3.1.6. Provide alternative dispute resolution supports and services.
- 3.1.7. Develop interagency referral and placement procedures.
- 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
- 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
  1. Evidenced Based Practices;
  2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

#### **4. EDCOE DUTIES AND RESPONSIBILITIES**

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

#### **5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA**

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
  - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
  - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
  - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
  - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

## **6. DISPUTE RESOLUTION**

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

## **7. MUTUAL REPRESENTATIONS**

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



**8. RESERVATION OF RIGHTS**

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

**This agreement is entered into for the 2022-23 year and, absent a new agreement or termination, continues each year thereafter.**

Executed on this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

In accordance with SELPA policy, \_\_\_\_\_,

[INSERT Charter LEA Name]

**certifies that this agreement has been approved by the appropriate local board(s).**

**LEA**

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Signature of CEO of Charter LEA**

\_\_\_\_\_  
[PRINT CEO Name, Title]

**EL DORADO COUNTY OFFICE OF EDUCATION**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ed Manansala, Ed.D., Superintendent  
El Dorado County Office of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ginlese Quann, Executive Director  
SELPA Programs  
El Dorado County Office of Education