

**Meeting of
Madera County Board of Education
Tuesday, August 11, 2026
3:30 p.m.**

This meeting will be held at
1105 South Madera Avenue, Conference Room 5,
Madera, CA 93637

AGENDA

Reasonable Accommodation for any Individual with Disability – Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Madera County Board of Education, may request assistance by contacting the Office of the Madera County Superintendent of Schools. All documents pertaining to open session agenda items are available to anyone upon request from the office at 1105 South Madera Avenue, Madera, CA 93637; Telephone: (559) 662-6274; FAX (559) 673-5569.

1.0 Call to Order

- 1.1 Flag Salute

2.0 Consideration of Minutes

- | | | | |
|-----|-------------------------------|-----------------|---------|
| 2.1 | Regular Meeting June 9, 2026 | (Action) | [Board] |
| 2.2 | Special Meeting June 16, 2026 | (Action) | [Board] |
| 2.3 | Regular Meeting July 14, 2026 | (Action) | [Board] |

3.0 Adoption of Board Agenda

(Action) [Board]

4.0 Information

- 4.1 Public Comment

[This time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to 3 minutes.]

- 4.2 Letters and Communications

- 4.3 Non-School Sources

- 4.4 Madera County School Boards Association (MCSBA)
Executive Committee Meeting Report

[Deniz]

- 4.5 Madera County Foundation Board Report

[Marsh]

- 4.6 Member Report(s) [Member]
- 5.0 Information from the Superintendent and Staff**
- 5.1 MCSOS' Report on Williams Complaints
[MCSOS programs and Madera County school districts] [Protzman]
- 6.0 Old Business**
- 6.1 Consideration and Approval of MCBE Bylaws
[Updates to policies due to new laws and legislation] **(Action)** [Protzman]
- MCBE 9701 Authorization of County Charter Schools
 - MCBE 9702 Oversight of County Charter Schools
 - MCBE 9703 Renewal of County Charter Schools
 - MCBE 9704 Revocation of County Charter Schools
 - MCBE 9705 Appeals of District Decisions Regarding Charter Schools
- 7.0 Closed Session**
Pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request
- 7.1 Interdistrict Attendance Appeal Hearing
Number 2627.001.IAA [Torres-Barton]
- 7.2 Interdistrict Attendance Appeal Hearing
Number 2627.002.IAA [Torres-Barton]
- 7.3 Property: 322 Madera Avenue – Parcel B, Madera, CA
- MCSOS Negotiators: Tricia Protzman, County Superintendent,
Marisol Verduzco, Chief Business and Administrative Services Officer, and
David A. Soldani, Atkinson, Andelson, Loya, Ruud, and Romo
- Party with whom MCSOS is Negotiating: Matthew Treber, Madera County
Administrative Officer
- Under Negotiation: Price and Terms of Payment
- 7.4 Reconvene Public Session
- 7.5 Closed Session Reportable Items
- 8.0 New Business**
- 8.1 Consideration Issuance of Temporary County Certificates
[Ratification of Temporary County Certificates
issued previous month] **(Action)** [Maxfield]

- | | | | |
|-----|---|-----------------|------------|
| 8.2 | Consideration Disposition of Surplus/Obsolete Equipment
[Equipment to be declared obsolete and removed
from inventory] | (Action) | [Verduzco] |
| 8.3 | Consideration Investment Performance Statement
[Fourth quarter report from the County Treasurer] | (Action) | [Verduzco] |
| 8.4 | Consideration of English Learner Plan
[Approval of annual plan] | (Action) | [Cogan] |
| 8.5 | Consideration Renewal of Career and Alternative
Education Services (CAES) Waivers to the State
Board of Education to Waive Education Code
52852 in Order to Share School site Councils
(SSCs) and Reduce the Number of
Representatives Composing the SSC
[Annual board approval notice of renewal of waiver
allowing CAES to share SSCs and to reduce the
required number of representatives] | (Action) | [Cogan] |
| 8.6 | Consideration of Prop 28 Arts and Music Annual
Report for 2025-2026
[Approval of report] | (Action) | [Verduzco] |
| | 8.6.1 Pioneer Technical Center | | |
| | 8.6.2 Madera County Independent Academy | | |
| | 8.6.3 Madera County Superintendent of Schools | | |
| 8.7 | Consideration of Prop 28 Arts and Music Plan
for 2026-2027 | (Action) | [Cogan] |
| | 8.7.1 PTC | | |
| | 8.7.2 MCIA | | |
| | 8.7.3 Endeavor/Voyager | | |

5:15 p.m. Public Hearing – Instructional Materials and Supplies 2026-2027

- | | | | |
|-----|---|-----------------|---------------|
| 8.8 | Consideration Resolutions to Determine
Sufficiency of Textbooks and Instructional
Materials for Students Served in Madera County
Superintendent of Schools Programs
[Annual certification regarding textbooks and
instructional materials] | (Action) | [Drake/Cogan] |
| | 8.8.1 Resolution No. 1, 2026-2027 Sufficiency of
Instructional Materials (Special Education) | | |

8.8.2 Resolution No. 2, 2026-2027 Sufficiency of
Instructional Materials (Career Technical
and Alternative Education)

8.8.3 Consideration Adoption of Instructional
Materials for Pupils in Grades 9-12

8.9 Consideration of Membership in the Association of
California County Board of Education (ACCBE)
[Membership consideration]

(Action)

[Board]

9.0 Other

9.1 CSBA Conference, December 3-5, 2026, in San Diego, CA
[Regular registration ends November 10]

[Protzman]

10.0 Adjournment

**Minutes of
Madera County Board of Education
June 9, 2026**

In Attendance: Danny Bonilla, Shelley Deniz, Tammy Loveland, Dianna Marsh, Wallace Nishimoto, Alfred Soares, Jr., Tricia Protzman, Executive Secretary

Absent: Cathie Bustos

Also present: Austin Burris, Joe Casarez, Mayson Cisneros, Fred Cogan, Ricardo Garza, Aurora Mora, Joseph Mora, Arturo Morado, Andrea Moreno, Jennifer Pascale, Lincoln Pascale, Hugo Sanchez, Dr. Elisa Torres-Barton, Marisol Verduzco

1.0 Call to Order

1.1 Flag Salute

Vice President Marsh called the meeting to order at 3:33 p.m., followed by the flag salute.

2.0 Consideration of Minutes

2.1 Regular Meeting May 12, 2026

Danny Bonilla moved to approve the minutes of May 12, 2026, seconded by Alfred Soares, Jr. and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bustos, Nishimoto

3.0 Adoption of Board Agenda

Shelley Deniz moved to adopt the agenda as presented, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bustos, Nishimoto

4.0 Information

4.1 Public Comment

Vice President Marsh stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda.

(G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to three minutes.

No one came forward to address the Board.

4.2 Letters and Communications

4.2.1 Award of Excellence

Superintendent Protzman welcomed students and families in attendance. She introduced Program Director, Career & Alternative Education Services Hugo Sanchez.

- Arturo Morado, 2nd Place Winner in the Advanced Category of the 5th Annual ROP Showdown

Mr. Sanchez thanked families for supporting their students and attending the Board meeting. He talked briefly about the growth of CTE programs and a few of the competitions students participated in this year.

Arturo Morado competed in the ROP Wood Working Showdown hosted by Central East in the advanced category. He built a small cabinet in approximately six hours. He competed against students from comprehensive high schools including: Central East, Kerman, Mendota, Orosi, and CTEC High School. Mr. Morado modified the design for better functionality and appearance and won second place.

Mr. Morado explained competitions such as this one help students learn to work with others and develop a team mentality. Now that he has graduated, Mr. Morado is working to join the IBW Electrical Union.

Career Technical/Trade Instructor Lincoln Pascale expressed his pride in Mr. Morado and his accomplishments throughout his high school career.

Wallace Nishimoto arrived at 3:36 p.m.

- Pioneer Technical Center, 2nd Place Winner in the 1st Annual Sanger High Fabrication Contest
 - Ricardo Garza
 - Austin Burris
 - Mayson Cisneros
 - Joseph Mora

Mr. Sanchez explained these four students competed in the First Annual Fabrication Contest hosted by Sanger High School. The goal was to fabricate a welding shop tool within a six-hour period. As the students practiced, they realized that they were not going to be able to complete their design in the allotted time. Mr. Pascale changed the design on the Friday evening before the competition. He sent his hand drawing via text to the students to review over the weekend. Without practicing the new design, the team performed

flawlessly defeating Bakersfield Del-Oro, Oroquieta, Fresno, Central, and Riverdale High Schools. PTC took second place to the host school, Sanger High.

Mrs. Marsh asked what happens to the things built by the class. Mr. Sanchez explained that some items are used in the classroom. However, if someone is interested in buying an item, MCSOS now has a process in place.

Other items under Letters and Communications included:

- Mrs. Protzman attended graduations and promotions throughout the county including: Madera High School, Madera South High School, Gould Educational Center, Career Technical & Alternative Education Services (PTC graduation & MCIA promotion), Glacier High School Charter, and the Early Education promotion.
- Mrs. Protzman attended Salute to Education hosted by the Chamber of Commerce. Distinguished Teachers of the Year were: Susana Mesa, Justin Adams, Leticia Cuevas, and Robert Shockley.
- Mrs. Protzman explained that during COVID a sensory garden was donated by the Madera Rotary Club and installed at Gould Educational Center. However, a dedication was never completed. A plaque was installed in gratitude of the Rotary and the dedication was commemorated with a photograph in the Madera Tribune.
- Madera USD renamed Ceasar Chavez Elementary. The new name is Cottonwood Creek Elementary.
- Mrs. Protzman distributed copies of the end-of-year newsletter, *Milestones and Moments*.

4.3 Non-School Sources

None

4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report

None

4.5 Madera County Foundation Board Report

The Foundation Board will meet tomorrow.

4.6 Member Report(s)

Mr. Bonilla informed the group that Chowchilla High student Asterisk Tally competed in the U.S. open and placed second in the amateur competition.

Mrs. Marsh congratulated Mrs. Protzman on successfully winning the Superintendent election.

5.0 Information from the Superintendent and Staff

Vice President Marsh opened the Public Hearing on the Local Control Accountability

Plan (LCAP) for Madera County Independent Academy (MCIA) at 4:11 p.m.

5.1 Consideration of Local Control Accountability Plan (LCAP) for Madera County Independent Academy (MCIA)

Mr. Cogan highlighted the growth table on page seven. Students are improving in ELA and Math. ELD continues to grow. Students and families are participating more, which speaks for the safe environment. Students are feeling more connected. A challenge for MCIA is that chronic absenteeism is creeping back up. To address this issue, Ms. Falcon has returned to CAES and will be working to assist in this area.

The public hearing closed at 4:17 p.m.

The Public Hearing on the Proposed 2026-2027 Budget for Madera County Independent Academy (MCIA) opened at 4:18 p.m.

5.2 Consideration of Proposed 2026-2027 Budget for Madera County Independent Academy (MCIA)

Mrs. Verduzco explained the proposed 2026-2027 MCIA budget was built on the following assumptions:

1. We assumed COLA (Cost-of-Living Adjustment) applied as follows:
 - a. 2.87% applied to the LCFF components, plus a 1.44% Additional Base Grant Adjustment ("Super COLA"). "Super COLA" funding tied to cover cost of proposed 14-Week Paid Pregnancy Disability Leave.
 - b. The two subsequent years are estimated at 3.30% and 3.09% based on Department of Finance Estimates and School Services May Revise Dartboard.
2. Estimated Average Daily Attendance (ADA) is 52.73 and 1.22 for Probation referred students.
3. Step and Column adjustments are assumed at 1.5% for each of the next two years.
4. PERS rate is anticipated to decrease from 26.81% to 26.40% for the 2026-2027 year, increase to 26.80% in the 2027-2028 year, and decrease to 25.90% in the 2028-2029 year.
5. STRS rate is anticipated to remain at 19.10% for the out years, through 2028-2029.
6. Estimated supply, services and equipment budgets have been designed to meet program and operational needs and have been aligned to program goals.

7. The budget reflects a net decrease to the ending fund balance of \$227,642 on the unrestricted side and a decrease of \$5,313 on the restricted side totaling an overall decrease in ending fund balance of \$232,955.

Mrs. Verduzco stated the final budget should be signed on June 15. However, even after the budget is signed, there could be trailer bill language that modifies the budget. If there are changes, those will be brought to the Board.

The public hearing closed at 4:25 p.m.

The Public Hearing on the Local Control Accountability Plan for Pioneer Technical Center (PTC) opened at 4:26 p.m.

5.3 Consideration of Local Control Accountability Plan (LCAP) for Pioneer Technical Center (PTC)

Mr. Cogan stated graduation rates have improved significantly. SEL is strong. A senior seminar day was offered. The guest speaker was Dr. Victor Rios. Other offerings at the seminar included: personal finance, writing a resume, and how to build resilience.

Some challenges for PTC include: students are not at grade level and student transiency.

Mr. Cogan noted that a financial figure was missing on page 35, which will affect six other pages. The revisions will be brought to the Board at the June 16th meeting.

The Public Hearing closed at 4:39 p.m.

The Public Hearing on the Proposed 2026-2027 Budget for Pioneer Technical Center (PTC) 4:40 p.m.

5.4 Consideration of Proposed 2026-2027 Budget for Pioneer Technical Center (PTC)

Mrs. Verduzco explained the 2026-2027 proposed budget for PTC was built on the following assumptions:

1. We assumed COLA (Cost-of-Living Adjustment) applied as follows:
 - a. 2.87% applied to the LCFF components, plus a 1.44% Additional Base Grant Adjustment ("Super COLA"). "Super COLA" funding tied to cover cost of proposed 14-Week Paid Pregnancy Disability Leave.
 - b. The two subsequent years are estimated at 3.30% and 3.09% based on Department of Finance Estimates and School Services May Revise Dartboard.
2. Estimated Average Daily Attendance (ADA) is 171.45 and 11.62 for Probation referred students.

3. Step and Column adjustments are assumed at 1.5% for each of the next two years.
4. PERS rate is anticipated to decrease from 26.81% to 26.40% for the 2026-2027 year, increase to 26.80% in the 2027-2028 year, and decrease to 25.90% in the 2028-2029 year.
5. STRS rate is anticipated to remain at 19.10% for the out years, through 2028-2029.
6. Estimated supply, services and equipment budgets have been designed to meet program and operational needs and have been aligned to program goals.
7. The budget reflects a net decrease to the ending fund balance of \$157,524 on the unrestricted side and a decrease of \$86,498 on the restricted side totaling an overall decrease in ending fund balance of \$244,022.

The Public Hearing closed at 4:41 p.m.

The Public Hearing on Local Control Accountability Plan (LCAP) for Madera County Superintendent of Schools (MCSOS) opened at 4:42 p.m.

5.5 Consideration of Local Control Accountability Plan (LCAP) for Madera County Superintendent of Schools (MCSOS)

Mr. Cogan explained that the number of incarcerated youth increased. This year, MCSOS served more than 200 students. Of those, 59 have been incarcerated more than once. Students earned close to 2000 credits. The credit acceleration program is effective. The SEL program is solid and the counseling program is working.

Challenges include: student transiency, students with severe academic struggles, and data reporting due to the small amount of students in the program.

Ms. Drake added that funds under Goal 1, Action 18 are being used toward a physical therapy (PT) assistant. Previously, physical therapy services were being offered virtually only. The PT assistant works in conjunction with the virtual PT. This has been well received by parents and staff and is more effective for students.

Mrs. Protzman offered to host a tour at the facility for Board members.

The Public Hearing closed at 4:58 p.m.

The Public Hearing on the Proposed 2026-2027 Budget for Madera County Superintendent of Schools (MCSOS) opened at 4:59 p.m.

5.6 Consideration of Proposed 2026-2027 Budget for Madera County Superintendent of Schools (MCSOS)

1. We assumed COLA (Cost-of-Living Adjustment) applied as follows:
 - a. 2.87% applied to the LCFF components, plus a 1.44% Additional Base Grant Adjustment ("Super COLA"). "Super COLA" funding tied to cover cost of proposed 14-Week Paid Pregnancy Disability Leave.
 - b. 2.87% applied to some categoricals, including Special Education, Foster Youth, etc.
 - c. The two subsequent years are estimated at 3.30% and 3.09% based on Department of Finance Estimates and School Services May Revise Dartboard.
2. Estimated Average Daily Attendance (ADA):
 - a. 41.07 for Juvenile Hall (2024-25 Annual ADA)
 - b. 312.89 for Special Education (2025-26 P-2 ADA).
3. Step and Column adjustments are assumed at 1.5% for each of the next two years.
4. PERS rate is anticipated to decrease from 26.81% to 26.40% (approximately \$47,513 decrease) for the 2026-2027 year, increase to 26.80% in the 2027-2028 year (approximately \$46,793 increase) and 25.90% in the 2028-2029 year (decreasing by approximately \$104,335).
5. STRS rate is anticipated to remain at 19.10% for the out years, through 2028-2029.
6. Early Childhood Education funding is budgeted at the same current year amounts for California State Preschool Program (CSPP), General Child Care (CCTR) and other programs. Standard Reimbursement Rate for CSPP/CCTR programs are also budgeted to remain flat.
7. Estimated supply, services and equipment budgets have been designed to meet program and operational needs and have been aligned to program goals. Additional staff development is envisioned to support students from lower income households, English Learners, and Foster & Homeless youth.
8. The budget as it now stands reflects an increase to the ending Unrestricted General Fund balance of \$785,877 and a decrease of \$1,316,734 in Restricted General Fund balance. This brings the overall General Fund balance to a net decrease of \$530,857.
9. Ed Code 42127 requires that the minimum recommended reserve for economic uncertainties be identified along with amounts above the minimum and the

assigned and unassigned ending balances which are included in the budget document. The required reserve for uncertainty represents only a few weeks of payroll. The Government Finance Officers Association recommends reserving an amount equal to or not less than two months of general fund operating expenditures, or 17% of general fund expenditures and other financing uses. MCSOS is budgeted to end the 26-27 year with a 19.30% Unrestricted Ending Fund Balance. 17% is reserved for economic uncertainties, and 2.30% is unassigned. Receipt of one-time funds has allowed us to increase the reserve to this level. The Department of Finance cautions that the out-years may see budget reductions and a need to dip into reserves.

The Public Hearing closed at 5:04 p.m.

5.7 Consideration of Title 15 Annual Review of the Education Program

Mr. Cogan stated the Annual Review is an educational programmatic review of the facilities. The law changed in 2014, requiring the Superintendent and one other qualified agency or individual to perform the review. Previously, the principal reviewed another facility and the principal from that facility reviewed our program. The law was only recently explained to Mr. Cogan by an individual in Sacramento. The inspection tool was provided for the Board to review. The review will take place in late June or early July depending on the availability of a Board member.

6.0 Old Business

None

7.0 Closed Session

None

8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates

Mr. Casarez asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from May 1-30, 2026. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews their waiver request, emergency permit, initial and/or renewal credential application packet.

Alfred Soares, Jr., moved to ratify the TCCs, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.

Noes: None

Abstain: None

Absent: Bustos

8.2 Consideration Disposition of Surplus/Obsolete Equipment

Mrs. Verduzco provided a list of equipment declared obsolete. The list included laptops/computers and network devices.

Danny Bonilla moved to approve the list of equipment declared obsolete, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.3 Consideration Annual Statement of Investment Policy

Mrs. Verduzco reported Section 53646 of the Government Code requires that the chief fiscal officer of each local agency render to the governing board a statement of investment policy on an annual basis. If all of an agency's funds are placed in the county treasury, Local Agency Fund (LAIF) or an FDIC-insured bank account, the most recent statement received from these institutions is considered acceptable for quarterly reports. If an agency has any other investments, additional reporting is required.

All MCSOS funds have been deposited in the Madera County Treasury and quarterly statements have been provided to the Board. The County Tax Collector-Treasurer's focus is on the safety of the investment pool, and MCSOS attends annual investment oversight meetings as a member of the Investment Committee.

Wallace Nishimoto moved to approve the Annual Statement of Investment Policy, seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.4 Consideration Ratification of 2026-2027 Madera County School Boards Association Proposed Budget

Mrs. Deniz explained the MCSBA Finance and Budget Committee met to review the annual budget. An increase to workshop budget is recommended to cover the cost of the Ethics Training all board members will need to take by January of 2027. The budget line will increase from \$1,500 to \$5,000.

Alfred Soares, Jr., moved to approve the MCSBA 2026-2027 budget, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.5 Consideration CSBA Membership Dues FY 2026-2027

Mrs. Marsh reviewed the changes to the membership dues for CSBA. CSBA dues increased from last year by \$607 and the ELA membership dues increased by \$258 for an overall increase of \$865.

Alfred Soares, Jr., moved to approve the CSBA Membership Dues FY 2026-2027, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.6 Consideration Adoption of New Math Curriculum for Career and Alternative Education Services (CAES)

Mr. Cogan explained the math curriculum was thoroughly reviewed by the Curriculum Committee. The proposed curriculum is included on the list of approved instructional materials by the California Department of Education. A curriculum pilot was implemented as part of the review process and was successful.

Wallace Nishimoto, moved to adopt the new math curriculum for Career and Alternative Education Services (CAES), seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.7 Consideration Resolutions Regarding November 2026 Election

8.7.1 Resolution No. 5, 2025-2026, "In the Matter of Payment for Candidate's Statement of Qualifications for the November 2026 Election Ballot"

8.7.2 Resolution No. 6, 2025-2026, "In the Matter of a Tie Vote for Candidates in Governing Board Elections"

Alfred Soares, Jr., moved to adopt Resolution No. 5, 2025-2026, "In the Matter of Payment for Candidate's Statement of Qualifications for the November 2026 Election Ballot," and Resolution No. 6, 2025-2026, "In the Matter of a Tie Vote for Candidates in Governing Board Elections," seconded by Danny Bonilla and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.8 Consideration of Title 15 Annual Review of the Educational Program

Mr. Cogan stated this is the action item corresponding with agenda item 5.7. The Annual Review must be completed by the beginning of July. A Board member is requested to complete the review process with Mrs. Protzman within the next couple of weeks. The process will take approximately two hours. Danny Bonilla volunteered to review the Educational Program with Mrs. Protzman. The date is to be determined.

Shelley Deniz moved to approve the assistance from Danny Bonilla in the MCSOS audit, seconded by Wallace Nishimoto and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

8.9 Consideration of Apportionment of Forest Reserve

Mrs. Verduzco explained Forest Reserve funds are said to be going away, however, MCSOS continues to receive these funds. In April, MCSOS received \$101,216.40 for Madera County Districts, of which, \$17,861.70 was for MCSOS.

Additional funds have since been received totaling \$193,047.05 for four of the Madera County Districts. MCSOS' share of these funds is \$34,067.10.

Danny Bonilla moved to adopt the Forest Reserve Apportionment for 2025-2026, seconded by Alfred Soares, Jr., and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bustos

9.0 Other

9.1 CSBA Annual Conference Date: December 3-5, 2026, Location: San Diego, CA

Mrs. Marsh provided the dates of the CSBA conference to the Board. If a Board members would like to attend the conference, they may contact Jennifer Pascale who will register them to attend and make travel arrangements.

9.2 Discussion Concerning ACCBE

Mrs. Protzman spoke with the County Superintendent of Shasta regarding the benefits of ACCBE. The focus of ACCBE is on county boards. There is an increase of legislation support that is more relevant to county offices. ACCBE offers trainings, workshops, and online resources not offered by CSBA.

Mrs. Marsh asked for the Board to review the ACCBE handbook and for this item to be brought to the Board as an action item in July.

9.3 Special Board Meeting: June 16, 2026

Mrs. Marsh reminded Board members of the special board meeting next week.

10.0 Adjournment

Danny Bonilla moved to adjourn the meeting, seconded by Alfred Soares, Jr., and carried by unanimous vote.

Ayes: Bonilla, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.

Noes: None

Abstain: None

Absent: Bustos

The meeting adjourned at 5:33 p.m.

Respectfully submitted,

Tricia Protzman
Executive Secretary

**Minutes of
Madera County Board of Education
(Special Meeting)
June 16, 2026**

In Attendance: Cathie Bustos, Shelley Deniz, Dianna Marsh, Alfred Soares, Jr., Tricia Protzman, Executive Secretary

Absent: Danny Bonilla, Tammy Loveland, Wallace Nishimoto

Also Present: David Bustos, Fred Cogan, Jessica Drake, Jennifer Pascale, Kellie Stiles, Dr. Elisa Torres-Barton, Kim Vass, Marisol Verduzco

1.0 Call to Order

1.1 Flag Salute

President Bustos called the meeting to order at 3:30 p.m., followed by the flag salute.

2.0 Consideration of Minutes

2.1 Regular Meeting June 9, 2026

Alfred Soares, Jr. moved to approve the minutes of June 9, 2026, seconded by Dianna Marsh.

Cathie Bustos abstained.

Because there was not a quorum to approve this item, it was tabled.

3.0 Adoption of Board Agenda

President Bustos requested agenda item 7.0 be moved after agenda item 9.0. Alfred Soares, Jr. moved to adopt the agenda as amended, seconded by Dianna Marsh and carried by unanimous vote.

Ayes: Bustos, Deniz, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Loveland, Nishimoto

4.0 Information

4.1 Public Comment

President Bustos stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda.

Board members may listen to but not discuss matters not on the agenda. (G.C.

54954.2) The Board will not take action on any items presented under public comment.

Speakers are limited to three minutes.

No one came forward to address the Board.

4.2 Letters and Communications

Mrs. Protzman provided information on the following:

- Mrs. Protzman provided an update on the MCSOS Audit. She and Danny Bonilla will complete the inspection of juvenile hall tomorrow at 8:30 a.m.
- Leadership met at the Fossil Discovery Center this morning. Mrs. Protzman provided handouts from the Center which detailed the resources and offerings of the museum. The museum has joined a consortium which now allows the museum to provide art, Native American historical pieces, and other new artifacts.
- Mrs. Protzman introduced Kim Vass. Ms. Vass previously worked with Kristi Winter in Student Events. She has been promoted to the Superintendent's Office, and her new title is communications specialist. She will be attending the next few meetings to familiarize herself with Board procedures.
- Some updates in staff positions include:
 - Joe Casarez will be moving to Educational Services as the director of district support and instructional innovation. He will support districts with new technology such as artificial intelligence.
 - Kristen Maxfield will be the Chief Human Resources Officer. She started with MCSOS at 17 years of age. She worked with RSDSS and Regional Programs. Then worked as the assistant to Dianna Marsh, later moving to Human Resources as the credentials analyst. She was the Director of Human Resources for MUSD for a year and returned to MCSOS as the director of Human Resources.

4.3 Non-School Sources

None

4.4 Member Report(s)

None

5.0 Information from the Superintendent and Staff

5.1 Presentation of Local Indicators Selection

5.1.1 Madera County Superintendent of Schools

5.1.2 Pioneer Technical Center

5.1.3 Madera County Independent Academy

Mr. Cogan presented the Local Indicators Selection for MCSOS, PTC, and MCIA. This report is a self-assessment of program readiness. It will be uploaded to the Dashboard. The Board noted an overall improvement in the programs.

5.2 County Summary of LCFF Services to Madera County LEAs and Schools

Dr. Torres-Barton explained the “Annual Summary Report” illustrates the services and supports promised to districts through the Differentiated Assistance (DA) process. This system does not feel punitive, rather it is a collaboration on how to improve district programs.

Mrs. Protzman added, MCSOS’ DA process has been effective. In fact, MCSOS was asked to provide Direct Technical Assistance (DTA) to Yosemite Unified School District. DTA is usually provided by CCEE. An article was written about MCSOS’ involvement in the process and a grant was provided.

6.0 Old Business

None

Agenda item 7.0 was moved after agenda item 9.0.

8.0 New Business

8.1 Consideration Adoption of Local Control Accountability Plan (LCAP) for Madera County Independent Academy (MCIA)

Mr. Cogan stated the report remains the same as what was presented at the meeting last week.

Dianna Marsh moved to approve the Local Control Accountability Plan for Madera County Independent Academy, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Loveland, Nishimoto

8.2 Consideration Approval of 2026-2027 Budget for Madera County Independent Academy (MCIA)

Mrs. Marsh asked if there would be a 45-day revision. Mrs. Verduzco stated she felt there would not be a need.

Shelley Deniz moved to approve the 2026-2027 Budget for Madera County Independent Academy, seconded by Dianna Marsh and carried by unanimous vote.

Ayes: Bustos, Deniz, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Loveland, Nishimoto

8.3 Consideration Adoption of Local Control Accountability Plan (LCAP) for Pioneer Technical Center (PTC)

Mr. Cogan noted there were a few changes to the language of the LCAP comparing the baseline to metrics. However, the plan remains unchanged.

Dianna Marsh moved to adopt the Local Control Accountability Plan for Pioneer Technical Center, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Loveland, Nishimoto

8.4 Consideration Approval of 2026-2027 Budget for Pioneer Technical Center (PTC)

Mrs. Verduzco stated the budget for PTC remains the same as what was presented at the meeting last week.

Shelley Deniz moved to approve the 2026-2027 budget for Pioneer Technical Center, seconded by Alfred Soares, Jr., and carried by unanimous vote.

Ayes: Bustos, Deniz, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Loveland, Nishimoto

8.5 Consideration Adoption of Local Control Accountability Plan (LCAP) for Madera County Superintendent of Schools (MCSOS)

Mr. Cogan stated the LCAP for MCSOS remains the same as last week's presentation.

Alfred Soares, Jr., moved to adopt the Local Control Accountability Plan for Madera County Superintendent of Schools, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Loveland, Nishimoto

8.6 Consideration Approval of 2026-2027 Budget for Madera County Superintendent of Schools (MCSOS)

Mrs. Verduzco reported that the budget for MCSOS remains the same as what was presented at the meeting last week.

Shelley Deniz moved to approve the 2026-2027 budget for Madera County Superintendent of Schools, seconded by Dianna Marsh and carried by unanimous vote.

Ayes: Bustos, Deniz, Marsh, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla, Loveland, Nishimoto

8.7 Consideration of Annual Federal Addendum to LCAPs

8.7.1 Madera County Superintendent of Schools

8.7.2 Pioneer Technical Center

8.7.3 Madera County Independent Academy

Mr. Cogan reported agencies applying for ESSA funds must complete the LCAP Federal Addendum as part of meeting the requirements for the ESSA LEA Plan. MCSOS has applied for Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies, Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk, Title II, Part A: Supporting Effective Instruction, and Title IV, Part A: Student Support and Academic Enrichment Grants. Title III, Part A was not applied for.

Dianna Marsh moved to approve the Federal Addendum to the LCAPs for Madera County Superintendent of Schools, Pioneer Technical Center, and Madera County Independent Academy, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Marsh, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla, Loveland, Nishimoto

9.0 Other

None

7.0 Closed Session

CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Code Section 54956.8

7.1 Property: 200 W. Lewis Street, Madera, CA

MCSOS Negotiators: Tricia Protzman, County Superintendent, Marisol Verduzco, Chief Business and Administrative Services Officer, and David A. Soldani, Atkinson, Andelson, Loya, Ruud, and Romo

Party with whom MCSOS is Negotiating: Dennis Cowles, Property Owner

Under Negotiation: Price and Terms of Payment

7.2 Property: 322 Madera Avenue – Parcel B, Madera, CA

MCSOS Negotiators: Tricia Protzman, County Superintendent, Marisol Verduzco, Chief

Business and Administrative Services Officer, and David A. Soldani, Atkinson, Andelson, Loya, Ruud, and Romo

Party with whom MCSOS is Negotiating: Matthew Treber, Madera County Administrative Officer

Under Negotiation: Price and Terms of Payment

President Bustos closed the meeting for "Closed Session," at 4:14 p.m.

President Bustos opened the meeting at 4:59 p.m.

President Bustos reported out that Madera County Superintendent of Schools Tricia Protzman has been given the authority to move forward with offers on both of the properties listed above.

10.0 Adjournment

Shelley Deniz moved to adjourn the meeting, seconded by Alfred Soares, Jr., and carried by unanimous vote.

Ayes: Bustos, Deniz, Marsh, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Loveland, Nishimoto

The meeting adjourned at 5:02 p.m.

Respectfully submitted,

Tricia Protzman
Executive Secretary

**Minutes of
Madera County Board of Education
July 14, 2026**

In Attendance: Cathie Bustos, Shelley Deniz, Tammy Loveland, Alfred Soares, Jr.,
Tricia Protzman, Executive Secretary

Absent: Danny Bonilla, Dianna Marsh, Wallace Nishimoto

Also present: David Bustos, Fred Cogan, Jessica Drake, Kristen Maxfield,
Jennifer Pascale, Dr. Elisa Torres-Barton, Marisol Verduzco

1.0 Call to Order

1.1 Flag Salute

President Bustos called the meeting to order at 3:35 p.m., followed by the flag salute.

She announced all of the non-action items would be taken first as a quorum of the Board had not yet been established.

4.0 Information

4.1 Public Comment

President Bustos stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to three minutes.

No one came forward to address the Board.

4.2 Letters and Communications

Superintendent Protzman provided information and copies of articles on the following:

- The Young Ladies Institute donated to the MCSOS Silent Slay annual fieldtrip event. Their focus for this year was on individuals who are deaf or hard of hearing. The Silent Slay is an event offered in Fresno around Christmas time. It caters to the needs of the deaf and hard of hearing providing a Santa Claus that signs, a parade, and other fun activities for deaf/hard-of-hearing students.
- The Madera County School Boards Association "Success Stories" were printed in the Tribune. Success Stories highlight current and former Madera County schools' students who have and are finding success in their careers and community.
- Superintendent Protzman was invited to speak at a Republican Women's Group meeting regarding the programs offered through MCSOS. The individual who was scheduled to distribute the scholarships could not attend and she was asked

to present the scholarships. A photograph of her completing this task was highlighted in the Madera Tribune.

- Mrs. Protzman introduced Kristen Maxfield. She is the Chief Human Resources Officer.

4.3 Non-School Sources

None

4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report

Mrs. Deniz reported the next meeting is scheduled for August 26, 2026, at Canyon Creek Elementary School in the Golden Valley Unified School District. Dr. Ashley Phillips from Valley Children's Hospital will speak on Artificial Intelligence (AI) and its Effects on Adolescence.

4.5 Madera County Foundation Board Report

None

4.6 Member Report(s)

None

5.0 Information from the Superintendent and Staff

5.1 State Budget Review

Mrs. Verduzco reported that Governor Gavin Newsom signed AB109, also known as the Budget Act of 2026, SB111 the Budget Bill Junior, and most of the budget trailer bills on June 29, 2026, which contain the implementing language of the 2026-27 State Budget package.

She noted there may be changes due to Trailer Bills, but she does not anticipate the need for a 45-day budget revision. Capitol Advisors provided their report on this topic this morning and School Services of California will provide their recap on Thursday.

5.2 Annual Board Calendar

Superintendent Protzman stated the Annual Board Calendar serves as a guide to the Board for annual mandated occurrences. There have been minimal changes to the document since last year.

5.3 Declaration of Need for Fully Qualified Teachers

Mrs. Maxfield stated this declaration enables MCSOS to hire needed teachers who are not fully credentialed. MCSOS will have approximately thirteen university intern teachers. Most of these teachers have previously been employed by MCSOS and have been admitted to university credential programs to earn the full authorization.

5.4 Quarterly Report on Williams Uniform Complaints

Ms. Drake reported no Williams Uniform Complaints were reported this quarter.

President Bustos closed the meeting for Closed Session at 3:49 p.m.

7.0 Closed Session

CONFERENCE WITH REAL PROPERTY NEGOTIATORS - UPDATE
Code Section 54956.8

7.1 Property: 200 W. Lewis Street, Madera, CA

MCSOS Negotiators: Tricia Protzman, County Superintendent, Marisol Verduzco, Chief Business and Administrative Services Officer, and David A. Soldani, Atkinson, Andelson, Loya, Ruud, and Romo

Party with whom MCSOS is Negotiating: Dennis Cowles, Property Owner

Under Negotiation: Price and Terms of Payment

7.2 Property: 322 Madera Avenue – Parcel B, Madera, CA

MCSOS Negotiators: Tricia Protzman, County Superintendent, Marisol Verduzco, Chief Business and Administrative Services Officer, and David A. Soldani, Atkinson, Andelson, Loya, Ruud, and Romo

Party with whom MCSOS is Negotiating: Matthew Treber, Madera County Administrative Officer

Under Negotiation: Price and Terms of Payment

Tammy Loveland arrived at 4:06 p.m.

President Bustos opened the meeting at 4:08 p.m.

There was nothing to report out of Closed Session.

2.0 Consideration of Minutes

2.1 Regular Meeting June 9, 2026

This item was tabled to the August meeting as there was not a quorum to approve or deny the minutes.

2.2 Special Meeting June 16, 2026

This item was tabled to the August meeting as there was not a quorum to approve or deny the minutes.

3.0 Adoption of Board Agenda

Shelley Deniz moved to adopt the agenda noting the non-action items were taken before action items due to the need for a quorum, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla, Marsh, Nishimoto

6.0 Old Business

6.1 Consideration and Approval of MCBE Policies and Handbooks

- MCBE BB 9630 Expulsion Appeals
- Expulsion Appeal Handbook
- MCBE BB 9640 Interdistrict Attendance Transfer Appeals
- Interdistrict Attendance Transfer Appeal Handbook

Superintendent Protzman stated this is a continuation of the review and updates of policies and handbooks. The Board Bylaws and Expulsion Appeal Handbook have been adapted from the Sacramento County Office of Education. The Interdistrict Attendance Transfer Appeal Handbook has been adapted from various counties (Imperial, Butte, Placer, and Orange) and includes revised forms and checklists. Both handbooks and the Bylaws align with current law and the procedures for hearings.

She noted the Expulsion Appeals Handbook will serve as the administrative regulations for MCBE BB 9630.

The Interdistrict Attendance Transfer Appeals was renumbered. It is now MCBE BB 9640 instead of MCBE BB 9630.

A legal reference disclaimer was added to both policies.

Alfred Soares, Jr., moved to approve the changes made to policies MCBE BB 9630 Expulsion Appeals and MCBE BB 9640 Interdistrict Attendance Transfer Appeals along with the corresponding handbooks, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla, Marsh, Nishimoto

8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates

Mrs. Maxfield asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from June 1-30, 2026. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews their waiver request, emergency permit, initial and/or renewal credential application packet.

Tammy Loveland moved to ratify the TCCs, seconded by Shelley Deniz and carried by

unanimous vote.

Ayes: Bustos, Deniz, Loveland, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Marsh, Nishimoto

8.2 Consideration Disposition of Surplus/Obsolete Equipment

Mrs. Verduzco provided a list of equipment declared obsolete. The list included a monitor, laptops, network devices, a computer, a sound system, and a Promethean Board.

Alfred Soares, Jr., moved to approve the list of equipment declared obsolete, seconded by Shelley Deniz and carried by unanimous vote.

8.3 Consideration Destruction of Records

Mrs. Verduzco explained under the provisions contained in Title V, California Administrative Code Sections 16020 through 16028, Madera County Superintendent of Schools may destroy Class 3 – Disposable Records, after July 1, succeeding the completion of the audit required under EC 41020, or after the retention period otherwise required, but no later than the following January 1. Each year, the Board is requested to authorize destruction of such records as are listed in the document titled, "Class 3 Records," in the Board packet.

Alfred Soares, Jr., moved to approve the destruction of the list of Class 3 Disposable Records, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Marsh, Nishimoto

8.4 Consideration Acceptance of Annual Facility Education Program Review and Evaluation Report

Mr. Cogan reported the Annual Facility Education Program Review was conducted by Superintendent Tricia Protzman and Board Member Danny Bonilla.

Mrs. Protzman stated she and Mr. Bonilla learned a lot about the programs, which are working with universities and providing great opportunities for students.

Mr. Cogan added Madera County is the model program for California. Mr. Soares, Jr., asked what made our program the model and Mr. Cogan explained administration on both sides (MCSOS and probation) along with the teachers do not view the students as convicts and strive to provide the best possible learning opportunities.

Tammy Loveland moved to accept the Annual Juvenile Facility Education Program Review and Evaluation Report, seconded by Alfred Soares, Jr., and carried by

unanimous vote.

Ayes: Bustos, Deniz, Loveland, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla, Marsh, Nishimoto

8.5 Consideration of Investment Performance Statement

Mrs. Verduzco reported the County Treasurer-Tax Collector's investments continue to provide as favorable a rate of return as can be expected in the current financial market. The current rate of return is 3.46% and is higher compared to last year's rate of return of 3.30% for the same time period by 0.16%

Alfred Soares, Jr., moved to approve the Investment Performance Statement, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla, Marsh, Nishimoto

8.6 Consideration Adoption of Consolidated

Mrs. Verduzco explained the Consolidated Application (Con App) is an application for federal funds and the submission of several reports. The Business Office works with Mr. Cogan to complete the Con App. Part II of the application is brought to the Board in February. Federal funds are distributed to sites based on the information in Part II. The funding is an estimate of the prior year. MCSOS programs received approximately \$623,768 in federal entitlements in fiscal year 2025-2026 for Title I Part A, Title I Part D, Title II Part A, and Title IV Part A.

Tammy Loveland moved to approve the Adoption of the Consolidated Application for Submission, Part I, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla, Marsh, Nishimoto

8.7 Consideration of Membership in the Association of California County Boards of Education (ACCBE)

President Bustos preferred to have input from all Board members and tabled this item to the August meeting.

9.0 Other None

10.0 Adjournment

Shelley Deniz moved to adjourn the meeting, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Soares, Jr.

Noes: None

Abstain: None

Absent: Bonilla, Marsh, Nishimoto

The meeting adjourned at 4:48 p.m.

Respectfully submitted,

Tricia Protzman
Executive Secretary



Tricia Protzman
Superintendent of Schools

Agenda Item 5.1

Board of Education Informational Item August 11, 2026

Topic:

Quarterly Reports on Williams Uniform Complaint

Background:

Pursuant to Education Code 35186 (e), Madera County school districts are required to report to the County Superintendent of Schools, on a quarterly basis, the total number of complaints by general subject area with the number of resolved and unresolved complaints.

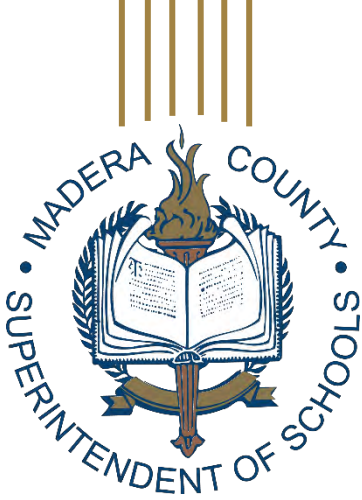
All districts, excluding Chawanakee, Madera Unified, Raymond-Knowles, and Yosemite Unified have submitted reports showing no complaints have been filed. Should something develop with the remaining districts, the information will be brought to the Board.

Financial Impact:

None

Resource:

Tricia Protzman
Madera County Superintendent of Schools



Tricia Protzman
Superintendent of Schools

Agenda Item 6.1

Board of Education Action Item August 11, 2026

Topic:

Consideration and Approval of Charter School Board Bylaws.

Background:

The proposed bylaw policies reflect many changes in laws and regulations related to the Board of Education's role related to charter schools. These policies replace the previous Charter School Policy "BP 2390 Charter School Petitions" adopted by the Board in 1999 and revised in 2004.

These bylaw policies reflect the Board of Education's role to authorize charters, their oversight responsibilities, and appeal processes.

The policies for review, discussion, and action are:

MCBE BB 9701 Authorization of County Charter Schools

MCBE BB 9702 Oversight of County Charter Schools

MCBE BB 9703 Renewal of County Charter Schools

MCBE BB 9704 Revocation of County Charter Schools

MCBE BB 9705 Appeals of District Decisions Regarding Charter Schools

Financial Impact:

Legal counsel costs for the Board are allocated in the budget.

Resource:

Tricia Protzman, Madera County Superintendent of Schools

Dr. Cecilia A. Massetti, Retired Madera County Superintendent of Schools

Recommendation:

Board to approve Board Bylaws presented related to policies for charter schools.

BYLAWS OF THE BOARD

9700 CHARTER SCHOOLS

9701 – CHARTER SCHOOLS

Authorization of County Charter Schools

MCBE BB 9701

It is the objective of the Madera County Board of Education (MCBE) that teachers, parents, pupils, and community members may petition the MCBE to approve a charter school, and that the MCBE shall review such petitions in accordance with the letter and spirit of the law. In order to assist in the process of charter development, potential applicants should receive a copy of this MCBE Policy, as well as information regarding the general content of the Memorandum of Understanding (MOU), which is typically considered at the same time as the charter proposal.

The MCBE recognizes that charter schools are an integral part of the California public education system. In considering any petition to establish a charter school within its jurisdiction, the MCBE shall give thoughtful consideration to the ability of the charter school to provide pupils with a high-quality education that enables them to achieve to their fullest potential.

A petition to establish a charter school shall be submitted directly to the MCBE in either of the following circumstances:

1. When the petition seeks to establish a charter program that will serve pupils who would otherwise receive direct education and related services from a county office of education (COE). (Education Code 47605.5)
2. When the petition seeks to establish a charter program that will serve as a countywide charter to provide instructional services that are not generally provided by a COE. (Education Code 47605.6)

The County Board may also consider granting a charter school petition that was previously denied by the governing board of a school district within the County Board's jurisdiction in accordance with County Board Policy 9705 - Appeals of District Decisions Regarding Charter Schools.

A complete charter school petition shall include all information referenced in Education Code 47605, the Charter Schools Act, by which the MCBE shall evaluate the application. In addition, petitioners seeking approval to commence charter school operation at the start of the next school year are encouraged to initiate the process with the MCBE not later than the prior December 15th. In the case of petitions received after that date, the MCBE reserves the right to consider approval on the basis of a one-year delay in the commencement of charter school operation.

All meetings of the MCBE at which the granting of a charter petition is to be discussed shall be subject to the state open meeting laws (the Brown Act). (Education Code 47608)

The MCBE shall request and consider recommendations of the Madera County Superintendent of Schools (MCSOS) or designee regarding the completeness of a charter petition, any concerns that should be addressed by petitioners, any proposed arrangement to provide MCOE/MCSOS services to the charter school, and the development of memoranda of understanding (MOUs) to clarify financial and operational arrangements.

Charter School Petitioners shall provide each of the school districts where the charter school petitioner proposes to operate a facility at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to Section 47605.6 of the Education Code.

Required Petition Signatures

To be considered by the MCBE, a complete charter petition must be signed by either of the following: (Education Code 47605, 47605.5, 47605.6)

1. A number of parents/guardians equivalent to at least one-half (1/2) of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. Parents/guardians signing a petition must have one or more children who are age-appropriate for the proposed charter school.
2. A number of teachers equivalent to at least one-half (1/2) of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation. Teachers signing a petition must be properly credentialed to teach one or more core academic classes in the proposed charter school.

The petition shall include a prominent statement explaining that a parent's/guardian's signature means the parent/guardian is meaningfully interested in having a child attend the charter school, or a teacher's signature means that the teacher is meaningfully interested in teaching at the charter school. (Education Code 47605, 47605.5, 47605.6)

A petition that calls for an existing public school to be converted to a COE charter school must also be signed by at least 50 percent (50%) of the permanent status teachers currently employed at the school. (Education Code 47605, 47605.5, 47605.6)

The petition shall also include the name(s), address(es), and telephone number(s) of those persons endorsing the proposal with original signatures of such petitioners and in the form provided in Section 47605 of the California State Education Code. The petition form must also indicate that a copy of the charter school proposal was attached so that petitioners were able to review it prior to signing.

Components of the Charter Petition

All charter petitions shall comply with the applicable requirements of Education Code 47605 or 47605.6, other state and federal laws, and MCBE/MCSOS policies. A copy of the proposed charter shall be attached to the petition. (Education Code 47605, 47605.6)

A petition to the MCBE to approve a charter school shall include affirmations of the conditions described in Education Code 47605(e) or 47605.6(e) as applicable, as well as reasonably comprehensive descriptions of: (Education Code 47605, 47605.6)

1. The educational program of the school, including school philosophy, curriculum and practice designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.
2. The petition shall include a description of the charter school's annual goals for all pupils and for each numerically significant subgroup of pupils identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, foster youth, and homeless pupils. The petition must include a detailed description of how special education services will be delivered.

These goals shall be aligned with the state priorities listed in Education Code Sections 52060 and 52066, as applicable, that apply to the grade levels served. The petition shall also describe specific annual actions to achieve those goals. The petition may include additional priorities established by the charter school, goals aligned with those priorities, and specific annual actions to achieve those goals.

If the proposed charter school will serve high school pupils, the petition shall describe the manner in which the school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria may be considered to meet college entrance requirements.

3. The measurable pupil outcomes identified for use by the charter school. Pupil outcomes means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in pupil academic achievement for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall

align with the state priorities identified in Education Code Sections 52060(d) and 52066(d), as applicable, that apply for the grade levels served by the charter school.

A description of the proposed assessment program related to the school's measurable pupil outcomes. This description should include a discussion of how the charter school shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

4. The method by which pupils progress in meeting the identified pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card or other state required methods of reporting pupil outcomes.
5. The location of each charter school facility the petitioner intends to operate.
6. The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.

The bylaws, articles of incorporation, and other management documents, as applicable, governing, or proposed to govern, the charter school. The information in this section should specify that the charter school will be subject to the Brown Act, the Public Records Act, as well as the conflict-of-interest provisions, pursuant to Education Code 47604.1. The MCBE prefers proposals that specify that the charter school will be operated as, or be operated by, a nonprofit public benefit corporation. The MCBE has developed a memorandum of understanding that addresses important aspects of the charter school's operation. This memorandum will be provided to the petitioners upon request or upon receipt of the petition, whichever first occurs.

7. The name(s), address(es) and phone number(s) of each applicant, together with a statement signed by each of them, formally applying to the MCBE for approval of the charter school.
 - a. A thorough description of the education, work experience, credentials, degrees, and certifications of the individuals comprising, or proposed to comprise, the directors, administrators, and managers of the proposed charter school.
 - b. A list of consultants whom the charter school has engaged, or proposes to engage, for the purpose of developing, operating, and evaluating the charter school, together with a thorough description of the qualifications of such consultants.

8. The procedures that the charter school will follow to ensure the health and safety of pupils and staff, including the following requirements:
 - a. Each charter school employee shall have a criminal background check as described in Education Code 44237 and Education Code 45125.1.
 - b. The charter school shall develop a school safety plan which includes the topics listed in Education Code 32282(a)(2)(A)-(N).
 - c. The charter school's safety plan shall be reviewed and updated by March 1 each year.
9. The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the MCOE's territorial jurisdiction.
10. A description of charter school's admission requirements and procedures in accordance with Education Code 47605(e) and 47605.6(e), including procedures for determining enrollment when the number of applicants exceeds the school's capacity.
11. A clear, unequivocal signed statement affirming that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any person on the basis of the characteristics listed in Education Code 220.
(Education Code Section 47605(e))
12. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the MCBE's/MCSOS's satisfaction.
13. The procedures by which pupils can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements as specified in Education Code 47605 and 47605.6.

Such procedures shall contain a clear statement that no student shall be involuntarily removed by the charter school for any reason unless written notice of the intent to remove the student is given to the student's parent/guardian at least five (5) school days before the effective date of the removal. In the case of a student experiencing homelessness or foster youth, the notice shall be given to the student's educational rights holder. Additionally, a foster youth's attorney and

county social worker, and an Indian child's tribal social worker, and if applicable, the county social worker shall be given such notice.

For suspensions of fewer than ten (10) days, the student shall be provided oral or written notice of the charges and an explanation of the supporting evidence. The student shall be provided an opportunity to provide a response.

Notice shall include written notice of the charges and inform the student, the student's parent/guardian, and any other specified individual, as applicable, of the right to initiate a hearing as described in Education Code 47605 before the effective date of the removal. The notice shall be provided in the student's parent's/guardian's, or other applicable person's language, and if such hearing is initiated, shall include the student's right to remain enrolled in the charter school until a final decision is made by the charter school.

In addition, the procedures shall contain a statement pertaining to the provision of homework assignments to suspended students as specified in Education Code 47606.2.

Such procedures shall also include processes by which the charter school will, within 30 days, notify the County Superintendent of Schools of the student's last known address and, upon request, provide the student's cumulative record to the MCOE when a student is expelled or leaves the charter school without graduating or completing the school year for any reason. In addition, the procedures shall describe the means by which the COE can contact the charter school if the student is subsequently expelled or leaves the MCOE without graduating or completing the school year for any reason.

Involuntarily removed means disenrolled, dismissed, transferred, or terminated, but does not include suspensions. (Education Code 47605, 47605.6)

14. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
15. The public school attendance alternatives for pupils who choose not to attend the charter school.
16. The procedures to be followed by the charter school and the MCBE to resolve disputes relating to charter provisions.

17. Consistent with 5 CCR 11962, the procedures to be used if the charter school closes, including, but not limited to:
- a. The MCBE expresses a preference for procedures which include a provision whereby residual assets of the charter school will accrue to the benefit of the MCOE.
 - b. Designation of a responsible entity to conduct closure-related activities.
 - c. Notification to parents/guardians, the MCBE, the Special Education Local Plan Area (SELPA) in which the charter school participates, the retirement systems in which the school's employees participate, and the California Department of Education (CDE), providing at least the following information:
 - i. The effective date of the closure.
 - ii. The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure.
 - iii. The pupils' districts of residence.
 - iv. The manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
 - d. Provision of a list of pupils at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with the charter school's closure procedures as detailed herein.
 - e. Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the responsible entity designated in accordance with item #18a above, except for records and/or assessment results that the charter may require to be transferred to a different entity.
 - f. Transfer and maintenance of personnel records in accordance with applicable law.
 - g. Completion of an independent final audit within six (6) months after the closure of the charter school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school.
 - h. Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed pursuant to 5 CCR 11962.

- i. Completion and filing of any annual reports required pursuant to Education Code 47604.33.
- j. Identification of funding for the activities identified in these closure procedures.

Charter school petitioners shall provide information to the MCBE regarding the proposed operation and potential effects of the school, including, but not limited to:

1. A detailed, complete, and fully annotated operational budget with estimates of charter school revenues and expenditures, cash-flows, and reserve positions, for the first three (3) years of operation, including startup costs and the precise salary and benefits paid and to be paid to the persons or positions identified in the petition. The proposal shall also include a detailed review of the annual budget development, implementation, and review process. This detailed review shall include the process by which the charter school leadership and governance team will monitor and report regarding the continuing financial solvency of the school.
 - a. A minimum of five percent (5%) shall be maintained in reserves for economic uncertainty. To allow a thorough audit review of the charter school funds, operating budget and expenditures, all of the charter school's funds shall be maintained with the Country Treasury, including donations.
 - b. A statement regarding whether the charter school intends to obtain funds as specified in Education Code Section 47603.
2. Information regarding the operation and potential effects of the school, including an attorney's opinion, or a narrative from the charter school applicant providing a thorough description of the potential civil liability, if any, of the charter school, any school district where the charter school may operate, to the MCOE/the MCSOS and the MCBE.
3. A summary of the administrative structure and organization of the school. The summary shall specifically include school district liaison, county office liaison, special education, and other basic elements of school operation. This section should also detail the proposed academic calendar including: days of instruction, hours of operation, expectations for pupil attendance, and total annual instructional minutes for each grade level to be served.
4. The manner, format, and content by which the charter school proposes to regularly report to the MCBE, or designee, concerning implementation of the approved charter, measurable pupil progress, as well as the current and projected financial viability of the school. The proposal shall specifically provide detail concerning the organization, scope, and preparation of the following financial documents and reports:

- a. A preliminary budget on or before July 1 each year.
 - b. An interim financial report, reflecting changes through October 31, on or before December 15 each year.
 - c. A second interim financial report, reflecting changes through January 31, on or before March 15 each year.
 - d. A final unaudited financial report for the full prior year on or before September 15 each year.
5. If the charter school is to be operated by or as a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.
 6. A declaration as to whether or not the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.
 7. A description of how the charter school shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school's educational programs.
 8. The MCBE/MCSOS may also impose any additional requirements that it considers necessary for the sound operation of a countywide charter school.

Location of Charter School

A charter petition submitted directly to the MCBE may only establish charter school operations within the geographical boundaries of the MCBE's jurisdiction. A charter school may propose to operate at multiple sites within those geographic boundaries as long as each location is identified in the petition. This requirement does not apply to charter schools that provide instruction exclusively to juvenile court school pupils or that provide instruction exclusively in partnership with certain other federal, state, or county programs exempted by Education Code 47605.1. (Education Code 47605, 47605.1)

1. The charter school shall identify the facilities to be used by the charter school, including where the school intends to locate. The facility identified in the Charter Proposal must comply with the California Building Code as adopted and enforced by the local building enforcement agency or with the Field Act.
2. The charter school shall provide documentation sufficient to provide reasonable evidence that the charter school facility is safe, habitable, well-suited for its educational purpose, and that applicant has secured or has reasonable assurance of securing the facility for use by the charter school.

3. The address and a description of the charter school facility or facilities, located within the geographic boundaries of Madera County, or the district in the case of a petition initially denied by the governing board of a school district, together with such documentation sufficient to provide reasonable evidence that the charter school facility is safe, habitable, well-suited for its educational purpose, and that applicant has secured or has reasonable assurance of securing the facility for use by the charter school.
4. A description of the proposed charter school's building maintenance, replacement, and expansion policies, including related financial projections. Current financial statements for the charter school, including a detailed balance sheet and statements of income and expenses, shall be included in cases of renewal applications.

Approval of Petition

Within 60 days of the receipt of the charter petition, the MCBE shall hold a public hearing on the provisions of the charter. A petition is deemed received on the day the petitioner submits a complete petition to the MCBE/Madera COE office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605, 47605.5, 47605.6)

Charter applicants shall appear and provide testimony to the MCBE.

The MCBE shall either grant or deny the petition at a public hearing held within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the MCBE. (Education Code 47605, 47605.5, 47605.6)

Alternatively, the charter may be approved conditionally subject to specified changes and/or terms. The conditions cited by the MCBE will be addressed in the Memorandum of Understanding or Operating Agreement to be developed between the charter school applicant and the Superintendent or designee. In the event that an agreement cannot be developed and signed prior to receipt by the State Board of Education and the Superintendent of Public Instruction, the Superintendent, or designee, will so inform the State Department of Education. Further, the Superintendent and the MCBE will consider whether failure to reach agreement with the charter school applicant regarding the conditions noted by the MCBE constitutes cause for charter denial or subsequent revocation.

At least 15 days before the public hearing at which the MCBE will grant or deny the charter, the MCBE shall publish all staff recommendations, including the recommended findings, regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605, 47605.5, 47605.6)

A petition for a MCOE/MCSOS charter school shall be granted only if the MCBE is satisfied that doing so is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The MCBE shall consider the academic needs of the pupils the school proposes to serve. (Education Code 47605)

In granting charter petitions, the MCBE shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to academically low-achieving pupils according to the CDE standards. (Education Code 47605, 47605.5, 47605.6)

Prior to authorizing any charter, the MCBE shall verify that the charter includes adequate processes and measures for monitoring and holding the charter school accountable for fulfilling the terms of its charter and for complying with all applicable laws, including Education Code 47604.1. Such processes and measures shall include fiscal accountability systems, multiple measures for evaluating the educational program, regular reports to the MCBE, and inspections and observations of any part of the charter school.

Upon MCBE approval of any charter petition, the petitioners shall provide written notice of the approval, including a copy of the petition, to the Superintendent of Public Instruction, the State Board of Education (SBE), and, if the petition is for a countywide charter school, the school districts in the county. (Education Code 47605, 47605.5, 47605.6)

Charter schools approved by the MCBE shall operate under the provisions of their respective charters, the relevant policies and procedures of the MCBE, and applicable state and federal laws.

The Board may also approve the petition while noting certain conditions that the MCBE deems reasonable and rationally related to increasing the likelihood of success for the charter school and/or compliance with law. The conditions cited by the MCBE will be addressed in the MOU or Operating Agreement to be developed between the charter school applicant and the MCSOS or designee.

In the case of charter approval, the California Department of Education, and other agencies as required by law, including the school districts within the county, will be notified that the charter has been approved.

All charters approved by the MCBE shall be for a specified term of no more than five (5) years. (Education Code 47607)

Denial of Petition – Findings

The MCBE encourages the establishment of charter schools with sound educational and fiscal practices.

The MCBE shall deny any charter petition that proposes to:

1. Operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604(b)(1))
2. Convert a private school to a charter school. (Education Code 47602(b))
3. Offer non-classroom-based instruction. (Education Code 47612.7)

In addition, the MCBE shall deny a petition for a countywide charter, and may deny a petition serving MCOE/MCSOS pupils, if the MCBE makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following: (Education Code 47605, 47605.5, 47605.6; 5 CCR 11967.5)

1. The charter school presents an unsound educational program that presents a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit for, the pupils who attend the school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures as described above.
4. The petition does not contain a clear, unequivocal statement described in Education Code 47605(e) or 47605.6(e), as applicable, including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code 220.
5. The petition does not contain reasonably comprehensive descriptions of all the information required by this policy and set forth in Education Code 47605 or 47605.6.
6. The petition does not provide reasonable justification for why it could not be established by petition to a school district as provided by law.
7. The petition or proposed program is inconsistent with state law.
8. Any other basis that the MCBE finds justifies the denial of the petition.

9. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Educational Employment Relations Act.
10. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances that analyze and consider the following factors:
 - a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
 - b. Whether the proposed charter school would duplicate a program currently offered within the Madera COE/MCSOS office, when the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
11. The MCOE is not positioned to absorb the fiscal impact of the proposed charter school. The MCOE meets this criterion if it has a negative interim certification pursuant to Education Code 1240 or has a qualified interim certification and the Superintendent of Public Instruction certifies that approving the charter school would result in the MCOE having a negative interim certification.

A petition to establish a charter school serving MCOE/MCSOS pupils that is denied by the MCBE may be appealed to the SBE within 180 days of the denial. (Education Code 47605; 5 CCR 11967)

Material Revisions to Charter

Material revisions to a charter may only be made with the MCBE approval. Material revisions shall be governed by the same standards and criteria that apply to petitions for the authorization of charter schools as set forth in Education Code 47605 and shall include, but are not limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

The MCBE shall determine whether a proposed change in charter school operations would constitute a material revision of the approved charter.

If an approved charter school proposes to expand operations to one or more additional sites or grade levels, whether concurrently with or unrelated to a renewal, the charter school shall request a material revision to its charter and shall notify the MCBE of those additional locations or grade levels. The MCBE shall consider approval of the additional locations or grade levels at an open, public meeting. (Education Code 47605, 47605.6, 47607)

The MCBE may deny a proposed material revision if it finds that the proposed material revision would render the charter school demonstrably unlikely to serve the interests of the entire community in which the school is located or proposes to locate. In making this finding, the MCBE shall consider all of the following: (Education Code 47605)

1. The fiscal impact of the proposed expansion on the MCOE/MCSOS office.
2. The extent to which the expansion would substantially undermine existing services, academic offerings, or programmatic offerings.
3. Whether the expansion would duplicate a program currently offered within the MCOE/MCSOS that has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate.
4. Additionally, the MCBE may deny a proposed material revision if it finds that the MCOE/MCSOS is not positioned to absorb the fiscal impact of the proposed material revision. The MCBE shall make this finding if the MCOE has a qualified interim certification and the Superintendent of Public Instruction certifies that approving the charter would result in the MCOE having a negative interim certification, or if the MCOE has a negative certification, or is under state receivership. (Education Code 47605)

Additional Requirements for Countywide Charters

In addition to the requirements described above, the following conditions apply to countywide charter school petitions: (Education Code 47605.6)

1. The MCBE shall only consider a petition for a countywide charter if each of the school districts where the petitioner proposes to operate a facility has received at least 30 days' notice of the intent to operate a charter school.
2. An existing public school may not be converted to a countywide charter school.
3. The MCBE shall only approve a petition for a countywide charter if it finds that the charter school will provide educational services to a pupil population that will benefit from those services, and the petition includes a reasonable justification why its pupils cannot be served as well by a charter school that operates in only one school district in the county.
4. In addition to the components described in the section "Components of the Charter Petition" above, the MCBE may require any elements that it considers necessary to the sound operation of a countywide charter school.
5. In addition to the reasons specified in the section "Denial of Petition" above, a countywide petition may be denied for any other basis that the MCBE finds justifies the denial.

Memorandum of Understanding

The MCBE shall collaborate with the County Superintendent or designee, and/or with the MCBE's designated representative contracted by the Madera County Superintendent of Schools pursuant to Education Code 1042, to develop one or more MOUs with the charter school to clarify financial and operational arrangements, such as how and when the charter school will establish governing bylaws, policies, and procedures or implement additional requirements that the MCBE considers necessary for the sound operation of a charter school. Any such MOU shall be annually reviewed by the MCBE and the charter school governing body and be amended as necessary.

Miscellaneous

1. Should a charter school elect to operate as, or be operated by, a nonprofit public benefit corporation, the MCBE may appoint a representative to serve on the board of directors of the corporation, and the corporation shall confer upon the board's appointee all rights and responsibilities exercised by any other director of the corporation.
2. A charter school shall promptly respond to all reasonable inquiries from the MCOE/MCSOS.
3. The County Superintendent of Schools is charged with developing such administrative regulations or petition review guidelines as may be necessary or prudent to implement this policy, including the use of charter petition evaluation resources, including, but not limited to, charter petition evaluation resources developed by the Fiscal Crisis and Management Assistance Team (FCMAT).
4. If the MCBE denies a petition for a countywide charter or denies a charter school renewal, petitioners may not elect to submit the petition to the SBE.

Legal Reference:

Policy reference disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Education Code

220 Prohibition of Discrimination

1042 Duties and Responsibilities

1240 Duties, Responsibilities, and General Powers

32282 School Safety Plans

44237 Commission on Teacher Credentialing

47600-47604.5 General Provisions

47605-47608 Establishment of Charter Schools

47612-47615 Charter School Operation

52052 Public School Performance Accountability Program

52060-52077 Local Control and Accountability Plans and the Statewide System of Support

60605 Program Provisions

California Code of Regulations

11962 Procedures for School Closure

11967 Appeals on Petitions for the Establishment of a Charter School that Have Been Denied

11967.5 Criteria for the Review and Approval of Charter School Petitions and Charter School Renewal Petitions by the State Board of Education

Government Code

3540-3549.3 Meeting and Negotiating in Public Educational Employment

Adopted: August _____, 2026

BYLAWS OF THE BOARD

9700 CHARTER SCHOOLS

9702 – CHARTER SCHOOLS

Oversight of County Charter Schools

MCBE BB 9702

The Madera County Board of Education (MCBE) recognizes its ongoing responsibility to oversee any charter school authorized by the MCBE, to ensure that the charter school is successfully fulfilling the terms of its charter.

Designated Charter School Contact

The MCBE shall identify a contact person for each charter school authorized by the MCBE. The contact may be the County Superintendent of Schools or a designee or another person employed or contracted by the Madera County Superintendent of Schools (MCSOS) pursuant to Education Code 1042. (Education Code 47604.32)

The MCBE may designate someone to attend meetings of the board of directors of any charter school authorized to operate as a nonprofit, public benefit corporation.

The MCBE or its designated representative may inspect or observe any part of the charter school at any time. At least once each year, the MCBE or designated representative shall visit each charter school under its authority. (Education Code 47604.32, 47607)

When the MCBE's designated representative visits, inspects, or observes a charter school or any of its programs or facilities, the representative may provide a report of the findings to the MCBE at the next regular MCBE meeting.

Monitoring Charter School Performance

The MCBE has the responsibility to monitor any charter school it authorizes to determine whether the charter school complies with all legal requirements applicable to charter schools, including the making of all reports required of charter schools in accordance with Education Code 47604.32.

The MCBE and the governing bodies of charter schools authorized by the MCBE shall review new laws and regulations applicable to charter schools.

The MCBE has the responsibility to monitor each charter school to determine whether the school, both schoolwide and for all numerically significant student subgroups of students served by the school as defined in Education Code 52052, is achieving the measurable student outcomes set forth in its charter. This determination shall be based on the measures specified in the approved charter and any applicable memorandum of understanding (MOU), and on the charter school's annual review and assessment of its

progress toward the goals and actions identified in its Local Control and Accountability Plan (LCAP).

The MCBE has the responsibility to monitor the fiscal condition of each charter school based on financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, LCAP and annual update of the school's LCAP, first and second interim financial reports, and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33, 47606.5)

When any such monitoring is conducted by the MCBE's designated representative, the representative may report the findings to the MCBE at the first available MCBE meeting.

Waivers

If the charter school wishes to request a general waiver of any applicable state law or regulation applicable to it, it shall request that the MCBE approve and the Madera County Office of Education (MCOE)/Madera County Superintendent of Schools (MCSOS) submit a general waiver request to the State Board of Education (SBE) on its behalf. If the MCBE approves such a request, the MCBE shall ask the MCSOS or designee to submit the waiver request to SBE on behalf of the charter school.

Charges for Provision of Services to a Charter School

The MCBE may charge up to one percent (1%) of a charter school's revenue for the actual costs of supervisory oversight of the school. However, if the charter school is able to obtain substantially rent-free facilities from the MCOE, the MCBE may charge up to three percent (3%) of the charter school's revenue for actual costs of supervisory oversight. (Education Code 47613)

A charter school may separately purchase administrative or other services from the MCSOS or any other source in accordance with law. (Education Code 47613)

Whenever a charter school is identified for technical assistance based on the performance of one or more numerically significant student subgroups on SBE-established criteria in two or more years, the charter school shall receive technical assistance from a county office of education identified as a geographic lead agency or its designee. Such technical assistance shall be focused on building the charter school's capacity to develop and implement actions and services responsive to student and community needs, including, but not limited to, any of the following: (Education Code 47607.3)

1. Assisting the charter school to identify its strengths and weaknesses in regard to the state priorities applicable to the charter school pursuant to Education Code 47605.

This shall include working collaboratively with the charter school to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness.

2. Working collaboratively with the charter school to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the charter school.

Another service provider, including, but not limited to, a school district, county office of education, or charter school may be solicited to act as a partner to the charter school in need of technical assistance.

3. Obtaining from the charter school timely documentation demonstrating that it has completed the activities described in Items 1 and 2 or substantially similar activities, or has selected another service provider to work with the charter school to complete the activities described in Items 1 and 2 or substantially similar activities, and ongoing communication with the MCBE to assess the charter school's progress in improving student outcomes.

In addition, if, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the County Superintendent of Schools may request assistance from the California Collaborative for Educational Excellence. (Education Code 47607.3, 52072)

In accordance with law, the MCBE may deny a charter school's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regard to inadequate academic achievement of all numerically significant subgroups of students served by the charter school. (Education Code 47607, 47607.2)

Complaints

To enable any person alleging the school's noncompliance with Education Code 47606.5 or 47607.3 to file a complaint, each charter school shall establish policies and procedures in accordance with the uniform complaint procedures specified in 5 CCR 4600-4670. (Education Code 52075)

A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A complainant who is not satisfied with the decision of the charter school resulting from the uniform complaint procedures may appeal the decision to the SPI. (Education Code 52075)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, the charter school shall provide a remedy to all affected students and parents/guardians. (Education Code 52075)

School Closure

In the event that the MCBE revokes or denies renewal of a charter or the school ceases operation for any reason, the MCBE's charter school representative shall, in accordance with the charter and/or any applicable agreement between the MCBE and the charter school, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The MCBE shall provide notification to the California Department of Education (CDE), within 10 calendar days of denying renewal of or revoking the charter, or if the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

Legal Reference:

Policy reference disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Education Code

1042 Duties and Responsibilities

47600-47604.5 General Provisions

47605-47608 Establishment of Charter Schools

47612-47615 Charter School Operation

52052 Public School Performance Accountability Program

52060-52077 Local Control and Accountability Plans and the Statewide System of Support

California Code of Regulations

4600-4670 Uniform Complaint procedures

11962.1 Procedures for School Closure

Adopted: August _____, 2026

BYLAWS OF THE BOARD

9700 CHARTER SCHOOLS

9703 – CHARTER SCHOOLS

Renewal of County Charter Schools

MCBE BB 9703

The Madera County Board of Education (MCBE) believes that the ongoing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the MCBE shall review the petition thoroughly and in a timely manner, consistent with the timelines set out in the Education Code. The MCBE shall only consider renewal petitions of charters originally authorized by the MCBE or renewal petitions that have been denied by a district board and for which the charter school has submitted an appeal to the MCBE.

No charter school that submits a renewal petition shall be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604)

When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter. The material revision may be made only with the approval of the MCBE and in accordance with the standards and criteria in Education Code 47605 for material revisions. (Education Code 47607)

The MCBE recommends that a charter school submit its petition for renewal to the MCBE sufficiently early before the expiration of the term of the charter to allow the MCBE's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

A petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.5)

Criteria for Granting or Denying Renewal

Renewals of all MCBE-approved charters shall generally be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. However, charter renewal shall not be denied based on the fiscal impact of the charter school on the Madera County Office of Education (MCOE) or a finding that the charter school is unlikely to serve the interests of the entire community in which the school is located as described in Education Code 47605. (Education Code 47607)

The signature requirement for new petitions is not applicable to petitions for renewal. (Education Code 47607)

The MCBE shall consider both schoolwide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators are not yet available for the most recently completed academic year before renewal, the MCBE shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress or any successor system for the most recent academic year. The MCBE shall only consider data from sources approved by the State Board of Education (SBE). (Education Code 47607, 47607.2)

A renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:

1. Renewal of Five to Seven Years

- a. A charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 shall be granted renewal for a period of five to seven years when, for two consecutive years immediately preceding the renewal decision, the charter school achieved either of the following: (Education Code 47607)
 - i. Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years.
 - ii. For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups.
- b. If the charter school satisfies the above criteria, it shall only be required to update the renewal petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and, as necessary, to reflect the current program offered by the charter school. (Education Code 47607)

2. Renewal of Five Years

- a. A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code 47607.2)
 - i. Measurable increases in academic achievement as defined by at least one year's progress for each year in school.
 - ii. Strong postsecondary outcomes as defined by college enrollment, persistence, and completion rates equal to similar peers.
- b. For any such charter school, the MCBE may deny a charter renewal petition upon making written factual findings that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the students of the school, that the closure of the charter school is in the best interest of students, and that the MCBE's decision provided greater weight to performance on measurements of academic performance. (Education Code 47607.2)

3. Denial/Two-Year Renewal

- a. The MCBE shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, either of the following applies: (Education Code 47607.2)
 - i. The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years.
 - ii. For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups.
- b. However, a charter school that meets one of these criteria may be granted a two-year renewal if the MCBE makes written factual findings, setting forth specific facts to support the findings, for both of the following: (Education Code 47607.2)

- i. The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.
- ii. There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item 2a above.

In addition to all the grounds stated above for denial of a charter renewal, the MCBE may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend.

The MCBE may deny renewal of a charter school for such reasons only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The MCBE may deny the renewal for these reasons only upon a finding that either the corrective action proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding. (Education Code 47607)

A charter school that qualifies for the state's Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for such a charter school, the MCBE shall consider, in addition to the charter school's performance on the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The MCBE/Madera County Superintendent of Schools (MCSOS) shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The MCBE may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. (Education Code 47607)

Timelines for MCBE Action

Within 60 days of the receipt of the renewal petition, the MCBE shall hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input. A petition is deemed received on the day the petitioner submits a petition to the MCOE/MCSOS office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605, 47605.6)

The MCBE shall either grant or deny the petition within 90 days of receiving the petition. The date may be extended by an additional 30 days if both the petitioner and the MCBE agree to the extension. (Education Code 47605, 47605.6)

At least 15 days before the public hearing at which the MCBE will grant or deny the charter petition, the MCBE shall publish all staff recommendations, including the recommended findings, regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605, 47605.6)

The MCBE shall notify CDE within 10 calendar days of granting or denying the renewal of the charter. (Education Code 47604.32; 5 CCR 11962.1)

If the MCBE denies the petition for the renewal, the charter school may appeal to SBE, except that the MCBE's denial of the renewal of a countywide charter is final and may not be appealed to SBE. (Education Code 47607, 47607.5; 5 CCR 11966.5)

If the petitioner appeals to SBE and requests a documentary record, including transcripts of the public hearing at which the MCBE denied the renewal, the documentary record shall be provided no later than 10 business days after the request. (Education Code 47605)

School Closure

If a charter is not renewed and the charter school ceases operation, the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962 shall be implemented. (Education Code 47604.32, 47605)

Legal Reference:

Policy reference disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Education Code

47600-47604.5 General Provisions

47605-47608 Establishment of Charter Schools

California Code of Regulations

11962-11962.1 Procedures for School Closure

11966.5 Charter Petitions that Have Not Been Renewed – Submission to County Board of Education

Adopted: August _____, 2026

BYLAWS OF THE BOARD

9700 CHARTER SCHOOLS

9704 – CHARTER SCHOOLS

Revocation of County Charter Schools

MCBE BB 9704

The Madera County Board of Education (MCBE) expects any charter school it authorizes to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter.

The MCBE may immediately revoke a charter when the MCBE determines, in writing, that a charter school has committed a violation under Education Code 47607 that constitutes a severe and imminent threat to the health or safety of students. In such a case, the MCBE shall approve and deliver to the charter school's governing body and the California Department of Education (CDE) a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety. (Education Code 47607; 5 CCR 11968.5.3)

In addition, the MCBE may, using the procedures described below, revoke a charter if it makes a written factual finding specific to that charter school and supported by substantial evidence that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
2. Failed to meet or pursue any of the student outcomes identified in the charter.
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
4. Violated any law.

The MCBE shall also consider revoking the charter of any charter school for which the California Collaborative for Educational Excellence (CCEE) has provided advice and assistance pursuant to Education Code 47607.3 if CCEE has issued either of the following findings: (Education Code 47607.3)

1. That the charter school has failed or is unable to implement the recommendations of CCEE.
2. That the inadequate performance of the charter school, as based on California School Dashboard, is so persistent or acute as to require revocation of the charter.

In determining whether to revoke a charter, the MCBE shall consider increases in student academic achievement for all numerically significant groups of students served by the charter school as defined in Education Code 52052. (Education Code 47607.3)

Revocation Procedures

If the MCBE is considering a revocation of a charter school, it shall take action to approve and deliver a Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s).
2. All evidence relied upon by the MCBE in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the MCBE has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the MCBE shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

At least 72 hours prior to any meeting at which the MCBE will consider issuing a Notice of Violation, the MCBE shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the MCBE a detailed written response and supporting evidence addressing each identified violation, including, as applicable, a refutation, remedial action taken, or proposed remedial action. (5 CCR 11968.5.2)

At the conclusion of the remedy period specified in the Notice of Violation, the MCBE shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body.
2. Continue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing body within 60 calendar days of the conclusion of the remedy period, if there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the MCBE's satisfaction. All evidence relied upon by the MCBE for the decision shall be included in the Notice of Intent to Revoke.

If the MCBE issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the MCBE and the charter school, the MCBE shall issue a final decision on the revocation of the charter. (Education Code 47607; 5 CCR 11968.5.2)

If the MCBE fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR 11968.5.2)

Within 10 calendar days of the final decision, the MCBE shall provide a copy of the decision to CDE. (Education Code 47604.32; 5 CCR 11968.5.2)

Appeals

If the MCBE revokes a charter, the charter school may appeal the revocation to the State Board of Education (SBE) within 30 days of the MCBE's final decision. However, a revocation based upon the findings of CCEE pursuant to Education Code 47607.3 may not be appealed. (Education Code 47607, 47607.3; 5 CCR 11968.5.3-11968.5.5)

School Closure

If a charter school ceases operation due to revocation, the MCBE and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

Legal Reference:

Policy reference disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Education Code

47600-47604.5 General Provisions

47605-47608 Establishment of Charter Schools

California Code of Regulations

11962 Procedures for School Closure

11965 Definition of Authorities

11968.5.2-11968.5.5 Charter Revocation

Adopted: August _____, 2026

BYLAWS OF THE BOARD

9700 CHARTER SCHOOLS

9705 – CHARTER SCHOOLS

Appeals of District Decisions Regarding Charter Schools

MCBE BB 9705

The Madera County Board of Education (MCBE) shall consider any appeal of a decision made by the governing board of a school district within the MCBE's jurisdiction to deny a petition for the establishment of a charter school, deny the renewal of a charter, or revoke a charter that was originally authorized by the district, provided that the request for the appeal meets the requirements described below. (Education Code 47605, 47607; 5 CCR 11967)

Individuals submitting a petition on appeal are advised to consult this MCBE Policy, MCBE Policy 9701, as well as information regarding the general content of the Memorandum of Understanding (MOU), which is typically considered at the same time as the charter proposal.

The MCBE shall request that the Madera County Superintendent of Schools (MCSOS) or designee communicate with charter petitioners and perform a review of the petition on behalf of the MCBE and report any findings to the MCBE at a public meeting.

All meetings of the MCBE at which the appeal of a charter petition is to be discussed shall be subject to the state open meeting laws (the Brown Act). (Education Code 47608)

Appeal of District Denial of Charter Authorization or Renewal

If the governing board of a school district denies a petition for the establishment or renewal of a charter school, the petitioners may submit an appeal to the MCBE within 30 calendar days of the denial. Any petition submitted to the MCBE after this timeframe shall be considered denied with no further options for administrative appeal. (Education Code 47605)

A petition to the MCBE to establish or renew a charter school that has been denied by a school district governing board shall include: (Education Code 47605; 5 CCR 11966.5, 11967)

1. A complete copy of the charter petition as denied, including, but not limited to, the signatures required by Education Code 47605 and the identification of the proposed site(s) where the charter school will operate.
2. Evidence of the school district governing board's action to deny the petition, such as meeting minutes.

3. Any written factual findings from the school district governing board setting forth specific facts to support the grounds for denial.
4. A signed certification stating that the petitioner(s) will comply with all applicable law.
5. A description of any changes to the petition necessary to reflect the MCBE as the chartering entity.

If the petition submitted on appeal contains new or different material terms, the MCBE shall immediately remand the petition to the governing board of the school district for reconsideration. If the governing board of the school district denies a petition after reconsideration, the petitioner may elect to resubmit the petition for the establishment of a charter school to the MCBE. (Education Code 47605)

Within 60 days of the receipt of the petition, the MCBE shall hold a public hearing to review documentation and obtain public input. A petition is deemed received on the day the petitioner submits a petition to the county office of education, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

In considering the charter petition, the MCBE is not limited to a review based solely on the reasons for denial stated by the school district. The MCBE shall review and approve or deny a petition based on the criteria specified in Education Code 47605 (Education Code 47605; 5 CCR 11967) and MCBE Policy 9701.

In conducting the review of the charter petition on appeal, the MCSOS shall utilize charter petition evaluation resources, including, but not limited to, charter petition evaluation resources developed by the Fiscal Crisis and Management Assistance Team (FCMAT).

When considering a petition for renewal, the MCBE shall also consider the charter school's past performance on academics, finances, and operations, along with any plans for improvement in evaluating the school's likelihood of future success. (5 CCR 11966.5)

Following review of the petition and the public hearing, the MCBE shall either grant or deny the charter within 90 days of receipt of the petition, or within 120 days if the petitioner and MCBE agree to the extension. (Education Code 47605)

Upon approval, the Charter Schools Section of the California Department of Education, and other agencies as required by law, will be notified that the charter has been approved.

A charter school authorized by the MCBE on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it

received approval from the school district to which it originally submitted its petition. (Education Code 47605, 47605.1)

A charter school authorized by the MCBE on an appeal shall operate under the provisions of its charter, relevant policies and regulations adopted by the MCBE, any memorandum of understanding (MOU) between the MCBE/MCSOS and the charter school, and applicable state and federal laws. The MCBE may approve one or more MOUs with the charter school to clarify the financial and operational arrangements, such as how and when the charter school will establish governing bylaws, policies, and procedures or implement additional requirements that the Madera County Office of Education (MCOE)/MCSOS considers necessary for the sound operation of a charter school. Any such MOU shall be annually reviewed by the MCOE/MCSOS and the charter school governing body and be amended as necessary.

Any charter petition appealed to and denied by the MCBE may be submitted to the State Board of Education (SBE) within 30 days of the denial. Upon request by the petitioner, the MCBE shall prepare a documentary record, if any, of the public hearing at which the petition was denied no later than 10 business days of the request. Within 30 days of receipt of the appeal submitted to SBE, the MCBE may submit a written opposition and supporting documentation or evidence that was considered by the MCBE in reviewing and denying the petition. (Education Code 47605)

Appeal of District Charter School Revocations

If a school district governing board revokes the charter of a school it authorized, the charter school may appeal the revocation by delivering a written Notice of Appeal to the MCBE within 30 days of the district's final decision. (Education Code 47607; 5 CCR 11968.5.4)

The Notice of Appeal shall include all of the following: (5 CCR 11968.5.4)

1. A copy of the district's Notice of Violation, Notice of Intent to Revoke, and the Final Decision, unless the school district did not provide them to the charter school as required pursuant to 5 CCR 11968.5.2.
2. Evidence of the final vote of the school district governing board, if available.
3. All evidence relied upon by the school district in determining whether substantial evidence existed that the charter school failed to remedy one or more violations identified in the Notice(s) of Violation.
4. All evidence and correspondence submitted by the charter school's governing body in response to the school district's Notice of Violation and Notice of Intent to Revoke.

5. Minutes of any public meeting at which the school district governing board considered or made its decision to revoke the charter, if available.
6. A written statement from the charter school explaining why it does not believe that the school district's factual findings are supported by substantial evidence.
7. Identification of any procedural omissions or errors the charter school alleges to have occurred in the revocation process.

The MCBE shall consider the following when determining whether the school district's factual findings are supported by substantial evidence: (5 CCR 11968.5.4)

1. Whether the district provided the charter school a Notice of Violation and a reasonable opportunity to remedy the identified violation(s).
2. If the charter school submitted a response to the Notice of Violation, whether the charter school complied with the procedures set forth for that response.
3. Whether the district provided the charter school a Notice of Intent to Revoke, a public hearing, and Final Decision.
4. Whether the school district provided the charter school a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety, if applicable.
5. Whether an alleged procedural deficiency negatively impacted the charter school's ability to refute or remedy the alleged violation(s) or the school district's ability to comply with its procedural obligations or authorizing duties.

The MCBE shall provide the California Department of Education and the school district a copy of its written decision within 10 calendar days of its action. (5 CCR 11968.5.4)

The MCBE may reverse the district's decision if it determines the district's findings are not supported by substantial evidence. If the district's decision is reversed on appeal, the district shall continue to be regarded as the chartering authority. The school district may appeal the reversal to SBE. (Education Code 47607)

If the MCBE does not issue a decision within 90 days of receiving the Notice of Appeal, or if the MCBE upholds the district's decision to revoke the charter, the charter school may appeal to SBE. (Education Code 47607)

Miscellaneous

1. Should a charter school elect to operate as, or be operated by, a nonprofit public benefit corporation, the MCBE may appoint a representative to serve on the board of directors of the corporation, and the corporation shall confer upon the

board's appointee all rights and responsibilities exercised by any other director of the corporation.

2. A charter school shall promptly respond to all reasonable inquiries from the MCBE/MCSOS.
3. The MCSOS is charged with developing such administrative regulations or petition review guidelines as may be necessary or prudent to implement this policy.

Legal Reference:

Policy reference disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Education Code

47605-47608 Establishment of Charter Schools

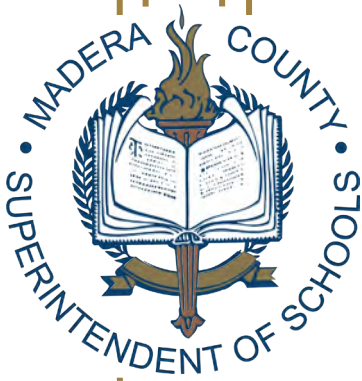
California Code of Regulations

11966.5 Charter Petitions that Have Not Been Renewed – submission to County Board of Education

11967 Appeals on Petitions for the Establishment of a Charter School that Have Been Denied

11968.5.2-11968.5.4 Charter Revocation

Adopted: August _____, 2026



Tricia Protzman
Superintendent of Schools

Agenda Item 8.1

Board of Education Action Item August 11, 2026

Topic:

Consideration Issuance of Temporary County Certificates.

Background:

Attached is a listing of the Temporary County Certificates (TCC) issued from July 1, 2026. TCC's are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Patricia M. Protzman, Madera County Superintendent of Schools or an assigned designee, approved and signed each certificate. The Board is now requested to ratify this action.

Financial Impact:

None

Resource:

Kristen Maxfield
Chief Human Resources Officer
Human Resources

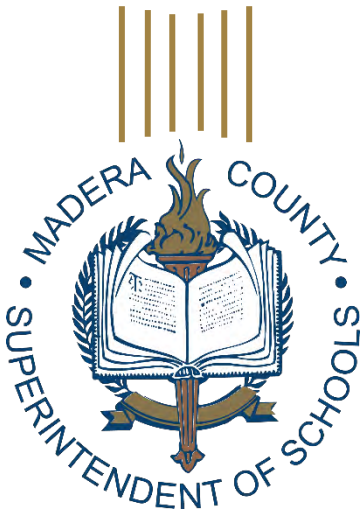
Recommendation:

It is recommended the Board ratify the issuance of Temporary County Certificates from July 1-31, 2026.

MADERA COUNTY SUPERINTENDENT of SCHOOLS

TEMPORARY COUNTY CERTIFICATES Issued 07/01/2026-07/31/2026

<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Avila	Lorena	Preliminary School Nurse Services Credential	08/01/2026-09/01/2027	Madera USD	7/31/2026	New
Camarena	Gabriela	Short Term Staff Permit	09/01/2026-10/01/2027	Chowchilla Elementary SD	7/31/2026	New
Cornejo	Michelle	Short Term Staff Permit	08/07/2026-09/01/2027	Madera USD	7/31/2026	New
Davis	Timothy	EM CLAD	10/01/2026-11/01/2027	Chawanakee USD	7/31/2026	Renewal
Delgado	Devin	Provisional Internship Permit	08/01/2026-09/01/2027	Chawanakee USD	7/31/2026	New
Gonzalez	Emelia	Short Term Staff Permit	08/01/2026-09/01/2027	MCSOS	7/31/2026	New
Gregory	Andrew	EM CLAD	08/07/2026-09/01/2027	Chowchilla Elementary SD	7/31/2026	New
Hardy	Ana	Short Term Staff Permit	08/01/2026-09/01/2027	Madera USD	7/31/2026	New
Kilcrease	Jaimi	Preliminary School Nurse Services Credential	08/01/2026-09/01/2027	Madera USD	7/31/2026	New
Lanuza	Betsabe	Preliminary Administrative Services Credential	07/17/2026-08/01/2027	Madera USD	7/31/2026	Upgrade
McDonald	LeeAnn	Education Specialist Bridge Authorization	08/07/2026-09/01/2027	Madera USD	7/31/2026	New
Montes	Mareli	CCSD EL Authorization	08/11/2026-09/01/2027	Chowchilla Union HSD	7/31/2026	New
Stevens	Adriana	Variable Term Waiver	07/14/2026-08/01/2027	Madera USD	7/31/2026	Subsequent
Williams	Shelby	CCSD EL Authorization	08/01/2026-09/01/2027	Chowchilla Union HSD	7/31/2026	New



Tricia Protzman
Superintendent of Schools

Agenda Item 8.2

Board of Education Action Item August 11, 2026

Topic:

Consideration Disposition of Surplus/Obsolete Equipment.

Background:

MCSOS staff members have completed a review of other equipment not in use and have determined that these items cannot be used in alternative placements. The equipment consists of desktop computers, laptops, printers, routers, battery backups, a toddler table, and a butcher paper cutter. Once declared obsolete, the items will be removed from our Fixed Asset Inventory and discarded.

Financial Impact:

None

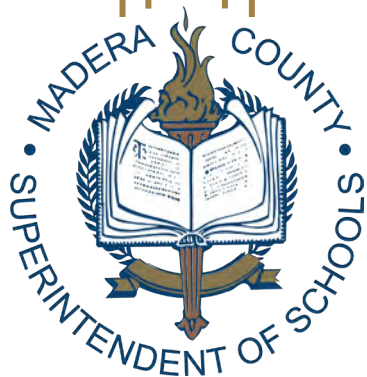
Resource:

Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:

It is recommended the Board approve the list of surplus/obsolete equipment be declared obsolete.

Work Order #	Req Date	Work Requested
OB27-00001	7/7/2026	Tag # 23385 Description: Butcher paper cutter Broken
OB27-00002	7/7/2026	Tag # 26533 Description: Toddler Light Table Broken
OB27-00006	8/4/2026	Asset #: 26552 Description: Computer Make dell Model Latitude 3420 Broken
OB27-00007	8/4/2026	Asset #24123 Description: Laptop Make Dell Model INSPIRION duo Obsolete
OB27-00008	8/4/2026	Asset# 24124 Description: Laptop Make Dell Model INSPIRION duo Obsolete
OB27-00009	8/4/2026	Asset# 26124 Description: Laptop Make dell Model 5511 Obsolete
OB27-00010	8/4/2026	Asset# 21566 Description: UPS (Battery Backup System) Make APC Smart-UPS 2200 Model APC Smart-UPS 2200 Broken
OB27-00011	8/4/2026	Asset# 25706 Description: Ruckus Device Make Ruckus Model R720 Broken
OB27-00012	8/4/2026	Asset# 26513 Description: Promethean Whiteboard Make Promethean Model Promethean AB10T78D Broken
OB27-00013	8/4/2026	Asset# 25597 Description: Printer Make HP Model HP LaserJet Enterprise M608 Broken



Tricia Protzman
Superintendent of Schools

Agenda Item 8.3

Board of Education Action Item August 11, 2026

Topic:

Consideration of Investment Performance Statement

Background:

Section 53646 of the Government Code requires the chief fiscal officer of each local agency to provide to the governing board a report of investments, on a quarterly basis. However, if all of an agency's funds are placed in the county treasury, Local Agency Investment Fund (LAIF) or an FDIC-insured bank account, the most recent statement received from these institutions will suffice. If an agency has any other investments, additional reporting is required.

Following its 2026 Investment Policy, all Madera County Superintendent of Schools funds are deposited in the Madera County Treasury, including the proceeds of the tax revenue anticipation notes (TRAN) program, when MCSOS participates. Therefore, we have attached a copy of the latest monthly investment report from the Madera County Co-Mingled Investment Pool which includes its most recent list of investments.

The County Treasurer-Tax Collector's investments continue to provide as favorable a rate of return as can be expected in the current financial market. The current rate of return is 3.81% and is lower compared to last year's rate of return of 4.30% for the same time period by 0.49%.

Financial Impact:

Interest earnings approximately \$30,000 per year.

Resource:

Marisol Verduzco
Chief Officer
Business and Administrative Services

Recommendation:

It is recommended the Board approve the quarterly rate of return of investments with the county government as presented.



COUNTY OF MADERA
OFFICE OF THE TREASURER/TAX COLLECTOR
TRACY KENNEDY
200 W. 4th Street, 2nd Floor, Madera, CA 93637
Telephone: (559) 377-4995
e-mail: treasurer@maderacounty.com

MEMORANDUM

Date: July 20, 2026
To: Madera County Commingled Investment Pool Participants
From: Tracy Kennedy, Treasurer-Tax Collector
Subject: Investment Portfolio Summary – June 2026

REQUIREMENT

This report summarizes the investment activity for the month ending June 30, 2026. It details the pooled funds on deposit by investment type, issuer name, maturity date, par value, and subtotal amounts invested within each sector held by the County Treasurer. Market values are provided by the custodial bank, Principal Custody Solutions.

In accordance with the County Treasurer's Investment Policy (effective January 1, 2026) and Government Code Section 53646(b), the Treasurer is required to submit quarterly investment reports within 45 days after each quarter's end. The Treasurer has chosen to exceed this requirement by issuing monthly reports, which are distributed to all pool participants.

DISCUSSION

The portfolio is actively managed by the County Treasurer with advisory support from Meeder Public Funds.

The portfolio's objectives are Safety, Liquidity, and Yield, consistent with the County's Investment Policy. This policy is certified by the California Municipal Treasurers Association (CMTA), which evaluates 18 key components of an investment policy and requires a minimum passing score of 85 out of 100 for certification. The 2026 Investment Policy earned a score of 97.

The Treasurer closely monitors economic conditions to ensure adequate liquidity for all expenditure obligations. Investments are restricted to high-quality, low-risk instruments authorized under Government Code Section 53601. Authorized investments are limited by percentage restrictions applied at the time of purchase. Changes in market values or portfolio composition after purchase do not constitute policy violations.

Currently, the portfolio composition is as follows:

- **U.S. Treasuries:** 41.0% (safest investment instruments)
- **Federal Agency Securities:** 17.2% (backed by the U.S. Federal Government)

- **Other Investments:** (41.8%), including Money Market Funds, Joint Powers Authority (JPA) investments, Commercial Paper, Corporate Medium-Term Notes, Municipal Bonds, and a Bank of America interest account.

The portfolio's yield objective focuses on earning a market rate of return aligned with current fiscal and economic conditions, while considering risk constraints and ensuring portfolio liquidity.

STATISTICS

Report Period	June 2026
Average Daily Portfolio Balance	\$1,012,359,559.39
Effective Rate of Return	3.81%
Book Value June 2025 to June 2026	↓ \$69.3 million
Total Monthly Interest Received	\$2,403,125.50

For your convenience, investment reports can be found on our website, maderacounty.com/treasurer.

Respectfully submitted,



Tracy Kennedy,
Treasurer-Tax Collector



Portfolio Management by Fund
Portfolio Management
Portfolio Summary
June 30, 2026

Madera County
 200 W. 4th Street
 Madera, CA 93637
 (559)675-7013

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM
Medium Term Notes	276,784,000.00	271,654,621.16	270,557,179.92	26.60	1,468	741	4.370
Federal Agency Coupon Callables	76,000,000.00	74,857,980.00	74,877,825.49	7.36	1,659	458	2.832
Treasury Coupon Securities	425,000,000.00	416,642,390.00	416,659,238.02	40.97	1,372	663	3.970
Bank of America Interest Checking	26,547.14	26,547.14	26,547.14	0.00	1	1	1.480
CAMP: CA Asset Mgmt Program	103,790,764.65	103,790,764.65	103,790,764.65	10.21	1	1	3.770
Local Agency Investment Funds	41,697,971.11	41,697,971.11	41,697,971.11	4.10	1	1	3.816
Federal Agency Bullets	101,000,000.00	99,948,790.00	100,281,965.41	9.86	1,538	723	3.753
Municipal Bonds	5,730,246.00	5,730,246.00	5,730,246.00	0.56	6,393	3,247	3.586
Grant Anticipation Notes	3,331,710.21	3,331,710.21	3,331,710.21	0.33	1,075	968	3.824
	1,033,361,239.11	1,017,681,020.27	1,016,953,447.95	100.00%	1,266	596	3.942

Investments

Total Earnings	June 30 Month Ending	Fiscal Year To Date	Fiscal Year Ending
Current Year	3,171,280.50	39,533,454.07	39,533,454.07
Average Daily Balance	1,012,359,559.39	1,030,712,465.71	
Effective Rate of Return	3.81%	3.84%	

Active Account Balance as of 06/30/2026: \$12,813,268.72
 PURSUANT TO GOVERNMENT CODE SECTION 53646:

1. (b)(2) THE COUNTY'S PORTFOLIO IS IN COMPLIANCE WITH THE 2026 INVESTMENT POLICY VALID 01/01/2026 THROUGH 12/31/2026.
2. (b)(3) THE MADERA COUNTY CO-MINGLED INVESTMENT POOL IS ABLE TO MEET THE POOL'S EXPENDITURE REQUIREMENTS FOR THE NEXT SIX MONTHS.
3. (b)(1) MARKET VALUE SOURCE: PRINCIPAL CUSTODY SOLUTIONS.

Tracy Kennedy, Treasurer-Tax Collector

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2026

Page 1

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM Moody's	Maturity Date
Medium Term Notes											
594918BR4	1805	Microsoft Corp		04/25/2022	5,000,000.00	4,990,100.00	4,980,979.84	2.400	38	3.220	Aaa 08/08/2026
594918BR4	1899	Microsoft Corp		02/15/2024	5,000,000.00	4,990,100.00	4,947,884.66	2.400	38	4.630	Aaa 08/08/2026
14912L6T3	1844	Caterpillar		04/12/2023	5,000,000.00	4,990,350.00	4,957,894.74	2.400	39	4.222	A1 08/09/2026
14913R2U0	1977	Caterpillar		03/27/2025	5,000,000.00	4,938,050.00	4,877,285.49	1.700	191	4.274	A1 01/08/2027
24422EWA3	1782	John Deere		01/11/2022	1,500,000.00	1,481,040.00	1,498,740.00	1.700	194	1.788	A1 01/11/2027
24422EWA3	1783	John Deere		01/11/2022	2,000,000.00	1,974,720.00	1,998,320.00	1.700	194	1.788	A1 01/11/2027
24422EWA3	1784	John Deere		01/12/2022	3,000,000.00	2,962,080.00	2,997,718.73	1.700	194	1.780	A1 01/11/2027
89236TJV8	1896	Toyota		01/12/2024	5,000,000.00	4,940,200.00	4,876,532.65	1.900	196	4.571	A1 01/13/2027
478160CE2	1979	Johnson & Johnson		04/03/2025	5,000,000.00	4,961,700.00	4,954,165.22	2.950	245	3.909	Aaa 03/03/2027
24422EWD7	1859	John Deere		06/28/2023	5,000,000.00	4,938,250.00	4,892,676.69	2.350	250	4.713	A1 03/08/2027
89236TLY9	1922	Toyota		05/09/2024	5,000,000.00	5,028,050.00	5,001,625.24	5.000	261	4.963	A1 03/19/2027
037833CR9	1923	APPLE INC.		05/17/2024	10,000,000.00	9,918,600.00	9,867,206.59	3.200	314	4.637	Aaa 05/11/2027
023135BR6	1924	AMAZON.COM INC		06/21/2024	10,000,000.00	9,729,900.00	9,673,118.64	1.200	337	4.741	A1 06/03/2027
58933YBC8	1940	Merck & Co. Inc.		09/26/2024	5,000,000.00	4,886,050.00	4,907,301.85	1.700	344	3.664	Aa3 06/10/2027
14913R3A3	1871	Caterpillar		10/26/2023	5,000,000.00	4,965,800.00	4,881,286.97	3.600	407	5.369	A1 08/12/2027
89236THG3	1891	Toyota		01/05/2024	4,000,000.00	3,866,360.00	3,819,162.40	1.150	408	4.445	A1 08/13/2027
023135BC9	1981	AMAZON.COM INC		04/09/2025	5,000,000.00	4,940,150.00	4,926,849.94	3.150	417	4.183	A1 08/22/2027
931142EX7	1892	WalMart		01/05/2024	4,000,000.00	3,989,600.00	3,982,706.95	3.950	435	4.263	Aa2 09/09/2027
437076BT8	1928	Home Depot Inc.		08/14/2024	5,000,000.00	4,917,100.00	4,902,836.49	2.800	440	4.194	A2 09/14/2027
06051GGA1	1880	Bk of America		12/04/2023	5,000,000.00	4,939,250.00	4,874,489.62	3.248	477	5.113	A1 10/21/2027
037833DK3	1836	APPLE INC.		02/06/2023	5,000,000.00	4,927,350.00	4,936,722.19	3.000	500	3.933	Aaa 11/13/2027
57636QBA1	1952	MasterCard		11/04/2024	5,000,000.00	4,986,600.00	4,974,477.85	4.100	563	4.376	Aa3 01/15/2028
57636QBA1	1974	MasterCard		03/21/2025	5,000,000.00	4,986,600.00	4,996,946.75	4.100	563	4.131	Aa3 01/15/2028
037833EC0	1879	APPLE INC.		12/04/2023	5,000,000.00	4,766,900.00	4,695,077.13	1.200	587	4.585	Aaa 02/08/2028
037833ET3	1887	APPLE INC.		12/22/2023	3,330,000.00	3,316,646.70	3,323,968.02	4.000	679	4.099	Aaa 05/10/2028
037833ET3	1894	APPLE INC.		01/12/2024	2,954,000.00	2,942,154.46	2,945,372.35	4.000	679	4.160	Aaa 05/10/2028
91324PDK5	1929	United Health Group Inc.		08/19/2024	5,000,000.00	4,949,650.00	4,960,337.21	3.850	715	4.283	A2 06/15/2028
931142ES8	1925	WalMart		07/02/2024	10,000,000.00	9,429,300.00	9,303,447.37	1.500	814	4.597	Aa2 09/22/2028
89236TLL7	1903	Toyota		03/14/2024	5,000,000.00	5,023,900.00	4,992,095.66	4.650	919	4.708	A1 01/05/2029
91324PEU2	1956	United Health Group Inc.		11/21/2024	10,000,000.00	9,949,700.00	9,900,645.78	4.250	929	4.616	A2 01/15/2029
24422EXH7	1901	John Deere		03/06/2024	5,000,000.00	5,012,900.00	4,967,970.29	4.500	930	4.740	A1 01/16/2029
69371RS80	1963	Paccar Financial Corp		12/23/2024	10,000,000.00	10,063,900.00	9,999,268.79	4.600	945	4.602	A1 01/31/2029
532457CK2	1954	ELI LILLY & CO		11/21/2024	5,000,000.00	5,026,350.00	4,996,193.68	4.500	954	4.527	Aa3 02/09/2029
17275RBR2	1968	Cisco Systems		01/15/2025	5,000,000.00	5,053,100.00	4,999,343.69	4.850	971	4.854	A1 02/26/2029
87612EBH8	1958	Target		12/03/2024	5,000,000.00	4,870,250.00	4,866,648.85	3.375	1,019	4.360	A2 04/15/2029
57636QAM6	1930	MasterCard		08/16/2024	10,000,000.00	9,629,800.00	9,702,608.70	2.950	1,066	4.050	Aa3 06/01/2029
57636QAM6	1932	MasterCard		08/29/2024	5,000,000.00	4,814,900.00	4,856,426.77	2.950	1,066	4.010	Aa3 06/01/2029
437076BY7	1957	Home Depot Inc.		12/03/2024	5,000,000.00	4,801,450.00	4,801,470.59	2.950	1,080	4.425	A2 06/15/2029

Data Updated: SET_1PM: 07/13/2026 18:27

Run Date: 07/13/2026 - 18:27

Portfolio MAD
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Report Ver. 7.3.11

Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2026

Page 2

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM Moody's	Maturity Date
Medium Term Notes											
713448EL8	1953	Pepsico Inc.		11/05/2024	5,000,000.00	4,749,850.00	4,717,535.21	2.625	1,124	4.431	A1 07/29/2029
713448EL8	1972	Pepsico Inc.		02/26/2025	5,000,000.00	4,749,850.00	4,723,757.06	2.625	1,124	4.378	A1 07/29/2029
532457CQ9	1950	ELI LILLY & CO		10/31/2024	5,000,000.00	4,973,850.00	4,959,157.86	4.200	1,140	4.460	Aa3 08/14/2029
91324PDS8	1937	United Health Group Inc.		09/23/2024	5,000,000.00	4,766,750.00	4,834,055.35	2.875	1,141	3.926	A2 08/15/2029
91324PDS8	1945	United Health Group Inc.		10/08/2024	5,000,000.00	4,766,750.00	4,783,232.40	2.875	1,141	4.258	A2 08/15/2029
69371RT48	1944	Paccar Financial Corp		10/08/2024	5,000,000.00	4,948,350.00	4,958,035.23	4.000	1,183	4.268	A1 09/26/2029
69371RT48	1947	Paccar Financial Corp		10/22/2024	6,000,000.00	5,938,020.00	5,935,778.35	4.000	1,183	4.342	A1 09/26/2029
69371RT48	1967	Paccar Financial Corp		01/15/2025	5,000,000.00	4,948,350.00	4,852,503.25	4.000	1,183	4.954	A1 09/26/2029
14913UUA4	1969	Caterpillar		01/17/2025	5,000,000.00	5,038,600.00	4,993,584.00	4.700	1,233	4.740	A1 11/15/2029
14913UAX8	1971	Caterpillar		01/24/2025	5,000,000.00	5,067,600.00	4,996,529.15	4.800	1,287	4.819	A1 01/08/2030
084664CU3	1980	Berkshire Hathaway		04/09/2025	5,000,000.00	4,579,550.00	4,572,548.22	1.850	1,350	4.240	Aa2 03/12/2030
713448ES3	1975	Pepsico Inc.		03/21/2025	10,000,000.00	9,421,000.00	9,402,375.97	2.750	1,357	4.432	A1 03/19/2030
57636QAP9	1976	MasterCard		03/27/2025	5,000,000.00	4,807,200.00	4,790,283.49	3.350	1,364	4.534	Aa3 03/26/2030
Subtotal and Average			274,477,533.75		276,784,000.00	271,654,621.16	270,557,179.92		741	4.370	
Federal Agency Coupon Callables											
3130AMYP1	1743	Federal Home Loan Bank		07/15/2021	4,000,000.00	3,995,800.00	4,000,000.00	1.125	14	1.125	Aa1 07/15/2026
3130ANMH0	1865	Federal Home Loan Bank		10/05/2023	5,000,000.00	4,980,950.00	4,909,782.61	1.100	50	5.020	Aa1 08/20/2026
3130AP3E3	1752	Federal Home Loan Bank		09/30/2021	5,000,000.00	4,962,150.00	5,000,000.00	0.820	91	0.820	Aa1 09/30/2026
3130APBV6	1762	Federal Home Loan Bank		10/07/2021	6,000,000.00	5,953,200.00	6,000,000.00	1.000	98	1.000	Aa1 10/07/2026
3130APGT6	1764	Federal Home Loan Bank		10/28/2021	6,000,000.00	5,947,260.00	6,000,000.00	1.150	119	1.150	Aa1 10/28/2026
3130APJH9	1825	Federal Home Loan Bank		12/21/2022	10,000,000.00	9,955,000.00	9,868,925.74	2.500	119	3.542	Aa1 10/28/2026
3133ENDC1	1771	Federal Farm Credit		11/03/2021	6,000,000.00	5,947,500.00	6,000,000.00	1.330	125	1.330	Aa1 11/03/2026
3130APPC3	1770	Federal Home Loan Bank		11/18/2021	5,000,000.00	4,948,900.00	5,000,000.00	1.350	140	1.350	Aa1 11/18/2026
3130ARMS7	1802	Federal Home Loan Bank		04/29/2022	3,000,000.00	2,974,410.00	3,000,000.00	3.000	302	3.000	Aa1 04/29/2027
3130AJSP5	1863	Federal Home Loan Bank		07/13/2023	11,000,000.00	10,665,160.00	10,484,757.85	1.000	370	4.441	Aa1 07/06/2027
3133ENBX7	2001	Federal Farm Credit		03/06/2026	5,000,000.00	4,540,250.00	4,615,140.54	1.900	1,573	3.780	Aa1 10/21/2030
3130BA4U8	2006	Federal Home Loan Bank		03/30/2026	5,000,000.00	4,979,450.00	4,999,218.75	4.125	1,730	4.136	Aa1 03/27/2031
3134HCY37	2012	Federal Home Loan Mortgage Cor		05/22/2026	5,000,000.00	5,007,950.00	5,000,000.00	4.500	1,786	4.500	Aa1 05/22/2031
Subtotal and Average			74,877,825.49		76,000,000.00	74,857,980.00	74,877,825.49		458	2.832	
Treasury Coupon Securities											
912828Y95	1847	US Treasury		04/24/2023	8,000,000.00	7,987,920.00	7,927,141.44	1.875	30	3.847	Aa1 07/31/2026
912828Y95	1851	US Treasury		05/12/2023	5,000,000.00	4,992,450.00	4,961,041.14	1.875	30	3.552	Aa1 07/31/2026
912828Y95	1853	US Treasury		05/24/2023	5,000,000.00	4,992,450.00	4,951,953.46	1.875	30	3.957	Aa1 07/31/2026
912828Y95	1948	US Treasury		10/31/2024	5,000,000.00	4,992,450.00	4,944,977.90	1.875	30	4.196	Aa1 07/31/2026
912828Y95	1992	US Treasury		10/30/2025	5,000,000.00	4,992,450.00	4,954,584.85	1.875	30	3.742	Aa1 07/31/2026
912828A7	1882	US Treasury		12/22/2023	5,000,000.00	4,985,150.00	4,937,814.89	1.500	45	4.175	Aa1 08/15/2026

Data Updated: SET_1PM: 07/13/2026 18:27

Run Date: 07/13/2026 - 18:27

Portfolio MAD
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Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2026

Page 3

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM Moody's	Maturity Date
Treasury Coupon Securities											
9128282A7	1993	US Treasury		10/30/2025	5,000,000.00	4,985,150.00	4,945,688.26	1.500	45	3.737	Aa1 08/15/2026
91282CCZ2	1758	US Treasury		09/30/2021	5,000,000.00	4,963,800.00	4,996,907.30	0.875	91	1.002	Aa1 09/30/2026
912828YG9	1883	US Treasury		12/22/2023	5,000,000.00	4,972,850.00	4,941,429.39	1.625	91	4.123	Aa1 09/30/2026
91282CJT9	1962	US Treasury		12/18/2024	5,000,000.00	5,000,400.00	4,988,808.18	4.000	198	4.235	Aa1 01/15/2027
912828Z78	1983	US Treasury		04/10/2025	5,000,000.00	4,928,150.00	4,883,521.65	1.500	214	3.937	Aa1 01/31/2027
912828Z78	1994	US Treasury		12/17/2025	5,000,000.00	4,928,150.00	4,901,412.43	1.500	214	3.529	Aa1 01/31/2027
912828V98	1858	US Treasury		06/28/2023	10,000,000.00	9,892,200.00	9,823,817.24	2.250	229	4.169	Aa1 02/15/2027
912828V98	1886	US Treasury		12/22/2023	5,000,000.00	4,946,100.00	4,915,766.18	2.250	229	4.063	Aa1 02/15/2027
912828X88	1885	US Treasury		12/22/2023	5,000,000.00	4,927,400.00	4,922,501.89	2.375	318	4.048	Aa1 05/15/2027
91282CET4	1826	US Treasury		12/21/2022	10,000,000.00	9,867,700.00	9,895,835.35	2.625	334	3.766	Aa1 05/31/2027
91282CET4	1890	US Treasury		01/05/2024	5,000,000.00	4,933,850.00	4,931,867.86	2.625	334	4.099	Aa1 05/31/2027
91282CET4	1908	US Treasury		04/03/2024	10,000,000.00	9,867,700.00	9,824,281.43	2.625	334	4.530	Aa1 05/31/2027
91282CET4	2000	US Treasury		01/30/2026	5,000,000.00	4,933,850.00	4,954,967.61	2.625	334	3.552	Aa1 05/31/2027
91282CFB2	1827	US Treasury		12/21/2022	10,000,000.00	9,853,500.00	9,862,121.21	2.750	395	3.762	Aa1 07/31/2027
91282CFB2	1846	US Treasury		04/24/2023	5,000,000.00	4,926,750.00	4,932,007.20	2.750	395	3.741	Aa1 07/31/2027
91282CFB2	1898	US Treasury		01/26/2024	6,000,000.00	5,912,100.00	5,887,004.19	2.750	395	4.114	Aa1 07/31/2027
91282CFH9	1834	US Treasury		01/18/2023	10,000,000.00	9,885,900.00	9,929,787.59	3.125	426	3.636	Aa1 08/31/2027
91282CAL5	1835	US Treasury		02/03/2023	11,000,000.00	10,500,270.00	10,528,092.92	0.375	456	3.499	Aa1 09/30/2027
91282CFU0	1907	US Treasury		04/03/2024	5,000,000.00	4,997,050.00	4,974,958.58	4.125	487	4.489	Aa1 10/31/2027
9128283F5	1920	US Treasury		05/08/2024	5,000,000.00	4,873,250.00	4,840,577.61	2.250	502	4.572	Aa1 11/15/2027
91282CGH8	1862	US Treasury		07/07/2023	10,000,000.00	9,896,900.00	9,832,049.96	3.500	579	4.438	Aa1 01/31/2028
91282CGH8	1955	US Treasury		11/21/2024	5,000,000.00	4,948,450.00	4,927,855.00	3.500	579	4.278	Aa1 01/31/2028
91282CGH8	1970	US Treasury		01/21/2025	5,000,000.00	4,948,450.00	4,923,743.28	3.500	579	4.321	Aa1 01/31/2028
91282CGH8	1984	US Treasury		04/10/2025	5,000,000.00	4,948,450.00	4,959,839.11	3.500	579	3.927	Aa1 01/31/2028
91282CGH8	1998	US Treasury		01/30/2026	5,000,000.00	4,948,450.00	4,995,123.87	3.500	579	3.551	Aa1 01/31/2028
91282CGH8	2007	US Treasury		04/13/2026	5,000,000.00	4,948,450.00	5,009,220.68	3.500	579	3.794	Aa1 01/31/2028
91282CGP0	1921	US Treasury		05/08/2024	5,000,000.00	4,986,700.00	4,950,562.65	4.000	608	4.542	Aa1 02/29/2028
91282CND9	2009	US Treasury		04/29/2026	5,000,000.00	4,962,900.00	4,990,634.68	3.750	684	3.848	Aa1 05/15/2028
91282CHE4	1909	US Treasury		04/03/2024	10,000,000.00	9,901,600.00	9,854,124.84	3.625	700	4.430	Aa1 05/31/2028
91282CHQ7	1918	US Treasury		04/30/2024	5,000,000.00	4,996,500.00	4,935,998.89	4.125	761	4.695	Aa1 07/31/2028
91282CCR0	1931	US Treasury		08/22/2024	5,000,000.00	4,687,500.00	4,683,979.76	1.000	761	3.746	Aa1 07/31/2028
91282CCR0	1941	US Treasury		10/04/2024	10,000,000.00	9,375,000.00	9,393,660.46	1.000	761	3.621	Aa1 07/31/2028
9128284V9	1942	US Treasury		10/04/2024	10,000,000.00	9,739,800.00	9,826,798.40	2.875	776	3.624	Aa1 08/15/2028
9128284V9	1995	US Treasury		12/17/2025	5,000,000.00	4,869,900.00	4,925,048.23	2.875	776	3.508	Aa1 08/15/2028
91282CHX2	1906	US Treasury		04/03/2024	5,000,000.00	5,021,100.00	4,995,673.66	4.375	792	4.413	Aa1 08/31/2028
91282CHX2	1966	US Treasury		01/15/2025	10,000,000.00	10,042,200.00	9,962,476.08	4.375	792	4.538	Aa1 08/31/2028
91282CCV1	1996	US Treasury		01/09/2026	5,000,000.00	4,687,900.00	4,714,618.08	1.125	792	3.534	Aa1 08/31/2028
91282CCY5	1910	US Treasury		04/10/2024	5,000,000.00	4,689,450.00	4,643,624.26	1.250	822	4.421	Aa1 09/30/2028

Data Updated: SET_1PM: 07/13/2026 18:27

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Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2026

Page 4

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM Moody's	Maturity Date
Treasury Coupon Securities											
91282CDF5	1939	US Treasury		09/26/2024	5,000,000.00	4,691,600.00	4,751,883.28	1.375	853	3.520	Aa1 10/31/2028
91282CDF5	1964	US Treasury		12/23/2024	10,000,000.00	9,383,200.00	9,318,410.70	1.375	853	4.361	Aa1 10/31/2028
9128285M8	1912	US Treasury		04/16/2024	5,000,000.00	4,883,200.00	4,825,025.54	3.125	868	4.694	Aa1 11/15/2028
91282CJN2	1914	US Treasury		04/19/2024	5,000,000.00	5,023,050.00	4,962,623.96	4.375	883	4.710	Aa1 11/30/2028
91282CPT2	2002	US Treasury		03/06/2026	5,000,000.00	4,919,750.00	5,011,671.27	3.500	929	3.592	Aa1 01/15/2029
91282CJW2	1949	US Treasury		10/31/2024	5,000,000.00	4,978,500.00	4,976,429.69	4.000	945	4.172	Aa1 01/31/2029
91282CJW2	1959	US Treasury		12/06/2024	5,000,000.00	4,978,500.00	4,981,655.84	4.000	945	4.133	Aa1 01/31/2029
91282CKD2	1917	US Treasury		04/30/2024	5,000,000.00	5,010,350.00	4,947,484.96	4.250	973	4.643	Aa1 02/28/2029
91282CEB3	1997	US Treasury		01/09/2026	5,000,000.00	4,713,500.00	4,760,720.72	1.875	973	3.574	Aa1 02/28/2029
91282CKG5	1961	US Treasury		12/18/2024	10,000,000.00	9,988,300.00	9,959,213.17	4.125	1,004	4.274	Aa1 03/31/2029
91282CES6	1934	US Treasury		09/06/2024	5,000,000.00	4,808,000.00	4,886,403.18	2.750	1,065	3.579	Aa1 05/31/2029
91282CES6	1938	US Treasury		09/23/2024	5,000,000.00	4,808,000.00	4,896,159.06	2.750	1,065	3.506	Aa1 05/31/2029
91282CFC0	1935	US Treasury		09/18/2024	5,000,000.00	4,778,900.00	4,864,976.76	2.625	1,126	3.470	Aa1 07/31/2029
91282CFC0	1943	US Treasury		10/04/2024	10,000,000.00	9,557,800.00	9,680,478.07	2.625	1,126	3.628	Aa1 07/31/2029
91282CFC0	1986	US Treasury		04/17/2025	5,000,000.00	4,778,900.00	4,800,914.72	2.625	1,126	3.870	Aa1 07/31/2029
91282CFC0	1988	US Treasury		04/23/2025	5,000,000.00	4,778,900.00	4,791,835.19	2.625	1,126	3.929	Aa1 07/31/2029
91282CFJ5	1933	US Treasury		09/06/2024	5,000,000.00	4,845,700.00	4,927,884.62	3.125	1,157	3.578	Aa1 08/31/2029
91282CFJ5	1936	US Treasury		09/18/2024	5,000,000.00	4,845,700.00	4,944,137.17	3.125	1,157	3.474	Aa1 08/31/2029
91282CLR0	1951	US Treasury		11/04/2024	5,000,000.00	4,992,000.00	4,988,199.80	4.125	1,218	4.200	Aa1 10/31/2029
91282CLR0	1965	US Treasury		12/23/2024	10,000,000.00	9,984,000.00	9,921,037.79	4.125	1,218	4.377	Aa1 10/31/2029
91282CFY2	1960	US Treasury		12/18/2024	10,000,000.00	9,903,500.00	9,875,373.97	3.875	1,248	4.273	Aa1 11/30/2029
91282BZ94	1973	US Treasury		03/10/2025	5,000,000.00	4,555,100.00	4,537,550.05	1.500	1,325	4.076	Aa1 02/15/2030
91282CNX5	1999	US Treasury		01/30/2026	5,000,000.00	4,891,600.00	4,968,907.51	3.625	1,522	3.776	Aa1 08/31/2030
91282CPW5	2010	US Treasury		04/29/2026	5,000,000.00	4,905,650.00	4,996,361.36	3.750	1,675	3.978	Aa1 01/31/2031
Subtotal and Average			418,520,217.19		425,000,000.00	416,642,390.00	416,659,238.02		663	3.970	
Allspring Money Market Fund											
VP4560000	140	Allspring Govt Money Market			0.00	0.00	0.00	3.570	1	3.570	Aaa
Subtotal and Average			3,410,276.71		0.00	0.00	0.00		0	0.000	
Bank of America Interest Checking											
SYS131	131	Bank of America Interest Acct			26,547.14	26,547.14	26,547.14	1.480	1	1.480	
Subtotal and Average			26,516.17		26,547.14	26,547.14	26,547.14		1	1.480	
CAMP: CA Asset Mgmt Program											
SYS1486	1486	California Asset Mgmt. Program			103,790,764.65	103,790,764.65	103,790,764.65	3.770	1	3.770	
Subtotal and Average			88,210,043.30		103,790,764.65	103,790,764.65	103,790,764.65		1	3.770	

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Run Date: 07/13/2026 - 18:27

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Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2026

Page 5

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM Moody's	Maturity Date
Local Agency Investment Funds											
SYS119	119	Local Agency Investment Fund			41,697,971.11	41,697,971.11	41,697,971.11	3.816	1	3.816	
		Subtotal and Average	41,697,971.11		41,697,971.11	41,697,971.11	41,697,971.11		1	3.816	
Federal Agency Bullets											
3133EMV66	1877	Federal Farm Credit		11/13/2023	5,000,000.00	4,988,500.00	4,903,143.74	0.680	26	4.861	Aa1 07/27/2026
3133EM4X7	1751	Federal Farm Credit		09/23/2021	3,000,000.00	2,982,060.00	3,000,000.00	0.800	71	0.800	Aa1 09/10/2026
3130AXCP1	1866	Federal Home Loan Bank		10/05/2023	5,000,000.00	5,008,550.00	4,998,295.45	4.875	72	4.949	Aa1 09/11/2026
3130AQF65	1777	Federal Home Loan Bank		12/22/2021	5,000,000.00	4,935,650.00	4,999,347.64	1.250	173	1.277	Aa1 12/21/2026
3133EN4X5	1828	Federal Farm Credit		12/23/2022	10,000,000.00	9,988,600.00	9,998,256.25	3.875	175	3.913	Aa1 12/23/2026
3133ENKV1	1786	Federal Farm Credit		01/13/2022	3,000,000.00	2,959,530.00	2,998,848.00	1.500	196	1.540	Aa1 01/13/2027
3130AVWR9	1852	Federal Home Loan Bank		05/12/2023	5,000,000.00	4,979,050.00	5,001,050.10	3.625	345	3.601	Aa1 06/11/2027
31422X2X9	1850	Farmer Mac		05/17/2023	10,000,000.00	9,899,200.00	10,000,000.00	3.600	625	3.601	03/17/2028
3133EPDP7	1845	Federal Farm Credit		04/12/2023	5,000,000.00	4,956,000.00	4,993,969.65	3.625	629	3.691	Aa1 03/21/2028
3133ETFR3	1991	Federal Farm Credit		05/02/2025	5,000,000.00	4,950,700.00	4,996,700.00	3.625	671	3.660	Aa1 05/02/2028
3133ELW91	1900	Federal Farm Credit		02/14/2024	5,000,000.00	4,663,250.00	4,602,917.97	0.800	751	4.325	Aa1 07/21/2028
3130B9PB0	2004	Federal Home Loan Bank		03/25/2026	5,000,000.00	4,924,150.00	4,946,553.70	3.476	877	3.931	Aa1 11/24/2028
3133EP5U5	1915	Federal Farm Credit		04/19/2024	5,000,000.00	4,990,400.00	4,920,844.72	4.125	993	4.722	Aa1 03/20/2029
3133EWKC3	2005	Federal Farm Credit		03/30/2026	5,000,000.00	4,957,700.00	4,978,864.58	3.875	1,000	4.038	Aa1 03/27/2029
3133ETFF9	1989	Federal Farm Credit		04/25/2025	5,000,000.00	4,966,150.00	5,000,000.00	3.900	1,029	3.900	Aa1 04/25/2029
3133ERKJ9	1927	Federal Farm Credit		07/05/2024	5,000,000.00	5,014,500.00	4,987,890.00	4.375	1,100	4.453	Aa1 07/05/2029
3133EWEX4	2003	Federal Farm Credit		03/25/2026	5,000,000.00	4,876,800.00	4,928,100.69	3.625	1,701	4.016	Aa1 02/26/2031
3130AVJY9	2011	Federal Home Loan Bank		05/15/2026	5,000,000.00	4,981,250.00	5,037,232.92	4.125	1,717	4.113	Aa1 03/14/2031
3133EWMH0	2008	Federal Farm Credit		04/22/2026	5,000,000.00	4,926,750.00	4,989,950.00	3.875	1,756	3.920	Aa1 04/22/2031
		Subtotal and Average	103,577,219.46		101,000,000.00	99,948,790.00	100,281,965.41		723	3.753	
Municipal Bonds											
MC1560	1560	Pub Fin Auth (Bass Lake)		04/05/2017	3,760,000.00	3,760,000.00	3,760,000.00	3.500	2,619	3.500	NR 09/01/2033
SYS1621	1621	Rolling Hills		01/30/2019	1,970,246.00	1,970,246.00	1,970,246.00	3.750	4,446	3.750	NR 09/02/2038
		Subtotal and Average	5,730,246.00		5,730,246.00	5,730,246.00	5,730,246.00		3,247	3.586	
Grant Anticipation Notes											
1881 MD 19	1881	MD19 A & B Parkwood		12/05/2023	331,710.21	331,710.21	331,710.21	3.140	88	3.140	NR 09/27/2026
2013 MD 19	2013	MD19 A & B Parkwood		06/16/2026	3,000,000.00	3,000,000.00	3,000,000.00	3.900	1,065	3.900	NR 05/31/2029
		Subtotal and Average	1,831,710.21		3,331,710.21	3,331,710.21	3,331,710.21		968	3.824	

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Run Date: 07/13/2026 - 18:27

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Portfolio Management by Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2026

Page 6

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Days to Maturity	YTM	Moody's
Total and Average			1,012,359,559.39		1,033,361,239.11	1,017,681,020.27	1,016,953,447.95		596	3.942	



**Portfolio Management by Fund
Transaction Activity Report
June 1, 2026 - June 30, 2026
Sorted by Transaction Date - Transaction Date
All Funds**

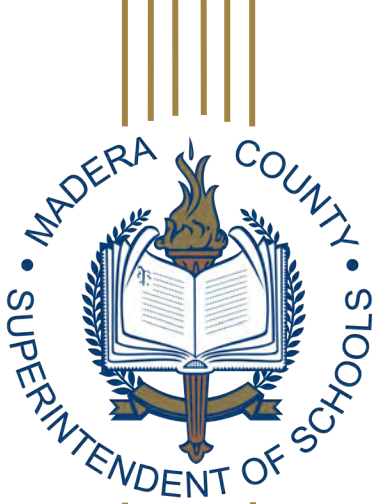
Madera County
200 W. 4th Street
Madera, CA 93637
(559)675-7013

Investment #	Fund	CUSIP	Inv Descrip	TransactionType	TransactionDate	MaturityDate	RedemptionType	New Principal	Principal Paydowns	Interest	Total Cash
1774	01	3133ENG08	FEDERAL FARM CR	Redemption	06/01/2026	06/01/2026	Maturity		5,000,000.00		5,000,000.00
1985	01	9128286X3	UNITED STATES	Redemption	06/01/2026	05/31/2026	Maturity		10,000,000.00		10,000,000.00
1774	01	3133ENG08	FEDERAL FARM CR	Interest	06/01/2026	06/01/2026				33,000.00	33,000.00
1826	01	91282CET4	UNITED STATES	Interest	06/01/2026	05/31/2027				131,250.00	131,250.00
1890	01	91282CET4	UNITED STATES	Interest	06/01/2026	05/31/2027				65,625.00	65,625.00
1908	01	91282CET4	UNITED STATES	Interest	06/01/2026	05/31/2027				131,250.00	131,250.00
1909	01	91282CHE4	UNITED STATES	Interest	06/01/2026	05/31/2028				181,250.00	181,250.00
1914	01	91282CJN2	UNITED STATES	Interest	06/01/2026	11/30/2028				109,375.00	109,375.00
1930	01	57636QAM6	MA 2.95% MAT	Interest	06/01/2026	06/01/2029				147,500.00	147,500.00
1932	01	57636QAM6	MA 2.95% MAT	Interest	06/01/2026	06/01/2029				73,750.00	73,750.00
1934	01	91282CES6	UNITED STATES	Interest	06/01/2026	05/31/2029				68,750.00	68,750.00
1938	01	91282CES6	UNITED STATES	Interest	06/01/2026	05/31/2029				68,750.00	68,750.00
1960	01	91282CFY2	UNITED STATES	Interest	06/01/2026	11/30/2029				193,750.00	193,750.00
1985	01	9128286X3	UNITED STATES	Interest	06/01/2026	05/31/2026				106,250.00	106,250.00
2000	01	91282CET4	UNITED STATES	Interest	06/01/2026	05/31/2027				65,625.00	65,625.00
2000	01	91282CET4	UNITED STATES	Accr Int	06/01/2026	05/31/2027			21,995.19	-21,995.19	0.00
130	02	SYS130	BANKAM 0.0%	Interest	06/01/2026					0.01	0.01
Totals for 06/01/2026								15,021,995.19	1,354,129.82	16,376,125.01	
1486	01	SYS1486	CAMP	Redemption	06/02/2026				8,000,000.00		8,000,000.00
Totals for 06/02/2026								8,000,000.00		8,000,000.00	
1486	01	SYS1486	CAMP	Purchase	06/03/2026			20,000,000.00			-20,000,000.00
1924	01	023135BR6	AMAZON COM INC,	Interest	06/03/2026	06/03/2027				60,000.00	60,000.00
Totals for 06/03/2026								20,000,000.00		60,000.00	-19,940,000.00
1486	01	SYS1486	CAMP	Redemption	06/09/2026				6,000,000.00		6,000,000.00
Totals for 06/09/2026								6,000,000.00		6,000,000.00	
1940	01	58933YBC8	MERCK & CO INC,	Interest	06/10/2026	06/10/2027				42,500.00	42,500.00
Totals for 06/10/2026										42,500.00	42,500.00
1852	01	3130AVWR9	FEDERAL HOME	Interest	06/11/2026	06/11/2027				90,625.00	90,625.00
Totals for 06/11/2026										90,625.00	90,625.00
1486	01	SYS1486	CAMP	Purchase	06/12/2026			14,500,000.00			-14,500,000.00
1745	01	3130AMFS6	FEDERAL HOME	Redemption	06/12/2026	06/12/2026	Maturity		4,000,000.00		4,000,000.00
1776	01	3130AN4T4	FEDERAL HOME	Redemption	06/12/2026	06/12/2026	Maturity		5,000,000.00		5,000,000.00
1745	01	3130AMFS6	FEDERAL HOME	Interest	06/12/2026	06/12/2026				15,000.00	15,000.00
1776	01	3130AN4T4	FEDERAL HOME	Interest	06/12/2026	06/12/2026				21,875.00	21,875.00

Portfolio Management by Fund
Transaction Activity Report
Sorted by Transaction Date - Transaction Date

Page 2

Investment #	Fund	CUSIP	Inv Descrip	TransactionType	TransactionDate	MaturityDate	RedemptionType	New Principal	Principal Paydowns	Interest	Total Cash
Totals for 06/12/2026								14,500,000.00	9,000,000.00	36,875.00	-5,463,125.00
1876	01	91282CHH7	UNITED STATES	Redemption	06/15/2026	06/15/2026	Maturity		4,000,000.00		4,000,000.00
1876	01	91282CHH7	UNITED STATES	Interest	06/15/2026	06/15/2026				82,500.00	82,500.00
1929	01	91324PDK5	UNH 3.85% MAT	Interest	06/15/2026	06/15/2028				96,250.00	96,250.00
1957	01	437076BY7	HOME DEPOT INC.	Interest	06/15/2026	06/15/2029				73,750.00	73,750.00
Totals for 06/15/2026									4,000,000.00	252,500.00	4,252,500.00
2013	01	2013 MD 19	MD19AB 3.9% MAT	Purchase	06/16/2026	05/31/2029		3,000,000.00			-3,000,000.00
1486	01	SYS1486	CAMP	Redemption	06/16/2026				9,000,000.00		9,000,000.00
Totals for 06/16/2026								3,000,000.00	9,000,000.00		6,000,000.00
1756	01	89236TJK2	TOYOTA MTR CR	Redemption	06/18/2026	06/18/2026	Maturity		7,000,000.00		7,000,000.00
1486	01	SYS1486	CAMP	Redemption	06/18/2026				1,000,000.00		1,000,000.00
1756	01	89236TJK2	TOYOTA MTR CR	Interest	06/18/2026	06/18/2026				39,375.00	39,375.00
Totals for 06/18/2026									8,000,000.00	39,375.00	8,039,375.00
1777	01	3130AQF65	FHLB 1.25% MAT	Interest	06/22/2026	12/21/2026				31,250.00	31,250.00
Totals for 06/22/2026										31,250.00	31,250.00
1486	01	SYS1486	CAMP	Purchase	06/23/2026			4,000,000.00			-4,000,000.00
1828	01	3133EN4X5	FEDERAL FARM CR	Interest	06/23/2026	12/23/2026				193,750.00	193,750.00
Totals for 06/23/2026								4,000,000.00		193,750.00	-3,806,250.00
1486	01	SYS1486	CAMP	Purchase	06/24/2026			60,000,000.00			-60,000,000.00
Totals for 06/24/2026								60,000,000.00			-60,000,000.00
1486	01	SYS1486	CAMP	Purchase	06/26/2026			6,000,000.00			-6,000,000.00
1486	01	SYS1486	CAMP	Redemption	06/26/2026				46,000,000.00		46,000,000.00
Totals for 06/26/2026								6,000,000.00	46,000,000.00		40,000,000.00
130	02	SYS130	BANKAM 0.0%	Redemption	06/30/2026				743,874.66		743,874.66
1881	01	1881 MD 19	MD19AB 3.14% MAT	Interest	06/30/2026	09/27/2026				1,846.09	1,846.09
131	01	SYS131	BOFA-I 0.0%	Interest	06/30/2026					32.04	32.04
131	01	SYS131	BOFA-I 0.0%	Purchase	06/30/2026			32.04			-32.04
1486	01	SYS1486	CAMP	Interest	06/30/2026					273,160.02	273,160.02
1486	01	SYS1486	CAMP	Purchase	06/30/2026			273,160.02			-273,160.02
Totals for 06/30/2026								273,192.06	743,874.66	275,038.15	745,720.75
Grand Total								107,773,192.06	105,765,869.85	2,376,042.97	368,720.76



Tricia Protzman
Superintendent of Schools

Agenda Item 8.4

Board of Education Action Item August 11, 2026

Topic:

Consideration of the Master Plan for English Learners

Background:

The Master Plan for English Learners provides guidance for the English Learners Program at MCSOS school site(s). This plan outlines all components of English Learner Development including assessment, instruction, and reclassification.

Financial Impact:

None.

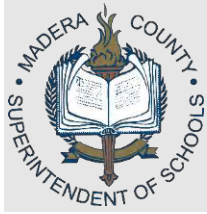
Resource:

Frederick Cogan
Executive Director
Career & Alternative Education Services

Hugo Sanchez
Program Director
Career Technical & Alternative Education Services

Recommendation:

Acceptance of the Master Plan for English Learners.



Madera County Superintendent of Schools

MASTER PLAN FOR ENGLISH LEARNERS



Revised: July 2026

Board Approved:

CAREER AND ALTERNATIVE EDUCATION SERVICES (CAES) MASTER PLAN FOR ENGLISH LEARNERS

CAES English Learners by Site School Years 2020-2025					
	MCIA		PTC		CAES
School Years	English Learners	RFEP	English Learners	RFEP	Total Enrollment
2021-2022	10	4	48	78	317
2022-2023	7	5	70	62	291
2023-2024	10	4	65	64	305
2024-2025	11	9	62	47	268
2025-2026	13	4	49	40	246

The Madera County Superintendent of Schools (MCSOS) and Career and Alternative Education Services (CAES) programs serve diverse student populations, with Spanish being the primary language for most English Learner (EL) students. Although CAES schools have students in grades K-12, the majority of EL students are grades 9-12. During the 2025-26 school year, there were 4 EL students reclassified as fluent English proficient (RFEP), a reclassification rate of 6.5%.

MCSOS VISION STATEMENT

The vision of the Madera County Superintendent of Schools is to enhance the quality of life through education.

CAES Division English Learner Vision Statement: English Learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages. (EL Roadmap, 2017)

MCSOS MISSION STATEMENT

The mission of the Madera County Superintendent of Schools is to identify and provide programs, services, and resources for the benefit of students, families, school districts, agencies, and the community.

CAES Division Mission Statement for English Learners: The MCSOS CAES Division affirms and welcomes a diverse range of English learner (EL) strengths, needs, and identities. We are committed to preparing graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California. (EL Roadmap, 2017)

POSITION STATEMENT

The purpose of MCSOS' English Learner (EL) program for students enrolled in the CAES Division is to:

1. Develop the listening, speaking, reading, writing, and comprehension skills in English for those students whose primary language is other than English.
2. Enhance students' self-esteem.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement, including academic instruction through the primary language when necessary.

This plan will operate under the four guiding principles of the English Learner Roadmap, which are:

1. Assets-oriented and needs-responsive schools
2. Intellectual quality of instruction and meaningful access
3. System conditions that support effectiveness
4. Alignment and articulation within and across systems

The MCSOS CAES Division EL Master Plan is in place to ensure a commitment from all personnel to provide the best possible educational services for English Learner (EL) students and aligned to the California EL Roadmap SBE Policy, which states:

1. The passage of the California Education for a Global Economy Initiative (CA Ed.G.E. Initiative), Proposition 58, effective July 1, 2017, amended most of Proposition 227 and resulted in changes to Education Code (EC) sections 300, 305–306, 310–311, 320, 335.
2. The implementation of the State content standards and curriculum frameworks featuring evidence-based practices and exemplary services for English learners as described in the SBE adopted documents.
3. The implementation of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP).
4. Changes to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015.

GOAL

Identified EL students will have equal access to curriculum and instruction provided to all students. These students will learn English; make progress based upon their individual needs through academic instruction; and experience success. The fundamental goal of the program is that students will function successfully in the English language and be college and career-ready – equipped with 21st century skills.

PART I: IDENTIFICATION OF ENGLISH PROFICIENCY

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts administer a state test of ELP to eligible students in kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards. The ELPAC consists of two separate ELP assessments:

1. One for the initial identification of students as English learners (ELs).
2. One for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Initial ELPAC Assessment

The Home Language Survey (HLS) is to be completed by a parent or guardian when the student initially enrolls in a California school. If available, CAES counseling staff collects the HLS and assessment information from the student's previous program. If a CAES school is the first California school in which a student has enrolled, then the HLS will be administered by school counselors. The following steps are used to identify Initial ELPAC eligible students upon receipt of the HLS:

1. HLS identifies a language other than English or American Sign Language.
2. Student has not previously been tested with the English Language Proficiency Assessments of California (ELPAC)
 - a. Student does not already have an English Language Acquisition Score (ELAS) of English Learner (EL), Initial Fluent English Proficient (IFEP), or Reclassified as Fluent English Proficient (RFEP) in California Longitudinal Pupil Achievement Data System (CALPADS).
 - b. Student has no scores for the ELPAC in CALPADS and in the Local Scoring Tool (LST) for Initial ELPAC scores.
 - c. Student's cumulative file does not contain ELPAC scores.

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their ELP status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan.

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, excluding speaking, which is assessed one-on-one. Testing times will vary depending on the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at www.caaspp-elpac.org or the CDE Initial Assessment Fact Sheet at

<https://www.cde.ca.gov/ta/tg/ca/documents/initialelpacfactsheet.pdf>

The Initial ELPAC administration window is open from July 1 through June 30.

The Initial ELPAC measures the ELP in the four domains of listening, speaking, reading, and writing; and is used to identify students as being either Initially Fluent in English (IFEP) or an English Learner (Intermediate or Novice). It is administered only once during a student's time in the California public school system and locally scored results are a student's official score. The following definitions apply:

Initial Fluent English Proficient (IFEP)

Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Intermediate English Learner

Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.

Novice English Learner

Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

CAES Division Initial ELPAC Assessment Process

Upon a student's first enrollment in the CAES Division of MCSOS, staff will:

1. Administer a home language survey (HLS). If this is the student's first California enrollment. If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial ELPAC - if they have never taken it before.
2. Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.
3. Administer the Initial ELPAC by a trained ELPAC test examiner.
4. Use the Local Scoring Tool (LST) to produce the official score.
5. Submit a classification of English Learner (EL) or initial fluent English proficient (IFEP) into PowerSchool, which automatically feeds CALPADS.
6. Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.
7. Conduct a classification review if requested. Notify the parent/guardian of the results.

Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP). If the student is classified as IFEP, the ELPAC administration process stops.

CAES Division Summative ELPAC Assessment Process

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is given only to students who have previously been identified as an English Learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the support they need to do well in school.

The Summative Assessment is given only to students in grades K–12 who have been identified as English Learners. These students will take the assessment every year until they are reclassified as RFEP Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education plan.

The Summative ELPAC is a Computer Based Assessment (CBA) administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>.

The Summative ELPAC administration window is open from February 1 through May 31.

For additional information visit the CDE ELPAC web page at www.caaspp-elpac.org.

Summative ELPAC Level Descriptions

Level 1

English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.

Level 2

English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 3

English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.

Level 4

English Learners at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

ELPAC Summative Performance Level Descriptors: (Also add as appendix item.)

https://www.scoe.org/blog_files/ELPAC%20ELD.pdf

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding -low
	Expanding -mid
Level 3	Expanding -upper
	Bridge -low
Level 4	Bridge-upper

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging) the Summative ELPAC Assessment measures the four levels listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing, and listening. Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level.

EL Student Folders

An orange EL folder is maintained for each EL. An EL folder should be established as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school, and district administrators with program placement and development, student monitoring, and reclassification. The following items are placed in the EL folder:

- The Home Language Survey (a copy of the initial survey if available) or Home Language Data Assessment Sheet
- Assessment results from all initial and annual ELPAC assessments (if available)
- Copies of the parent notification letters about the results of assessments (as available)
- At the time of reclassification, the reclassification checklist and reclassification follow-up form will also be in each student's folder.

PART II: PLACEMENT OF STUDENTS

All CAES Division EL students will have full access to the types of high-quality curriculum and instruction called for by the California State Standards for ELA/Literacy and other State Board of Education (SBE) adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development.

All CAES Division students are in a full independent study program – except for Juvenile Hall students.

Designated ELD

Designated English Language Development (ELD) will be provided as protected time during the regular school day for all EL students. Designated ELD is when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. The California ELD Standards (adopted 2012) will drive the instruction during the Designated ELD period, with support from the students' specific California State Content Standards for each of their specific topics. (See Part III of this document for additional information)

Integrated ELD

All CAES Division EL students will receive integrated ELD instruction, with the focus on their specific California State Content Standards and support from the California ELD Standards. (See Part III of this document for additional information)

Transfer of Students

When students transfer in or out of CAES Programs:

- All relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school.
- Students newly entering the program will have the relevant assessment, academic progress, and placement information entered in the student data system.
- When the site receives the student information packet from the former school/program, the record will be reviewed by counseling staff or site principal to check for relevant data pertaining to English Learner status and/or services provided in the former program.

Parent Notification

Parents receive a written explanation, in English and the primary language, of the district's Structured English Immersion (SEI) programs for English Learners, along with parent notifications for assessment results.

PART III: INSTRUCTIONAL PROGRAMS

All students enrolled in CAES programs are served in English mainstream classrooms with required support, including support in their primary language, as needed.

Integrated and Designated ELD

- English Learners receive integrated ELD instruction in all academic classes and receive designated ELD instruction.
- Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.
- Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and academic language used in each lesson.

English Language Development (ELD)

- ELD instruction appropriate to the English proficiency level of each EL is scheduled during the regular school day.
- ELD is provided by an authorized teacher.
- ELD classes consist of students at the same level, or “one level plus” according to ELPAC test results.
- Activities that will promote cross-cultural understanding and the development of a positive self- image are provided.
- EO students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed.

English Language Development Curriculum

The California ELD Standards (2012) guide the ELD curriculum for English Learners. Based on the ELD standards CAES will provide the current state adopted curriculum materials in both designated and integrated ELD. In addition, schools purchase supplemental materials with other site funds to support standards based ELD instruction.

CAES provides English Learners with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Assisting Students in Overcoming Academic Deficits

An individual intervention/learning plan assists English Learners with overcoming academic deficits incurred while learning English. CAES schools utilize a variety of extended learning opportunities to provide additional support for reading, writing, speaking, and listening across the curriculum including Academic Acceleration classes to support students not on grade level in Reading and/or mathematics. Edgenuity, an online learning platform, may be used to recover credits lost in previous courses, and has built-in features to support the needs of English Learners. In addition, Edgenuity offers pre- and post- tests in all subject areas and includes remediation classes in Language Arts.

Extended learning opportunities may include one or more of the following: before school/intersession programs, extended day activities, and/or intensified strategies that facilitate student mastery of grade level standards.

Increased Support for Students

State and federal laws require schools to assess a child and notify parents of a student's English proficiency level when a language other than English is on a child's Home Language Survey (HLS) upon the child's first enrollment in a California school. The ELPAC assessment is the primary tool used to determine a child's proficiency level and appropriate ELD class placement for each EL student. State and federal laws require schools to assess a child and notify parents of a student's English proficiency level when a language other than English is on a child's Home Language Survey (HLS) upon the child's first enrollment in a California school. The ELPAC assessment is the primary tool used to determine the child's proficiency level and appropriate ELD class placement for each EL student. An analysis of data for EL proficiency levels based on spring 2025 ELPAC Summative Assessment results shows 8.5% of EL students are Level 1, 42.3% of EL students are Level 2, 36.6% of EL students are Level 3, and 12.7% of EL students are Level 4. Currently, there are roughly 71 EL students, which is 26.5% of the total CAES student population

ELD courses focus on the domains of reading, writing, speaking, and listening. ELD teachers, using the ELD standards as the course foundation, have developed the ELD curriculum currently in place. The ELD teachers carry a caseload of independent study students, providing knowledge of the curriculum from all content areas, which allows greater application of ELD standards to specific content. Normally, students at Pioneer Technical Center are independent study students who meet with their teacher independently. The ELD courses bring EL students of similar English proficiency levels together to have greater interaction with the English Language and amongst their peers. Course materials include lessons from Study Sync ELA with Designated ELD. Units and selections from these lessons require each student to make and support opinion with evidence and express themselves through speaking and writing. Additionally, these topics require students to answer comprehension questions, as well as explain and persuade via writing or through debate.

ELD teachers will receive ongoing professional learning opportunities focused on teaching all students specific skills such as listening and speaking, demonstrated through oral presentations and group share-outs. Group work and pairing of students create opportunities for students to read and write together, as well as develop listening and speaking skills in relation to academic vocabulary. Students are required to edit their writing for errors and share corrections with their class. Other speaking opportunities come from daily journal-writing requirements, as students have the option to read entries aloud to the class.

Courses require additional interaction between students outside of the classroom via Google Classroom and allow for a greater interaction with the English language, and learning how language works, which leads to increased proficiency. This course has also contributed to greater proficiency with technology.

Study Sync will be infused as a supplement to ELA and ELD curricula for ELD classes. The inclusion of this in the new curriculum is aligned with the ELA curriculum. To ensure EL students attend the assigned designated ELD class, EL students will have priority scheduling and registration. Since all students have weekly one-hour appointments, as per the PTC Independent Study Master Agreement, EL students will have the opportunity to schedule their ELD class on the same day as their independent study appointment. Initially, there will be three ELD courses (1 – 3), and they include students in Level 1/Lower Level 2, Upper Level 2/ Lower Level 3, and Upper Level 3/ Level 4. These groupings will allow for small class sizes and support EL students in scheduling courses to coincide with responsibilities requiring independent study as an academic option. Students enrolled in ELD classes will earn elective credits that meet elective credit requirements toward high school graduation.

A team consisting of the independent study teacher (case manager), ELD teacher, academic counselor, bilingual coordinator, and principal will meet at least quarterly to determine appropriate placement of students in ELD classes. Data results studied will include ELPAC (transfer information), LAS Links, I-Ready and course grades to determine appropriate student placement and allow mobility for progression through designated ELD courses with increased proficiency levels, and potentially satisfy the criteria for reclassification of English language proficiency. The team will continue to support reclassified fluent English proficient students for four years after reclassification by reviewing data with the same frequency and exploring interventions to prevent students from failing courses.

Progress Monitoring for English Learners

Teachers monitor EL students' classroom work in a variety of ways depending on the teacher's instructional practices. Formally, student progress is monitored using one or more of the following:

- ELPAC Testing

- EL Folders (Orange Folders)

- Smarter Balanced formative assessments

- Classroom performance-based assessments

- Grades

- Teacher observation (OPTEL)

- Other measures, including a-Ready Assessments

PART IV: STAFFING AND PROFESSIONAL GROWTH

Staffing

All teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services.

Professional Learning

In addition to providing appropriately certificated teachers, CAES will provide learning opportunities that result in further developing the skills of personnel to provide appropriate instructional services to English Learners.

Administrators, counselors, teachers, and others are provided with on-going training opportunities that include, but are not limited to, the following:

- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding and teaching methodology
- English Language Development (ELD) teaching methodology
- Developing Positive Student/Teacher Relationships
- Developing Quick Write Strategies (Write to Learn)
- Developing Reading Strategies (Reading for Meaning)
- Student engagement strategies
- Other

PART V: RECLASSIFICATION TO FLUENT ENGLISH PROFICIENT

Reclassification Criteria

The reclassification criteria outlined in California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (5 *CCR*) Section 11303 remain unchanged. Local educational agencies (LEAs) should continue using the following four criteria to establish reclassification policies and procedures:

1. Assessment of English Language Proficiency (ELP), using an objective assessment instrument, the Summative ELPAC or, when appropriate, the Alternate Summative ELPAC for dually identified students. The CAES Division will use the Summative ELPAC Overall Performance Level (PL) 4 or the Alternate Summative ELPAC Overall Performance Level (PL) 3 to meet Criterion #1; **and**
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; The CAES Division will use a C or better criteria for the student's current grade. **and**
3. Parent consultation; **and**
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. The CAES Division staff will use an average of ELA scores by grade level on the California Assessment of Student Performance and Progress (CAASPP) ELA exam **or** performance within the overall reading placement of grade level or above using the i-Ready diagnostic tool for this reclassification criteria.

PART VI: ENGLISH LEARNER ADVISORY COMMITTEE

The CAES Division for the MCSOS will establish a district-level English Learner Advisory Committee (ELAC) composed of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Requirement

Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Composition Requirements

Parents or guardians of English Learners shall constitute the majority membership (51 percent or more) of the committee.

Training

The CAES Division for the MCSOS will provide ELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

- California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
- California *Code of Regulations*, Title 5, Section 11308 and 15495(b)

PART VII: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The CAES Division for the MCSOS will establish a district-level English Learner Advisory Committee (DELAC) composed of parents, staff, and community members designated to advise district officials on English Learner programs and services.

Responsibilities

The CAES DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English Learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district-wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. The CAES DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Composition Requirements

Parents or guardians of English Learners shall constitute the majority membership (51 percent or more) of the committee.

PART VIII: SPECIAL NEEDS

EL students shall be provided with fair and equal access to special services (i.e., Special Education, Title I, Career and Alternative Education Services, and extracurricular activities).

- All instructional personnel are responsible for referring an EL student through the locally adopted referral process if a disability is suspected
- Parents may request an assessment in writing
- IEP teams must determine whether an EL student meets the eligibility criteria for special education and requires special education and related services to benefit from this educational program
- Determination that the learning difficulty is not the result of cultural or linguistic diversity is made
- Students should not be referred for special education solely on the basis that they do not understand or are limited in their ability to understand English. IEP or Section 504 teams must determine which services are appropriate for ELs, based on their disabilities and level of English Proficiency. ELs with IEPs or 504 Plans must also receive ELD instruction.

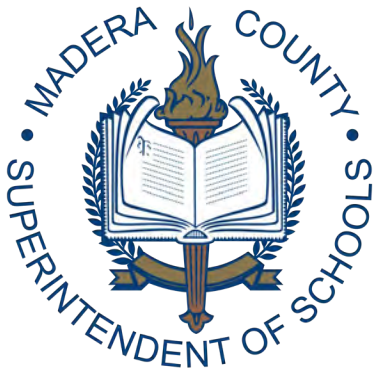
- Students with disabilities are provided with the same opportunities to be reclassified as students without disabilities. Therefore, regarding reclassification of English learner students with disabilities:

Criteria 1: The IEP team can use the Summative ELPAC or an alternate assessment of language proficiency for reclassification purpose (EC 56342 and 56345 (b)).

Criteria 2: An IEP team determines if a lack of or limited academic achievement in the classroom is due to other factors such as disability or motivation.

Criteria 3: The parent is encouraged to be actively involved and informed during the reclassification process and to express his/her observations and options regarding the students' readiness to be reclassified. The parent is an integral member of the IEP team and part of the reclassification process.

Criteria 4: Basic performance for Special Education students will be determined based on the recommendations of the student's IEP team



Tricia Protzman
Superintendent of Schools

Agenda Item 8. 5

Board of Education Action Item August 11, 2026

Topic:

Consideration of Renewal of Career and Alternative Education Services (CAES) Waiver to the State Board of Education to Waive Education Code 52852 in Order to Operate Shared_School Site Council (SSC) and Reduce the Number of Representatives Composing the SSC.

Background:

A School Site Council (SSC), as required by Title I and the California Department of Education (CDE), is prescribed by California Education Code (Ed Code 52852). In short, the code requires every school receiving Title I funds to establish a School Site Council. The same Education Code establishes the composition of a council to include a principal, teachers, other staff, parents, and students (at the high school level). The Education Code calls for parity between school and parent/community representatives and outlines requirements for numbers in each group.

California Department of Education provides a waiver process for schools that cannot meet the Education Code requirements. Specifically, a Local Education Agency (LEA) may request a waiver of Ed Code 52852—a SSC at each school receiving Title I and the composition of SSCs. A waiver request is prepared by the LEA, and approval of the request is sought from the School Site Council (or other advisory committee), the Local Board of Education, and the Superintendent. The bargaining unit is informed of the waiver request for an SSC.

The Waiver Request is sent to CDE, which reviews the request and submits the request to the State Board of Education. At a regularly scheduled State Board meeting, such waiver requests are reviewed and either approved, approved with conditions, or denied.

Pursuant to Senate Bill (AB) 75 local educational agencies (LEAs) will no longer be required to seek the State Board of Education (SBE) approval for some of their school site councils to waive the composition requirements contained in Education Code (EC) 65000. The specific provisions for such permission are authorized in EC 65001 which includes: Up to three schools with a combined pupil population of less than 1,000 may operate a Shared School Site Council and sites share geographic proximity to one another with similar pupil populations.

The Madera County Superintendent of Schools' (MCSOS) Career and Alternative Education Services Division (CAES) requests such a waiver. This waiver requests one SSC to serve Madera County Independent Academy (MCIA), Pioneer Technical Center (PTC), and Endeavor/Voyager School. The justification for this waiver meets the requirements listed above such that the combined student population of CAES programs does not exceed 1,000 pupils, CAES programs share the same geographic proximity, as well as, CAES programs address similar student needs, administration, funding, and the small staffs at each individual school site.

In addition, our combined School Site Council would have to consist of at least 12 people: 1 principal, 3 teachers and 2 other school employees (6 total) and 3 parents or other community members as well as 3 students (6 total).

Financial Impact:

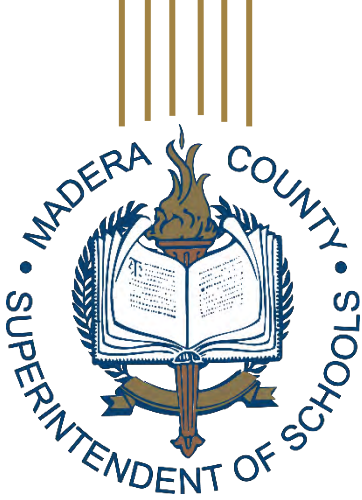
There is no financial impact.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Recommendation:

It is recommended the Madera County Board of Education approve the submission of the waivers to the State Board of Education to Waive Education Code 52852 in order to share school site councils for CAES charter schools and Endeavor/Voyager.



Tricia Protzman
Superintendent of Schools

Agenda Item 8.6

Board of Education Action Item August 11, 2026

Topic:

Consideration of Prop 28 Arts and Music Annual Report for 2025-2026

8.6.1 Pioneer Technical Center

8.6.2 Madera County Independent Academy

8.6.3 Madera County Superintendent of Schools

Background:

Proposition 28 Arts and Music Education Program funding requires that the annual report for the 25/26 year for Pioneer Technical Center, Madera County Independent Academy and Madera County Superintendent of Schools Arts and Music be brought before the board for consideration

Financial Impact:

None

Resource:

Marisol Verduzco

Chief Officer

Business and Administrative Services

Recommendation:

It is recommended the Board approve the 2025-2026 Annual Report for Prop 28 for items 8.6.1 Pioneer Technical Center, 8.6.2 Madera County Independent Academy, and 8.6.3 Madera County Superintendent of Schools as presented.

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: Pioneer Technical Center
 CDS Code: 2010207-2030229
 Charter School Number: 460
 Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Pioneer Technical Charter contract with the Madera County Arts Council to provide Art and Music instruction in the areas of visual arts, poetry, dance, theater, and/or music focusing on creativity and skill enhancement using "hands on" curriculum.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	207
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body 8/11/2026 12:00:00 AM

Annual Report Data URL
<https://www.mcsos.org/>

Submission Date 7/21/2026 2:13:14 PM

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: Madera County Independent Academy
 CDS Code: 2010207-0117184
 Charter School Number: 1001
 Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Madera County Independent Academy will contract with the Madera County Arts Council t provide Art and Music instruction in the areas of visual arts, poetry, dance, theater, and/or music focusing on creativity and skill enhancement using "hands on" curriculum.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	61
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body 8/11/2026 12:00:00 AM

Annual Report Data URL

<https://www.mcsos.org/>

Submission Date 7/21/2026 2:45:41 PM

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: Madera County Superintendent of Schools
 CDS Code: 2010207-0000000
 Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For Endeavor/Voyager Schools, they will partner with the Madera Arts Council for services in the areas of visual arts, poetry, dance, theater, and/or Music appreciation and theory. All areas of instruction are aligned with the California Arts Standards. Instruction will occur weekly for all students on the EndeavorNoyager site and focus on creativity and skill enhancement using a "hands on" curriculum. For Gould Educational Center and CSPP/Early Learning Programs, an "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 625

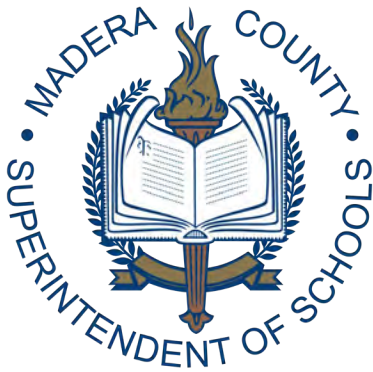
6. Number of school sites providing arts education. 3

Date of Approval by Governing Board/Body 8/11/2026 12:00:00 AM

Annual Report Data URL

<https://www.mcsos.org>

Submission Date 7/21/2026 3:23:24 PM



Agenda Item 8. 7

Board of Education Action Item August 11, 2026

Topic:

Consideration of Prop 28 Arts and Music Plan

- 8.7.1 Pioneer Technical Center (PTC)
- 8.7.2 Madera County Independent Academy (MCIA)
- 8.7.3 Endeavor/Voyager

Background:

An "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the Arts and Music in Schools (AMS) education program. Local educational agencies (LEAs) with 500 or more students are required to expend at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA's administrative expenses.

Financial Impact:

- PTC: \$44,500
- MCIA: \$17,500
- Endeavor/Voyager: \$4,500

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Recommendation:

It is recommended the Board approved the expenditure plans for Endeavor/Voyager, MCIA, and PTC.

8.7.1

Grant		Grant Amount	
2026-2027 Arts and Music (Prop. 28 Funding)		2026-2027 Allocation is \$40,394	
Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone	
Pioneer Technical Center, Madera, and Chowchilla	Frederick J. Cogan, CAES Executive Director	fcogan@mcsos.org (559) 662-6294	
Description of Source: Proposition 28—Arts and Music in Schools			
An "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video. The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to expend at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for administrative expenses. Use of funds for school year 2026-2027 can include the additional usage of 2025-2026 carryover funds of \$79,429.			
Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP			
Pioneer Technical Center (PTC) provides educational services and resources for students grades 5-12. PTC is a non-classroom based Independent Study program offered at two respective sites in Madera and Chowchilla. The Madera site offers program grades 9-12, and Chowchilla offers program grades 5-12. Pioneer Technical Center utilizes the LCAP that has planned activities outlined for student learning. Specific to the LCAP is Goal 2: each site will provide resources and services to ensure the social and emotional well-being of every student and staff to provide a safe environment conducive to learning. Because of the nature of Pioneer Technical Center being a non-classroom based Independent Study Charter School, the implementation of Arts and Music will include extended learning both on campus and off to access a variety of arts and music experiences. Art and/or Music instruction will be offered to students at each respective site. This will allow for the equity of services to all sites while engaging students in programs that are of high interest.			

An Arts and Music education plays a crucial role in supporting the development for all at-risk students, and the inclusion of these programs for Pioneer Technical Center students only supports and enhances educational experiences.

Prop 28 funds will be utilized in the following ways, but not limited to, for the Pioneer Technical Center program:

Pioneer Technical Center (PTC) provides educational services and resources for students grades 5-12. PTC is a non-classroom based Independent Study program offered at two respective sites in Madera and Chowchilla. The Madera site offers program grades 9-12, and Chowchilla offers program grades 5-12. Each site will receive grade level instruction that is articulated to the California Arts Standards in the areas of visual arts, Poetry, dance, theater, and/or music focusing on creativity and skill enhancement using “hands-on” curriculum. Students may also be offered external learning opportunities that support learning in the Arts and/or Music.

EXPENDITURE PLAN

The following table provides the LEA’s expenditure plan for how it will use Prop 28 – Arts and Music funds to support the supplemental instruction and support strategies being implemented by the LEA.

Pioneer Technical Center	
Supplemental Instruction and Support Strategies	Planned Expenditures
Artist Instruction/Preparation (includes both Madera and Chowchilla)	\$11,000
Music Instruction/Preparation for Guitar (PTC Madera)	\$3,000
Supplies (includes both Madera and Chowchilla)	\$3,000
Introduction to Visual Arts Student Field Trip ie. San Francisco Museum of Modern Art (Tickets, meals, transportation for Madera/Chowchilla sites)	\$10,000
Introduction to Visual Arts Student Field Trip ie. Los Angeles County Museum of Arts: (Tickets, meals, transportation for Madera/Chowchilla)	\$10,000
High School Art Walk Event at Pioneer Technical Center	\$7,500
Total	\$ 44,500

8.7.2

Grant		Grant Amount	
2026-2027 Arts and Music (Prop. 28 Funding)		2026-2027 allocation amount MCIA: \$12,123	
Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone	
Madera County Independent Academy	Frederick J. Cogan, CAES Executive Director	fcogan@mcsos.org (559) 662-6294	
Description of Source: Proposition 28—Arts and Music in Schools			
An "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video. The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with five hundred or more students are required to expend at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for administrative expenses. Use of funds for school year 2026-2027 can include the additional usage of 2025-2026 carryover funds of \$13,983.			
Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP			
Madera County Independent Academy (MCIA) provides educational services and resources for students grades K-8. MCIA is a non-classroom based Independent Study program. Madera County Independent Academy utilizes the LCAP that has planned activities outlined for student learning. Specific to the LCAP is Goal 2: each site will provide resources and services to ensure the social and emotional well-being of every student and staff to provide a safe environment conducive to learning. Because of the nature of Madera County Independent Academy being a non-classroom based Independent Study Charter School, the implementation of Arts and Music may include extended learning both on campus and off to access a variety of arts and music experiences. Art and/or Music instruction will be offered to students at each respective site. This will allow for the equity of services to all sites while engaging students in programs that are of high interest. An Arts and Music education plays a crucial role in supporting the development for all at-risk students, and the inclusion of these programs for MCIA students only supports and enhances educational experiences for all students.			

Prop 28 funds will be utilized in the following ways, but not limited to, for the MCIA program:

Madera County Independent Academy (MCIA) provides educational services and resources for students grades K-8. MCIA is a non-classroom based Independent Study program. MCIA will receive weekly grade-clustered instruction that is articulated to the California Arts Standards in the areas of visual arts, Poetry, dance, theater, and/or music focusing on creativity and skill enhancement using “hands-on” curriculum. Students will also be offered two “Family Night” events (one per semester) in which multiple learning opportunities will be explored to expand arts appreciation and community engagement for school partners to experience.

EXPENDITURE PLAN

The following table provides the LEA’s expenditure plan for how it will use Prop 28 – Arts and Music funds to support the supplemental instruction and support strategies being implemented.

Madera County Independent Academy	
Supplemental Instruction and Support Strategies	Planned Expenditures
Artist Instruction/Preparation	\$3,500
Supplies	\$1,000
Family Night with the Arts Event: Community Paint-By-Number Mural, Rock Installation, Chalk Art Competition, Face Painting	\$8,000
Introduction to Visual Arts Student Field Trip ie. Fresno Metropolitan Museum of Art: (Tickets, meals, transportation)	\$5,000
Total	\$17,500

8.7.3

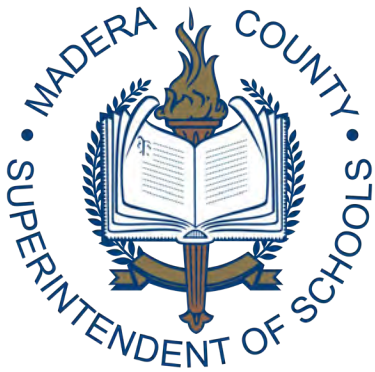
Grant		Grant Amount	
2026-2027 Arts and Music (Prop. 28 Funding)		2026-2027 Allocation is \$2,735	
Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone	
Madera County Superintendent of Schools: Endeavor/Voyager School	Frederick J. Cogan, CAES Executive Director	fcogan@mcsos.org (559) 662-6294	
Description of Source: Proposition 28—Arts and Music in Schools			
An "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video. The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to expend at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for administrative expenses. Use of funds for school year 2026-2027 can include the additional usage of 2025-2026 carryover funds of \$2,619.			
Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP			
Endeavor/Voyager Schools provide educational services and resources for Incarcerated youth grades 7-12. The programs under the MCSOS receiving these funds include Endeavor/Voyager Schools. The MCSOS Endeavor/Voyager Programs utilize the LCAP that has planned activities outlined for student learning. Specific to the LCAP is Goal 2: each site will provide resources and services to ensure the social and emotional well-being of every student and staff to provide a safe environment conducive to learning. Because of the nature of the Endeavor/Voyager Program being a court school program for incarcerated youth, the implementation of Arts and Music can include extended learning both on campus and off to access a variety of arts and music experiences. Art and/or Music instruction will be offered to students at the Juvenile Hall site. This will allow for the equity of services while engaging students in programs that are of high interest. An Arts and Music education plays a crucial role in supporting the development for all at-risk students, and the inclusion of these programs for Endeavor/Voyager students only supports and enhances educational experiences for all students. The Prop 28 funds will be utilized in the following ways, but not limited to, for the Endeavor/Voyager programs:			

Endeavor/Voyager Schools will partner with the Madera Arts Council for services in the areas of visual arts, poetry, dance, theater, and/or Music appreciation and guitar theory and practice. All areas of instruction are aligned with the California Arts Standards. Instruction will occur weekly for all students on the Endeavor/Voyager site and focus on creativity and skill enhancement using a “hands on” curriculum.

EXPENDITURE PLAN

The following table provides the LEA’s expenditure plan for how it will use Prop 28 – Arts and Music funds to support the supplemental instruction and support strategies being implemented.

Endeavor/Voyager Schools	
Supplemental Instruction and Support Strategies	Planned Expenditures
Artist Instruction/Preparation	\$3,500
Supplies	\$1,000
Total	\$ 4,500



Tricia Protzman
Superintendent of Schools

Agenda Item 8.8.1

Board of Education Action Item August 11, 2026

Topic:

Resolution Number 1, 2026-2027 Sufficiency of Instructional Materials
(Special Education)

Background:

To comply with Education Code 60119, a public hearing was held related to the sufficiency of instructional materials in Madera County Superintendent of Schools (MCSOS) programs. In this resolution, the Madera County Board of Education acknowledges the adoption of materials for special education students. The instructional program for special education students matches the specifications of their Individualized Education Plan (IEP). Students accessing regular education programs are provided State adopted textbooks and materials that are appropriate for the courses and match their IEPs. These materials are aligned to the adopted content standards, are consistent with the cycles of curriculum frameworks adopted by the state board of education, and align with the materials utilized by the district in which the student is attending.

Financial Impact:

Budgeted as regular expenditures.

Resource:

Jessica Drake
Executive Director
Student Programs and Services

Recommendation:

It is recommended the Madera County Board of Education adopt Resolution Number 1, 2026-2027 on the availability of instructional materials for MCSOS Special Education students.

Madera County Board of Education
Resolution No. 1, 2026-2027
Availability of Instructional Materials 2026-2027

WHEREAS, the Madera County Board of Education and Madera County Superintendent of Schools (MCSOS), in order to comply with the requirements of Education Code Section 60119, held a public hearing on August 11, 2026 at 5:15 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the Madera County Superintendent of Schools attendance area that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the county office of education, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, consistent with their Individualized Education Plan (IEP).

NOW, THEREFORE BE IT RESOLVED that for the 2026-2027 school year, the Madera County Board of Education acknowledges the adoption of sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks as appropriate for Special Education Programs.

ADOPTED by the following vote this 11th day of August, 2026.

AYES:
NOES:
ABSTAIN:
ABSENT:

Cathie Bustos, President

NOTICE OF PUBLIC HEARING

To determine the Sufficiency of Textbooks and Instructional Materials for students served in Madera County Superintendent of Schools programs.

Tuesday, August 11, 2026

5:15 p.m.

Madera County Superintendent of Schools
1105 South Madera Avenue, Conference Room 5
Madera, CA 93637

Questions may be directed to Jennifer Pascale at (559) 662-6274.

Note: This notice was posted on July 31, 2026, at six sites:

Madera County Superintendent of Schools, Gould Educational Center, Yosemite High School, Pioneer Technical Center, Pioneer Technical Center – Chowchilla, and Madera County Independent Academy

AVISO DE AUDIENCIA PÚBLICA

Para determinar la Suficiencia de Libros de Texto y Materiales de Instrucción para los estudiantes atendidos en los programas del Superintendente de Escuelas del Condado de Madera.

martes, 11 de agosto de 2026

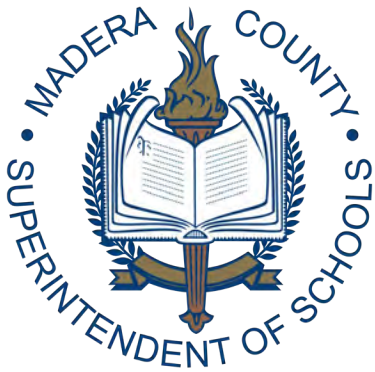
17:15

Superintendente de Escuelas del Condado de Madera
1105 South Madera Avenue, Sala de conferencias 5
Madera, CA 93637

Las preguntas pueden dirigirse a Jennifer Pascale al (559) 662-6274.

Nota: Este aviso se publicó el 31 de julio de 2026 en seis sitios:

Superintendente de Escuelas del Condado de Madera, Centro Educativo Gould, Escuela Secundaria Yosemite, Centro Técnico Pioneer, Centro Técnico Pioneer – Chowchilla y Academia Independiente del Condado de Madera



Tricia Protzman
Superintendent of Schools

Agenda Item 8.8.2

Board of Education Action Item August 11, 2026

Topic:

Resolution Number 2, 2026-2027 Sufficiency of Instructional Materials
(Career Technical and Alternative Education)

Background:

Education Code Section 60119(a) requires a county office of education to hold an annual public hearing to determine if each pupil has sufficient textbooks or instructional materials in specific subjects that are aligned to the academic content standards and consistent with the cycles of the curriculum frameworks adopted by the state board.

The notice of public hearing must be posted ten days prior to the hearing in at least three public places and must contain the time, place, and purpose of the hearing.

Financial Impact:

Failure to take the above listed actions would result in the loss of textbooks and instructional materials funds, which would severely impact instructional programs.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Recommendation:

It is recommended the Madera County Board of Education adopt Resolution Number 2, 2026-2027 on the availability of instructional materials for Career Technical and Alternative Education

Madera County Board of Education
Resolution No. 2
2026-2027 Availability of Instructional Materials

WHEREAS, the Madera County Board of Education and Madera County Superintendent of Schools, in order to comply with the requirements of Education Code Section 60119(a) held a public hearing on August 11, 2026 at 5:15 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours; and

WHEREAS, the Madera County Board of Education provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place and purpose of the hearing; and

WHEREAS, the Madera County Board of Education encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing; and

WHEREAS, information provided at the public hearing and to the board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the county office of education; and

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home; and

WHEREAS, sufficient textbooks and instructional materials listed in Attachment A were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-Social Science
- English/Language Arts, including the English language development component of an adopted program

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

NOW, THEREFORE BE IT RESOLVED, that for the 2026 - 2027 school year, the Madera County Board of Education and Madera County Superintendent of Schools have provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

ADOPTED by the following vote this 11th day of August, 2026.

AYES:

NOES:

ABSTAIN:

ABSENT:

Cathie Bustos, President

NOTICE OF PUBLIC HEARING

To determine the Sufficiency of Textbooks and Instructional Materials for students served in Madera County Superintendent of Schools programs.

Tuesday, August 11, 2026

5:15 p.m.

Madera County Superintendent of Schools
1105 South Madera Avenue, Conference Room 5
Madera, CA 93637

Questions may be directed to Jennifer Pascale at (559) 662-6274.

Note: This notice was posted on July 31, 2026, at six sites:

Madera County Superintendent of Schools, Gould Educational Center, Yosemite High School, Pioneer Technical Center, Pioneer Technical Center – Chowchilla, and Madera County Independent Academy

AVISO DE AUDIENCIA PÚBLICA

Para determinar la Suficiencia de Libros de Texto y Materiales de Instrucción para los estudiantes atendidos en los programas del Superintendente de Escuelas del Condado de Madera.

martes, 11 de agosto de 2026

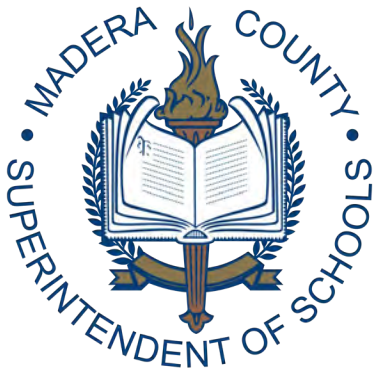
17:15

Superintendente de Escuelas del Condado de Madera
1105 South Madera Avenue, Sala de conferencias 5
Madera, CA 93637

Las preguntas pueden dirigirse a Jennifer Pascale al (559) 662-6274.

Nota: Este aviso se publicó el 31 de julio de 2026 en seis sitios:

Superintendente de Escuelas del Condado de Madera, Centro Educativo Gould, Escuela Secundaria Yosemite, Centro Técnico Pioneer, Centro Técnico Pioneer – Chowchilla y Academia Independiente del Condado de Madera



Tricia Protzman
Superintendent of Schools

Agenda Item 8.8.3

Board of Education Action Item August 11, 2026

Topic:

Consideration Adoption of Instructional Materials for Pupils in Grades 9-12.

Background:

CDE requires the districts and county offices to review and adopt basic instructional materials for pupils in grades 9-12 (EC 60422, EC 60451). Materials must be adopted by the Board of Education. The materials are listed in Attachment A for Special Education and in Attachment B for Alternative Education Programs.

Financial Impact:

Budgeted as regular expenditures.

Resource:

Frederick Cogan
Executive Director,
Career & Alternative Education Services

Jessica Drake
Executive Director
Student Programs and Services

Recommendation:

Adoption of the attached lists of textbooks and instructional materials for the use and purchase in the Alternative Education Programs and Special Education of the Madera County Superintendent of Schools for the 2026-2027 school year.

Attachment A

**Yosemite Unified School District
Grades 9-12 Core Curriculum List
2026-2027**

English Department

English 9

Houghton Mifflin Harcourt (HMH) Into Literature 9 (2020)

English 10

HMH Into Literature 10 (2020)

English 11

HMH Into Literature 11 (2020)

English 12

HMH Into Literature 12 (2020)

Math Department

Math 1

McGraw Hill, California Reveal Math, Algebra 1 (2026)

Math 2

McGraw Hill, California Reveal Math, Geometry (2026)

Math 3

McGraw Hill, California Reveal Math, Algebra 2 (2026)

Social Science

World History

HMH World History (2019)

America History

HMH US History (2019)

US Government

HMH US Government (2018)

Economics

HMH Economics (2018)

Science Department

Living Earth

HMH California, The Living Earth (2020)

Biology

HMH California, The Living Earth (2020)

Physics

HMH California, Physics in the Universe (2020)

Chemistry

HMH California, Chemistry in the Earth System (2020)



Madera Unified School District 9-12 CORE CURRICULUM LIST 2026-2027

English (ELA)

English I & Enhanced English I (9):

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016 (*accessed digitally*)

Adopted May 24, 2016

English II (10):

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016 (*accessed digitally*)

Adopted May 24, 2016

Honors English II (10):

Advanced Language & Literature
Bedford, Freeman & Worth, 2016

Adopted January 25, 2022

English III & Honors English III (11):

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016 (*accessed digitally*)

Adopted May 24, 2016

English 12 (12):

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016 (*accessed digitally*)

Adopted May 24, 2016

AP Language (11):

The Bedford Reader
Bedford/St. Martin's, 11th Edition, 2012

Adopted March 28, 2000

Expository Reading & Writing Course - ERWC (12):

Expository Reading & Writing Course, 3rd ed.
California State University; Online Press, 2019 (*accessed digitally*)

Adopted March 26, 2009

AP Literature (12):

Perrine's Literature: Structure & Sense
Harcourt Brace, 11th & 17th eds., 2017 & 2020

Adopted March 28, 2000

English Language Development (ELD)

Newcomers:

Get Ready, 9-12
Visa Higher Learning, 2021

Adopted April 23, 2024

HS ELD I/II:

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016 (*accessed digitally*)

Adopted May 24, 2016

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016 (*accessed digitally*)

Adopted May 24, 2016

HS ELD III/IV:

StudySync California Edition w/Designated ELD

McGraw Hill Book Co., 2016 (*accessed digitally*)

Adopted May 24, 2016

StudySync California Edition w/Designated ELD
McGraw Hill Book Co., 2016 (*accessed digitally*)

Adopted May 24, 2016

Mathematics

Integrated Math I & Enhanced Integrated Math I:

California Clear Math - Integrated Mathematics I
Carnegie, 1st Edition, 2026

Adopted May 12, 2026

Integrated Math II & Enhanced Integrated Math II:

California Clear Math – Integrated Mathematics II
Carnegie, 1st Edition, 2026

Adopted May 12, 2026

Integrated Math III:

California Clear Math – Integrated Mathematics III
Carnegie, 1st Edition, 2026

Adopted May 12, 2026

Honors Integrated Math III & AP Calculus:

Flamingo Math - AP Precalculus Curriculum Bundle
Jean Adams Publisher, 2026

TBA August 12, 2026

Mathematical Reasoning With Connections (MRWC):

Mathematical Reasoning with Connections, 1st ed.
California State University; Online Press, 2019 (*accessed digitally*)

Adopted March 26, 2019

AP Calculus AB/BC:

Calculus of a Single Variable/Calculus w/ Analytical Geometry, 9th ed.
Brooks/Cole Cengage Learning, 2010

Adopted June 29, 2010

Statistics & Probability:

Understanding Statistics, 8th ed.
Houghton Mifflin Harcourt, 2006

Adopted May 14, 2006

AP Statistics:

The Practice of Statistics, 5th ed.
Bedford, Freeman & Worth, 2014

Adopted June 26, 2014

History/Social Science (HSS)

World History:

California World History: The Modern World
Pearson, 2019

Adopted May 8, 2018

AP European History:

A History of Western Society Since 1300 for the AP Course
BFW Publishers, 2020

Adopted May 23, 2023

US History:

California United States History: The Twentieth Century
Pearson, 2019

Adopted May 8, 2018

AP US History:

The American Pageant: History of a Republic, 13th ed.
Houghton-Mifflin, 2006

Adopted May 8, 2008

Civics (American Government):

California Magruder's American Government
Pearson, 2019

Adopted May 8, 2018

Economics:

California Economics: Principles in Action
Pearson, 2019

Adopted May 8, 2018

AP American Government:

American Government: Stories of a Nation
BFW Publishers, 2021

Adopted May 24, 2022

AP Comparative Government:

Essentials of Comparative Politics with Cases, 7th ed.
W.W. Norton & Company, 2021

Adopted June 8, 2021

AP Microeconomics:

Krugman's Economics, 3rd ed.
BFW Publishers, 2019

Adopted June 8, 2021

AP Human Geography (9-12):

The Cultural Landscape: An Introduction to Human Geography, 13th ed.
Savvas (Pearson), 2020

Adopted June 23, 2020

Science**The Living Earth/AG Biology (9th):**

Biology: The Living Earth
Savvas, 2020

Adopted May 28, 2025

AP Biology (10-12):

Principles of Life, 2nd ed.
WH Freeman & Company, 2014

Adopted May 26, 2015

**Chemistry in the Earth Systems/Chemistry/Agriculture Chemistry/
Honors Chemistry in the Earth Systems (10-12):**

Experience Chemistry, Volumes 1 & 2
Savvas, 2021

Adopted June 22, 2021

AP Chemistry (10-12):

Chemistry: The Central Science, 14th ed.
Savvas (Pearson), 2018

Adopted June 23, 2020

Human Anatomy & Physiology (10-12):

Mader's Understanding Human Anatomy & Physiology 6th & 10th eds.
McGraw Hill, 2008 & 2019

Adopted August 14, 2007

Honors Human Anatomy & Physiology (10-12):

Human Anatomy & Physiology, 7th ed.
Pearson, 2007

Adopted July 17, 2007

Physics of the Universe/Physics (11-12):

Experience Physics

Savvas, 2022

Adopted May 23, 2023

AP Environmental Science (11-12):Environmental Science for AP, 2nd ed.

WH Freeman & Company, 2015

Adopted May 26, 2015

World Languages (WL)**Spanish I:**

Encuentros 1

Vista Higher Learning, 2022

Adopted May 24, 2022

Spanish II:

Encuentros 2

Vista Higher Learning, 2022

Adopted May 24, 2022

Spanish III:

Encuentros 3

Vista Higher Learning, 2022

Adopted May 24, 2022

Spanish for Heritage Speakers I:

Galeria 1

Vista Higher Learning, 2020

Adopted May 24, 2022

Spanish for Heritage Speakers II:

Galeria 2

Vista Higher Learning, 2020

Adopted May 24, 2022

AP Spanish Language:

Temas

Vista Higher Learning, 2020

Adopted May 24, 2022

AP Spanish Literature:

Temas

Vista Higher Learning, 2020

Adopted May 24, 2022

French I-IV:

D'accord

Vista Higher Learning, 2019

Adopted May 24, 2022

French I:

D'accord 1

Vista Higher Learning, 2019

Adopted May 24, 2022

French II:

D'accord 2

Vista Higher Learning, 2019

Adopted May 24, 2022

French III:

D'accord 3

Adopted May 24, 2022

Vista Higher Learning, 2019

AP French:

Themes

Vista Higher Learning, 2022

Adopted May 24, 2022

**Chowchilla Union High School District
9-12 Core Curriculum List
2026/2027**

AP Stats

The Practice of Statistics
Freeman

Biology

High School Living Earth
Discovery

Biology (SPED)

High School Living Earth
Discovery

Biology Honors 9th

High School Living Earth
Discovery

Pre-Calculus

Precalculus with Limits (A Graphing Approach)
Larson, Hostetler, Edwards

Chemistry

Chemistry in the Earth System
Discovery

Chemistry (SPED)

Chemistry in the Earth System
Discovery

Personal Finance

Foundations in Personal Finance
Ramsey Solution

AP Biology

Campbell Biology in Focus 3rd Ed.
Pearson

AP Calculus AB/BC

Calculus
Prentice Hall

AP Psychology

Myers' Psychology for AP
Worth Publishers

AP Chemistry

AP Edition Chemistry

Brown ISBN 978-0-13-217508

AP US History

The American Pageant

Wadsworth Cengage Learning

Spanish I

Asi Se Dice 1

McGraw Hill

Spanish II

Asi Se Dice 2

McGraw Hill

Spanish III

Asi Se Dice 3

McGraw Hill

AP Government (Consumables)

Government in America

Pearson

Math I

Mathematics 1 Common Core

Pearson

Math I (H)

Mathematics 1 Common Core

Pearson

Math II

Mathematics 2 Common Core

Pearson

Math II (H)

Mathematics 2 Common Core

Pearson

Math III

Mathematics 3 Common Core

Pearson

Math III (H)

Mathematics 3 Common Core

Pearson

MRWC

Pre-Calculus with Limits (A Graphing Approach)
Larson, Hostetler, Edwards
Pearson

AP European

History Western Civilization
Cengage Learning

Psychology

Psychology in Everyday Life
BFW

English 9 (Consumables)

My Perspectives 9th Grade
Savvas

English 9 (H) (Consumables)

My Perspectives 9th Grade
Savvas

English 10 (Consumables)

My Perspectives 10th Grade
Savvas

English 10 (H) (Consumables)

My Perspectives 10th Grade
Savvas

English 11 (Consumables)

My Perspectives 11th Grade
Savvas

English 12 (Consumables)

My Perspectives 12th Grade
Savvas

Sustain Ag (H)

The Living Earth/Discovery Education/CC

Civics

Magruder's American Government
Prentice Hall

Civics (SPED)

Magruder's American Government
Prentice Hall

Anatomy/Phys

Fundamentals of Anatomy and Physiology Eleventh Edition
Pearson

AP Lang Comp

Ideas in Argument
BFW

AP Eng Lit

The Norton: Introduction to Literature
Norton

Art I

Art Talk -3rd edition (33)
Art Talk -4th edition (34)
Art in Focus (71)
Glencoe/McGraw-Hill

Art II

Art Talk -3rd edition (33)
Art Talk -4th edition (34)
Art in Focus (71)
Glencoe/McGraw-Hill

Ag Comm

Modern Manners and Habitudes
Potter Style and National FFA

AP Spanish

Temas y Triángulo Aprobado
Vista Higher Learning and Wayside Publishing

Economics (Consumables)

Economics
Pearson

English 9/10 (SPED) (Consumables)

My Perspectives 9th/10th Grade
Savvas

English 11/12 (SPED) (Consumables)

My Perspective 11th/12th Grade
Savvas

Math Skills 1-3 and Math Skills 4-6 and Math Skills 7-8 (SPED)

CA Go Math
HMH

Physics (H)

Holt McDougal Physics Textbook - Student Edition
ISBN: 0547586698
Holt McDougal

World History

IMPACT: World History
McGraw Hill

United States History

IMPACT: US History
McGraw Hill

World History (SPED)

IMPACT: World History
McGraw Hill

United States History (SPED)

IMPACT: US History
McGraw Hill

Public Safety 1

Introduction to Criminal Justice
McGraw Hill

Public Safety 2

Street Law
McGraw Hill

CTE Health and Medicine

Healthcare: Science Technology
McGraw Hill

SPED English

My Perspectives Companion Workbook
Savvas

English Language Development (Consumables)

English 3D
HMH

High School Instructional Materials Survey and Course Section Information

To Be Completed by the School/District C.2.1

Course/Course #	Listing of Instructional Materials Include Publisher/Edition/Title(s)/ Copyright Year purchased for all students enrolled	Total Materials Purchased	Total Students Enrolled	# of Sections	++Periods, room numbers, with # of students enrolled – and special designations*
English / Language Arts					
English 9H	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	331	34	1	4th Period
English 9 (P)	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	331	288	8	1st, 2nd, 3rd, 4th, 5th, 6th, 7th Periods
English 9 SDC	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	331	9	1	4th Period
AP Seminar	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	250	55	2	1st, 3rd Periods
English 10 (P)	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	250	184	7	2nd, 3rd, 4th, 5th, 6th, 7th Periods
English 10 SDC	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	250	11	1	5th Period
AP English Lang and Comp	Ideas in Argument/Bedford, Freeman & Worth/ CC 2022/ Purchased 2022	241	65	2	1st and 6th Periods
Eng 11 (P)	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	241	170	6	1st, 2nd, 3rd, 4th, 5th, 6th Periods
English 11 SDC	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	241	6	1	1st Period
AP English Lit	The Norton Guide to AP Literature/Norton/CC 2024/ Purchased 2022	205	50	2	2nd and 4th Periods
English 12 (P)	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	205	147	5	1st, 2nd, 3rd, 5th, 7th Periods
English 12 SDC	My Perspectives Workbook Consumables/Savvas/CC 2022/ Purchased 2023	205	8	1	2nd Period
ELD 1	English 3D/ Houghton Mifflin Harcourt/ CC 2017/ Purchased 2023	36	28	1	2nd Period
ELD 2	English 3D/ Houghton Mifflin Harcourt/ CC 2017/ Purchased 2023	72	37	2	5th, 7th Periods
ELD 3	English 3D/ Houghton Mifflin Harcourt/ CC 2017/ Purchased 2023	108	60	3	1st, 3rd, 4th Periods
Mathematics					
Math I (H)	Mathematics 1 Common Core Workbook Consumables/1st Edition/Pearson/ CC 2014/	310	34	1	5th Period

	Purchased 2024				
Math I (P)	Mathematics 1 Common Core Workbook Consumables/1st Edition/Pearson/ CC 2014/ Purchased 2024	310	276	11	1st, 2nd, 3rd, 4th, 6th, 7th Periods
Math II (H)	Mathematics 2 Common Core Workbook Consumables/Volume 2/Pearson/ CC 2014/ Purchased 2024	246	37 (Number Will Likely Drop)	1	2nd Period
Math II (P)	Mathematics 2 Common Core Workbook Consumables/Volume 2/Pearson/ CC 2014/ Purchased 2024	246	209	8	1st, 2nd, 3rd, 4th, 5th, 6th, 7th Periods
Math III (H)	Mathematics 3 Common Core Workbook Consumables/Volume 1/Pearson/ CC 2014/ Purchased 2024	201	37	1	3rd Period
Math III (P)	Mathematics 3 Common Core Workbook Consumables/Volume 1/Pearson/ CC 2014/ Purchased 2024	201	164	6	2nd, 3rd, 4th, 5th, 6th, 7th Periods
Math Skills 1-3	Mathematics 1 Common Core Workbook Consumables/1st Edition/Pearson/ CC 2014/ Purchased 2024 Supplemental: Go Math/Houghton Mifflin Harcourt/ CC2015/Purchased 2025	15	1	1	1st Period
Math Skills 4-6	Mathematics 1 Common Core Workbook Consumables/1st Edition/Pearson/ CC 2014/ Purchased 2024 Supplemental: Go Math/Houghton Mifflin Harcourt/ CC2015/Purchased 2025	15	3	1	7th Period
Math Skills 7-8	Mathematics 1 Common Core Workbook Consumables/1st Edition/Pearson/ CC 2014/ Purchased 2024 Supplemental: Go Math/Houghton Mifflin Harcourt/ CC2015/Purchased 2025	15	15	1	2nd Period
MRWC (H)	Precalculus with Limits/4th Edition/Houghton Mifflin Harcourt/ CC 2005/ Purchased 2019	72	64	2	1st, 5th Period
Personal Finance (P)	Foundations in Personal Finance/Lampo Licensing / CC 2014/ Purchased 2022	144	99	4	1st, 2nd, 3rd, and 4th Periods
AP Calculus	Calculus: Graphical, Numerical, Algebraic/4th Edition/Prentice Hall/CC 2012/ Purchased 2019	36	25	1	4th Period
History / Social Science and Science					

World History (P)	IMPACT: World History, Culture, & Geography/McGraw Hill/CC 2019/ Purchased 2022	249	245	8	1st, 2nd, 3rd, 4th, 5th, 6th, and 7th Periods
World History SDC	IMPACT: World History, Culture, & Geography/McGraw Hill/CC 2019/ Purchased 2022	249	4	1	3rd Period
US History (P)	IMPACT: United States History & Geography/McGraw Hill/CC 2019/ Purchased 2022	199	171	5	2nd, 3rd, 5th, 6th, and 7th Periods
US History SDC	IMPACT: United States History & Geography/McGraw Hill/CC 2019/ Purchased 2022	199	5	1	5th Period
US History (Ethnic Studies) (P)	IMPACT: United States History & Geography/McGraw Hill/CC 2019/ Purchased 2022	199	23	1	1st Period
Civics (P)	Magruder's American Government/Pearson/CC 2019/ Purchased 2019	87	63	2	1st and 2nd Periods
Economics (P)	Economics/Pearson/ CC 2016/ Purchased 2018	108	97	3	4th, 5th, 6th Periods
Civics SDC	Magruder's American Government/Pearson/CC 2019/ Purchased 2019	87	5	1	6th Period
AP Government	Government in America/16th Edition/Pearson/ CC 2016/ Purchased 2018	36	25	1	6th Period
Foreign Language					
Spanish I (P)	Así Se Dice 1/1st Edition/McGraw Hill/CC 2014/ Purchased 2022	216	185	6	1st, 2nd, 3rd, 4th, 6th, and 7th Periods
Spanish II (P)	Así Se Dice 2/1st Edition/McGraw Hill/CC 2016/ Purchased 2022	180	136	5	1st, 2nd, 4th, 6th, and 7th Periods
Spanish III (P)	Así Se Dice 3/1st Edition/McGraw Hill/CC 2014/ Purchased 2022	36	33	1	5th Period
AP Spanish Lang	Triángulo Aprobado/Vista Higher Learning and Wayside Publishing/ CC 2013/Purchased 2018	36	18	1	5th Period
Health					
PE I	Positive Prevention Plus	280	135	7	1st, 2nd, 3rd, 5th, 6th, and 7th Periods
Science					
Biology (P)	The Living Earth/Discovery Education/CC 2019/Purchased 2020	360	271	9	1st, 2nd, 3rd, 4th, 5th, 6th and 7th Periods
Biology SDC	The Living Earth/Discovery Education/CC 2019/Purchased 2020	360	7	1	3rd Period
Chemistry (P)	Chemistry/Discovery Education/CC 2019/Purchased 2020	237	166	7	2nd, 3rd, 4th, 5th, and 6th Periods
Chemistry SDC	Chemistry/Discovery Education/CC 2019/Purchased 2020	237	4	1	6th Period
AP Biology	Biology in Focus/Pearson/CC 2019/Purchased 2020	36	31	1	3rd Period

Honors Biology (P)	The Living Earth/Discovery Education/CC 2019/Purchased 2020	360	24	1	6th Period
Honors Chemistry (P)	Chemistry/Discovery Education/CC 2019/Purchased 2020	237	35	1	6th Period
Physics (H)	Physics/Holt McDougal/CC 2012/Purchased 2018	40	20	1	1st Period
Anatomy and Physiology (P)	Fundamentals of Anatomy and Physiology/11th Edition/Pearson/CC 2017/Purchased 2018	72	58	2	4th and 5th Periods
Sustainable Agriculture (P)	The Living Earth/Discovery Education/CC 2019/Purchased 2020	360	46	2	2nd and 4th Periods
Sustainable Agriculture Honors	The Living Earth/Discovery Education/CC 2019/Purchased 2020	360	12	1	6th Period
Ag and Soil Chem (P)	Chemistry/Discovery Education/CC 2019/Purchased 2020	237	32	1	7th Period
Ag Systems Management (P)	Physics/Holt McDougal/CC 2012/Purchased 2018	40	20	1	1st Period

++ May utilize the Master schedule to give this information.

*** BI = Bilingual; RS= Resource; SD= Special Day; OSE=Other Special Education; Advanced Placement=AP**

Attachment B

Recommended Textbook Adoptions Madera County Superintendent of Schools Career and Alternative Education Services 2026 - 2027

English/Language Arts

Journeys (k-6)	Houghton Mifflin Harcourt
Wonders (k-6)	McGraw Hill
Triumphs Reading (5-6)	Houghton Mifflin
Literature & Language Arts 1 st & 2 nd Course (7-8)	Holt Rinehart Winston
StudySync (7-12)	McGraw Hill

Mathematics

Go Math (k-8)	Houghton Mifflin Harcourt
Mathematics (5-6)	Houghton Mifflin
180 Days of Math for 6 th Grade (6)	Shell Education
Math Courses I & II (7-8)	McDougal Littell
Pre-Algebra (8)	American Guidance Service, Inc.
Algebra I (9)	McDougal Littell
Algebra 1 (9)	American Guidance Service, Inc.
Algebra 1 (9)	Pacemaker
CA Algebra 1 (9)	Glencoe/McGraw-Hill
Geometry (10)	American Guidance Service, Inc.
Geometry (10)	Pacemaker
Geometry (10)	McDougal Littell
Algebra II (11)	Pearson
Algebra II (11)	Glencoe/McGraw-Hill

Mathematics (Cengage, Big Ideas Learning)

Math & YOU Grade K	Big Ideas Learning, LLC
Math & YOU Grade 1	Big Ideas Learning, LLC
Math & YOU Grade 2	Big Ideas Learning, LLC
Math & YOU Grade 3	Big Ideas Learning, LLC
Math & YOU Grade 4	Big Ideas Learning, LLC
Math & YOU Grade 5	Big Ideas Learning, LLC
Math & YOU Grade 6	Big Ideas Learning, LLC
Math & YOU Grade 7	Big Ideas Learning, LLC
Math & YOU Grade 8	Big Ideas Learning, LLC
Algebra 1 Concepts & Connections for California	Big Ideas Learning, LLC
Geometry Concepts & Connections for California	Big Ideas Learning, LLC
Financial Algebra, Advanced Algebra with Financial Applications	Cengage Learning
Managing Your Personal Finances	Cengage Learning

Attachment B
Recommended Textbook Adoptions Madera County Superintendent of Schools

Science

Elevate Science (k-8)	Savvas
Field Detectives – Integrating Math and Science (4-8)	AIMS
Harcourt Science CA Edition (5-6)	Harcourt
Life Science (7)	Pearson/Prentice Hall
Physical Science (8)	Pearson/Prentice Hall
Earth Science (9)	CA Prentice Hall
Earth Science (9)	Holt & McDougall
Physical Science (9)	American Guidance Service, Inc.
Physical Science Concepts in Action (9)	Pearson/Prentice Hall
Biology: Cycles of Life (10)	AGS/Globe
Biology (10)	AGS/Globe
Miller & Levine Biology (10)	Pearson/Prentice Hall
Biology (10)	Miller & Levine

Social/Science

Impact California Social Studies (1-8)	McGraw-Hill
A Child's Place in Time and Space (1)	
People Who Make a Difference (2)	
Community and Change (3)	
California A Changing State (4)	
US History Making a New Nation (5)	
Ancient Civilizations (6)	
Medieval & Early Modern Times (7)	
United States History & Geography (8)	
Horizons Social Studies (5-6)	Harcourt
US History Beginnings (5)	
Social Studies Ancient Civilizations (6)	
Medieval and Early Modern Times (7)	Prentice Hall
The American Journey (8)	Glencoe/McGraw Hill
World Geography (9)	Savvas
World History (10)	Savvas
United States History (11)	Savvas
United States Government (12)	Savvas
Economics (12)	Savvas

English Language Development

Wonders ELD (k-4)	McGraw Hill
Study Sync (5-12)	McGraw Hill

Online Learning

myOn (k-12)	Renaissance Learning
i-Ready (k-12)	Curriculum Associates
Imagine Edgenuity (6-12)	Edgenuity
Computer Keyboarding (8-12)	Typing.com
Driver's Education (9-12)	Support Driving School 101.com

Attachment B
Recommended Textbook Adoptions Madera County Superintendent of Schools

Visual/Performing Arts (9-12)

Art in Focus	Glencoe/McGraw-Hill
Music – Piano 1	Faber
Photography	Haworth
Studio Art & Design	Haworth
Advanced Studio Art & Design	Haworth

Life Skills/Job Skills/Career Technical Education (9-12)

Health	Glencoe
Careers	Pacemaker
Teaching	Goodhart Willcox Company
Working with Young Children	Goodhart Willcox Company
Core Curriculum, 4th Ed.	National Center for Construction Ed & Research
Construction and Technology, 3rd Ed.	National Center for Construction Ed & Research
Miller Welding	Website
Math for Welders	The Goodheart Willcox Company
Principles of Residential Construction	The Goodheart Willcox Company
Math for Carpentry and Construction	The Goodheart Willcox Company
Modern Welding	The Goodheart Willcox Company

Electives (9-12)

Agriscience Explorations, 4th Ed	Pearson
Community Enrichment/Advisory	Haworth
Creative Writing: A Beg. Curr. for H.S. Writing	Green
Criminal Justice, 5th Ed.	Constitutional Rights Foundation
Environmental Science	AGS/Globe
Everyday Life Skills	AGS/Globe
Home Economics	Clawson
Leadership (Character Education)	Haworth
World Geography	Savvas
Discipline From Birth to Three	Morning Glory Press
Mommy, I'm Hungry	Morning Glory Press
Teen Dads	Morning Glory Press
The Challenge of Toddlers	Morning Glory Press
Your Baby's First Year	Morning Glory Press
Your Pregnancy and Newborn Journey	Morning Glory Press

Attachment B
Imagine Edgenuity
2026-2027 California Course List
Core Curriculum and Electives

English Language Arts

- English Language Arts 6
- English Language Arts 7
- English Language Arts 8
- English 1
- English 1 Accelerated
- English 2
- English 2 Honors
- English 3/American Lit
- English 3 Honors
- English 4/British Lit
- English 4 Honors
- Expository Reading and Writing
- Classic Novels and Author Studies

Science

- MS Life Science
- MS Physical Science
- MS Earth Science
- Integrated Science 6
- Integrated Science 7
- Integrated Science 8
- Biology
- Biology Honors
- Chemistry
- Chemistry Honors
- Chemistry in the Earth System
- Chemistry in the Earth System Honors
- Earth and Space Science
- Physical Science
- Physics
- Physics Honors
- Physics in the Universe
- Physics in the Universe Honors
- The Living Earth
- The Living Earth Honors

Mathematics

- Math 6
- Math 7
- Math 8
- Accelerated Math 7/8
- Grade 8 Algebra I
- Grade 8 Mathematics I

Mathematics (Continued)

- Pre-Algebra
- Supportive Algebra (year 1 of 2)
- Supportive Algebra (year 2 of 2)
- Algebra I
- Algebra I Honors
- Geometry
- Geometry Honors
- Algebra II
- Algebra II Honors
- Pre-Calculus
- Pre-Calculus Honors
- Mathematics I
- Mathematics I Honors
- Mathematics II
- Mathematics II Honors
- Mathematics III
- Mathematics III Honors
- Mathematical Analysis
- Trigonometry
- Statistics and Probability

World Languages

MIDDLE SCHOOL

- Spanish I
- French I
- Chinese I
- German I
- Latin I
- Spanish II
- French II
- Chinese II
- German II
- Latin II

HIGH SCHOOL

- Spanish I
- French I
- Chinese I
- German I
- Latin I
- Spanish II
- French II

Attachment B
Core Curriculum and Electives

World Languages, HIGH SCHOOL (Continued)

- Chinese II
- German II
- Latin II
- Spanish III
- French III

Social Studies

- MS World History and Geography: Ancient Civilizations
- MS World History and Geography: Medieval and Early Modern Times
- MS United States History and Geography
- Modern World History
- Principles of American Democracy
- Principles of American Democracy Honors
- U.S. History and Geography
- U.S. History and Geography Honors
- World History, Culture, and Geography
- World History, Culture, and Geography Honors
- Civics and Citizenship*

Advance Placement

All AP courses except Computer Science Principles, English Literature and Composition, Environmental Science, Human Geography, Psychology, and Spanish require textbooks.

- Biology
- Calculus AB
- Computer Science Principles
- English Language & Composition
- Environmental Science
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- Statistics
- U.S. Government & Politics
- U.S. History
- World History: Modern

National Test Preparation

- ACCUPLACER
- ACT WORK KEYS

National Test Preparation (continued)

- ACT
- ASVAB (MATH, VERBAL, SCIENCE)
- GED
- HiSET
- PSAT
- SAT
- TASC

CALIFORNIA TEST PREPARATION

- CAA Grade 11 Math
- CAST Grade 8 Science
- CAST HS Science
- CHSPE Language
- CHSPE Mathematics
- CHSPE Reading

General Electives

MIDDLE SCHOOL

- Digital Literacy
- Online Learning & Digital Citizenship
- Keyboarding and Applications

HIGH SCHOOL

- Art History I
- Computer Applications: MS Office' 2016
- Computer Science Principles
- Contemporary Health
- Economics
- Economics Honors
- Environmental Science
- Foundations of Personal Wellness
- Intro to Communications & Speech I
- Intro to Communications & Speech II
- Introduction to Computer Science
- Lifetime Fitness (semester)
- Lifetime Fitness (full-year)
- Literacy and Comprehension I
- Literacy and Comprehension II
- Linear Algebra
- Psychology
- Sociology
- Strategies for Academic Success
- Visual Arts
- World Regional Geography (semester)
- World Regional Geography (full year)

Attachment B

Career and Technical Education

(CTE Electives can be added to concurrent or site licenses for an additional cost.)

Career Readiness

- Career Explorations I
- Career Explorations II
- Career Explorations III
- Career Explorations
- Career Management
- Career Planning and Development

Career Clusters

AGRICULTURE & NATURAL RESOURCES

- Agribusiness Systems
- Animal Systems
- Food Products and Processing Systems
- Introduction to Agriculture, Food, & Natural Resources
- Plant Systems
- Power, Structural, and Technical Systems

ARTS, MEDIA, & ENTERTAINMENT

- Fundamentals of Digital Media

BUILDING & CONSTRUCTION TRADES

- Construction Careers
- Introduction to Careers in Architecture & Construction

BUSINESS & FINANCE

- Banking Services Careers
- Business Computer Information Systems
- Business Law
- Financial Math
- Introduction to Business and Finance
- Introduction to Careers in Finance
- Keyboarding and Applications
- Personal Finance
- Small Business Entrepreneurship
- Technology and Business

EDUCATION, CHILD DEVELOPMENT, & FAMILY SERVICES

- Family and Community Services
- Introduction to Careers in Education and Training
- Introduction to Consumer Services
- Introduction to Human Growth and Development

EDUCATION, CHILD DEVELOPMENT, & FAMILY SERVICES (continued)

- Introduction to Human Services
- Personal Care Services
- Teaching and Training Careers

ENGINEERING & ARCHITECTURE

- Engineering and Design
- Engineering and Product Development
- Introduction to STEM
- Science and Mathematics in the Real World
- Scientific Discovery and Development
- Scientific Research
- STEM and Problem Solving

HEALTH SCIENCE & MEDICAL TECHNOLOGY

- Careers in Allied Health
- Health, Safety and Ethics in the Health Environment
- Health Science Concepts
- Health Science & Medical Technology
- Introduction to Careers in the Health Sciences
- Medical Terminology
- Nursing: Unlimited Possibilities & Unlimited Potential
- Nursing Assistant
- Pharmacy Technician
- Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors
- Public Health Discovering the Big Picture in Health Care
- Therapeutics: The Art of Restoring and Maintaining Wellness

Attachment B

Career and Technical Education

HOSPITALITY, TOURISM & RECREATION

- Food Safety and Sanitation
- Marketing and Sales for Tourism and Hospitality
- Planning Meetings and Special Events
- Sustainable Service Management for Hospitality & Tourism
- Transportation and Tours for the Traveler

- Law Enforcement Field Services
- Legal Service
- Security and Protective Services

Transportation

- Careers in Logistics Planning and management Services
- Introduction to Careers in Transportation, Distribution, and Logistics

INFORMATION & COMMUNICATION TECHNOLOGIES

- Computer Science Principles
- Fundamentals of Computer Systems
- Fundamentals of Programming and Software Development
- Information and Communication Technology
- Introduction to Coding
- Introduction to Computer Science
- Introduction to Information Technology Support & Services
- Introduction to Network Systems
- Microsoft Office Specialist
- Network System Design
- New Applications: Web Development in the 21st Century
- Software Development Tools

MARKETING, SALES, & SERVICES

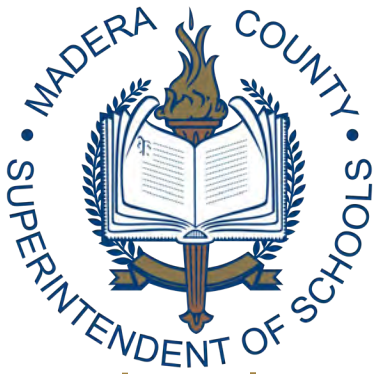
- Careers in Marketing Research

PUBLIC SERVICES

- Corrections: Policies and Procedures
- Fire and Emergency Services
- Forensics: Using Science to Solve a Mystery
- Introduction to Careers in Government and Public Administration

PUBLIC SERVICES (continued)

- Introduction to Law, Public Safety, Corrections, & Security



Tricia Protzman
Superintendent of Schools

Agenda Item 8.9

Board of Education Informational Item August 11, 2026

Topic:

Consideration of Membership in the Association of California County Boards of Education (ACCBE)

Background:

The Association of California County Boards of Education (ACCBE) is an independent nonprofit organization founded to serve and empower County Boards of Education across California. Membership dues are \$2,740.00. A list of benefits is attached. If the Board determines it would like to become a member of ACCBE, a resolution will be developed establishing institutional membership.

Financial Impact:

\$ 2,740.00

Resource:

Board

Recommendation:

Board prerogative

ACCBE MEMBERSHIP BENEFITS (Prepared January, 2026)

- ACCBE values the work of CSBA and encourages its members to also maintain a membership in CSBA.
- However, County Boards of Education need the independent voice provided by ACCBE.
- ACCBE provides representation, autonomy, identity and member benefits tailored only to County Boards.

	CSBA	ACCBE
MAIN FOCUS	TK – 12 th (e.g. Prop 98, workforce housing, closing achievement gap, etc.)	County specific needs (e.g. Juvenile courts and camps, alternative education, literacy, teacher pipeline, Inter-district attendance & charter school appeals, early education, county funding and county advocacy)
GOVERNANCE	• 938 PK-12 school districts (incl. 7 joint county offices and school districts) • 58 county boards of education (incl. 7 joint county offices and school districts) • Board of Directors – 32 Members (County has 2 seats) • Delegates – 286 delegates (County has 18 seats)	• Non-profit, 501©3; builds on the 60-year legacy of the former CA. County Boards of Education (CCBE) • 46 county boards have joined, representing 90% Ca. students • Board of Directors (9-11 current & past county board members) • Each county board has a representative regardless of size; 100% representation • Legislative Committee (open to all); has authority to sponsor bills
ANNUAL MEMBERSHIP FEE	Class 5 (example only) 2023 2024 2025 Basic fee \$6,744 \$7,391 \$7,747 Added County fee for former CCBE \$1,825 (not collected 2025-26) Education Legal Alliance \$1,848 Gamut \$3,600	Class 1 \$9,756 Class 5 \$1,825 Class 2A \$7,557 Class 6 \$1,375 Class 2 \$5,584 Class 7 \$ 961 Class 3 \$4,225 Class 8 \$ 654 Class 4 \$2,740 ** All classes, same rate as 2023-2024
BENEFITS & FEE FOR SERVICE	Benefits – same as school districts Fee for service examples: Master in Governance \$2,000-\$3,500 Student Board Members training \$360 Brown Act training \$300	ACCBE delivers advocacy networking, trustee excellence training and innovation, all included in membership fee with no additional costs. All training recorded (stored in website); available anytime, anywhere • Hosts 15-20 online training each year; contents are determined by member county boards • Researches and adopts county board focused legislative agenda • Provides peer-to-peer mentorship • Disseminates weekly newsletter • Provides onboard training for new trustee & student board members • Organizes networking opportunities for trustees and student board members • Produces ongoing updates to County Trustee Handbook • Showcases innovative county board & office programs & practices ** County specific Resource Hub Online in developments
CONFERENCE REGISTRATION & TYPICAL COSTS	Ranges from \$525 - \$775, e.g. Governance training (March) Monterey Conference (September) CSBA – AEC Conference • Conference meals – added costs • Travel – Typically requires plane flights or significant auto travel to high-cost locations (e.g. San Francisco, San Diego, Sacramento) \$250 - \$350 per night hotel • Typical cost per participant, ranges \$1,700 - \$2,500	Ranges from \$0-\$99 (incl. meals) 1.5 days regional conferences • 100% focused on County Board/Office issues, created and led by county board members with wide range of expert participants (county superintendents, policy experts, legislators and legislative staff, etc.) • Regionally relevant topics alongside statewide county-specific issues • Travel – Regional workshops throughout the state, in driving range for members; if hotel stay is desired, one night at lower cost rates • Typical cost per participant, ranges \$100-\$250 ** Accessible and affordable for the county board team to engage.

ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION
(July 1, 2026)

				7/2026-6/2027			
Member	County	Class by	2024-25 ADA	2026 ACCBE DUES	2023 Former CCBE		
X	Los Angeles	1	1,193,156	\$9,756	\$9,756		
X	San Diego	2A	448,141	\$7,557	\$7,557		
X	Orange	2A	408,800	\$7,557	\$7,557		
X	Riverside	2A	389,780	\$7,557	\$7,557		
	San Bernardino	2A	371,263	\$7,557	\$7,557		
X	Sacramento	2A	236,168	\$7,557	\$5,584		Moved up from Class 2 to 2A
X	Santa Clara	2A	217,843	\$7,557	\$7,557		
X	Alameda	2	197,189	\$5,584	\$5,584		
X	Fresno	2	192,725	\$5,584	\$5,584		
X	Kern	2	187,173	\$5,584	\$5,584		
	Contra Costa	2	157,943	\$5,584	\$5,584		
X	San Joaquin	2	145,213	\$5,584	\$4,225		Moved up from Class 3 to 2
X	Ventura	3	115,793	\$4,225	\$4,225		
X	San Mateo	3	78,926	\$4,225	\$4,225		
X	Stanislaus	3	99,952	\$4,225	\$4,225		
	Tulare	3	96,636	\$4,225	\$4,225		
X	Santa Barbara	3	62,546	\$4,225	\$4,225		
X	Monterey	3	67,632	\$4,225	\$4,225		
X	Placer	3	73,008	\$4,225	\$4,225		
X	Sonoma	3	60,442	\$4,225	\$2,740		Moved up from Class 4 to 3
	San Francisco	4	51,451	\$2,740	\$2,740		
X	Merced	4	55,529	\$2,740	\$2,740		
X	Solano	4	55,462	\$2,740	\$2,740		
X	Santa Cruz	4	34,907	\$2,740	\$2,740		
X	Imperial	4	33,169	\$2,740	\$2,740		
X	El Dorado	4	30,796	\$2,740	\$2,740		
X	San Luis Obispo	4	30,608	\$2,740	\$2,740		
	Madera	4	30,045	\$2,740	\$2,740		
X	Marin	5	28,390	\$2,740	\$2,740		
	Kings	5	27,921	\$1,825	\$1,825		
	Butte	5	27,712	\$1,825	\$1,825		
X	Yolo	5	26,951	\$1,825	\$1,825		
X	Shasta	5	24,871	\$1,825	\$1,825		
X	Sutter	5	24,170	\$1,825	\$1,825		
X	Napa	5	17,370	\$1,825	\$1,825		
X	Humboldt	5	15,815	\$1,825	\$1,825		
X	Yuba	5	15,138	\$1,825	\$1,375		Moved up from Class 6 to 5
X	Lake	6	9,121	\$1,375	\$1,375		
X	Mendocino	6	11,615	\$1,375	\$1,375		
X	San Benito	6	11,268	\$1,375	\$1,375		
X	Tehama	6	10,078	\$1,375	\$1,375		
X	Nevada	6	10,364	\$1,375	\$961		Moved up from Class 7 to 6
X	Tuolumne	7	5,319	\$961	\$961		
X	Glenn	7	6,258	\$961	\$961		
	Siskiyou	7	5,114	\$961	\$961		
X	Calaveras	7	4,829	\$961	\$961		
X	Colusa	7	4,281	\$961	\$961		
	Amador	7	3,775	\$961	\$961		
X	Del Norte	7	3,705	\$961	\$961		
	Lassen	7	3,475	\$961	\$961		
X	Mariposa	7	3,475	\$961	\$961		
	Inyo	7	3,379	\$961	\$961		
	Plumas	7	1,850	\$961	\$961		
X	Mono	7	1,577	\$961	\$961		
X	Trinity	7	1,457	\$961	\$961		
	Modoc	7	1,239	\$961	\$961		
X	Sierra	8	396	\$654	\$654		
X	Alpine	8	69	\$654	\$654		
			5,433,278	177,715	172,034		



Board Members

Bina Lefkowitz
ACCBE President
Sacramento County
Board of Education

Yvonne Chan
Los Angeles County
Board of Education

David Patterson
Placer County Board of
Education

Louise Johnson,
Nevada County Board
of Education

Beverly Gerard, San
Mateo County Board of
Education

Ken Berrick, Alameda
County Board of
Education

Shelton Yip, Yolo
County Board of
Education

Jaime Azpeitia-Sachs,
Riverside County
Board of Education

Guadalupe Gonzalez
San Diego County
Board of Education

Aqeela El-Amin
Bakheit, Lake County
Board of Education

Bryan Burton
Fresno County Board
of Education

Date: June 20, 2026

T0: Madera County Office and Board of Education
RE: Membership (7/1/2026-6/30/2027)

INVOICE

We value your membership. ACCBE EIN 33-1399420

- **Membership dues for the Madera County Board of Education: \$2,740**
(no rate increase; remain the same as 2023 former CCBE dues)
- **Effective Dates: July 1, 2026 – 6/30/2027 (one calendar year)**
- **Invoice Number: accbe.294**
- **Payable to: Association of California County Boards of Education**
- **Mail Payment to: ACCBE**
2351 Sunset Blvd., Ste. 170, # 850
Rocklin, CA 95765

Thank you.

For questions, please contact ACCBE Treasurer: Dr. Yvonne Chan
treasurer@accbe.org or call 818-378-5740.

Website www.accbe.org

**Request for Taxpayer
Identification Number and Certification**

Go to www.irs.gov/FormW9 for instructions and the latest information.

Give form to the
requester. Do not
send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.) ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION	
	2 Business name/disregarded entity name, if different from above.	
	3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes. ☐ Individual/sole proprietor ☒ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate ☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. ☐ Other (see instructions)	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) 1 Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) (Applies to accounts maintained outside the United States.)
	3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions ☐	
	5 Address (number, street, and apt. or suite no.). See instructions. 2351 SUNSET BLVD., STE. 170, # 850	6 City, state, and ZIP code ROCKLIN, CA 95765
7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number	
or	
Employer identification number	
33	-1399420

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person <i>Gvonne Chan</i>	Date <i>12/23/2024</i>
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they