

NCOE Staff Review of Mayacamas Countywide Middle School Conditions for Approval for Ad Hoc Committee

REVIEWER NAME	CONDITION	APPROVAL PROCESS / COMMENTS
Lucy Edwards	Reading Program	<p>This condition has been met. Mayacamas submitted an in-depth description of what their literacy program would include, especially for students reading significantly below grade level. The response described that their program would 1) involve general classroom practice across disciplines to support reading skill-building in vocabulary development, fluency practice, and comprehension strategies for all students while providing access to the standards-based content and 2) specific interventions designed for the individual student who might need more support in literacy. Students reading significantly below grade level will receive support in foundational literacy skills based in the science of reading including print concepts, phonological awareness, phonics/word recognition, and fluency in addition to vocabulary and comprehension instruction.</p> <p>Mayacamas’ response to this condition also included information that all teachers across the various academic subjects will be trained in strategies to not only increase student ability to comprehend written material but also instruct students who need more support in literacy development.</p>
""	Materials/Curriculum Adoption	<p>This condition has been met. Mayacamas’ response to this condition aligns with California Department of Education’s guidelines on selecting instructional materials: “(a) Notwithstanding any other law, an LEA (Local Educational Agencies) may use instructional materials that are aligned with the academic content standards adopted pursuant to Section 60605 or 60605.8, including instructional materials that have not been adopted by the state board pursuant to Section 60200. (c) If a local educational agency chooses to use instructional materials that have not been adopted by the state board, the LEA shall ensure that the participants of any review process conducted by the LEA are classroom teachers who are assigned to the subject area or grade level of the materials.” According to Mayacamas, teachers and staff will explore and test different tools that offer the best opportunities for differentiated and individualized learning,</p>

		but that also help in closing the achievement gap for students and meet state standards. The Head of School will also evaluate the materials and then those resources will be discussed and be evaluated by the Board annually.
""	Adaptive Technology for SWD	This condition has been met. The response described that the program would provide adaptive devices to all students whose IEPs designate the technology. The budget also includes a specific line item for adaptive technology devices. Mayacamas' curriculum and resources also include online adaptive components and tools to help meet the differentiated needs of diverse learners.
Ginny Maiwald	Submit confirmation of SELPA membership	This condition has been met. The Mayacamas Response to NCOE Staff Report: Clarifications and Submissions, provides evidence in the form of an email in Attachment D, of confirmation of SELPA membership. The email is addressed to Jolene Yee, and reads, "...Just circling back to a conversation, we had about SELPA membership if Mayacamas becomes a Countywide. You would not need to reapply to the SELPA in the general sense and we would reach out to our Governance Council regarding honoring your current membership." Attachment A affirms that it will follow all rules of the SELPA. The Supplemental Affirmations and Declaration indicates under bullet point #3, "Mayacamas affirms the terms of the agreement will be met regarding the organization, implementation, administration and operation of the SELPA.
""	Submit technology plan for Special Ed	This condition has been met. The response described that Mayacamas would, "implement a roadmap for IEP implementation, service provision," as well as, "submit a plan for development of <i>any</i> required CDE special education plans/reports." Mayacamas Countywide also assured, a plan for providing Adaptive Technology for Special Education (see above, Adaptive Technology for SWD). Students with 'low incidence disabilities', (Blind, Deafness/Hearing loss, Deaf-Blind, Orthopedic Impairment), is also assured in the description, adding that, "additional support to access our curriculum and citing, "speech to text" and, "text to speech" technologies for Special Education students within the plan. A specific example of online adaptive learning curriculum tools is also cited.
""	Fiscal assurances for Special Ed	This condition has been met. Attachment A provides assurances that the school: "Understands that it is fiscally responsible for fair share of any encroachment on general funds." Attachment B, revised budget, provides a specific line item for

		adaptive technology devices. The Supplemental Affirmations and Declarations authorized by lead petitioner Lauren Daley indicates that, “Mayacamas understands that it is fiscally responsible for its fair share of any encroachment on general funds.”
'''	Legal fee responsibility for Special Ed	This condition has been met. Supplemental Affirmations and Declarations, authorized by lead petitioner Lauren Daley, indicates, “Mayacamas accepts responsibility for any legal fees relating to the application and assurances process.”
'''	Special Education training	This condition has been met. Mayacamas response; Sound Educational Program; Special Education ensures that all teachers and staff receive education and development on special education elements both during the summer professional development offerings and throughout the year during weekly PD offerings. Special Education 101 by Special Education expert Gina Plate will include comprehensive training to equip educators with “essential knowledge and tools for supporting students with diverse learning needs.” The session will include core principles of Special Education, various disabilities, and strategies, state and federal laws, understanding IEPs, accommodations, and the legal and ethical aspects of special education. Training and services from LACOE Charter SELPA will also be utilized and will coincide with the LACOE Charter SELPA training calendar.
'''	Roadmap for IEP compliance/service provision	This condition has been met. Mayacamas response described that a roadmap for IEP compliance and service provision would be implemented. This resides in Attachment A, “Roadmap for IEP compliance and service provision...”
'''	SEIS training & COE reporting	This condition has been met. Mayacamas response described a training for use of SEIS (Special Education Information System) and timely completion and submission of all CDE Reporting and a plan for development of any required CDE special education plans/reports. SEIS training and services will be conducted by LACOE Charter SELPA.
'''	SELPA policy and procedure compliance	This condition has been met. The Mayacamas response affirms that it will follow all rules of the SELPA, will comply with all CDE education plans/reports including corrective actions, disproportionality or review activities. The Supplemental Affirmations and Declaration section indicates that, “Mayacamas affirms the terms of the agreement will be met regarding the organization, implementation, administration, and operation of the SELPA.”

Julie McClure	Submit a School Safety Plan	<p>This condition has been met. The petitioners submitted a Comprehensive Charter School Safety Plan that included a redacted section. I then asked for an unredacted version so I could include their Active Shooter and Bomb Threat protocols in my review. They then provided an unredacted version.</p> <p>Education Code 32282 requires that the districtwide or school safety plan include an assessment of the current status of school crime. It must also contain appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.</p> <p>I reviewed the unredacted Safety Plan and determined that it met the requirement outlined in the conditions.</p>
""	Submit Independent Study assurance and acknowledgements	<p>This condition has been met. The petitioners submitted their Independent Study Assurances and Acknowledgements as part of a larger Additional Assurances document. I determined that they provided all the requested assurances and acknowledgements outlined in the conditions.</p>
Barbara Nemko	Submit an assurance that the zip code preference process will be moved up in the preference sequence, so it is behind only currently enrolled students and their siblings.	<p>This condition has been met. The petitioners submitted an assurance that the zip code preference was moved in the preference sequence, so it is now behind only currently enrolled students and their siblings.</p>
""	Submit an assurance that all items in the current MOU between MCMS and NCOE will be acceptable in a new MOU for the countywide charter	<p>This condition was met. The MCMS submitted an affirmation that all items in the current MOU between MCMS and NCOE will be acceptable in a new MOU for the countywide charter, except where amendments are needed specific to the countywide design.</p>
Josh Schultz	Submit Uniform Complaint Policy	<p>This condition is met. The petitioners submitted their Uniform Complaint Policy. I reviewed the policy and compared it with NCOE's policy and determined that it met the UCP requirements.</p>
""	Submit a plan for the transfer of personnel records upon closure of the school	<p>This condition is met. In response to my request for this information, initially the petitioners submitted a statement saying that personnel records would be transferred to the Napa Foundation for Options in Education. I pointed out that LEA personnel records our "permanent" records, and requested a plan for what would happen to the records if the Foundation shut down. They agreed that in</p>

		that circumstance the records would be transferred to NCOE, and they provided a written assurance to that effect.
""	Include transportation expenses for a minimum of 12% of their projected enrollment each year	This condition is met. The original budget submitted with the petition included \$8,100 spending on transportation in year 1 and \$72,100 in year 5. The revised budget submitted in response to this condition included \$10,125 spending on transportation in year 1 and \$84,407 in year 5. The revised budget was based on an initial \$450 per pupil transported (for bus passes) * 15% of projected enrollment, increasing to \$1,736 in year 5 by adding in contracted bus / van routes. This exceeded the stated condition of providing transportation funding for 12% of enrollment.
""	Demonstrate movement over the five-year charter period toward a special education per pupil cost reflective of the average of the 5 county districts	This condition is met. The original budget submitted with the petition included approximately \$155,000 spending on special education in year 1 and \$343,000 in year 5. The revised budget submitted in response to this condition included approximately \$216,000 spending on special education in year 1 and \$835,000 in year 5. This works out to a per pupil budget for special education of \$1,443 in year 1 and \$2,577 in year 5. The current estimated countywide average per pupil is \$2,784. While the year 5 estimate does not quite meet the countywide average, the revised budget does "demonstrate movement" towards that figure as required by the condition. In addition, it may be reasonable to assume the charter's per pupil costs could be lower than the countywide average, in part because the charter's employee compensation (salary and benefits) is lower than the countywide average.
""	Demonstrate a reasonable movement over time toward the goal of 60% UPP	This condition is met. The original budget submitted held UPP flat at 43% in all years. the revised budget shows UPP gradually increasing to 60% in year 5.
""	Specify a teacher-to-student ratio	This condition was met. On p. 39 of the "Response to NCOE Staff Report: Clarifications and Submissions," the school states that "The student-to-teacher ratio is approximately 18:1."
""	Explanation of how school intends to manage risk, including any policies and procedures	This condition is met. MCMS addressed risk management in their initial response to the staff analysis. The response included a description of the risk management role of ExEd, their back-office provider, in terms of preventing fraud and audit exceptions on pages 5 and 6. In addition, the response includes the risk management services provided by MCMS's membership in the CharterSafe JPA. The descriptions and services provided are very similar to the

		risk management support received by Napa LEAs from North Bay Schools Insurance Authority, including the development and implementation of policies and procedures as needed. (Note that this was originally assumed to be covered under the “Accounting and payroll processes” and “school business practices and expertise” sections below.)
Aaron Johnson	Outline or process for how personnel transactions will be conducted (i.e. hiring, payroll, leaves, and retirement)	A description of these elements is included in the Foundation Response to Staff Report_030424.pdf, the fiscal policies and procedures (MCMS_Response.AttachmentF.docx.pdf) and the Employee Handbook (MCMS_Response.AttachmentG.pdf) documents provided by the petitioners. I reviewed the details in each and found the policies and responses provide an account of how these administrative functions will be performed. I therefore found the response sufficient to clear the condition based upon my professional opinion.
'''	Accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions	Fiscal policies and procedures (MCMS_Response.AttachmentF.docx.pdf) were reviewed using the FCMAT Charter School Accounting and Best Practices Manual Chapter 7 internal controls checklist. I provided 15 additional recommendations for improvements to the adopted policies based upon FCMAT’s best practices, however, these are primarily minor technical improvements rather than substantive deficiencies in the policies. I found the policies to be comprehensive and sufficient to clear the condition based upon my professional opinion.
'''	Plan and timeline to develop and assemble school business practices and expertise	A description of the timeline to develop and assemble school business practices and expertise is outlined in the Foundation Response to Staff Report_030424.pdf document provided by the petitioners and was evaluated to determine the reasonableness of the plan. The plan includes training for school leadership from the back-office provider ExED, ongoing training opportunities, and a description of ExED’s expertise in the field of school business. I therefore found the response sufficient to clear the condition based upon my professional opinion.
'''	Submit fiscal policies on internal control and conflicts of interest	This condition has been met and is referenced above in accounting processes. Appendix F of the MCMS Responses includes comprehensive fiscal policies, including detailed policies on internal controls and conflicts of interest.