

**BOARD OF DIRECTORS
WESTLAKE CHARTER SCHOOL
Board Meeting Minutes, BASE Room
April 7, 2011, 6:30 pm
3800 Del Paso Rd, Sacramento, CA 95834**

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

The Westlake Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Public Comments."
3. "Public Comments" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak when the Board discusses that item.
5. Members of the public may request that a topic related to school business be placed on a future agenda by making a request to the Board President. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.
6. In compliance with the Americans with Disabilities Act (ADA) and upon request, the Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the Board President.

I. OPENING

A. CALL TO ORDER AT 6:35 PM

ROLL CALL AND ESTABLISHMENT OF QUORUM:

			Present	Absent
1.	Howard Chan		_____	X - arrived late
2.	Elizabeth Williams	Y	___X___	_____
3.	Jason S.	Y	___X___	_____
4.	Michelle A.		_____	_____
5.	Steven Korvink	Y	___X___	_____
6.	Jed Wallace	Y	___X___	_____
7.	Scott Dosick	Y	___X___	_____
8.	Sue Heredia		_____	_____
9.	Janet Handley	Y	___X___	_____

II. PUBLIC SESSION

A. BOARD COMMENTS

- B. PUBLIC COMMENTS** This portion of the meeting is set aside for the audience to make comments or raise issues that are not specifically on the agenda or for those that are on the agenda. These presentations are limited to three (3) minutes per presentation and the total time allotted for non-agenda items will not exceed fifteen (15) minutes. Members of the public may speak on agenda items during the time when the item is addressed by the Board.
- AUDIENCE/VISITORS PUBLIC DISCUSSION** - This agenda item is included for the purpose of

giving anyone in attendance an opportunity to ask questions or discuss non-agenda items with the Board of Directors. If visitors have a complaint about a specific employee of the school, they will be requested to submit an oral or written complaint to the employee's immediate supervisor as required by Board Policy #08-03 (Please note that the public portion of all meetings is recorded.)

C. **REPORTS**

1. Recognition of Brandon Black and teen volunteers from Angelique Ashby's office – Kate Burwinkel

I'd like to announce some recognition and acknowledge some extraordinary efforts and support by a group of young students from Councilwoman Angelique Ashby's office. Councilwoman Ashby and her team have supported Westlake Charter School many times since taking office this past fall. They brought out retired office John Banks who has been a welcomed face during our dismissal times and our walking mornings. Their office was also able to help us in submitting a work order to take down a school crossing sign that was actually blocking the crosswalk at Del Paso and Broadgate. However today I want to call attention to the youth advisory committee and their coordinator Brandon Black. The youth advisory committee represents high school students from around the district I area. These members began volunteering their time at WCS after school in December with our ROAR intervention club. The youth advisory members worked in small groups with our ROAR teachers to differentiate instruction and work with students and practice essential skills. This partnership has enhanced our program tremendously and built a lasting relationship between mentors and students. So we want to express our gratitude and acknowledge their extraordinary efforts. I have a book that we purchased that goes along with our charter and is an atlas and encyclopedia about the world that has a dedication inside. We want to present it to you. We also have some certificates for each youth advisory member as well as some little gifts for each. Thank you all for your time and we look forward to have you come out again next year.

2. Principal's Report – Bob Capp

Good Evening, I'd like to start out this evening by giving kudos to our intervention staff of afterschool ROAR teachers and Wednesday morning Intervention staff of teacher assistants. Nearly 2 years ago Kate and I envisioned an effective way to reach our struggling students in Math and Reading. We came up with a plan very similar to one that I was able to use in my past 2 schools to much success. With the support of Cliff Blakely and the entire WVS board we began with a 2 week intensive summer school in 2009 and then expanded to after school and Wednesday intervention based on NWEA scores. You've heard much about our student achievement and this is one very important reason why. Our student success has been notable, our staff and board are to be commended. We've been busy these past few weeks with enrolling new kinders and 4th graders and collecting applications for 6th graders. We still have room in 6th grade and are currently collecting applications for that grade and it does not appear that we'll need to have a lottery and we'll be able to serve those already enrolled as well as the new enrollees. Our search continues for a site for our 4th – 6th graders, with the East Commerce site now leased to a business that will inhabit the entire building that puts that building out of the picture now. I'm working with Charlie Leo of Natomas Charter School, Scott Williams of CB Richard Ellis and Mike Skor of The River Church to continue looking. I've also begun working with Mike Cannon of the NUSD facilities department and our architect from Rainforth Grau to design our campus if needed at the north end of Natomas High School. Our discussions and NHS visits have been about room placement, fencing flow, restroom placement and demising walls for office spaces. We are now accepting applications for the 8 full time and 2 part time

teaching positions through EdJoin. EdJoin is the professional job board for teachers and other school employees for the state of California. At this writing, on Thursday, April 7th at 4:15 pm, we have 237 K-3 applications, 263 4-6th grade applications, 71 PE applications, 7 Spanish teacher applications and 25 Art teacher applications. So around 600 applications approximately. The number of applications are growing hourly with Monday as our final date for submitting them. After that Kate and I will paper screen each application and pare them down to a manageable number of applicants and then perform the initial interviews for the positions to pare that number down again to submit those applicants to the panel interview of teachers that will then rank them for positions and Kate and I will meet with them again for a final interview to gain assurances and to offer employment. That's the 3 interview process that we use. This method is the same one we've used since I came here and it serves us well to find the strongest candidates with the best goodness of fit in the Westlake culture. After that round of screenings and interviews we'll focus on the clerk position, BASE positions and instructional assistant positions. I spoke with NUSD Superintendent Plough a few weeks ago and informed her of our intentions to begin the process of securing our own special education services. I will send her and the SELPA an official notice by the timeline prescribed by law which is in June and this is the first step in moving forward. I've also met with the executive director of another local charter school and we're exploring the ways in which we can do this together for efficiency and possibly share resources. There will be more information to come on this topic, with the fees NUSD will be charging our special ed bill to them will be nearly triple what it has been and unsustainable for us. I'll keep you informed as we continue through the process. When we come back from our Spring Break our 2nd - 5th grade students will take the STAR test. And finally I've been working with Lisa Corr on the state revolving loan and the PCSGP implementation grant. The state ran out of money on the grant in January and we're poised to be at the head of the line when more money becomes available from the federal government in July. I will keep you apprised to that situation as we receive news about it.

SD- Just a comment on that I just want to say Bob I'm guessing you're going to have a lot of applications for those teaching positions, we're fortunate enough to have one of the new teachers this year so if you guys area as good this year as you were last year at selecting teachers she fit into the Westlake culture from Day 1 and we've really enjoyed having her there so we look forward to seeing who you get to bring to the WCS family next year. I also just wanted to add on recognizing the facilities discussion is an ongoing one that's going to be continued for a while and while the placement of elementary school kids at a high school is something that none of us desire I did have the chance to tour that facility and look at it. While there are still a lot of issues I think to work out which I know are being worked on I think it's a viable option for us I think it can work out. One of the things I was excited about after talking with the NHS principal is they have a TV lab, they do broadcasts there on a weekly basis and conversationally he was interested in letting Westlake students have access to that and being able to put out their own broadcasts. So again, while not ideal and certainly not the best, I certainly sensed his commitment to try and make it work as best he could. Again not ideal but it certainly seems to be that it could be made to be viable.

EW - I have a question on the number of applications for the 6th grade, is it anywhere near what we need and...

BC - Last I looked there were still openings for 20 - 25 students.

SD- Would it be worth doing a last minute outreach the first 3 days of next week?

BC - It would be great

SD – I can see who I can gather, there's some suggestions that I've had on things we can do, like dropping off flyers and things like that. Not really any events to go after at this point, I've also talked to some teachers that I know who teach in South Natomas, thinking about the population down there so if there are folks who would be interested in helping me distribute flyers in certain places let me know.

Inaudible question/comment

JH – All services? Can you tell me what range of services you receive?

BC – Right now we are a school of the district when it comes to special ed so we get whatever services are needed. Right now we're serving RSP, speech and language, psych services, a little nursing but there's not much nursing to go around so what we get is what everyone else is getting.

SD – So for this next school year the fees in our current MOU still stand for 11-12 or do the new fees kick in for 11-12?

BC – The new fees kick in.

SK – I think we're anticipating \$120,000.00 for special ed up front

BC – For this year, for the following year 250,000.00 – 300,000.00. Fees alone are not a good enough reason to move to our own special ed services. Having control over the program is really the key, fees are also important because quite frankly it's unsustainable for us, we're paying for encroachment of about \$500 per student. Not just students receiving services but per student in our system beginning next year.

JW - So we would become an LEA for purposes of special education, so we would have the same status as the school district. And that means that whatever student comes to us we are responsible for educating. So there is some risk that you take on, but the experience of charter school across the state that take this step is that they find innovative ways of providing services in ways that don't happen in a lot of traditional schools. So it's something for us to think about carefully as we get further along in making the decision and we want to educate ourselves about our responsibilities and what the potential risks are and be sure that we are ready to embrace the whole responsibility. But I'm confident that this organization will handle it responsibly.

JH – At this point do you have any private group where they come in...

BC – Non private students?

JH – Yes

BC – To my knowledge we do not. We have several students with one on one's but I don't believe we have any non-public private placements.

In-audible question

BC – No, we have some RSP that get more than 50% of the day but we only have the RSP program

JH – OK

JW – The experience of many charter schools is that previously special day classes were the model for delivery of services but charter schools that are small such as ours wouldn't have enough incidents to create a full class so you have the same disability but you provide the services in a push in format. There are many charter schools now that are assuming LEA status that are serving kids that were previously in private placements but because they are able to offer services in an inclusive way that kids are often, not always but often, served within the traditional setting. There are some questions about "apples to apples" because people will say traditional district schools have all of these kids in private placement but charter schools don't have the same number. But a lot of the charter schools are success fully serving them within the school so thereby definition not in private placements anymore. These are the kinds of discussions that you inevitably have to enter into and become knowledgeable about as you get further into this kind of subject.

3. Curriculum Update – Kate Burwinkel

ROAR club is kicking off 3rd trimester this week with 4 sessions, math and language arts for primary grades and math and language arts for intermediate grades. Each session occurs 2 days a week and we have 4 credentialed teachers that are instructing those sessions after school. Our kindergarten teachers are currently piloting 3 language arts programs to select one to purchase for next school year. The process of selecting new language arts curriculum materials began this past fall and shows great promise in finding a program that will meet our needs. We are looking for a program that will allow us to continue our focus on differentiation and use guided reading but also provide some structure and a scope and sequence needed for reading instruction and to help us be solidified across grade levels as we increase our number of classes at each grade. We plan to purchase this program for kindergarten only next year and then add a grade level each additional year. The purpose for doing that is so we can focus our efforts on full implementation each year instead of having all grade levels implementing this program at the same time we can just focus on kindergarten and see what works what doesn't and move forward each year with the program. I shared with the board with our last NWEA score that our math scores are extremely high but our reading scores while still high are still lower than our math scores and there are lots variables that indicate how students perform but one of the reasons is currently our language arts program is kind of pieced together, we're using a lot of different resources to create the guided reading program that we have and so what we're wanting to do is buy a program that has a little more structure, still incorporate guided reading into that and that's why it's really important to find a program that will allow us to do that. Using it as a resource and structure to help us to meet the diverse needs that we see in the classrooms. I'll continue to update the board on this important decision. We also started the planning process for next year's K-6 in other curricular areas. I'm collaborating with the teachers regarding curriculum purchases and adjustments to our assessments and curriculum organization. I'm putting together the purchase orders for next year's curriculum purchases. Earlier this week we received the list of students identified as GATE through the district assessments. Parents of the students that were newly identified this year have received results letters from the district. We sent out letters to those parents sharing information about our GATE clusters and the programs that we offer here at Westlake for our GATE students. Students who are GATE identified within the district will be grouped and placed in clusters in our 2nd – 6th grade classes which is what we currently do. We have emphasized much of our efforts this past year on differentiation and training our teachers to be able to meet the needs of our GATE and low students in the classroom and we will be continuing this focus next year. We have a committee of Westlake teachers that are working on writing rubrics for our K-6th trimester assessment binders. We're using core standards to align our assessments with our current writing program. If board members are not familiar, this past August California adopted core standards, they're kind of nationally based standards and thinking ahead we're trying to start the process so that we're not scrambling when the state says they are implementing those standards to meet those needs. So we're starting the process of looking at our assessments and report cards and aligning those to the core standards so when they are implemented we'll be able to do that fairly easily. Our next round of NWEA tests start May 9th and go through the first week of June, as Bob said STAR testing starts when we come back from break. Giving you an update of our articulation Wednesdays, our collaboration and professional development for teachers, on March 9th we did a school wide grading of writing assessments. One of the things we do at Westlake is the

students will write a piece of work and we assess those as entire group so that it's unbiased, the students get multiple reads from different people and it gives them a good understanding of where they are and crosses grade levels as well. On the 16th we had parent conferences so we didn't meet as a staff. On the 23rd we talked about online training that is offered by NWEA. It's called Knowledge Academy and teachers can go online and view videos and find out how to view assessments and gain information from their NWEA results. On March 30th we focused on professional learning communities and went back to Westlake's vision and goals for our school. As we're hiring new teachers we want to make sure that we're solid in what Westlake is about, what our goals are for our school academically and culturally so that we can make sure that we are continuing that with our staff as we add more people on. We talked about collaboration, what we do, whether we are working towards our goals, what the teachers feel is a need here at school etc. so it was very valuable information. Last week we did an intro to the new language arts and math core standards. We gave them an overview of what it's like, why they were created, how they were created and so forth. Then next Wednesday we have training for STAR testing which happens right after we get back from break.

SD – How many first graders were determined to be GATE eligible?

KB – I don't remember exactly but I believe it was about 4 or 5.

SD – So significantly fewer than the year before.

KB – Yes the test they used this year was different than last year and it was on referral so the parent or the teacher had to refer the student where last year the district tested everybody in the grade.

SK – Are we planning to use Dreambox as well and increase that out of 2nd grade?

KB – I went to a conference and there is another program and it's very similar. Dreambox goes up to 3rd grade but this other program goes up to 8th grade I believe. Some of the students using Dreambox have exited, they've maxed out of the program, so we're going to pilot that next level with the other program and see what it looks like. The other program is cheaper than Dreambox but we've had some really great (*inaudible*) with Dreambox. We're not opposed to using Dreambox we're just interested in looking at other options to incorporate for next year.

JW – Dreambox is supposed to add 4th and 5th.

KB – That's what we're heard but not officially from them. I would be interested to find out from them if they are officially adding it.

JW – Remind me and I can find out.

KB – And I can contact them too I want to know the information from all of the sources and then contact them to work out costs. They've told us how much it is for the current program school wide and if they add grade levels I'll want to know if that cost increases and look at the cost of the other program.

JW – They're changing the cost structure pretty significantly as well to make it potentially scaleable school wide in ways it wasn't this year.

JW – Can I ask about NWEA? I've seen the presentations about moving from far below basic to below basic etc. does NWEA also show on a student by student basis the amount of grade level growth per year?

KB – Yes, per student there's a progress report that can be downloaded and printed and you can choose the timeline. You can look at fall to fall or spring to spring and it will show the growth percentage and it compare sit to other students who took the test. You can see the growth of that student and the growth of the other students who took that same test at our school.

JW – Thank you that's helpful. Does NWEA provide comparisons of what's happening in other schools with similar demographics, along those lines?

KB – It's not similar demographics but it's nationwide. There's a comparison of the national norm.

JW –OK but there wouldn't be a way to ask NWEA to create a profile of a school such as our own and what would be the expected amount of growth?

KB –I can certainly ask.

JW – If it doesn't take too much time, I'd be curious along those lines as we are moving closer and closer to a value add model at some point NWEA gives us the potential to look at value add in ways that the API system doesn't and I'd be curious to know NWEA what provides to schools along these ways of thinking given that I think we're on the cusp as a state, and probably as a country, moving in that direction.

KB – There is a plethora of reports available and some of them I don't understand and would need some guidance from them. There are all of these different variables and models that you can select to change the data. If I ask them something specific of what I'm looking for then they can walk me through the process of getting that data.

4. Financial – Ana Barillas-Mendez

You have in front of you the activity report through March 31st. There hasn't been a lot of activity in the month of March since the last time I presented this report. What you have in front of you is the current activity year to date compared to the 2nd interim budget report. Basically this shows that Westlake has received 60% of its revenue's and has extended 70% to date. Included are also 2 years of cash flow projections, one for the current year and one for the next year. We continue to be concerned about cash flow about the deferrals and about just making sure that Westlake will have cash flow at the end of the year and the following year. You will see that as of March 31st Westlake has a cash balance of \$407,524.00, in addition to the 5,000.00 that we have in a revolving loan account at River City Bank. What this demonstrates at this time based on this report through March 31st is that Westlake will meet all of its financial obligations and will accommodate for projections for next year. However this week we received a new deferral schedule which is not reflected in this report. Next month I will give you an updated 2 year cash flow report based on the new deferral schedule that we received. You will also see on the supplemental reports the balance available from WAVE. You will also see that the preschool and the BASE programs are right at the break-even point. You will notice that the preschool report shows a \$-3553.00 as of March 31st. But right after that we received deposits that exceed that amount so we can say that right now the program is at a break-even point.

The 2nd interim budget report for Westlake Charter includes a \$350.00 cut per ADA. The SSC recommends that even though there isn't a specific number we should still take certain actions to conserve funding especially during these times of uncertainty. I included a list of recommended actions by school services of California and highlighted the ones that apply to WCS. After 4 years of preparing for cuts WCS has done all of these things and more. We just continue to be hopeful that the governor's new plan will not include cuts about the \$329.00 per ADA. In following the recommendations from the SSC not to guess a different number, WCS will use the same assumptions for the 3rd interim budget report. The 3rd interim budget is due to the district by April 29th. In the absence of a tax election in June the May revision that is usually presented in the beginning of May now takes on an increased significance. It is the next step in the budget development process that will allow the governor to present to the U, to consider other plans like new taxes, and to also review current year revenues and other budget cuts that we've already made. We hope that by May revisions

the governor will announce a new plan. Any additional details will be given to you as they come in.

SD – Ana if we do loose that extra ADA what will that do to our budget and more importantly to our cash flow for next year?

ABM – It's not so much the ending fund balance because WCS will be ok with the projections that we have for the multi-year budget. It's the cash. I don't know specifics at this time but it's not going to look good. I just received the new schedule and for example in the cash flow reports I presented today we are projecting that in July and August we will be received a percentage of revenue but according to the new schedule it will not be until September. And then again not in October and it will be very difficult to meet the cash amount. They're recommending that we use this cash deferral schedule so that we know ahead of time what we should do if WCS needs to borrow money.

JW – I'm trying to remember the exact numbers, it's something like previously the deferrals were anticipated at 24% of the revenues but now it's grown to 33%.

ABM – That's right of the block grant

JW – And so there's that challenge to confront in terms of the cash flow and then there's this possibility of an all cuts budget. Or if the governor decides to go forward with something the timeframe is such that it could be all the way until November which means that a board such as ours would have to make plans basically counting on the money not being there. That's why CSAA made recommends today that everybody begin contingency planning. We didn't specify any specific number but something deeper than a \$350.00 cut is something that we should start to look at in terms of scenario building between now and the next board meeting. And perhaps there's more information that will be coming and you never know what's going to happen. If we have to make an all cuts budget it will be an agonizing several week, multi month process and we'd have to adopt this thing by the end of June. So we should have scenarios presented to us by the next board meeting, I think, unless we hear from the governor or elsewhere that there's a default scenario that seems most likely.

ABM – What you just said are some of the recommendations that are listed here as well.

SD – So Ana the 11-12 cash flow projections you have don't currently include the new hire deferral amounts?

ABM – Yes

SD – And it includes the \$349.00 hit to ADA?

ABM – Yes it does and it includes the 35% of revenue being deferred but it's now more like 42% if we include the block grant and the categorical and the new schedule pushes the deferrals further. So that's what I mean, 2 things, the 45% is not included in there and where I show you will receive the July and August revenue you will not anymore. It's more like September.

JW – So there's a new deferral schedule just recently that we need to use to update this report to reflect that reality and we've also got to look at what if it turns out being a bigger cut.

SD – So will we see those projections at the next board meeting?

ABM – You could have them prior if we follow any of these recommendations. It talks about meeting with a committee or Bob and I can work on those and then you can have them sooner.

SK – I think it would be good to have them as soon as we can just to have the idea of what it would mean to our budget.

SD – I had an unrelated meeting with Nevada County Office of Education today and I know they are on the verge of instructing their school districts to anticipate \$800 cuts in ADA for budgeting purposes for showing their 3 year cash flow.

SK – Ana can you work with Bob to prepare some scenarios?

ABM – Yes but I have a question though, right now they recommend that we don't guess a number like the \$800 but that we continue to use \$350 and that we're pretty safe there according to SSC and that's already in your budgets so are you asking me to...

SK – Just with the deferral schedule, seeing what that does before the next board meeting. And then as soon as you get more information from SSC or from the budget on what the numbers are looking like if there is an updated number then if we can get that incorporated.

SD – Steve out of curiosity I'd be interested in seeing what those numbers would look like with a \$500 and \$800 hit. I'm assuming it's in a spread sheet where you can relatively easily swap out the \$350. What's our student body going to be next year?

BC – 504

SD – So 500×500 is 250,000.00 so you look at that and we're ok on our no actually we're not ok on the ending cash flow balance we're about 100,000.00 short at that level.

JW – Plus the adjusted deferral schedule. I'd be assured if there were smart minds spending some time, we don't need to be alarmists with staff and families or anything but if a small group were looking at what this means if it turns out to be \$800 I think is a scenario that we should begin to acquaint ourselves with.

5. WAVE - Scott Dosick

Short WAVE update tonight. As everyone knows the International Festival is this Sat. from 4-7pm. Little league is also happening this Saturday so it's a pretty safe bet that the Np3 parking lot will be full so we are encouraging everyone please park at the Walgreens shopping center or if you ride your bike NNTMA will be on-hand and will be doing free bicycle tune-ups. So we encourage you to do that. It's going to be a great festival; we have 20 cultural booths and 4 other booths. Cathy Nanni and her team have been working really hard, it's going to be a lot of fun. We're going to fill the entire quad. It is open to the whole community. The spring fling, our "School's Out For Summer" fest committee has book the headliner band, and we have 10 bands competing in the battle of the bands. Families are welcome but it is not a family event. There will be adult beverages for sale. It should be fun. The only other WAVE update I have is the latest parent hour reports. As of the end of March we still have 54 families who have not reported any hours at all, 18 that have reported 1-9 hours, 2 families have reported 10, 32 reported 10-19, 43 reported 20-29, 121 families have either already met or exceeded their 30 hour requirement. As you can see from the shaded areas we have 12 families who have hit the 100 hour club. And there is one family who has hit the 200 hour mark. I have asked WAVECOMM to post the most recent list of hours from 0 - 211.75, so take a look if you want to see where you are at and how many hours you have submitted to date.

SK – Say hours have been turned in but are not reflected in the report what do you do?

SD – Talk to the parent hours coordinator. Finally WAVE is meeting on Monday, we have 2 guest speakers coming. The executive director from Natomas Charter School will be coming to talk about the Duck Pluck. They've invited WCS to participate, last year every school that participated with a booth made at least \$1,000.00. We'd like to have 2 booths a Westlake booth but also if we could get our 4th grade families thinking about their Westminster Woods fundraising now there's a chance for them to make \$1000.00 before they're even in 5th grade. So that's something we'd like to recommend. The other guest speaker is from the Natomas Flood Safety committee which is the group that is working on getting people up to speed on the levee repairs and the status of the bill that came out

from SAFSCA for the increased property tax assessment so while not directly related to the school it certainly impacts everyone in Natomas, and it does impact our schools at some point when there is money to start building campuses and rehabbing campuses we can't do that until the building moratorium has ended so they'll be here to talk about that. The official WAVE meeting will start promptly at 7:00 and we will be having our election of WAVE officers.

III. ITEMS SCHEDULED FOR ACTION:

- A. Consent Agenda - All matters listed under the Consent Agenda are to be considered routine and will be enacted by one motion followed by a roll call vote. There will be no separate discussion of these items unless the Board of Trustees, audience, or staff request specific items to be removed from the Consent Agenda for separate action. Any items removed will be considered after the motion to approve the Consent Agenda.
1. Accept and approve minutes from March board meeting and March special board meeting
 2. Approve and accept monetary donations
 3. Approve and accept removal of items from asset list for disposal
 4. Approve and accept 2011-2012 Student/Parent handbook
 5. Approve and accept role of principal and proposed salary
 6. Approve and accept amended 2011-2012 academic calendar

SD - I just have some minor comments on the minutes and the new parent handbook so can I request that those be pulled so I can reply?

SK - Sure

SD - After removal of those items I move approval of items 2,3,5 & 6

Motion: SD	Action:
Second:	Vote:

SK - 1st action item - Accept and approve minutes from March board meeting and March special board meeting

SD - Just one minor change, it should read Jeff Long not John Long.

BC - OK

SD - With that I move approval

- Second

SK - Alright substitute prior roll call

SK - Approve and accept 2011-2012 Student/Parent handbook

SD - WAVE asked me to check with you, I know we talked about this last year but WAVE has a parent participation handbook that they put out every year. We'd like to include that in the student/parent handbook, we're almost done revising it.

BC - As an official part of the handbook or something to hand out at the same time?

SD - Our thought was to include it as an official part of the handbook so that there's just simply one document for people to look at, if your amenable to that notion if not then we can discuss it.

BC - Doesn't matter to me, it's a board decision.

JW - What is it? I've not read it so it's hard to know.

EW - Yes we might have to read it ...*(inaudible)*

KB - Some of the language that's in the parent participation handbook is already in the student/parent handbook and so there may be a melding the two together and adding what's not included. So I don't know if it's something that we want to approve the handbook as it is now and then if we can get the other stuff in beforehand make an addendum to adding the other stuff in later. But we want to get this in so that we can move forward with planning for the beginning of the school year.

SD - When do you publish it?

BC – We publish it online just as soon as it’s approved.

KB – It’s kind of late in the game for this year is what I’m saying or to do it right now because...

SD – We didn’t realize it was coming up this month otherwise we would have brought it to you sooner. WAVE will be finished with its edits next week, so if that’s not soon enough that’s fine we can do it separate for a 2nd year. The board just asked me to request that.

SK – So maybe can have it in the next month or so?

SD – We could have it to the board for review next week so yes

SK – I also noted that it says Site B so once we identify where the other site is going to be for the middle school campus we can make that change as well.

JW – Just for my interest, how does it characterize how parent hours are “required” or suggested? What’s the language that we use to describe that, to what extent has that been vetted?

BC – Lisa has vetted the student/parent handbook

JW – Yes I looked at that language pretty closely.

BC – But I’m not aware of what the WAVE board has put together

JW – How would you describe it?

SD – I think the language tracks what’s in our charter, it’s not required, it’s encouraged

JW – OK as long as that language stays very consistent. The parent/student handbook is a central document that we want to make sure has been reviewed by legal counsel; it’s just like your employment contract. Make sure that it’s good, if there is another document that’s parallel to it then have it very very clearly articulated. What trumps, does one incorporate the other by reference? My recommendation is make sure the parent/student handbook is very good, make sure it is understood to be the guiding one and then if we’re going to have a parallel one then let’s make sure we have it looked at by Lisa.

SD – That was kind of the notion of why to include it in the parent/student handbook, so we don’t have a parallel document out there that was potentially inconsistent, just have it all in one section.

Paul Hobie- Also the WAVE parent handbook is introduced as this is your tool to help you negotiate the WCS rules and regulations. It’s basically a little extra, but it’s given as advice by the WAVE. It does remind everyone that they are responsible for their 30 hours but it doesn’t talk say if you don’t perform your 30 hours we will punish you it just refers to the parent/handbook. So it’s more of just a guide to help you navigate the waters and it’s introduced as that, it’s not said this is the bylaw, it’s just to help you out.

SD – But we have upped the ante because we are publishing the 0 hours on the website

JW – So it sounds as though it’s approaching an advisory document from parents to other parents

Paul Hobie – Yes

JW – It sounds like something that’s distinct from the student/parent handbook which is from the school administration about the official rules and regulations. But along these lines just be sure that we’re really intentional about what we are doing.

Paul Hobie – It does seem like it might be best as something kept separate this handbook is here to help you get through the year these are the resources, it refers back to the handbook. If it’s handed out in a smaller pamphlet instead of a ...

SD – The feeling of the WAVE board, and it’s not a do or die issue, was if the student/parent handbook, I believe everybody signs that says they got the student/parent handbook, because the WAVE handbook goes into a little more detail about what’s expected, not required but expected, of our families that will give it, especially because we’re this far into the school year and we’ve still got 54 families that haven’t recorded any hours what so ever, it’s following the same

consistent bell curve that we've seen over the last number of years it was thought that let's put into a more meatier document that you have to sign that understand and agree to. But if it doesn't make sense then we'll just do a separate one.

JW – I think it's terrific that parents do this for other parents, it's a great document, I just want to make sure that we clearly articulate what the roles of the two documents are.

SD – As the WAVE liaison I...

JH – If we postpone making the decision until the next board meeting will that still give you enough time to make your publishing deadline and get your handbooks in time?

KB – Yes

SK – Or could we approve as is and then make modifications as needed if we decide that we want to incorporate it? Are we talking about making paper copies or just posting it to the web?

KB – No we post it to the website. It's just something that we're starting to refer new parents to...

SD – In the past Kate didn't we give out copies as part of a big packet that you got when you enrolled and you had to sign a form saying I received...

KB – I believe so, there's a form in the first day of school packet but it refers to the online version. They can request a paper copy if they need to as well.

SD – So we'll get it to the board and to counsel for review prior to the next meeting. Even before that we'll get it to Bob and make sure it fits and if it doesn't fit we'll just do it separately, but if we can make it fit then we'll just bring it to the next meeting for approval for the whole manual?

JW – So what would be the purpose of integrating the two?

SD – So we don't have so many documents out there that people have to refer to

JW – So what would happen is the WAVE guide is something that comes from the administration of the school. So why wouldn't we just rewrite the student handbook to incorporate whatever information is in there if that's what we're wanting to do? If we believe there's something deficient about the student/parent handbook as it is.

SD – I don't know that it's a deficiency issue it's just again the will of the WAVE board as we discussed it was let's not have two separate documents out there. Let's just have one document that goes into a little more detail.

JH – Does the book written about the community service, is that part of your requirements?

BC – Requirements in that we want parents to do that but legally we can't require them to do anything.

JH – Right but basically that would be supporting the premise of what your school is as to rules and all that. So the clarification of all this is something the administration...

BC – Right it is in our handbook

JH – Oh it is in your handbook

BC – Oh yes without a doubt, I need to apologize our handbook is not in your packet we sent it out in an email but I'm not finding it in my packet.

JW – I read it, I'm just kind of curious, I think it's great that we have WAVE and that we have 2 voices. I'm not sure why we'd want to integrate, I think it's great that the administration of the school articulates what the fundamental policies are and then there's this 2nd thing that comes from the parents that's a separate voice and it's coaching and advisory, I think it's cool the way you guys articulated it...

SD – In the interest of time since we don't have either document in front of us right now. I'd maybe share the document with the board and Bob and counsel, again WAVE is not going to fall on its sword over this one, they just collectively expressed a desire for it. But if the board or if Bob doesn't feel that it makes sense then that's fine it's just something that we've been shooting for. I apologize for the late notice on that.

JW – I move to table until next month

SK – OK

EW –Second

IV. Discussion Items:

Curriculum and assessment coordinator job description – K. Burwinkel

You will find in your board packet a job description for curriculum and

Assessment Coordinator aka TOSA. This is a position that we want to introduce and it's basically the position that I did from the time I left the classroom for WCS by supporting the school by focusing on curriculum and assessment for the whole school. With all of the growth that we're doing we're proposing this job description. This past year part of the American Recovery Act was an amount of money that specifically goes towards salary. We received 58,000.00 that can only be used for that purpose. This is how we feel it can be used in the best interest of the school. This position lays out this job focusing efforts on curriculum, working with teachers during collaboration time, focusing efforts on intervention etc. This money needs to be encumbered by next school year, the thought is that we'd love to continue this position past next year but we don't know what our budget is going to look like and at that point we can make that decision. This position could potentially turn into an assistant position as our school grows further.

EW – Would this person also help with the middle school

KB –Absolutely

SD – You said we have RO funding for this?

KB – Yes part of the stimulus package, The American Recovery Act. It's designated just for that purpose, we can't use the money for curriculum purchases or general fund. It's specifically for salaries for staff members.

BC – This is like the teacher retention money that came in right?

ABM – It's Education Jobs Funds, it's a special fund.

SD – Is this the money the district is using just to mitigate the layoffs? So in the event of some of the catastrophic measures that we're looking at could these funds be used to help WCS mitigate a lay off or cover the expenses of a teacher for the year?

KB – It could, then you wouldn't have anyone focusing on doing the NWEA assessments, or any of the curriculum stuff, all of the professional development on our articulation Wednesdays.

SD – You're doing that now right?

KB – I'm currently doing that yes

SD – So this isn't for your position, it's for a new position that would be created for a year?

KB – Yes

SK – Then again we're just discussing, not approving...

KB – Just looking at it, asking questions yes...

JH – Did I also hear you say that you were also going to (inaudible) into a Vice Principal position?

KB –Potentially - that's not set in stone, but as our school grows we're looking at the structure of administration within the school and want to provide the support that's needed with that many students. So eventually, hopefully, we'd have 2 Assistant Principals, 1 for the elementary school program and 1 for the middle school program. So this could transpire into an Assistant Principal position.

JH – Because 1 thing that you would see typically with a Vice Principal position would be they would help support the school with student safety and discipline on the campus so then later would you come back with a different job description?

KB – Yes this doesn't include any administrative functions because it's teacher on special assignment. Once, if, it changes into an Assistant Principal position we'd be adding those functions into it. Which is what we did with my position, I was curriculum assessment only focused on that and currently I've been adding administrative support to my functions.

JH – And part of your requirements is that they have admin. Is this TOSA, typically isn't an admin...

KB – Correct, but when we’re hiring and this is a potential position that might go into administration we don’t want to hire somebody who can’t move into that position. And looking at the pool of teacher applications we’ve gotten we probably wouldn’t have a problem finding somebody with those qualifications.

Role of the Board and Executive Director – Policy 11-35 –B. Capp

What this is is if we separate out, and we did that a few minutes ago with the job description for the principal of the school, and we separate out the Executive Director and the Principal, what we’ve gone through here, take a look at page 2, 3, 4 and 5 of 6 and you’ll see some strike throughs and that’s taking those areas and moving them into principal ship and just delineating the specific Executive Director portions.

SD – Bob did you say that then the items that have been struck out go to the principal?

BC – Yes, you’ll find those in the roles of the principal

SD – Do we have that?

BC – Yes, you just passed that in on the consent agenda

SD – Right and you currently hold both titles right?

BC – That’s correct

SD – So in the current org chart this is just semantics because all of those duties are still yours until such time as those positions have been separated?

BC – Right

JH – So Bob are you presenting both of these to be changed?

BC – The principals job description was already approved at the consent agenda. We looked at that last month

JW – So looking at the board of director’s roles, ...”hiring, discipline, and dismissal of all employees of the charter school have the consideration of the recommendation of the Executive Director.” So you can’t hire anybody, you can’t dismiss anybody, you can’t discipline anybody, is that right?

BC – Not until after I have talked with you guys first. I know where you’re going with this Jed and I agree with you – totally.

JW – I think our Executive Director has to have the authority to hire, discipline and dismiss staff.

EW – What do other charter’s schools do if they give the Executive Director that and then what role does the board play?

JW – We can do this a lot of school boards do this but I would recommend that we delegate these authorities to the Executive Director. You can for example have the board approve the terms of employment or the template contract. But once that’s approved then that’s the agreement that Bob uses to hire. But I think that one should clearly be in the purview of the Executive Director. I don’t think it’s healthy for a board, I don’t think any of us are close enough to these decisions that we’d be making. We’ve got to have an Executive Director that’s strong in making good judgments along these lines and if that’s not the case then that should be a reason for concern for what’s happening with the Executive Director.

Cliff Blakely – If you look at the progression of this school from our earlier days when we had board members interviewing teachers and making recommendations with sometimes very bad results and quite frankly expected bad results. I mean someone like me an attorney with no education background, how am I going to decide who’s a good teacher or not just because they interview well. We’ve taken a step in the right direction with the current policy in terms of having the Executive Director and other staff members make recommendations and come up with a hiring decision to recommend to the board for approval. It’s a substantial step in the right direction, I think what Jed is proposing makes a lot of sense as well. I’d get these recommendations from Bob and I’m totally accepting Bob & Kate’s judgment as well as the other teachers on the hiring committee. You have to take what they’re saying at face value because they have the experience to know what the appropriate hiring decision is. So eliminating the step of having a board member approve it makes perfect sense.

SD – If authority was delegated to the Director the board would still have to approve new positions right? So the board would approve the budget for a new position but then the Director would have authority to hire that position without coming back to the board for approval for that individual?

JW – That’s one way we could do it, I would delegate to the Executive Director the authority to come up with the staffing model for the school as well. What we would do is approve the budget and if we come up with a personal line that is X and suddenly there is staffing implications that need to run over what was approved in the budget then Bob has to come back to us. I don’t really want to micromanage, I don’t really know enough to know what we need and what positions are we approving, full time, part time, stipends? I would delegate that to the Executive Director and expect him or her to deliver on the mission and goals that we have laid out as a board. I also look at #3 “approval of all contractual agreements...” All? Really? So with Dreambox – did this board approve that contract? I would specify “approval of all contractual agreements in excess of...” and then we set an established amount.

SK – What would you say is typical?

JW – I can’t say what is typical, I just throw out 25,000.00. It just seems like in the ballpark of what we might want to do. I know that when at my earliest board meetings when Bob was coming with changes for 1300.00 our Executive Director should have authority to make 1300.00 changes.

HC – I thought he did have that authority, I thought it was up to 5000.00 before the board had to approve it.

BC – That’s a credit card authority or if I order something past \$5000.00 then it has to get a second signature.

HW – But all of the contractual agreements have to get approved by the board as it stands now.

BC – Correct

JH – In the last (inaudible) it was 15000.00 for an ADA school district of 5000. It didn’t have to go to the board unless it was over 15000.00 to give you a ballpark idea.

BC – I plan to bring this back as an action item, this is just a discussion item tonight, and if there’s anything you’d like me to add or delete let me know.

JW – I would take a red pen to that board of director’s part. I personally don’t want these responsibilities. I don’t even think it’s wise for a board of directors to have this level of responsibility. It puts us in the position of presuming to know more than we actually do. I would get really specific, the first 7 here they all seem like they’re on the right track. We also have things that we’re statutorily required to do by law, but I would just encourage us to really go through and really try and pare this back in terms of board responsibilities.

JH – Going back to #2 in the typical board experience I have is that the Executive Director would do the hiring but the purpose of having it come to the board for approval is really more a check and balance on position control.

SK – So then would you break out #2, so final approval of hiring comes through the board but the interview process that currently is conducted is all handled by administration but final approval comes through us?

JH – Yes for final approval but they do all of the screening. And they want that flexibility they’re the ones who really know who’s going to work well at their school. Again just a check and balance.

JW – I think if there were other check and balances in place then that would be not necessary because if Bob is bringing something that is not consistent with the budget, if he’s signing a contract this is excess of some amount then he’d have to bring that back in some unusual way. But to administratively do all of those things, I personally have the need for that level of position control. If there are others on the board that feel strongly

HC – The budget’s a good tool to have that control in place because if we approve that budget that assumes a whole set of staffing levels and if it goes outside of that then yes I can see that Bob would come back and ask for authority but I certainly don’t see the need to have our board approve his hiring decisions since I’ve been on the board there hasn’t been

once that I've questioned candidates that he's brought forward I'm not really in a position to do so.

JW – And if there's an extra position then within a month we're going to see something so there should be the right checks and balances in terms of being able to monitor the financial ...

SD – In just speaking for myself I don't have a problem with what Bob has submitted so far, the reassigning of the roles between the Executive Director and the Principal for the theoretical and probable time when those positions are two different individuals but in looking through this remember that we're not talking about Bob but about the position of Executive Director. And hopefully those things will be synonymous for many years but we have to anticipate that it's the position and not the individual. I wouldn't want to rush to a decision to change the board of director roles without having more time to talk about it as a group like at a board workshop at some point. I'm certainly ok with the changes that Bob is suggesting at this point. If you wanted to do some tweaks like giving him the approval of contractual agreements consistent with the approved budget up to a certain dollar amount fine. Hiring, dismissal, discipline - again within the approved budget I've got no problem with that but if we're going to start dramatically revising the board of director's roles then I'd personally like to have more time as a group to talk about it because I think that's a longer discussion. I don't have a problem with it per se but I just...

JW – I agree, it warrants greater discussion I think we should take a pass at this and get something that actually describes something that we're doing.

SD – Perhaps Bob could bring this document back as an action item with or without the minor changes we talked about and we could use the strategic planning process to talk about the broader roles of the board.

EW – But if we do a good job of hiring the Executive Director which is one of our primary duties, then the rest of it should be fine. We don't need to oversee every single thing that the Executive Director is doing. So even if it's not Bob it puts the responsibility on us to do a very good job of hiring the right person.

SK – I think I'm in the same boat as Howard, in that the positions that have come up recently, just taking your advice and the work that you've gone through and approving that knowing that you have done all of the due diligence behind it already.

JW – As far as the board goes, what I would prefer is we have a very small number, I don't know if it's 8 or 10 or 12 whatever but we say these things are what we absolutely have to do and make sure they are articulated very well. I think working with the language that's here I think we will find opportunities for consolidating and then in some time eliminating.

HC – Maybe we can have Bob bring something back that reflects what we've been doing over the past couple of years and we want to focus on the Brown Act workshop those roles and responsibilities to have this near those points in terms of roles for the board and the Executive Director and have that be a first pass. (inaudible)

SD – As another discussion item?

HC – Yes, I don't want to rush in this too but I don't want to get into a position where... (inaudible)

SD – Bob there's not a need to act on this in the next month or two is there?

BC – I'm not sure what you mean by "need" I have a plan in my head of where we're going from month to month and this takes this out of the plan. This was actually supposed to come last month but we didn't get it on the agenda correctly so it's here now. What I'm looking for, and we've talked about this many times, is a delineation between the Principal and the Executive Director so we can move to that model and move to that model quickly and efficiently. So that's where I'm at.

SD – Because in that scenario I'd be ok with this coming back as an action item as presented next month so that Bob's schedule stays on track and then the board at the appropriate time can go into the more global discussion of the appropriate roles of the board.

JW – So then you need this approved Bob in order to be able to do some things with the principal?

BC – Yes

JW –Ok then we should approve it with a direction to bring it back to address the other things we've been talking about.

Tracy Chatters – I just want to say that based on what Scott and Janet were saying, looking far into the future if you remove the board's ability to hire, fire and discipline you may need to consider some conflict of interest policy so that you don't end up with someone well past Bob who hires their 3 kids to teach and they're the only ones who have the hiring, firing power. Having some capacity where the board says yes (inaudible) is necessarily a bad thing. I don't think that's a problem with the current administration but you have no idea what your setting up for future administration's if one person has all the power to hire, fire etc.

SD – Bob in your tenure here, correct me if I'm wrong, the board has been supportive of all actions that you've had to take under #2 correct?

BC – Yes

SD – So it hasn't been a problem?

BC – Up to this point no, but this is the caveat, what Janet said made a lot of sense. This is written for the Executive Director not for Bob. Conversely this could change with a different board, if #2 were to remain in place this board is fine right now but with a different board it may not be fine. So it probably needs to be cleaned up significantly. I didn't touch it because I thought you guys would probably be better off doing it yourselves. I just worked in the Executive Director and the Principal part. I support the direction you guys are going in and I'm excited that you're going in this direction. Charter Schools operate differently than school districts that's just a given and they need to operate differently then why have them?

HC – For clarification what Bob's bringing back is not the policy as it reads now but something that reflects the frame work of the Brown Act workshop and the roles and responsibilities for an action item or a discussion item?

BC – Well I'm hearing two things, bring it back the way you wrote it Bob and we'll act upon that, and then we'll also work on adjusting the primary roles of the board of directors. And then I'm also hearing that I should bring back something back right away the suggestion is to define the board roles especially in light of the Brown Act and that'll be an action item. So I'm not completely certain what you're asking me to do, I can do either.

HC – You're needing to have something approved so you can move forward and so if it gets approved as is will that get you there?

BC – That'll get me there yes

HC – And then the caveat is that we will come back and revisit this at a later date?

BC – Fine with me

JW – So we'll approve it as is so that Bob can get the business of the organization done in the next month. And then please bring back as a starting point just the roles of the board of the directors. Maybe there should be a sub group of the board that you could come to in order to bring something back to the broader board.

SK – So bring it back next month as an action item as it is tonight knowing that we will address some things at some point in the future after that.

BC – I'd also recommend looking at page 6 of 6 and I don't know that we need to change any of those but it's good to reacquaint ourselves with those 8 items at the bottom, it just doesn't hurt.

Uniform/dress code policy modification - Policy11-36 - B. Capp

Please see a change on page 2 of 3 where it refers to color "sprays or gel" we're requesting the word dyes be included.

SK – Bring it back as an action item next month

BC - OK

WCMS parent rep. election and board officer elections– S. Korvink

Our charter requires that we have a parent rep for the middle school so we need to talk about at what point should that happen and then at what point should we do the election for our own board officers as well. With parents coming aboard within the next few weeks or so when should we hold that middle school officer election. Should it be in May? If so we can propose a 2 week timeframe after the lottery where parents can hold their letter of intent and then hold the election in May or push it out til June to get more applications in? SD – When is the drop dead decision when you have to decide what school you’re going to next fall?

KB – The day before school starts.

BC – The parents have a choice and they can exercise that choice.

SD – So if someone says they’re coming and then come August they decide different. So we won’t know until the 1st day of school

BC – And even then we won’t know, someone can come for 3 days and decide another school is a better option. It’s always a parent’s choice.

EW – I’d like to see the middle school rep election in May and then the board officer election in June or July. That way we can have the whole board settled for the next year.

SK – OK so the lottery’s on the 14th, letters on the 15th – 29th and then at the May board meeting the election for the middle school rep and then at the June meeting the board officer election?

VII. FUTURE AGENDA ITEMS

Curriculum Coordinator Assessment job description

Role of the Board and Executive Director – Policy 11-35

Uniform/dress code policy modification – Policy 11-36

WCMS board elections

Student/parent handbook

Discussion items: Annual parent survey, Westlake committees

VII. ADJOURNMENT AT 8:25