I. 6:00 Call to Order: Chairperson, Billie Day, called to order the regular meeting of the District Accountability Advisory Committee at 6:00 pm on Monday, April 2, in the Accountability Conference Room (Education Service Center #1)

II. Roll Call
The following individuals were present: Billie Day, Lori Stack, Ella Hart, Dan Wright, Ilene Agustin, Jeanette Carmany, Mary Metcalf, Tanoya Barnes, Dr. Kyla Armstrong-Romero

III. 6:05 Overview of Charter School Landscape - Dr. Lamont Brown

Currently, we have 9 Charter schools operating; 2 with 2 campuses. One school is waiting for renewal and 3 charters are in the application process.

Q: Are charters given leeway? Some standards not as regulated as they are with other schools. A: All charters are public- receive funds from state and federal funds. Districts have union contracts. Some charters do and some don't. None of ours are unionized. There is more opportunity for charters to do things differently. There are some that can hire unlicensed teachers based on high needs or hard to serve areas.

Q: Are salaries negotiable? A: Some charters have their own schedule. They can set their own schedules and may set that differently.

Q: 30 different wavers (scheduling, salaries, days off, etc.)? A: Not unusual. District can decide schedules, etc. as long as it is within the union contract. Charter can do the same or differently depending on their contract.

Q: 2 schools listed a bunch of wavers- some automatic. A: There is a list that all charters are granted upon their application and some that are non-automatic. What is in the application are above and beyond the usual. We have a list of the automatic and non-automatic wavers.

Q: Identifying a need within the district (RFP)? A: we have not identified a plan of what exactly we are going to do. We have no plan to create a plan either.
Q: Similar to Expeditionary Learning? A: If the community is saying that is what we want, then we can provide for that. The diversity of the learning styles doesn't match the charter school plan.

Q: Constraints of the district- providing its own science and technology school? A: There is no barrier to convert a district school to Science and technology. Some of these programs do exist within our schools, but external funding, etc. takes a lot and would deprive our current students of the learning they are afforded currently. There is quicker impact with what its already created. There are some educators who left the district school to open a charter. Pilot schools are doing different things. It takes a lot of learning and funds in the transition, an outside-of-the-box mindset and planning. The right leader makes 90% of the difference.

Q: Outside resources available are sad that they are not available to the district themselves? A: From a funding standpoint, the Superintendent's team gathers grant funds for district-wide resources. Also, funders are investing in charters because what is offered isn't working for all kids. Funders may have faith in both programs, but would rather invest in one with less restriction on services, etc. Keep in mind, not every school is right for every kid. A district is big enough to meet the needs of a kid through school choice or resources. Small charters don't always have this.

Q: October count is based on funding. Charters gets money for charters. What benefit is it for a district to have a charter? Or is there? A: Outside of finances, it is parental choice. The benefit to the community is more significant.

Q: If I like my home school, it is not a benefit to me for charters. A: We can't deny that there are students who would benefit from having a choice of schools- district and charter. The challenge is a proliferation of charter schools in a single area. Also a challenge is finding a facility in each of the smaller communities within a district. High performing schools for students is a number one challenge. Families don't leave high performing schools very often. We must guarantee the highest possible potential for outcomes.

Q: Do we know what is happening with the enrollment in the district? A: We could lose a huge number of students. We have a great planning team projecting enrollment. They have not based predictions on what the government will do. We can require each applicant to include their impact strategy (enrollment). Our job is to make a recommendation on whether or not it has a strong impact on our students. Legally, we must have one cycle annually to accept charter applications.

Q: Concern: A Charter school board that does not live in our district or have experience with the population of our students. There is no magic bullet. A concern! And no space- where will they go? Results tend to line up with that of the district. The choice of schools is not making a difference in terms of scores, etc. A: There is risk in any school. There is a challenges with day-one ready, so charters don’t always start as strong as they are after some time. Regulations are more of an accountability standpoint. By being smaller, you are more nimble. Leadership, team and the program were responsible. Could a district school accomplish this? Probably, but it would be more difficult.

IV: 7:00 Application Process Clarification- Mackenzie Stauffer
Clarification of the logistics- any issues? Make sure you provide a rationale and a rating- not just one or the other in the notes. Deadline for first application is coming up. Interview questions are pulled from the comments. Make sure any question that needs to be asked is put in your comments by the due dates. Common themes are grouped together.

Schedule for Interview panels:
April 20- Kathleen and Jeanette
April 30- Dan and Tanoya
May 9- Billie and Mary
Next steps: Budget in 2 weeks.

V: 7:40 Meeting Adjourned