

**Initial Petition - Countywide  
Staff Report  
Riverside Innovation Academy  
March 17, 2026**

Part I. Executive Summary: Staff Report for Riverside Innovation Academy

<b>Non-Profit Corporation:</b>	Western Educational Corporation
<b>Proposed District Boundaries:</b>	Desert Sands Unified School District Lake Elsinore Unified School District Moreno Valley Unified School District Murrieta Unified School District Riverside Unified School District San Jacinto Unified School District
<b>Program Type:</b>	Nonclassroom-Based
<b>Proposed Grades Served:</b>	9-12
<b>Anticipated Enrollment:</b>	663-1,878

**I. Proposed Petition: Countywide**

Western Educational Corporation (“Petitioner” or “Nonprofit”) proposes to establish a new nonclassroom-based countywide benefit charter school by the name of Riverside Innovation Academy (“Charter School” or “RIA”), to serve grades 9-12, within the boundaries of the following School Districts (“the Districts”): Desert Sands Unified School District, Lake Elsinore Unified School District, Moreno Valley Unified School District, Murrieta Unified School District, Riverside Unified School District, and San Jacinto Unified School District. The Nonprofit submitted its Petition to the Riverside County Board of Education (“Board” or “County Board”) following a minimum 30-day notification to the Districts in which it plans to operate. If the Petition is denied, all resource centers will remain open and continue to operate under their current charter petitions.

## II. Proposed Options for Board Action

It is recommended that the County Board take action to either deny or grant the proposed Charter Petition. The County Board has the following options:

1. DENY the Petition and adopt, as findings of fact, the Proposed Findings identified in the Staff Report, concluding that the Countywide Petition did not meet the requirements of Education Code Section 47605.6.
2. GRANT the Countywide Petition, based on the Board's affirmative findings required by Education Code Section 47605.6, and its determination that: (1) all threshold findings are met, and (2) no statutory basis for denial exists, for a 5-year term, commencing July 1, 2027, and concluding June 30, 2032, provided that a Memorandum of Understanding between the Charter School and RCOE is signed prior to the date of commencement of the new term to address any findings or recommendations identified in the Staff Report, including any amendments to the petition.

## III. Legal Standards and Procedural Background

The Charter Schools Act ("Act") governs the creation of California charter schools and provides standards and criteria for reviewing a charter petition. The Act reflects a preference for district authorized charter schools. An alternative pathway for submission of a petition is directly to a county board as a countywide benefit charter school, which bypasses a local school district. The legal standards and criteria for a countywide charter petition are stricter than the standards and criteria for other types of charter school petitions. For example, the legal premise for a petition submitted to a district under Education Code 47605 is that a district "shall not deny" a petition unless it makes written factual findings. (Ed. Code, § 47605, subd. (c).) Whereas the legal premise for a petition submitted under Education Code 47605.6 is that "the county board of education 'shall deny'" a petition if there are any findings. (Ed. Code, § 47605.6, subd. (b).)

A county board of education may approve a petition for a charter school that operates at one or more sites within the geographic boundaries of the county and provides instructional services not generally provided by a county office of education. A county board of education "shall deny" a petition for the establishment of a countywide charter school if the board finds one or more of the evaluation criteria outlined in Education Code Section 47605.6(a) and (b). If the Petition is denied, "the petitioner shall not elect to submit the petition" to the State Board. (Ed. Code, § 47605.6, subd. (k).)

To approve a countywide charter petition, a county board of education must also make certain threshold findings unique to countywide charters. Specifically, a county board of education may

approve a countywide charter **only if** it makes each of the following findings, in addition to the other requirements of Education Code section 47605.6, above:

- I. The educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services.
- II. Such a pupil population cannot be served as well by a charter school operating in only one school district in the county.
- III. Granting the charter is consistent with sound educational practice.
- IV. The charter school has a reasonable justification for why it could not be established by petition to a school district pursuant to Education Code section 47605.

The county board is required to hold a public hearing within 60 days of receiving the petition to consider the level of community support. A final decision to deny or grant the charter must be made within 90 days of receipt, unless both parties agree to extend the timeline by up to 30 days. A staff report with findings and recommendations must be published at least 15 days prior to the public hearing at which the decision is scheduled.

### **Procedural Background**

Nonprofit submitted a charter petition (“Petition” or “Charter Petition”) to the County Board on January 8, 2026, proposing to establish the Riverside Innovation Academy charter school as a countywide charter school authorized by the County Board under Education Code section 47605.6. The Petition proposes an initial five-year term, from July 1, 2027 to June 30, 2032. The proposed Charter School would be operated by the Nonprofit, which currently operates two existing charter schools with resource centers located within Riverside County: Alta Vista Innovation High, and San Diego Workforce Innovation High (“Existing Schools”), which are authorized by the Lucerne Valley Unified School District, and Borrego Springs Unified School District (“Current Authorizers”), respectively. Vista Norte Public Charter School (“Vista Norte”) is another Learn4Life charter school with resource centers in Riverside County. However, Vista Norte is operated by Alta Vista Public Charter, Inc., a different nonprofit from WEC. Although these entities appear closely related, both WEC and Alta Vista Public Charter, Inc. share the same CEO, COO, CFO, and Area Superintendent. Vista Norte is authorized by the Helendale Unified School District in San Bernardino County.

The County Board held a public hearing on March 4, 2026, to consider the terms of the Petition and garner the level of support for the proposed Charter School by parents/guardians, teachers, and community members. The County Board is required to take action to either deny or grant the Petition within 90 days of receipt, unless the parties agree to a 30-day extension. (Ed. Code, § 47605.6, subd. (b).) County Board action is scheduled to take place at the board meeting on April 1, 2026. Riverside County Office of Education (“RCOE”) staff and legal counsel (“Review Team”) reviewed the Petition and developed proposed findings of fact for consideration by the County Board. This report and any other staff recommendations shall be

published at least 15 days before the public hearing at which the County Board will either deny or grant the charter. (Ed. Code, § 47605.6, subd. (b).)

#### IV. Board's Authority

The County Board is responsible for evaluating and making the final determination to approve or deny a charter school petition. In doing so, the County Board has the authority to assess whether the findings of fact presented in the staff report support denial or approval, in accordance with the criteria established in Education Code Section 47605.6.

#### V. Executive Summary of Findings

The following **Executive Summary of Findings** is provided to assist the Board in its consideration of the petition submitted by Nonprofit. It is intended to capture the essential issues relevant to the County Board's decision regarding approval or denial.

The **Detailed Analysis in Part II of this report** offers a fuller explanation of these findings, including the reasoning, context, and information that informed the staff's assessment. In instances where additional documentation or supporting materials were deemed necessary, these have been included as attachments to the report.

#### Requirements For Countywide Benefit Petitions

##### Countywide Charter Threshold Findings

To approve a countywide charter petition, a county board of education must first make certain threshold findings unique to countywide charters. Specifically, a county board of education may approve a countywide charter **only if it makes affirmative findings** that the countywide charter school will serve a pupil population that will benefit from the charter school's services; that the pupils cannot be served as well by a charter school operating in only one school district; the charter is consistent with sound educational practice; and the charter school presents reasonable justification for why it cannot be established pursuant to Education Code sections 47605. Only then, after making these threshold findings, does a county board look at whether the petition otherwise satisfies the other requirements of Education Code section 47605.6. Therefore, to make the requisite threshold findings the County Board must affirm that the Petition meets all of the following elements:

1. The Petition clearly identifies the pupil population the school is designed to serve and explains how the proposed educational program is specifically intended to meet the needs of that population and provide educational benefit; AND
2. The Petition explains why these pupils cannot be served as well by a charter school that

- operates in only one school district in the county; AND
3. Granting the charter is consistent with sound educational practice; AND
  4. The charter school has provided reasonable justification for why it could not be established by petition to a school district.

The record reflects that the Petition falls short of the countywide threshold. The threshold findings are accompanied by separate statutory concerns significant enough to warrant denial on multiple grounds. The section below addresses the first tier of deficiencies related to the countywide threshold, followed by the statutory grounds for denial based on the Petition's program.

### **Threshold Findings: RIA Petition**

#### **1. Pupil Population/Educational Benefit Threshold Requirement: Met**

Based on review of the Petition, the pupil population is clearly identified, the educational program is specifically intended to serve the population, and an educational benefit can be affirmed for that pupil population. The Petition describes an educational program specifically tailored to the needs of opportunity youth, including year-round enrollment; independent study; personalized learning plans; one-on-one and small-group instruction; trauma-informed practices; intensive counseling and retention support; credit recovery; and workforce-aligned and career technical education programming.

**2. Students Cannot be Served as Well within a District  
Threshold Requirement: Not Met**

The Petition does not demonstrate how RIA’s program would differ materially from existing Learn4Life schools or why district-level authorization is insufficient, therefore it fails to establish that countywide authorization is necessary to better serve pupils. Although RIA asserts that countywide authorization would allow for more effective, consistent implementation of its instructional model and wraparound services than district-based authorization, the Nonprofit already operates multiple Learn4Life charter schools—Alta Vista Innovation High School (“Alta Vista”) and San Diego Workforce Innovation High School (“SD Workforce”)—with learning centers in Riverside County, using the same model. The Petition provides no evidence that authorization by separate districts has resulted in inconsistent programming or structural limitations, and RIA itself plans to operate under the Learn4Life brand through agreements with Lifelong Learning Administration Corporation (“LLAC”) for administrative, educational, and intellectual property services. Moreover, while RIA claims that no comparable program exists in Riverside County, nine Learn4Life learning centers already operate within the County and are accessible to local students.

The Petition’s central justification for countywide authorization, that students cannot be adequately served within a single district’s boundaries, is further undermined by the operational reality of the existing Learn4Life network. Eight of the nine learning centers proposed for RIA already operate under the Federal Workforce Innovation and Opportunity Act (“WIOA”), which by statute exempts them from the geographic restrictions the Petition claims necessitate countywide authorization. WIOA status for the ninth learning center is unclear.

**3. Sound Educational Practice  
Threshold Requirement: Not Met**

Approval of the Petition would result in closure of one of the existing resource center programs—the K-8 program at Casa Blanca—to achieve the stated goal of educational and operational efficiencies. The Petition fails to disclose any plan for the transition of students currently served by the closing program. The absence of such a plan raises significant concerns regarding educational continuity and is inconsistent with sound educational practice.

The Petition does not adequately demonstrate instructional continuity or implementation feasibility. It proposes transitioning nine existing learning centers from other charter schools without clearly describing the procedural steps necessary to prevent overlapping oversight or student disruption. Further, the multi-track, year-

round calendar structure and summer enrollment model emphasize operational flexibility but are not clearly grounded in articulated instructional benefits. The Petition does not sufficiently explain how track movement, continuous enrollment, and attendance accounting systems will ensure educational coherence, compliance with pupil-level ADA limitations, and consistent student support. Finally, the Petition does not meaningfully acknowledge or identify the programmatic elements of its WIOA workforce pathway, through which RIA is permitted to claim full apportionment for adult students ages 19–24. Collectively, these deficiencies render the proposed program inconsistent with sound educational practice.

In addition, the proposed English Language Development (ELD) program does not present a coherent, instructionally plausible model aligned with the California ELD Standards. While the Petition references designated and integrated ELD, it does not operationalize how English learners will receive systematic, teacher-led instruction in academic English within a largely asynchronous independent study setting. The program relies heavily on literacy remediation and general language acquisition platforms rather than standards-based academic language development, and it fails to clearly articulate how integrated ELD will occur through responsive, real-time instructional practice. As proposed, the ELD model is not reasonably designed to ensure English learners develop English proficiency while accessing grade-level academic content.

#### **4. Reasonable Justification for the Inability to be Established by a Local District Threshold Requirement: Not Met**

The Act reflects a preference for district-authorized charter schools. Education Code section 47605.6(b) requires a reasonable justification for why the Charter School cannot be established through a district petition, yet the Petition and past history of the resource centers forming RIA demonstrates that it can.

Nonprofit already operates nonclassroom-based independent study charter schools—SD Workforce (authorized by Borrego Springs Unified School District) and Alta Vista (authorized by Lucerne Valley Unified School District)—under the Learn4Life model, both of which may enroll students statewide, including in Riverside County and adjacent counties, and may expand through material revisions to add resource centers. Additionally, SD Workforce and Alta Vista operate in partnership with WIOA, allowing flexibility beyond typical geographic limitations. The proposed Casa Blanca learning center is currently operated by Vista Norte, a separate Learn4Life charter authorized in San Bernardino County, and its continued operation would require district approval if this petition is denied. On the other hand, if the Petition were approved, Alta Vista Inc.

would close the K-8 educational program currently offered at Casa Blanca.

The Petition does not demonstrate that students cannot be served as well by district-authorized charters; rather, it argues that countywide authorization would ease transfers between learning centers. However, this represents an administrative convenience rather than an educational necessity, and approval could require current Riverside County students enrolled in SD Workforce or Alta Vista to disenroll and reenroll in RIA, creating the same administrative burden the Petition seeks to avoid. Overall, the Petition identifies no new or changed circumstances preventing continued or expanded district-level operations and instead relies primarily on operational efficiency and administrative preference to justify countywide authorization.

### Statutory Basis for Denial

Upon meeting the aforementioned Countywide Threshold findings, the board must satisfy the additional statutory criteria listed below. The County Board **shall deny** a petition for the establishment of a countywide charter school if it finds **one or more** of the following:

- I. The petition does not contain reasonably comprehensive descriptions for each of the required elements (A-P); OR
- II. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; OR
- III. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; OR
- IV. The petition does not contain the number of signatures required by subdivision (a) of Education Code section 47605.6; OR
- V. The petition does not contain an affirmation of each of the conditions described in subdivision 47605.6(e); OR
- VI. The petition does not contain a declaration whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school; OR
- VII. The Board determines there is any other basis that justifies denial of the petition.

### Statutory Elements

#### I. Descriptions Not Reasonably Comprehensive

##### Element A: Educational Program

- **Multi-Year Track:** The multi-track year-round calendar and continuous enrollment structure lack sufficient clarity regarding attendance accounting, internal controls, and

oversight mechanisms. The petition does not clearly explain how track structures, supplemental days, and student movement interact to ensure compliance.

- **Summer School:** The Petition omits its intentions with short-term enrollment. The network's enrollment model, particularly short-term or summer enrollment of district students, raises concerns regarding the charter's role as a school of record and the risk of exceeding the statutory 1.0 ADA per pupil cap, even if inadvertently. The petition does not sufficiently demonstrate pupil-level safeguards or audit transparency necessary to ensure compliance.
- **ELD Program:** The proposed English Language Development (ELD) program is not reasonably designed to meet the needs of English learners in an independent study, largely asynchronous setting. While the petition references required terminology such as Designated and Integrated ELD, it does not operationalize these components in a manner aligned with California law or effective instructional practice. The program substitutes literacy remediation and general language acquisition for standards-based academic English development, fails to articulate how interactive, teacher-mediated instruction will occur, and mischaracterizes key elements of California's ELD framework. The structure further risks inappropriate student placement and de facto tracking. As proposed, the ELD program is educationally unsound and unlikely to provide the expected benefit to English learners.

#### **Element B: Measurable Student Outcomes**

California's LCAP framework requires each school to develop its accountability plan from its own local data, its own community input, and its own assessment of its students' specific needs. The Petition's educational program is premised on personalized, locally responsive instruction for Riverside County students. The draft LCAP submitted as Exhibit N is verbatim identical to those of at least five other Learn4Life network schools across five counties under five separate authorizers, including an identical drafting error reproduced in every document. The LCAP is the statutory mechanism for demonstrating that premise.

#### **Element E: Governance Structure**

The Petition does not clearly establish that the Charter School's governing board will retain and exercise ultimate decision-making authority. The Petition establishes a governance structure in which Western Educational Corporation ("WEC") serves as the charter school's governing board, with the Nonprofit's board members also serving as the charter school board. However, the governance structure and operational model rely heavily on LLAC to administer and implement core school functions. Although the petition presents a formal governance structure in which the nonprofit board retains legal authority, the operational reality reflects substantial delegation of core administrative and educational functions to LLAC. The combination of broad outsourcing of essential services, explicit denial of Charter

Management Organization (“CMO”) status, exemption from public transparency laws, and restrictive contractual provisions, raises concerns regarding governance independence, accountability, and public transparency. Additionally, the employment structure lacks clarity, complicating oversight and evaluation of operational control.

### **Element G: Health and Safety Procedures**

The Petition, including the Draft School Safety Plan and Draft Parent-Student Handbook does not recognize the requirements of SB 857 (Education Code section 49428.2). As of January 1, 2026, charter schools must adopt a policy that addresses referral protocols for pupils exhibiting behavioral health concerns. The policy must at a minimum address the needs of high-risk groups identified by statute and address any training to be provided to pupils. Otherwise, the Petition is compliant in this area.

## **II. Unsound Education Program**

The Petition does not present a fully sound educational program for pupils to be enrolled in the Charter School. Most significantly, the proposed English Language Development (ELD) program does not present a coherent, instructionally plausible model aligned with the California ELD Standards. While the Petition references designated and integrated ELD, it does not operationalize how English learners will receive systematic, teacher-led instruction in academic English within a largely asynchronous independent study setting. The program relies heavily on literacy remediation and general language acquisition platforms rather than standards-based academic language development, and it fails to clearly articulate how integrated ELD will occur through responsive, real-time instructional practice. As proposed, the ELD model is not reasonably designed to ensure English learners develop English proficiency while accessing grade-level academic content.

## **III. Demonstrably Unlikely to Successfully Implement Program**

The Petition's implementation plan depends entirely on the orderly transition of nine learning centers from three separate charter schools, authorized by three separate authorizers, into a new countywide charter. The Petition provides no procedural roadmap for that transition and does not address the legal and operational prerequisites

that must be satisfied before a single learning center can open under RIA.

The omissions are not peripheral. The Petition does not identify whether or when material revisions will be sought from current authorizers to remove the learning centers from existing charters, does not address how overlapping oversight will be avoided during any transition period, and does not provide assurance that facilities and leases can be transferred to RIA. Most significantly, the Petition contains no student transition plan, no enrollment and disenrollment procedures, no records transfer protocol, no continuity plan for students receiving special education or English learner services, no credit alignment process, and no parent notice provisions.

These are foundational prerequisites for operating the proposed program. The Petitioners are demonstrably unlikely to successfully implement the program as proposed.

#### **IV. Does Not Include Signatures**

No Findings Determined

#### **V. Does Not Include Affirmations**

No Findings Determined

#### **VI. Employer Declaration Not Provided**

No Findings Determined

#### **VII. Any Other Justifiable Basis**

No Findings Determined.

END OF PART I.

*Refer to page 1 Proposed Options for Board Action*

Part II. DETAILED ANALYSIS: Staff Report for Riverside  
Innovation Academy

## 1. Background

Western Educational Corporation (“Petitioners” or “Nonprofit” or “WEC”) submitted a charter petition (“Petition” or “Charter Petition”) to the Riverside County Board of Education (“Board” or “County Board”) proposing to establish Riverside Innovation Academy (“Charter School”) as a countywide charter school authorized by the County Board under Education Code section 47605.6. Petitioners are a California nonprofit public benefit corporation operating three existing nonclassroom-based charter schools in Southern California: Alta Vista Innovation High (“Alta Vista High”), Orange County Workforce Innovation High (“OCWIH”) and San Diego Workforce Innovation High (“SD Workforce”) (collectively the “Existing Schools”). Alta Vista and SD Workforce currently operate resource centers in Riverside County and are authorized by the Lucerne Valley Unified School District, and Borrego Springs Unified School District (“Current Authorizers”), respectively. OCWIH is authorized by Orange County Department of Education (“OCDOE”). According to the Existing School’s websites, the Existing Schools operate in exclusive partnership with the Workforce Innovation and Opportunity Act (“WIOA”). WIOA charter schools are not subject to the geographic restrictions for charter schools. (Ed. Code, § 47605.1(f).)

Vista Norte Public Charter School (“Vista Norte”) is another Learn4Life-network charter school with resource centers in Riverside County. However, Vista Norte is operated by Alta Vista Public Charter, Inc. (“Alta Vista Inc.”), a different nonprofit from WEC. Both WEC and Alta Vista Inc. share the same CEO, COO, CFO, and Area Superintendent. Vista Norte is authorized by the Helendale Unified School District in San Bernardino County.

The Petition proposes an initial five-year term, from July 1, 2027 to June 30, 2032. The Charter School proposes to operate at nine resource centers in Riverside County, including five (5) commencing in 2027-2028 in Indio, Riverside, and San Jacinto, and four (4) commencing in 2028-2029 in Lake Elsinore, Moreno Valley, Murrieta, and Riverside.

The Petition states the proposed Charter School will be operated by WEC. If approved, the Charter School would become part of the Learn4Life brand and network of charter schools. Learn4Life charter schools are exclusively served by Lifelong Learning Administration Corporation (“LLAC”) a nonprofit corporation with the specific purpose of performing the functions of, or carrying out the purposes of each of its “supporting organizations” which include the following charter management organizations: Alta Vista Public Charter, Inc., Antelope Valley Learning Academy, Inc., Crescent View South, Inc., Crescent View West Public Charter, Inc., Desert Sands Public Charter, Inc., Diego plus Education Corporation, Elev8 Education, Flex High School, Inc., Flex High School of Cleveland, Inc., Learn4Life-South Carolina, Mission View Public Charter, Inc., Ridgeline Education Corporation, Sierra Educational Advancement Corporation, Stanza Education Corporation, Texas First Education, Vista Real Public Charter, Inc., and Western Educational Corporation.

LLAC’s website refers to Jeff Brown, WEC and Alta Vista Inc.’s, CEO, as a cofounder of Learn4Life.

## 2. Legal Review Parameters

### General Review Criteria

California’s Charter Schools Act (“Act”) governs the creation of charter schools within the state, and provides standards and criteria for reviewing a charter petition. Countywide benefit charter schools are charter schools that operate at one or more sites within the geographic boundaries of the county in which it is approved, and provide instructional services that are not typically provided by a county office of education. (Ed. Code, § 47605.6, subd. (a)(1).)

While the Act signifies legislative intent to encourage the approval of *district-approved* charter schools, the encouragement is not extended to countywide charter schools. The criteria and legal standards to approve a countywide charter petition are stricter. For example, the legal standard for a petition submitted to a school district under Education Code 47605 is that a district “shall not deny” a petition unless it makes certain written factual findings. (Ed. Code, § 47605(c).) Whereas the legal standard for a petition submitted under Education Code 47605.6 is that the county board of education “shall deny” a petition if there are any findings. (Ed. Code, § 47605.6(b).)

More specifically, a county board of education may only approve a countywide charter school if it is satisfied that the charter presents a sound educational practice, and contains reasonable justification as to why it could not be established by a school district. (Ed. Code, § 47605.6, subd. (b).) The county board of education must find that the charter school’s proposed educational

services will be offered to a pupil population who will benefit from those services, and who cannot be served as well by a charter school operating in only one district in the county. (Ed. Code, § 47605.6, subd. (a)(1).) Additionally, a county board “shall deny” a petition establishing a countywide charter school if it finds one or more of the following, pursuant to Education Code section 47605.6, subdivision (b):

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the required number of signatures.
4. The petition does not contain an affirmation of each of the conditions described in Education Code section 47605.6(e).
5. The petition does not contain reasonably comprehensive descriptions of all of the following:
  - a. Educational program, including annual goals for all pupils and pupil subgroups, and actions to achieve those goals
  - b. Measurable pupil outcomes identified for use by the charter school, aligned with the state priorities
  - c. Method by which pupil progress in meeting outcomes is to be measured
  - d. Location of each charter school facility that the petitioner proposes to operate
  - e. Governance structure, including process to ensure parental involvement
  - f. Employee qualifications
  - g. Health and safety procedures
  - h. Means to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils that is reflective of the general population residing within the territorial jurisdiction of the county
  - i. Manner for conducting annual, independent financial audits
  - j. Suspension and expulsion procedures
  - k. Retirement systems
  - l. Dispute resolution procedures

- m. Admission policies and procedures
  - n. Public school attendance alternatives within the county
  - o. Employee return rights
  - p. School closure procedures
6. The petition does not include a declaration of whether the charter school shall be deemed the exclusive public school employer of its employees under the Educational Employment Relations Act.
  7. Any other basis that the county board of education finds justifies the denial of the petition.

(Ed. Code, § 47605.6(b).)

Notably, the seventh reason a county board of education may deny a countywide charter petition is unique. County boards of education are, therefore, granted very broad discretion to deny a countywide benefit charter petition, and may consider community impact, fiscal impact, or any other factor that may affect approval or denial.

### Countywide Charter Threshold Findings

To approve a countywide charter petition, a county board of education must first make certain affirmative threshold findings unique to countywide charters. Specifically, a county board of education may approve a countywide charter **only if** it makes *each* of the following findings, in addition to the other requirements of Education Code section 47605.6, above. Specifically, the County Board must affirm that the Petition meets all of the following elements:

1. The Petition clearly identifies the pupil population the school is designed to serve and the Petition explains how the proposed educational program is specifically intended to meet the needs of that population and provide educational benefit; **AND**
2. The Petition explains why these pupils cannot be served as well by a charter school that operates in only one school district in the county; **AND**
3. Granting the charter is consistent with sound educational practice; **AND**
4. The charter school has provided reasonable justification for why it could not be established by petition to a school district.

### 3. Proposed Findings

The Review Team has identified the following possible findings for the County Board’s consideration:

**1. The Petition Lacks the Threshold Requirements to Establish a Countywide Charter School.**

**A. Pupil Population Identified; Educational Program Explained and Provides a Benefit: Met**

The Petition proposes to serve opportunity youth in grades 9-12, describing opportunity youth as those students who are often credit-deficient, experiencing various risk factors, high mobility rates, and disenfranchised from the traditional public school model. (Petition, pp. 8-12.) By clearly articulating the needs of the students RIA intends to serve, the Petition adequately identifies and defines the target pupil population. (Petition, pp. 16-18.) Based on these program descriptions and supporting elements contained elsewhere in the Petition, the County Board can reasonably conclude that the proposed educational services will benefit the identified pupil population. Accordingly, the threshold finding is met.

**B. Students Cannot be Served as Well within a District: Not Met**

Education Code section 47605.6(a)(1) requires the County Board to find that the pupil population proposed to be served by the Charter School cannot be served as well by a charter school that operates in only one school district in the county. RIA's justification is primarily set forth in pages 28-60 of the Petition. Among other things, the Petition asserts that the countywide authorization will be "far more effective than replicating the program through individual districts" and that the countywide petition is needed to consistently implement its programs across learning centers. (Petition, p. 28.) The Petition also states that a countywide benefit charter will allow RIA to provide a "consistent instructional program and wraparound services" that cannot be served by a single-district authorized charter school. However, Nonprofit is successfully doing just that.

Nonprofit operates at least two charter schools – Alta Vista High and SD Workforce - with learning centers in Riverside County under the Learn4Life model that it intends to use for Charter School. Nonprofit has offered no support or evidence in the Petition to show that due to its current structural limitations (being authorized by two separate school districts), the educational program differs. In contrast, as the other charter schools Nonprofit manages, Nonprofit proposes to operate the RIA under the Learn4Life brand because it allows charter schools to implement a consistent instructional model across multiple independent charter schools. RIA's governing board has already agreed to contract<sup>1</sup> with LLAC, the owner of the Learn4Life intellectual property (hereinafter "IP"), for administrative services, educational resources services, and to license the IP. One of the posited benefits of operating a charter school within the Learn4Life network is that students have the "ability to seamlessly transition between any one of our learning

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<sup>1</sup> RIA attached a copy of the Educational and Administrative Services Agreements with LLAC as Exhibit B to the Petition. Western Educational Corporation doing business as Riverside Innovation Academy entered into these agreements with LLAC effective July 1, 2024.

centers while progressing toward graduation, regardless of adverse life circumstances.” (Petition, p. 13.)

RIA also states a countywide charter is justified because there is no school in Riverside County that offers the same proposed model as RIA’s model. Yet, nine learning centers are already located in Riverside County under the Learn4Life model. The Petition does not include any information as to how RIA’s Learn4Life educational model will differ from the educational model offered by Nonprofit’s other Learn4Life charter schools operating learning centers within the County, that would support this statement. While it’s true these charter schools are not authorized by the Riverside County Board of Education or a school district within the County, pupils residing within the County may still enroll in these charter schools. Furthermore, Alta Vista High and SD Workforce largely enjoy freedom from the Act’s geographic limitation restrictions due to their WIOA status. (See Attachment A.)

Accordingly, the Petition does not establish that countywide authorization is necessary to serve the pupils as well as a charter school only authorized to operate within the boundaries of a district.

**C. Consistent with Sound Educational Practice: Not Met**

Education Code section 47605.6(b) requires the County Board to be satisfied that granting the proposed charter is consistent with sound educational practice. The record does not support that finding.

**1. Instructional Continuity and Implementation Feasibility**

The Petition proposes to transition nine existing learning centers from three currently operating Learn4Life-affiliated charter schools into the proposed charter. However, it does not describe the procedural or legal steps required to remove those learning centers from their existing charters or ensure non-duplicative oversight.

Educational continuity is a foundational element of sound practice. The Petition does not explain how students currently enrolled in the Existing Schools will transition without disruption, or whether material revisions will be sought. Absent a detailed transition plan, the proposed implementation presents risks of overlapping governance, fiscal confusion, and disruption of student services, which is ultimately inconsistent with sound educational practice.

**2. Program Structures Emphasize Administrative Efficiency Over Instructional Coherence**

The Petition’s justification for countywide authorization and its multi-track, year-round calendar structure emphasizes operational flexibility and administrative efficiency rather than clearly articulated instructional benefits. While flexibility may be permissible, sound

educational practice means structural decisions should also be grounded in educational rationale.

The five-track calendar, continuous enrollment model, and supplemental instructional days are not clearly connected to defined instructional strategies or student-facing academic supports. The Petition does not adequately explain how track movement, course pacing, and attendance accounting intersect to ensure instructional continuity and the best support for students. Absent such clarity, the proposed structure raises concerns regarding oversight, internal controls, and pupil-level ADA limitations.

**a. California Department of Education Concerns**

Similar concerns were raised by the California Department of Education (“CDE”) regarding Learn4Life schools. In a letter dated November 20, 2025, CDE sent OCDOE a “Notification of Concerns and Request for Information” (“Notice”, See Attachment B.). The Notice stated CDE was aware of several potential concerns regarding charter schools and entities affiliated with Learn4Life and Elev8 network schools. OCDE received the Notice as the authorizer of WEC-operated Orange County Workforce Innovation High. CDE raised the following potential areas of concern related to Learn4Life charter schools’ educational and operational practices:

1. Transparency in governance;
2. Brown Act compliance;
3. Appropriate use of public funds;
4. Student data reporting;
5. Student outcomes; and
6. Teacher credentialing and grade level restrictions.

Although the Notice is not a finding of wrongdoing or legal violation, it underscores the proposed findings raised in this report.

Similarly, the Petition’s description of summer enrollment practices, further discussed in Section 4.a, suggests a model that may function in part as a short-term instructional provider for students otherwise enrolled in district schools. While student mobility is lawful, programmatic structures that risk generating more than one unit of ADA per pupil per fiscal year, or that blur the line between school of record and temporary provider, may be inconsistent with sound educational practice.

**3. Lack of Understanding of WIOA Requirements**

Charter School publicly presents itself as a WIOA designated workforce school. This designation carries significant institutional benefits: it enables the school to receive full K-12 ADA funding for students between the ages of 18 and 24, whereas other adult-oriented schools would receive only partial ADA funding for the same population. Additionally, the WIOA designation exempts the school from the geographic boundary

restrictions that otherwise govern district-operated schools. Generally, charter schools may only place resource centers within the jurisdictional boundaries of their district-authorizer, which for hybrid models can functionally limit the population a school serves. The WIOA designation removes that constraint. The Petition does not address this exemption, its implications, or how the school intends to manage the responsibilities that accompany it.

Notably, the term “WIOA” does not appear substantively in the Petition. (Petition, pp. 18, 28, 53, 59, 60.) In none of those instances does the Petition explain what the designation means, what obligations it creates, or how it shapes the educational program being proposed. There is also no meaningful description of its WIOA partners. The Petition identifies two organizations as WIOA partners: Operation New Hope (Rancho Cucamonga) and California Family Life Center (Hemet, Lake Elsinore, Rubidoux). No other workforce relationships are described. The Petition does not explain the nature of these relationships, what services each organization provides, how students access those services, who the responsible contacts are, or what assurances exist that services will be delivered. Listing two organizations by name and location does not constitute evidence that it operates in exclusive partnership with its WIOA partners.

Under California Education Code Section 47612, charter schools are generally required to demonstrate that students over the age of 19 are making satisfactory progress toward a high school diploma as a condition of continued enrollment and ADA funding. This requirement exists to ensure that older students enrolled in charter schools are genuinely advancing toward a credential rather than generating attendance funding without measurable academic movement.

Education Code section 47612.1 provides a limited exemption from this requirement for a charter school program that provides instruction exclusively in partnership with the WIOA. The Petition relies on its WIOA designation and appears to operate under the assumption that this exemption applies. EC 47612.1 exempts a *program* operating exclusively in partnership with WIOA. A program can encompass a charter school’s entire educational program or only a component. If the exemption applies only to a defined program component, then students enrolled in the school outside of that specific WIOA-partnered program remain subject to the satisfactory progress requirement. The Petition is completely void of a description of the WIOA program or how the school intends to track and demonstrate satisfactory progress for students who fall outside the exemption’s scope. A school that claims a WIOA designation as its primary justification for approval, and that serves students over the age of 19, has an obligation to demonstrate it understands the scope and limits of the statutory exemption it is relying on. The Petition does not meet that obligation and as a result the program does not appear consistent with sound educational practice.

#### **4. English Language Development (ELD)**

The petition fails to present a sound, coherent, and instructionally plausible English Language Development (ELD) program reasonably designed to provide the expected educational benefit to English learners, particularly within an independent study, largely asynchronous, DASS setting. While the petition references required ELD terminology and frameworks, it does not operationalize those requirements in a manner aligned with California law or effective instructional practice.

### ***Failure to Articulate a Coherent ELD Instructional Model***

The petition references Designated ELD (dELD) and Integrated ELD (iELD), but does not articulate a clear instructional model explaining how these components function together in practice, especially in an independent study environment where students work primarily online or independently from textbooks (Petition, pp. 101–104; Exhibit L, pp. 14–19). Assertions that ELD will be provided are not accompanied by an explanation of how teachers will deliver real-time, interactive, language-focused instruction that enables English learners to simultaneously develop English proficiency and access grade-level academic content.

### ***Designated ELD Courses Do Not Provide Standards-Based Designated ELD***

The ELD course placement guide (Petition, pp. 107–109) lists courses and instructional materials that primarily emphasize literacy remediation and general English acquisition, including phonics-based interventions, Lexile-driven reading programs, and self-directed language-learning platforms such as Rosetta Stone.

The California ELD Standards are specifically intended to develop academic English, not merely general language acquisition. Designated ELD is designed to support students' ability to use English for discipline-specific purposes, including explaining reasoning, engaging in academic discussions, interpreting complex texts, and producing written and oral arguments aligned to grade-level content. The instructional materials listed in the ELD course placement guide emphasize general English acquisition and literacy skill development, but do not demonstrate how students will be explicitly taught to use English as an academic language in school settings. As described, the proposed courses do not align to the purpose or intent of the California ELD Standards and do not demonstrate that Designated ELD will be meaningfully provided.

### ***Implausible Implementation of Integrated ELD in an Independent Study Model***

The petition asserts that Integrated ELD will occur through scaffolded instruction and linguistic accommodations; however, it does not explain how integrated ELD is implemented when students are working independently and asynchronously (Petition, pp. 101–104; Exhibit L, pp. 7–9). Integrated ELD depends on responsive instructional moves by teachers—such as modeling language, eliciting discourse, probing student responses, and adjusting scaffolds based on student output—which cannot be

accomplished through static curriculum materials alone. The petition does not reconcile these instructional requirements with the proposed independent study model.

### ***Misuse and Mischaracterization of “Scaffolds” and “Linguistic Accommodations”***

Throughout the petition and the Multilingual Learner Master Plan, terms such as “scaffolds,” “linguistic accommodations,” and “linguistic progress” are used without clear definition or alignment to the California ELD Standards, ELPAC proficiency levels, or reclassification criteria (Petition, pp. 106–107; Exhibit L, pp. 7–9). These terms are treated as program components rather than instructional practices, obscuring the distinction between access supports and explicit language instruction and masking the absence of a clearly articulated ELD delivery mechanism.

### ***Misalignment of Integrated ELD and Instructional Practice Across Proficiency Levels***

The Multilingual Learner Master Plan mischaracterizes Integrated ELD by discussing it separately from instructional practice and suggesting that iELD planning and collaboration occur primarily at the Expanding proficiency level (Exhibit L, pp. 18–19). This framing is inconsistent with California’s ELD framework, which requires integrated ELD across all proficiency levels, with the greatest intentionality for Emerging English learners.

### ***Creation of a De Facto Tracking System Through Program “Options”***

The petition presents English Language Mainstream (ELM), Structured English Immersion (SEI), and Newcomer as parallel instructional “program options” rather than differentiated instructional approaches within a unified ELD framework (Petition, p. 106; Exhibit L, pp. 7–9). This structure functions as a de facto tracking system that implies differing instructional entitlements rather than differentiated instruction, creating a risk that some English learners may receive partial or substituted services instead of consistent access to both designated and integrated ELD.

### ***Improper Placement of EO, IFEP, and RFEP Students in ELD Programs***

The Multilingual Learner Master Plan places English Only (EO), Initially Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) students within the English Language Mainstream program and, by implication, within the broader English learner instructional framework (Exhibit L, p. 7). EO students are not English learners and should not be included in an ELD program. IFEP and RFEP students have demonstrated English proficiency and are not entitled to ELD instruction. Continued placement of IFEP or RFEP students in ELD-designated coursework is not an appropriate means of advancing students academically and risks delaying access to grade-level or advanced coursework aligned to their actual academic needs.

Taken together, these deficiencies demonstrate that the proposed ELD program relies on independent, online coursework to deliver instruction that is inherently interactive and

teacher-mediated; substitutes literacy and language-acquisition programs for standards-based English Language Development; fails to operationalize integrated ELD in an independent study context; and obscures instructional obligations through vague terminology and program structures. As a result, the educational program, as proposed, is not reasonably designed to enable English learners to develop English proficiency while accessing grade-level academic content and therefore constitutes an unsound educational program unlikely to provide the expected educational benefit to students.

In particular, the program fails to demonstrate how English learners will develop academic English, as required by the California ELD Standards, relying instead on general language acquisition and literacy interventions that are insufficient to support meaningful access to grade-level academic content.

#### **5. Petition, if Granted, Would Result in Closure of an Existing Resource Center Program**

The Petition proposes to transition nine resource centers of existing charter schools into a single countywide charter school, largely to achieve stated operational and programmatic efficiencies. However, if the Petition is granted, as Petitioners disclosed in their capacity interview with Staff, an existing resource center program—the Casa Blanca K-8 program—will be shuttered. This is discussed in further detail in Section D.1, below. There is no apparent plan for transitioning these existing students to another charter school program, since the proposed countywide school will not serve these existing students. This is inconsistent with sound educational practice.

#### **D. Reasonable Justification for the Inability to be Established by a Local District Threshold Met: No**

The final threshold finding requires the County Board to find that the petition provides a reasonable justification for why it *cannot* be established by a petition to a district (emphasis added, Ed. Code § 47605.6(b).) Here, the Petition demonstrates by its current operations that the charter school *can* be established by a petition to a district.

SD Workforce and Alta Vista High are nonclassroom-based independent study program charter schools operated by Nonprofit operating under the Learn4Life umbrella. SD Workforce is authorized by Borrego Springs Unified School District in San Diego County, and Alta Vista High is authorized by Lucerne Valley Unified School District in San Bernardino County. Riverside County is adjacent to both San Bernardino County and San Diego County. According to both charter schools' most recent board agendas, SD Workforce currently operates 11 resource centers and Alta Vista High operates 17 resource centers<sup>2</sup>. As an independent study program, SD Workforce and Alta Vista High may enroll any student residing within California, including the county of its charter

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<sup>2</sup> Neither charter school appears to make its petition publicly available on its website, so the Review Team is unable to verify that all learning centers are appropriately identified as resource centers in the petition.

authorizer and adjacent counties. (Ed. Code § 51747.3.) Additionally, SD Workforce and Alta Vista High are in exclusive partnership with the Workforce Innovation and Opportunity Act (“WIOA”). As a WIOA program, these charter schools are exempt from the geographic limitations imposed on resource centers. (Ed. Code § 47605.1.) Nonprofit could seek a material revision from SD Workforce or Alta Vista High’s authorizers to add additional resources centers in Riverside County. In fact, in 2025 Nonprofit received approval from its authorizer for a material revision to SD Workforce’s charter petition to add a resource center outside the geographic jurisdiction of its authorizer. (See Attachment C.)

RIA also proposes to operate the “Casa Blanca” learning center, currently a resource center of the Vista Norte Public Charter School. Vista Norte is a Learn4Life school operated by Alta Vista Inc., not Nonprofit. The charter school is currently authorized by Helendale Elementary School District in San Bernardino County. Casa Blanca is in Riverside County in the jurisdiction of Riverside Unified School District. Since it is unclear whether Vista Norte is a WIOA charter, it may be bound by jurisdictional limitations. If this petition is denied, Vista Norte may need to seek the approval of RUSD to continue to operate the learning center before it submits its renewal petition to Helendale<sup>3</sup>. Even still, the Petition does not demonstrate that the pupil population cannot be served as well by a charter school operating in only one school district. The Petition asserts that countywide authorization is necessary to support student mobility, and described the ease of transferring between learning centers within the same charter. (Petition, p. 44.) It also provided examples of two students who transferred from one charter school to another within the Learn4Life network. Pertinently, the Petition stated students transferring within the network “benefitted from the same educational model,” but created more paperwork and effort for the student because it required the student to disenroll from one school and enroll in another school. Thus, the ease to transfer from one learning center to another under a countywide charter would be an administrative benefit not necessarily an educational one. With this charter petition, it appears RIA is asking its current students attending the nine resource centers operated by three different charter schools to undergo that same administrative hurdle. If the Petition is approved, students currently enrolled at SD Workforce or Alta Vista High and attending a learning center within Riverside County will presumably have to disenroll from their respective charter school and enroll in RIA when they bring the learning centers online, thereby subjecting students to the same disadvantage that Charter School argues a countywide charter will help these students avoid. To the extent Nonprofit intends to house both charter schools at the same learning center, that is not addressed in the Petition and would invite additional concerns.

### **1. Approval of the Petition Eliminates K-8 Elementary Programming**

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<sup>3</sup> Vista Norte’s charter petition expires June 30, 2028.

If the Petition is approved, according to WEC, Alta Vista Inc. will close the K-8 charter school program operating at Casa Blanca learning center. The Petition contains no transition plan or impact analysis for these elementary-aged students that currently serve the following demographics<sup>4</sup>:

Location	Enrollment	Socio-economically Disadvantaged	EL/RFEP	Students with Disabilities	Foster Youth	Homeless Youth
Casa Blanca	208	94.7%	63.5%	15.4%	2.4%	18.3%

As depicted below, denial produces no equivalent harm.

Impact of Riverside Innovation Academy Petition			
School	Site	Impact on Continuation of Current Educational Programs	
		APPROVAL	DENIAL
Vista Norte Public Charter School	Casa Blanca	Closure of Charter School for Grades K-8	None
Alta Vista Innovation High School	Chicago	None	None
	Indio	None	None
	Magnolia	None	None
	San Jacinto	None	None
	Spruce	None	None
San Diego Workforce Innovation High School	Lake Elsinore	None	None
	Moreno Valley	None	None
	Murrieta	None	None

Overall, the Petition does not identify new or changed circumstances that would prevent continued or expanded operation through district-level charter petitions. Instead, the petition’s justification for countywide authorization is grounded primarily in operational efficiency and administrative preference, despite charter school arguably achieving such efficiencies by operating under the Learn4Life umbrella and contracting with LLAC.

**2. The Charter School Presents an Unsound Educational Program for the Pupils to be Enrolled in the Charter School.**

**English Language Development (ELD)**

As discussed above, at Section C.1, the Petition fails to present a sound, coherent, and instructionally plausible English Language Development (ELD) program reasonably

<sup>4</sup> As presented in petition pp.39

designed to provide the expected educational benefit to English learners, particularly within an independent study, largely asynchronous, DASS setting. While the petition references required ELD terminology and frameworks, it does not operationalize those requirements in a manner consistent with California law or effective instructional practices.

**3. Petitioner is Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition.**

Education Code section 47605.6(b) requires the County Board to deny a countywide charter petition if it finds that petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. This finding is not limited to whether petitioners have operated schools in the past; rather, also critical is whether the petition, as written, provides a credible, actionable plan demonstrating readiness to open and operate the proposed program consistent with legal requirements, governance accountability, student obligations, and oversight feasibility. Here, although Petitioners operate existing Learn4Life-affiliated charter schools, the Petition's proposed implementation plan depends on the orderly transition of nine existing learning centers from other charter schools and authorizers into a new countywide charter. The Petition does not provide a procedural roadmap for that transition, does not address key legal and operational prerequisites, and poses risk of overlapping oversight, fiscal confusion, and disruption of student services.

**a. Petitioners Plan to Open Learning Centers Under RIA Does Not Adequately Address Current Operations**

Petitioner contemplates operating nine learning centers currently operating under other Learn4Life charter schools: Indio, Magnolia, Chicago, Spruce Street, San Jacinto Cops4Kids, Lake Elsinore, Moreno Valley, Murrieta, and Casa Blanca. Pages 37-38 of the Petition identify five centers commencing operations in 2027-28 and four in 2028-29. Lake Elsinore, Moreno Valley, and Murrieta are currently identified as resource centers for SD Workforce; Chicago, Spruce Street, San Jacinto, Magnolia, and Indio are identified as resource centers for Alta Vista High. Western Educational Corporation is the named tenant for eight of the nine learning centers. Casa Blanca is leased to Vista Norte, a separate nonprofit entity that WEC does not operate or control. The Petition does not describe how any of the eight WEC-leased centers will be legally real located from their existing charter associations to RIA, and it does not provide any assurance that Vista Norte has agreed to assign the Casa Blanca lease. These are operational questions the Petition does not answer.

**b. No Apparent Plan to Remove Resource Centers From Existing Charters or Prevent Overlapping Oversight**

The Petition does not account for how the learning centers will be removed from the current operating charters. As written, the Petition creates a foreseeable risk that the

same physical sites could be reflected as resource centers under multiple charters during the transition period, with different authorizers retaining co-mingled oversight responsibilities. This risk is not theoretical. SD Workforce, Vista Norte, and Alta Vista High are currently authorized by school districts outside Riverside County, and Vista Norte is not operated by the same nonprofit entity described as the petitioner for RIA. The Petition does not identify whether Petitioners will seek material revisions from the Current Authorizers to remove the sites from those charters, whether those revisions will be sought before RIA opens the sites, or how overlapping charter authorization will be avoided if revisions are delayed, denied, or conditioned.

This omission is significant because the Charter Schools Act contemplates each charter school operating pursuant to a single charter, with a clearly identified authorizer responsible for oversight, accountability, fiscal monitoring, and compliance. Without a defined plan to remove the learning centers from existing charters and align each center with a single charter and authorizer, the Petition does not demonstrate implementation readiness and invites confusion regarding which entity is responsible for instructional delivery, attendance accounting, discipline procedures, student records, and complaint processes at each site, among other things.

**c. Lack of a Student Transition Plan**

The Petition assumes that students currently served at the existing three charter schools and associated learning centers will be served by RIA once the learning centers are “brought online” under the new charter. However, the Petition does not present an operational plan for student transitions, including: (1) enrollment and disenrollment procedures across separate charter schools; (2) transfer of cumulative records, special education documents, and similar records; (3) continuity of IEP services; (4) alignment of course credits and graduation requirements; and (5) parent and student notice and support during the transition. Without a clear plan, the transition creates a foreseeable risk of inconsistent implementation, gaps in required services, and errors in student records and reporting.

Thus, as written in the Petition, Petitioner lacks an adequate plan to transition the resource centers to the Charter School, if approved, and is demonstrably unlikely to implement the program.

**d. Lack of Clarity Regarding Governance Structure and Operational Independence of Charter School**

The Petition and supporting documents leave ambiguity as to which entity is actually responsible for making operational decisions impacting the Charter School. As discussed here, and in Section 4.c below, the governance structure and operational interdependence with other entities suggest Petitioners are demonstrably unlikely to successfully implement the program. The Petition states that the Charter School will be operated by WEC, and that WEC will contract with LLAC for “administrative and support

services.” (Petition, p. 193.) While LLAC states it is acting as a service provider, and its contract with WEC states it “is not an entity managing a charter school,” effectively all educational and operational services are contracted via LLAC, including maintenance of employee personnel files, among other records, in exchange for 15% of the Charter School’s annual revenues. (Petition, pp. 193, Ex. B.) Of note, the contract continues in perpetuity provided the Charter School is renewed, the Charter School may only terminate services with LLAC for cause.

The lack of clarity regarding operational control is further compounded by the overlapping roles of legal counsel associated with LLAC and the nonprofit entities operating Learn4Life schools. Available records indicate that attorneys who have represented or been compensated by LLAC have also presented to WEC and affiliated boards as “outside counsel” on matters directly related to LLAC, including analysis of the service agreements between the entities.

For example, Gregory Bordo, who has represented LLAC in other matters, has presented to WEC and affiliated boards regarding issues related to LLAC, including a fair market value analysis of the LLAC service agreements. Similarly, Bill Thompson, who appears to serve as legal counsel to WEC and affiliated nonprofits, has also been identified as long-standing counsel for LLAC in publicly available filings, including IRS Form 990s, where he has received substantial compensation. (See Attachment D.)

While the proposed contract between WEC and LLAC does not identify legal counsel for either party, this pattern of overlapping legal advisory roles raises questions regarding whether the Charter School’s governing board is receiving independent legal advice when evaluating and approving agreements with LLAC, and whether such agreements are negotiated and overseen at arm’s length.

While none of this is patently improper, it raises concerns regarding which entity is making operational decisions for the Charter School, and whether LLAC may be functionally serving as CMO, even though it states it is not an entity managing a charter school. These concerns are underscored by the fact that: (1) WEC has Petitioned to operate a school site currently operated by Alta Vista Inc., with no written support from Alta Vista Inc. and (2) LLAC does in fact serve as CMO for other out-of-state Learn4Life schools (for example, Learn4Life Austin).

The operational independence of the Charter School should further be considered, given the significant overlap of governing board members and management staff within the network of Learn4Life schools contracting with LLAC. For example, the Charter School’s intended board of directors includes Claudette Beck and Michael Adams. Ms. Beck currently serves on the board of WEC as well as two other CMOs in the Learn4Life network—Alta Vista Inc. and Antelope Valley Learning Academy. Mr. Adams similarly serves on the boards of WEC, Antelope Valley Learning Academy, and Mission View Public. (See Attachment E.)

WEC's Chief Executive Officer, Chief Operating Officer, and Chief Financial Officer are Jeff Brown, Darrin Bower, and Jeri Vincent, respectively. Jeff Brown, Darrin Bower, and Jeri Brown serve as CEO, COO, and CFO of at least ten CMOs that operate Learn4Life schools and contract with LLAC, according to a review of the entities most recent Statements of Information on the Secretary of State's website, form 990s, and board meeting documents. Those entities include: WEC, Alta Vista Inc, Desert Sands Public Charter Inc., Antelope Valley Learning Academy, Inc., Diego Plus Education Corporation, Crescent View South, Inc., Crescent View West Public Charter, Inc., Sierra Educational Advancement Corporation, and Mission View Public Charter Inc. These individuals are not reflected in the Petition or the organizational chart, nor are the job descriptions provided. Therefore, their roles within the corporations and within the schools are unclear.

**4. The Petition Lacks a Reasonably Comprehensive Description of Each of the Required Elements.**

**a. Element A: Educational Program**

**1. English Language Development (ELD)**

For the same reasons discussed in Section C.1 and 2.a, above, the petition fails to include a reasonably comprehensive description of the English Language Development (ELD) program reasonably designed to provide the expected educational benefit to English learners, particularly within an independent study, largely asynchronous, DASS setting.

**2. Multi-Track Year Round Calendar**

The Petition states that RIA will operate using a multi-track system, which will allow students to enroll throughout the school year. While the petition describes a five-track, year-round calendar structure, it does not articulate the use of tracks as a student-facing benefit or instructional support. Student flexibility is instead attributed to course-driven pacing, learning periods, and continuous enrollment. While these structures may be permissible, they also require a high degree of transparency and internal control to ensure that attendance accounting, enrollment reporting, and instructional delivery are aligned. Although the Petition acknowledges the unique dynamic between Charter School's enrollment and ADA, the Petition fails to explain how the charter school ensures that no pupil generates more than one day of attendance in a calendar day, which raises questions about RCOE's ability to appropriately provide oversight.

**3. Summer School Enrollment**

RIA will remain open throughout the summer months, maintaining continuous instructional coverage across the year. The Learn4Life network has demonstrated a pattern of operating short-term instructional programs that enroll district students during periods when districts do not offer instruction, with the expectation that students will return to their district schools of residence in the following term.

This pattern is directly relevant to RIA's proposed operations. In the summer of 2025, Vista Real Charter High School — a Learn4Life-affiliated charter school — facilitated a summer program serving students in grades 1–12 enrolled in the Simi Valley Unified School District, including elementary and middle school students, for both enrichment and credit recovery. (See Attachment F.) Vista Real's charter petition authorizes only grades 9–12 and does not identify or authorize a separate summer enrichment or multi-grade instructional program. Separately, four of the Petition's proposed learning centers in the city of Riverside, currently operating under Alta Vista, publicly market "Summer School options for students from surrounding school districts with A-G approved classes and NCAA approved core courses" on their websites, yet no such programming is disclosed in Alta Vista's petition. (See Attachment G.) These locations are among the nine learning centers proposed for operation under RIA.

The individuals responsible for the operational decisions reflected in these affiliated schools' summer programs are the same corporate officers identified as WEC leadership throughout this report. As established in Section 3.d, Jeff Brown, Darrin Bower, and Jeri Vincent serve simultaneously as CEO, COO, and CFO of WEC, Alta Vista Inc., and at least eight other CMOs in the Learn4Life network. Vista Real and Alta Vista's undisclosed summer programming is therefore not independent third-party conduct — it reflects a pattern of operational decisions by the same leadership team now petitioning for RIA.

California law permits student mobility and sequential enrollment, but it does not permit a pupil to generate more than one unit of ADA in a fiscal year absent specific statutory authorization. While incidental excess claims may occur due to timing or transitions, program structures designed to routinely produce more than 1.0 ADA per pupil would be inconsistent with the intent and plain language of Education Code section 47612(d)(6).

In multi-track, year-round nonclassroom programs, compliance with the pupil-level 1.0 ADA cap depends heavily on internal Student Information System (SIS) controls and audit scope. Aggregate track-level reports do not, by themselves, demonstrate pupil-level compliance, making transparency and internal safeguards especially important.

The multi-track calendars in Exhibit G to the Petition include a number of "supplemental days," but the Petition does not define these days or explain whether student instruction or attendance occurs on them. Clarification would be needed to understand how supplemental days interact with attendance accounting and ADA generation.

When the track calendars are viewed together, it is clear that the school maintains continuous instructional coverage across the year. While this may support flexibility and access, it also underscores the importance of clear policies governing track assignment, movement between tracks, and the treatment of supplemental days to ensure compliance with pupil-level ADA limits.

**b. Element B. Measurable Student Outcomes**

## **1. Charter School's LCAP not Personalized to Charter School**

The Petition places personalization at the center of its educational model. Individual Learning Plans, student-centered instruction, and flexible pacing tailored to each student are presented as the school's distinctive response to the specific needs of students in Riverside County.

California's LCAP framework requires each school to develop its accountability plan from its own local data, its own community input, and its own assessment of its students' specific needs. The document is legally required to reflect local context.

Five Learn4Life network schools across five counties — Los Angeles, Orange, San Bernardino, Riverside, and Ventura — serving populations ranging from 182 to 3,248 students, under five separate authorizers, have submitted materially identical LCAPs. All four goals and every sub-action are copied verbatim across all five documents. A specific drafting error — the absence of Action 6 under Goal 1, where Action 5 is followed directly by Action 7 — appears identically in all five documents submitted to five different authorizers in five different communities. The pattern suggests the error was not made independently five times.

A network whose central claim is personalization is submitting standardized planning documents to separate authorizers in separate communities as if each were locally developed. The planning that is supposed to demonstrate local responsiveness is a template which begs the question whether the Charter School is designed to serve the specific pupil population in Riverside County.

### **c. Element E: Governance Structure.**

The Petition does not clearly establish that the Charter School's governing board will retain and exercise ultimate decision-making authority, and instead reflects a governance structure in which operational and educational control may be exercised by affiliated entities. WEC is identified as the "entity managing the charter school". Nonprofit's board members will serve as the board members of charter school. However, Charter School will rely heavily on LLAC to provide administrative services and implement and deliver educational resources. In total, Charter School agrees to pay LLAC 15% of its revenues annually. LLAC provides administrative services under the doing business as ("dba") name "Sequoia Administrative Resources" or "SAR" and educational services under dba "Scholastic Education Resources". Both services agreements outline a large scope of work, including but not limited to: general administration, public relations, IP licensing, financial services, facilities, board facilitation, strategic planning, policy development, human resources, files and record maintenance, operational support, educational model programming, professional development, testing and assessment services, student records support, technology support, special education services facilitation, instruction material provisioning, marketing, branding, student outreach, community collaboration,

student data liaison, athletics program development, operational support and school calendar maintenance. (Petition, Exhibit B.)

Despite the long list of services being provided to Charter School. LLAC disclaims that they are a charter management organization (“CMO”), or an “entity managing a charter school” as the term is defined in Education Code section 47064.1. The second recital of the Educational Services Agreement describes LLAC’s corporate structure as a “supporting organization.” The third recital expressly states the following: “SER is not authorized to operate a charter school pursuant to Education Code section 47604 and, therefore, is not an ‘entity managing a charter school.’ SER contracts with charter schools to provide goods and task-related services that are performed at the direction of the charter school and for which the governing body maintains ultimate authority.”

Education Code section 47604.1 states an “entity managing a charter school means” a nonprofit public benefit corporation that operates a charter school consistent with Section 47604.” It is true that a nonprofit corporation is not an entity managing a charter school “solely because” it contracts to provide services when the governing board retains ultimate control. However, LLAC’s involvement in the operation of the Existing Schools and all Learn4Life network schools, demonstrates it is not solely a contracting party providing services. Furthermore, Education Code section 47604 offers an analogous definition, in the for-profit context, when a charter school is “operate[d] as, or operated by” another entity. Specifically, charter schools are operated as or operated by a for profit entity when the entity as set forth in the chart below.

A charter school may elect to operate as, or be operated by, a nonprofit public benefit corporation.
A charter school may not operate as, or be operated by, a for profit corporation or for profit charter management organization. To “operate as, or be operated by” in this context means services that include <b>any of the following</b> (Education Code section 47604(b)(2)):
Nominating, appointing, or removing board members or officers of the charter school.
Employing, supervising, or dismissing employees of the charter school, including certificated and noncertificated school personnel.
Managing the charter school’s day-to-day operations as its administrative manager.
Approving, denying, or managing the budget or any expenditures of the charter school that are not authorized by the governing body of the charter school.
Providing services to a charter school before the governing body of the charter school has approved the contract for those services at a publicly noticed meeting.

Here, although LLAC is not a for-profit entity, and WEC maintains “ultimate authority,” LLAC appears to be “operating” Charter School as defined by Education Code section

47604. Additional evidence of LLAC’s influence and involvement is its role at board meetings of the Existing Schools. LLAC’s corporate officers are frequently presenting on critical action items for Existing Schools. Employing consultants and contracting out for services is typical for all public schools. But, when consultants and service providers start to assume the role of what is traditionally reserved for charter school leadership in meetings, the lines distinguishing between “contracted services” and charter school operation are significantly blurred.

LLAC’s position that they are not an entity managing a charter school is arguably misleading. Elsewhere, in Texas for example, LLAC identifies itself as an entity managing the charter school and a CMO. (See Attachment H.)

**Applicant Cover Sheet**

<b>NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL</b>	
Learn4Life - Austin	
<b>NAME OF SPONSORING ENTITY</b>	
Texas First Education	
<b>The sponsoring entity is a:</b>	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.

2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations of the school but not hold the charter directly?

Yes\*     No    If yes, identify the CMO: Lifelong Learning Administration Corporation

\* If the answer is yes, the applicant must complete the CMO Addendum.

**I. PRIMARY CONTACTS**

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
<b>Name</b>	Bill Toomey, Chief Development and Innovation Officer, LLAC	To Be Determined	Kenya Jackson
<b>Mailing address</b>	177 Holston Dr. Lancaster, CA 93535	To Be Determined	2441 London Drive Plano, Texas 75025
<b>Email address</b>	btoomey@llac.org	To Be Determined	kenyajackson1102@sbcglobal.net
<b>Phone number</b>	562-413-4342	To Be Determined	201-923-3906

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

Gen 25: Learn4Life-Austin 5

Even more, LLAC’s Learn4Life-Austin Charter petition describes itself as an entity providing management services to Learn4Life schools in California. (See Attachment I.) By

referring to itself as different types of organizations in different contexts, staff question the intention behind the structure, and whether, if the Petition is approved, RCOE will have the access to the records and information it will need to fulfill its duty of providing oversight.

### School Design

#### Mission, Vision, and Overview of School Design

If the applicant plans to open new schools/campuses in the future, complete the table to describe plans for growth in the operator's portfolio. If no growth is planned, indicate that the table is not applicable.

Texas First Education is excited about the opportunity to bring a Learn4Life school to Texas. "Learn4Life" is the campus name for schools managed by the Lifelong Learning Administration Corporation. LLAC was established in 2001 and currently provides management services for K-12 programs with 95% of the LLAC portfolio focused on grades 9-12 in three states: California, Ohio and Michigan with headquarters in Lancaster, CA.

**Anticipated Growth**-L4L-Austin anticipates opening two additional campuses as part of the charter contract associated with this application. Additionally, Texas First Education has received approval for an 1882 Partnership with Beaumont ISD. Texas First Education intends to open one campus Year 1 of the charter, one campus during Year 3 and finally opening campus three in Year 5. The 5-year build out plan has been done with careful strategic and financial planning in order to assure quality outcomes across all campuses and student groups.

*If the applicant plans to open new schools/campuses in the future, complete the table to describe plans for growth in the operator's portfolio. If no growth is planned, indicate that the table is not applicable.*

Proposed authorizer	Proposed school name	City	State	Grades served	Projected Open Date
Beaumont ISD	Learn4Life-Beaumont	Beaumont	TX	9-12	August 2020
Texas Education Agency	Learn4Life-Austin 2	Austin	Texas	9-12	August 2023
Texas Education Agency	Learn4Life-Austin 3	Austin	Texas	9-12	August 2024

<sup>1</sup>Lifelong Learning Administration Corporation anticipates continued development beyond Texas. We currently are exploring possible charter opportunities in New York, North Carolina and South Carolina. We have been granted a new charter from Buckeye Hope Community Foundation to be opened in Cleveland, Ohio on August 1, 2020.

L4L-Austin has the capacity to grow successfully from one to three campuses in Austin. LLAC has supported, and managed with quality, the growth of charters across California and in Columbus, Ohio, Cleveland, Ohio and Flint, Michigan. Authorizer Assessments included in **Attachment 7** describe the success and quality of the Learn4Life network as it grows.

The Learn4Life educational model has succeeded in California, Ohio, and Michigan. In each state, the model requires slight variations in order to work operationally. In California and Michigan, the funding and operational structures under the law allow for more seat time flexibility, allowing students to engage in their academic program with more independence and customization to their life circumstances. The schools get paid based on the amount of work the students do and how much proficiency they demonstrate through their academic assignments, as opposed to how many

Gen 25: Learn4Life-Austin

23

Since LLAC does not consider itself a CMO, it is exempt from state transparency laws such as the Brown Act and the California Public Records Act. However, the integral role it plays in charter school operations creates potential transparency pitfalls. That is only amplified by strong contractual provisions contained in LLAC's services agreements that, for example, prevent contracting charter schools from disparaging LLAC or contracting with another service provider without offering LLAC a right of first refusal. Once executed, the services contract between WEC and LLAC can be terminated by the school for "cause" reasons only. The contract automatically renews upon the Charter School's successful renewal by its authorizer, and continues indefinitely. This lends to the appearance that the school's relationship to LLAC is binding and not independent as the Petition suggests. (Petition, Ex. B, p. 20).

LLAC, WEC, and other Learn4Life charter schools appear to have arranged for this structure which allows LLAC to insulate itself from state laws governing CMOs. A nonprofit

entity that operates or manages a charter school is subject to the Brown Act, the California Public Records Act, the conflict of interest prohibitions of Government Code section 1090, and the Political Reform Act. Serving as CMO to Charter School would force LLAC to hold public, agendaized meetings pursuant to the Brown Act, and make its records public records subject to the Public Records Act. Serving as CMO would also subject LLAC and its leadership to conflict of interest and financial interest prohibitions, and transparency regarding financial interests, that extend beyond what is required of non-CMO nonprofit corporations. By inserting WEC as the CMO entity, while providing the administrative and operational services as a vendor, LLAC is shielding its operations from public scrutiny.

Further contributing to concerns regarding the lack of transparency in the corporate structure is the ambiguous relationship among employees and officers across LLAC, WEC, Alta Vista Inc., and other affiliated entities within the Learn4Life network. Available records indicate that senior leadership move between roles in these organizations, raising questions about the independence of governance and operational oversight.

For example, William Toomey served as Chief Executive Officer of WEC until his resignation was accepted on February 27, 2020. His resignation was presented to the WEC board on the basis that he had “moved on to a different opportunity,” which appears to have been his subsequent role as Chief Development and Innovation Officer for LLAC, the entity providing contracted services to the school. At the same February 27, 2020 board meeting, Jeff Brown—then serving as Chief Executive Officer of LLAC—was recommended and approved to serve as CEO of WEC. (See Attachment J.)

Similarly, Darrin Bower was appointed as Chief Operating Officer of WEC after having served as a member of LLAC’s board of directors since at least 2015. (See Attachment J.)

This pattern of overlapping roles and movement between affiliated entities raises questions regarding the separation between the Charter School’s governing organization and its primary service provider, and whether governance decisions are made independently or influenced by individuals with roles across multiple entities.

The Petition’s organizational chart lists some but not all the leadership players involved with WEC. (Petition p. 137.) Exhibit A to the Petition provides the resume of key personnel. Nonprofit is the employer of Charter School’s employees, but it is unclear whether the listed employees are just for Charter School, shared amongst all of Nonprofit’s charter schools, or maybe even employed by LLAC to support the larger Learn4Life charter school network.

WEC’s corporate officers were not identified in the Petition, despite the active role they take in charter operations at the Existing Schools. Each year in June, WEC’s Board through the charter schools they manage, take action to “reauthorize the Corporate Officers and Senior Administration to make all reasonable and necessary business arrangement, and enter into all reasonable and necessary transactions, including but not limited to,

contracts and vendors, employees, consultants, and others.” (Exhibit A to Staff Report, Alta Vista High June 3, 2025 Board Agenda, Action Item K.) This action is not an irregular corporate action, but calls into question the scope of authority the officers have without board oversight. For example, in August 2024, WEC entered into a lease agreement for the proposed Indio center. The tenant listed is WEC dba Alta Vista High, but staff could find nothing in publicly available board documents for Alta Vista High approving the lease agreement or authorizing Alta Vista High’s expansion to this site. If WEC corporate officers may enter into all reasonable and necessary business arrangements on behalf of the charter school it manages, these seem like key members of the Charter School leadership team that should have been identified in the Petition.

**c. Element G: Health and Safety Procedures**

Referral Protocols Addressing Behavioral Health Concerns. The Petition, including the Draft School Safety Plan and Draft Parent-Student Handbook, does not recognize the requirements of SB 857 (Education Code section 49428.2). As of January 1, 2026, charter schools must adopt a policy that addresses referral protocols for pupils exhibiting behavioral health concerns. The policy must at a minimum address the needs of high-risk groups identified by statute, and address any training to be provided to pupils.

**RECOMMENDATION**

It is recommended that the County Board take action to either deny or grant the proposed Petition. The County Board has the following options:

- DENY the Petition and adopt, as findings of fact, the Proposed Findings identified in the Staff Report, concluding the Countywide Petition did not meet the requirements of Education Code Section 47605.6.
- GRANT the Countywide Petition, based on the County Board’s affirmative findings required by Education Code Section 47605.6, and its determination that: (1) all threshold findings are met, and (2) no statutory basis for denial exists, for a 5-year term, commencing July 1, 2027, and concluding June 30, 2032, provided that a Memorandum of Understanding between the Charter School and RCOE is signed prior to the date of commencement of the new term to address any findings or recommendations identified in the Staff Report, including any amendments to the petition.

## APPENDIX

### ATTACHMENT A

- A.1 ALTA VISTA INNOVATION HIGH SCHOOL PETITION INDICATING WIOA STATUS
- A.2. SAN DIEGO WORKFORCE INNOVATION HIGH SCHOOL PETITION INDICATING WIOA STATUS

### ATTACHMENT B

- B.1 NOTICE OF CONCERNS AND REQUEST FOR INFORMATION FROM CDE TO OCDOE

### ATTACHMENT C

- C.1 BORREGO SPRINGS BOARD RESOLUTION AUTHORIZING MATERIAL REVISION

### ATTACHMENT D

- D.1 WEC BOARD AGENDA REFLECTING LEGAL ANALYSIS OF LLAC SERVICE AGREEMENT BY GREGORY BORDO

### ATTACHMENT E

- E.1 BOARD AGENDAS REFLECTING WEC DIRECTORS ON RELATED BOARDS

### ATTACHMENT F

- F.1 MARKETING FOR VISTA REAL CHARTER HIGH SUMMER PROGRAM WITH SIMI VALLEY USD

### ATTACHMENT G

- G.1 WEBSITE MARKETING FOR ALTA VISTA SUMMER SCHOOL AT RIVERSIDE CENTERS

### ATTACHMENT H

- H.1 LEARN4LIFE-AUSTIN APPLICANT COVER SHEET DEMONSTRATING CMO STATUS

### ATTACHMENT I

- I.1 LEARN4LIFE-AUSTIN SCHOOL DESIGN DEMONSTRATING CALIFORNIA CMO STATUS

### ATTACHMENT J

- J.1 WEC BOARD AGENDA DEMONSTRATING CEO CHANGE TO JEFF BROWN
- J.2 WEC BOARD AGENDA DEMONSTRATING COO APPOINTMENT OF DARRIN BOWER

## ATTACHMENT A

The following is the Charter School's current location within the District:

- 8560 Aliento Road, Lucerne Valley, California 92356

Listed below are the Charter School's resource center locations:

- 12100 Palmdale Road, Adelanto, CA 92301
- 21660 Bear Valley Road, Apple Valley, CA 92308
- 17244 Randall Avenue, Fontana, CA 92335
- 11988 Hesperia, Hesperia, CA 92345
- 44199 Monroe Street, Suite B, Indio, CA 92201
- 2930 West Imperial Hwy, Inglewood, CA 90303
- 2401 W. Rosecrans Blvd, Gardena, CA 90249
- 1773 East Century Blvd, Los Angeles, CA 90002
- 4112 South Main Street, Los Angeles, CA 90037
- 5301 Whittier Blvd, Los Angeles, CA 90022
- 2055 N. Perris Blvd, Suite C-1, Perris, CA 92571
- 8520 Archibald Avenue, Building 20 Suite A, Rancho Cucamonga, CA 91730
- 4135 Chicago Avenue, Riverside, CA 92507
- 6780 Indiana Avenue, Riverside, CA 92506
- 1635-1695 Spruce Street, Riverside, CA 92507
- 689 W. 2nd Street, San Bernardino, CA 92410
- 3505 E. Highland Avenue, Suite C, Highland, CA 92346
- 1122 South State Street, San Jacinto, CA 92583

Education Code Section 47605.1(g) exempts charter schools that provide instruction exclusively in partnership with WIOA from the geographic restrictions related to out of district and in county locations set forth in Education Code Section 47605.1.

### **F. Transportation**

With the exception of special education students whose transportation is mandated by their Individualized Education Program, or as otherwise required by applicable law, AVIH shall not provide transportation of students to and from school.

### **G. Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).*

An authority that grants a charter to a charter school to be operated by or as a nonprofit public benefit corporation is not liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School agrees to indemnify the District per the indemnification agreement set forth in the separate MOU with the District.

The following are the SDWIHS's current locations:

<b>LEARNING CENTERS</b>	<b>ADDRESS</b>
Chula Vista	310 Broadway Chula Vista, CA 91910
City Heights	4358 54 <sup>th</sup> Street San Diego, CA 92115
El Cajon	511 North 2 <sup>nd</sup> Street El Cajon, CA 92021
Escondido	1535 E. Valley Parkway Escondido, CA 92027
Lakeside	9530 Winter Gardens Blvd. Lakeside, CA 92040
Lake Elsinore	16667 Lakeshore Drive Lake Elsinore, CA 92530
Lemon Grove	8073 Broadway Lemon Grove, CA 91945
Linda Vista	2612 Daniel Avenue San Diego, CA 92111
Moreno Valley	24021 Alessandro Blvd., Suite 101B Moreno Valley, CA 92553
Murrieta	39665 Avenida Acacias, Suite A Murrieta, CA 92563
National City	2 N. Euclid Ave., Suite A National City, CA 91950
Vista	931-941 East Vista Way Vista, CA 92084

Education Code Section 47605.1(f) exempts charter schools that provide instruction exclusively in partnership with WIOA from the jurisdictional limitations related to school facility locations.

All SDWIHS learning centers are ADA compliant and accessible for students with disabilities. SDWIHS is either compliant with the California Building Standards Code or the Field Act in accordance with Education Code Section 47610.

SDWIHS's learning center locations provide a safe, orderly and respectful environment to maintain a positive learning experience. Each location provides a flexible, college-like school day schedule; year-round enrollment, admissions, and attendance; standards aligned curriculum tailored to individual student needs and pacing; supportive services; one-on-one and small group instruction; access to career technical education and training; student case management by supervising teachers; specialized program supports for students with disabilities and, early college dual enrollment.

ATTACHMENT B



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

November 20, 2025

*Communication Sent via Email*

Dr. Stefan Bean, Superintendent  
Aracely Chastain, Executive Director, Charter Schools Unit  
Orange County Department of Education  
200 Kalmus Dr.  
Costa Mesa, CA 92628-9050

Dear Superintendent Bean and Executive Director Chastain:

Subject: Notification of Concerns and Request for Information

This letter serves to inform Orange County Department of Education (OCDE) of the California Department of Education's (CDE's) concerns related to the operation and oversight of charter schools under OCDE's authority. CDE has become aware of reports raising several potential concerns related to charter schools and related entities affiliated with the Learn4Life and Elev8 networks of charter schools. The CDE has identified eighteen charter schools affiliated with the Learn4Life and Elev8 networks operated by nine charter operator nonprofit corporations, authorized by sixteen school districts and county boards of education. The CDE is sending this letter to all authorizers of Learn4Life and Elev8 brands charter schools and county offices of education where they are located (See Attachment 1 below).

**Orange County Workforce Innovation High** is authorized by OCDE. As the chartering authority, OCDE is entrusted with supervisory oversight, which includes inspecting, observing, and monitoring the schools' compliance with its charter and the law, pursuant to California *Education Code (EC)* Section 47604.32. The CDE further notes that the County Superintendent may monitor and investigate the operations of any charter school in the County, pursuant to *EC* Section 47604.4.

The CDE notes the following potential areas of concern, which are reflected in data reported to the CDE:

**1. Transparency in Governance Structure, Possible Conflict of Interest**

The Learn4Life- and Elev8-affiliated charter schools are operated by several individual nonprofit public benefit corporations (NPPBCs). Most of them have the same "parent" NPPBC as a sole statutory member, yet this information is not found in the charter schools' petitions or their online materials. Several of these NPPBCs share board members. There are also reports that family members of senior executive staff have been hired with six-figure salaries.

**2. Brown Act Compliance**

Many of the NPCs operate in multiple districts and/or counties. It is unclear whether the schools are complying with webcast and video recording requirements for open meetings, as required by Education Code section 47604.1.

**3. Appropriate Use of Public Funds**

Media reports allege several instances of potential mishandling of public funds, which may violate state law (*Education Code* Section 41370 and *California Constitution* Art. XVI, Section 6). The enrollment and ADA numbers reported by the charter schools do not follow traditional patterns, which creates concerns about their accuracy.

**4. Student Data Reporting**

The schools exhibit extremely low cohort graduation rates and extremely high 1-year graduation rates (which are reported for charter schools with Dashboard Alternative School Status).

**5. Student Outcomes**

Low 4- and 5-year graduation rates, high cumulative enrollment, exceptionally high summer enrollment, and low stability rates may indicate the schools are not meaningfully pursuing graduation outcomes for students.

**6. Teacher Credentialing**

High out-of-field teacher assignments (upwards of 70%) may signify noncompliance with teacher certification requirements.

**7. Grade Level Restrictions Based on Authorizing District**

Dr. Stefan Bean, Superintendent  
Aracely Chastain, Executive Director, Charter Schools Unit  
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Several of the schools are authorized by elementary school districts yet only serve students in grades 9 through 12, which may be a violation of Education Code section 47605(a)(6).

At this time, in order to facilitate appropriate monitoring of Learn4Life- and Elev8-affiliated charter schools, **the CDE requests the authorizer provide the following information to the CDE:**

1. Articles of incorporation for the charter operator
2. Current governing board bylaws for the charter operator
3. A list of the names of current governing board members
4. A current list of charter schools under your authority associated with LEARN4LIFE, Elev8, or any related entities, to confirm or correct the CDE's list in Attachment 1
5. A current list of all site or resource center locations for each charter school
6. Any and all Memoranda of Understanding between the charter school(s) and/or operators and OCDE

**Please email the above-identified documents by December 15, 2025 to [Charters@cde.ca.gov](mailto:Charters@cde.ca.gov).**

Additionally, please note that chartering authorities can be found liable for the acts and errors of charter schools under their authority if the chartering authority does not fulfill its oversight responsibilities.

**The CDE recommends OCDE review the concerns listed above and conduct an appropriate inquiry to ensure the charter school(s) under its authorization are operating in compliance with all legal and fiscal requirements.**

As the CDE continues monitoring Learn4Life- and Elev8-affiliated charter schools, the CDE may request additional documentation or technical assistance meetings with the chartering authority.

The CDE Charter Schools Division is available to provide technical assistance related to charter school oversight. Please contact the Charter Schools Division at [Charters@cde.ca.gov](mailto:Charters@cde.ca.gov) to request assistance.

If you have any questions regarding this letter, please contact Ric Reyes, Director, Charter Schools Division, by email at [rreyes@cde.ca.gov](mailto:rreyes@cde.ca.gov).

Dr. Stefan Bean, Superintendent  
Aracely Chastain, Executive Director, Charter Schools Unit  
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Sincerely,

/s/

Ric Reyes, Director  
Charter Schools Division

RR:my

cc:

*Sent via Email to the Following:*

[sbean@ocde.us](mailto:sbean@ocde.us)

[achastain@ocde.us](mailto:achastain@ocde.us)

[lqarfinkel@cde.ca.gov](mailto:lqarfinkel@cde.ca.gov)

## Attachment 1: Learn4Life and Elev8 Charter School Information

**Table 1. List of Learn4Life and Elev8 Charter Schools Operating in California**

CDS Code	Charter School (Brand)	Charter Operator	Authorizer	County
36 75051 0136432	Alta Vista Innovation High (Learn4Life)	Western Educational Corporation	Lucerne Valley Unified	San Bernardino
10 62380 0136499	Ambassador Phillip V. Sanchez II Public Charter (Learn4Life)	Crescent View South, Inc.	Raisin City Elementary	Fresno
19 64857 0112714	Antelope Valley Learning Academy (Learn4Life)	Antelope Valley Learning, Inc.	Palmdale Elementary	Los Angeles
19 75309 0127100	Assurance Learning Academy (Learn4Life)	Antelope Valley Learning, Inc.	Acton-Agua Dulce Unified	Los Angeles
54 72140 0136507	Crescent Valley Public Charter II (Learn4Life)	Desert Sands Public Charter, Inc	Stone Corral Elementary	Tulare
10 62547 0136523	Crescent View South II (Learn4Life)	Crescent View South, Inc.	Westside Elementary	Fresno
10 10108 0109991	Crescent View West Public Charter (Learn4Life)	Crescent View West Public Charter, Inc.	Fresno COE	Fresno
19 64246 1996537	Desert Sands Charter (Learn4Life)	Desert Sands Public Charter, Inc.	Antelope Valley Union High	Los Angeles

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 Aracely Chastain, Executive Director, Charter Schools Unit  
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<b>CDS Code</b>	<b>Charter School (Brand)</b>	<b>Charter Operator</b>	<b>Authorizer</b>	<b>County</b>
16 63958 0136556	Kings Valley Academy II (Learn4Life)	Crescent View South, Inc.	Kit Carson Union Elementary	Kings
34 67421 0137950	Marconi Learning Academy (Learn4Life)	Sierra Educational Advancement Corporation	Robla Elementary	Sacramento
19 75309 0137786	Mission Academy (Elev8)	Alta Vista Public Charter, Inc.	Acton-Agua Dulce Unified	Los Angeles
19 65136 0114439	Mission View Public (Learn4Life)	Mission View Public Charter, Inc.	William S. Hart Union High	Los Angeles
30 10306 0134841	Orange County Workforce Innovation High (Learn4Life)	Western Educational Corporation	OCDOE	Orange
34 67421 0132019	Paseo Grande Charter (Elev8)	Sierra Educational Advancement Corporation	Robla Elementary	Sacramento
37 75416 0138651	San Diego Mission Academy (Elev8)	Alta Vista Public Charter, Inc.	Warner Unified	San Diego
37 67983 0134890	San Diego Workforce Innovation High (Learn4Life)	Western Educational Corporation	Borrego Springs Unified	San Diego
36 67736 0136937	Vista Norte Public Charter (Learn4Life)	Alta Vista Public Charter, Inc.	Helendale Elementary	San Bernardino

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CDS Code	Charter School (Brand)	Charter Operator	Authorizer	County
56 10561 0109900	Vista Real Charter High	Vista Real Public Charter, Inc.	Ventura COE	Ventura

## ATTACHMENT C

### BORREGO SPRINGS UNIFIED SCHOOL DISTRICT

#### Staff Report of Findings and Recommendation on Material Revision Request Submitted by the San Diego Workforce Innovation High School

Posted: June 3, 2025

The following provides a summary of the Borrego Springs Unified School District's ("District") staff report, proposed findings of fact, and recommendation concerning the material revision request ("Material Revision Request") submitted by the San Diego Workforce Innovation High ("SDWIHS"), which is operated by Western Educational Corporation, a California nonprofit public benefit corporation and is part of the Learn4Life model.

#### Introduction

SDWIHS operates as an independent, nonclassroom-based charter school authorized by the District pursuant to a charter term that is set to expire on June 30, 2027. SDWIHS offers a flexible, personalized high school program that provides job training and other opportunities for students in grades nine through twelve. As a charter school that works exclusively in partnership with training programs under the Workforce Innovation and Opportunity Act ("WIOA"), SDWIHS operates multiple learning centers throughout the San Diego and Riverside Counties and provides students—many of whom are opportunity youth and experience high mobility and certain risk factors—with direct access and support under its Trauma-Resilient Educational Communities ("TREC") model and accreditation process. This model affords students the ability to participate in a network of partnerships with nonprofit social service agencies, workforce development programs, and industries that include an integrated focus on academics, health, and social services; youth workforce development; community development; and community engagement. This, in turn, gives students the ability to reengage in high school, earn a diploma, and prepare for post-secondary opportunities.

On April 8, 2025, SDWIHS submitted a written request to materially revise its charter to expand its operations to an additional learning center located at 511 N. 2<sup>nd</sup> Street in El Cajon, California 92021 ("El Cajon Learning Center") at the beginning of the 2025-2026 school year. Currently, the site serves high school students enrolled in Diego Valley East, which is authorized by the Julian Elementary School District and is also part of the Learn4Life model. However, it is the District's understanding that Diego Valley East will be closing at the end of the 2024-2025 school year due to the geographic location restrictions imposed under Assembly Bill 1507.

Following closure of Diego Valley East, SDWIHS seeks to use the El Cajon Learning Center to provide students with important workforce development services in exclusive partnership with WIOA service providers, consistent with Education Code section 47605.1(f). Pursuant to this statute, SDWIHS is not subject to the geographical site limitations imposed on traditional charter schools because of its commitment to providing instruction to students in exclusive partnership with WIOA programs and organizations.

The El Cajon Learning Center consists of approximately 8,125 square feet of space. If the Material Revision Request is approved, SDWIHS expects to serve approximately 450 students ranging in ages from 14 to 24, thereby providing expanded services, including workforce development and instruction, to students in East San Diego County.

To support its Material Revision Request, SDWIHS submitted the following documents:

- Cover letter for Material Revision Request
- SDWIHS board resolution authorizing submission of Material Revision Request
- Redlined version of most recently approved charter petition
- “Clean” version of revised charter petition
- Revised multi-year budget narrative, cash flow, and assumptions
- Revised budget LCFF calculator
- El Cajon Learning Center lease amendment

On May 14, 2025, the District’s Board of Education (“Board”) held a public hearing to determine the level of support for the Material Revision Request by District teachers, other District employees, and parents/guardians. During the hearing, no members of the public opposed the Material Revision Request.

On June 18, 2025, the Board will hold a second public hearing and take action to either grant or deny the Material Revision Request.

As addressed below, District staff has conducted a comprehensive review of SDWIHS’s Material Revision Request and the corresponding revisions to its current charter to reflect the addition of the El Cajon Learning Center and other legal updates. Based on that review, District staff recommends that the Board **approve** the Material Revision Request.

#### **Legal Requirements for Material Revision Requests**

Education Code section 47605(a)(4) imposes requirements on a charter school seeking to expand its operations to one or more locations following the approval of its charter petition. Specifically, Section 47605(a)(4) provides the following:

After receiving approval of its petition, a charter school that proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter and shall notify the chartering authority of those additional locations or grade levels. The chartering authority shall consider whether to approve those additional locations or grade levels at an open, public meeting. If the additional locations or grade levels are approved pursuant to the standards and criteria described in subdivision (c), they shall be a material revision to the charter school’s charter.

Pursuant to Education Code section 47607, material revisions are governed by the same standards and criteria applicable to petitions to establish charter schools. Material revisions must

include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

### **Findings of Fact**

#### **1. Request to Expand Operations to El Cajon Learning Center**

District staff supports the expansion of SDWIHS's facilities to include the El Cajon Learning Center. Representatives of SDWIHS have been forthcoming about their desire to add this location to expand instruction and WIOA-related offerings and services to students in East San Diego County.

With the anticipated closure of Diego Valley East at the end of the 2024-2025 school year, SDWIHS's operation of the El Cajon Learning Center would allow for continuity in learning while avoiding a significant displacement of students by providing them with an enrollment option at SDWIHS. The El Cajon Learning Center would offer direct and convenient access for students residing in or near East San Diego County to receive instruction, supports, and workforce development services through its various WIOA service providers. According to SDWIHS representatives, the El Cajon Learning Center would deliver an educational program that is identical to SDWIHS's current educational offerings and would serve students with similar demographics, ages, attributes, and needs. The expansion of SDWIHS's program to the El Cajon Learning Center would also foster the charter school's ability to reach a student population that is highly mobile and at risk of dropping out. Furthermore, students would be able to access a comprehensive, flexible, trauma-informed, personalized learning environment with support from a WIOA case manager to assist with career counseling, job search support, resume assistance, mock interview practice, and a myriad of other services.

From a facilities standpoint, representatives of SDWIHS expressed a commitment to District administration that the transition in the landlord-tenant relationship (from Diego Valley East to SDWIHS) would be smooth because Diego Valley East has maintained a strong working relationship with the landlord and has been in good standing as a tenant since 2011. If the Material Revision Request is approved, representatives of SDWIHS would request that the landlord issue a new lease agreement that would be effective on or before August 1, 2025—following the official closure of Diego Valley East.

Financially, SDWIHS does not anticipate a substantial change in the monthly rental fees for the El Cajon Learning Center. SDWIHS has budgeted \$330,970.00 for annual rental fees during Fiscal Year 2025-2026 (i.e., approximately \$27,580.00 per month). These figures are projected to grow conservatively over the subsequent two fiscal years (\$340,899.00 in Fiscal Year 2026-2027 and \$351,126.00 in Fiscal Year 2027-2028). In addition, according to SDWIHS's updated multi-year projections, the charter school is expected to maintain adequate reserves for economic uncertainty, including a 16.5% reserve for Fiscal Year 2025-2026, a 17.2% for Fiscal Year 2026-2027, and an 18.02% for Fiscal Year 2027-2028. These reserves appear sufficient to cover any unanticipated rental fees or operating costs associated with the addition of the El Cajon Learning Center.

Therefore, based upon the submitted documentation and information provided by SDWIHS representatives, District staff finds that the addition of SDWIHS would serve the educational interests of students enrolled in the charter school. The El Cajon Learning Center would afford equitable access to students residing in and around East San Diego County and enable them to meaningfully participate in workforce programs and opportunities provided in partnership with WIOA service providers.

2. Community Impact

The revised petition includes a community impact statement in which SDWIHS affirms that no other charter school within San Diego County or Riverside County offers the type of comprehensive, flexible, TREC model infused with WIOA partnership program opportunities and services. Through this model, high school students gain career, college, and/or military readiness skills through a network of learning centers. With the multiple learning centers situated throughout San Diego and Riverside Counties, SDWIHS is also able to provide educational access while simultaneously increasing student retention and credit completion.

For these reasons, District staff has determined that the addition of the El Cajon Learning Center will not duplicate another educational program within the East San Diego County area and will serve the interests of students in a manner that will not result in a negative community impact.

3. Legal Updates to Charter Petition

As part of its review of the Material Revision Request, District staff analyzed a revised version of SDWIHS's charter which describes the addition of the proposed E Cajon Learning Center. In addition, the submission includes legal updates to various sections of SDWIHS's charter to reflect recent amendments to the law since its most recent reauthorization.

District staff has, therefore, determined that SDWIHS's revised petition, as submitted, includes comprehensive updates that meet the requirements of Education Code sections 47605 and 47607.

**Recommendation**

Based on the information and findings presented above, the District recommends that the Board take action to approve the Material Revision Request submitted by SDWIHS to add the El Cajon Learning Center.

**ATTACHMENT D**

[SDWIHS Board Agenda/Recording \(26:36\)](#)

**San Diego Workforce Innovation High School**

Operated by Western Educational Corporation

A California Non-Profit Public Benefit Corporation

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**Date and Time**

Tuesday October 20, 2020 at 1:15 PM PDT

**Location**

Conference Line: (661) 249-6805 Code:447502

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**MEETING LOGISTICS**

On March 17, 2020, Governor Newsom issued Executive Order N-29-20 related to the COVID-19 pandemic. The Executive Order allows state bodies covered by the Brown Act to hold public meetings via teleconferencing. The public is encouraged to participate in the meeting telephonically by dialing the conference line listed above and may submit written comments for prior consideration to the board members. Comments can be submitted to [vmendoza@workforcechs.org](mailto:vmendoza@workforcechs.org). Public comment on the day of the meeting can also be given during the "Public Comment" section of the meeting agenda.

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Please see the "Accommodations" notice below.

**REMINDER**

As required by state law (SB 126), this meeting will be audio recorded and posted on the charter school's website.

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>1:15 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>			
<b>B. Roll Call and Establishment of Quorum</b>			
<b>Members of the Board Roll Call and Establishment of Quorum</b>			
Michael R. Adams, Board President			
Claudette Beck, Board Secretary			
Frank Lukacs, Board Member			
<b>C. Pledge of Allegiance</b>			

**D. Staff Introductions**

*At this time, staff members will be invited to state their names and titles*

**E. Approve Agenda for the October 20, 2020**      Vote  
Regular Public Meeting of the Board of Directors

**F. Approve Minutes of the September 21, 2020,**      Approve  
Regular Public Meeting of the Board of Directors      Minutes

Approve minutes for Operated by Western Educational Corporation on September 21, 2020

**II. Public Comment**

**A. Public Comment**      FYI

*At this time, members of the public may address the Board on any item within the subject matter jurisdiction of the Board, whether or not the item is on the agenda. If you would like to participate in public comment, you must have signed in before the commencement of the meeting. Also, our teleconference line is open to members of the public who wish to participate in public comment. The time allotted per presentation will not exceed three (3) minutes, except in the case where a member of the public utilizes a translator, in which case the time allotted will not exceed six (6) minutes. The total time allotted for public comments will not exceed eighteen (18) minutes per agenda item, or ten (10) minutes for non-agenda items. In accordance with the Brown Act, no action may occur at this time but it is the Board's prerogative to hold a brief discussion, provide information to the public, provide direction to staff, or schedule the matter for a future meeting.*

**III. School Reports and Information**

<b>A. Area Superintendent Update</b>	FYI	Lindsay Reese
<b>B. WIOA Update</b>	FYI	Lindsay Reese
<b>C. Finance Update</b>	FYI	Jeri Vincent
<b>D. Current Vendor List</b>	FYI	Jeri Vincent
<b>E. Update on Area Superintendent Evaluation Policy</b>	FYI	Jeri Vincent
<b>F. The Board will receive a report on a comparative market study completed by outside legal counsel concerning the fees charged by Lifelong Learning Administration Corporation (dba Sequoia Administrative Resources (SAR)/ Scholastic Education Resources (SER))</b>	FYI	Lindsay Reese

**IV. Action Items**

<b>A. The Board will be asked to approve a temporary line of credit limit increase due to the State apportionment deferral period starting in February 2021</b>	Vote	Lindsay Reese
<b>B. The Board will be asked to approve the revised salary ranges for the Area Superintendent</b>	Vote	Jeri Vincent

**V. Additional Corporate Officers and Board Members' Observations and Comments.**

A. Observations and Comments FYI

**VI. Closing Items**

A. Adjourn Meeting Vote

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**Accommodations.** Requests for disability-related modifications or accommodations, or translation services, in order to enable all individuals to participate in the Charter School's open and public meetings shall be made by contacting Soliman Villapando at (661) 272-1225 at least twenty four (24) hours before the scheduled meeting.

**Non-Discrimination.** The Charter School prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, national origin, ancestry, race or ethnicity, color, religion, sex, sexual orientation, immigration status, potential or actual parental, family or marital status, age, or association with an individual who has any of the aforementioned characteristics, or any other basis protected by federal, state or local law.

**Public Documents.** To request documents provided to a majority of the governing board regarding an open session item on this agenda, please send an email request to [vmendoza@workforcehs.org](mailto:vmendoza@workforcehs.org).

## ATTACHMENT E

### San Diego Mission Academy

Operated by Alta Vista Public Charter, Inc.

A California Non-Profit Public Benefit Corporation

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**Date and Time**

Tuesday March 3, 2020 at 1:30 PM PST

**Location**

248 E. Base Line Road, Rialto, CA 92376  
Conference Line: (661) 249-6805 Code: 210224

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>1:30 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>			
<b>B. Record Attendance and Guests</b>			
<b>Members of the Board Roll Call and Establishment of Quorum</b>			
Carol Stanford, Board President			
Claudette Beck, Board Secretary			
Mike Molloy, Board Member			
John Dortch, Board Member			
Barbara Willibrand, Board Member			
<b>C. PLEDGE OF ALLEGIANCE</b>			
<b>D. Staff Introductions</b>			
<i>At this time, staff members who are at a meeting location or participating via teleconference will be invited to state their names and titles.</i>			
<b>E. Approve Agenda for the March 3, 2020, Regular Public Meeting of the Board of Directors.</b>	Vote		
<b>F. Approve Minutes of the November 18, 2019, Special Public Meeting of the Board of Directors.</b>	Approve Minutes		
Approve minutes for Operated by Alta Vista Public Charter, Inc. Special Board Meeting on November 18, 2019			
<b>G. Approve Minutes of the December 6, 2019, Regular Public Meeting of the Board of Directors.</b>	Approve Minutes		
Approve minutes for Operated by Alta Vista Public Charter, Inc. on December 6, 2019			

# Antelope Valley Learning Academy

## Regular Board Meeting

Operated by Antelope Valley Learning Academy Inc, A California Non-Profit Public  
Benefit Corporation

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### Date and Time

Thursday September 4, 2025 at 1:30 PM PDT

### Location

**Meeting Location:** 177 Holston Drive, Lancaster, CA 93535

### Microsoft Teams

[Join the meeting now](#)

Meeting ID: 269 766 356 343 9

Passcode: t3jX3o44

### Dial in by phone

[+1 657-207-0015,,334680736#](#)

Phone conference ID: 334 680 736#

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### MEETING LOGISTICS

The public is encouraged to participate in the meeting in person, or by dialing the conference line or clicking the weblink listed on the posted agenda. The public may submit written comments to the Board by emailing [publiccomments@avlearning.org](mailto:publiccomments@avlearning.org). The public may also provide comments during the "Public Comment" section of the meeting agenda.

### REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Please see the "Accommodations" notice below.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>1:30 PM</b>
Opening Items			
A.	Call the Meeting to Order	Claudette Beck	
B.	Roll Call and Establishment of Quorum	Claudette Beck	
<b>Members of the Board Roll Call and Establishment of Quorum</b>			
Claudette Beck, Board President			
Michael R. Adams, Board Secretary			
Victoria Hancock, Board Member			
John Dortch, Board Member			
Carol Stanford, Board Member			
<b>Learning Centers Roll Call:</b>			
37212 47th Street East, Palmdale, CA 93552			
533 E. Palmdale Blvd., Suites E, H-J, Palmdale, CA 93550			
C.	Pledge of Allegiance	Claudette Beck	
D.	Staff Introductions	Claudette Beck	
<i>At this time, staff members will be invited to state their names and titles.</i>			
E.	Approve Agenda for the September 4, 2025, Regular Public Meeting of the Board of Directors	Vote Claudette Beck	
F.	Approve Minutes of the June 5, 2025, Regular Public Meeting of the Board of Directors	Approve Minutes Claudette Beck	

**II. Public Comment**

*At this time, members of the public may address the Board on any item within the subject matter jurisdiction of the Board, whether or not the item is on the agenda. The time allotted per presentation will not exceed three (3) minutes, unless a member of the public utilizes a translator, in which case the time allotted will not exceed six (6) minutes. In accordance with the Brown Act, no action may occur at this time, but it is the Board's prerogative to hold a brief discussion, provide information to the public, provide direction to staff, or schedule the matter for a future meeting.*

# Mission View Public Charter

## Regular Board Meeting

Operated by Mission View Public Charter, Inc., A California Non-Profit Public Benefit Corporation

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### Date and Time

Wednesday September 3, 2025 at 3:30 PM PDT

### Location

**Meeting Location:** 26650 The Old Road Suite 212, Valencia, CA 91355

**Satellite Location:** 1331 Judy St., Minden, NV 89423

177 Holston Drive, Lancaster, CA 93535

### Microsoft Teams

[Join the meeting now](#)

Meeting ID: 250 984 517 687 7

Passcode: RX2JJ65E

### Dial in by phone

[+1 657-207-0015,,586891744#](#)

Phone conference ID: 586 891 744#

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### MEETING LOGISTICS

The public is encouraged to participate in the meeting in person, or by dialing the conference line or clicking the weblink listed on the posted agenda. The public may submit written comments to the Board by emailing [publiccomments@missionview.org](mailto:publiccomments@missionview.org). The public may also provide comments during the "Public Comment" section of the meeting agenda.

### REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Please see the "Accommodations" notice below.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>3:30 PM</b>
Opening Items			
A.	Call the Meeting to Order	John Dortch	
B.	Roll Call and Establishment of Quorum	John Dortch	
<b>Members of the Board Roll Call and Establishment of Quorum</b>			
John Dortch, Board President			
Mark Hershey, Board Secretary			
Gino Pomilia, Board Member			
Michael Adams, Board Member			
Joan Sodergren, Board Member			
<b>Learning Centers Roll Call:</b>			
26334 Citrus Street, Valencia, CA 91355			
18523 Soledad Canyon Road, Canyon Country, CA 91351			
C.	Pledge of Allegiance	John Dortch	
D.	Staff Introductions	John Dortch	
<i>At this time, staff members will be invited to state their names and titles.</i>			
E.	Approve Agenda for the September 3, 2025, Regular Public Meeting of the Board of Directors	Vote John Dortch	
F.	Approve Minutes of the June 4, 2025, Regular Public Meeting of the Board of Directors	Approve Minutes John Dortch	

**II. Public Comment**

*At this time, members of the public may address the Board on any item within the subject matter jurisdiction of the Board, whether or not the item is on the agenda. The time allotted per presentation will not exceed three (3) minutes, unless a member of the public utilizes a translator, in which case the time allotted will not exceed six (6) minutes. In accordance with the Brown Act, no action may occur at this time, but it is the Board's prerogative to hold a brief discussion, provide information to the public, provide direction to staff, or schedule the matter for a future meeting.*

## ATTACHMENT F

# Simi Valley Summer School

## Powered by Learn4Life

Simi Valley Summer School will be hosted by Learn4Life. **Simi Valley Summer School will be in-person. There is no online-only or hybrid option.**

Dear Simi Valley Schools Families:

As families begin to make summer plans, and high school students submit course requests for the 2025-2026 school year, we want to provide some general information regarding summer school. Simi Valley Summer School will again be hosted by Learn4Life/Vista Real Charter School.

*PLEASE NOTE: Simi Valley Summer School is NOT a program overseen by the Simi Valley Unified School District. Learn4Life/Vista Real Charter School oversees the program, using SVUSD facilities and SVUSD staff.*

### Learn4Life Summer School

**Tuesday, July 1 to Friday, July 25**

- Elementary School for **INCOMING** grades 1 through 5
- Middle School for **INCOMING** grades 6, 7 and 8.
- High School for **INCOMING** grades 9 through 12.
- No School for Holiday - July 4

### ELEMENTARY & MIDDLE SCHOOL

**Elementary School Principal - Melody Dennert**

- All elementary students will have enrichment activities and developmentally appropriate projects involving math, STEAM and reading skills.

**Middle School Principal - Jennifer Pemberton**

- Middle school students will have access to enrichment courses and courses designed to better prepare students for their next year of middle school.

[Elementary and Middle School Registration](#)

### HIGH SCHOOL

**Principal - Patti Myszkowski**

To assure the courses are meeting a graduation requirement and they are A-G eligible, all summer school courses need to be verified by the student's counselor or administrator over the counseling department. In some cases, athletes will also want to confirm the course is NCAA eligible.

- Learn more about [A-G eligibility](#).
- Learn more about [NCAA eligibility](#).

### Credit Recovery

At the high school level, summer school is designed mostly for credit recovery. These courses can be taken at any accredited high school or college (online or in-person). Students who earned a grade of "F" during the school year will need to make up the credits in order to graduate. Students who earned a grade of "D" are strongly encouraged to make up the grade in order to remain A-G eligible and remain eligible to apply for a university.

#### Get-Ahead Courses

Get ahead courses are intended to support students in progressing through their academic plan by improving access to rigorous and meaningful coursework—not for the purpose of creating free periods, serving as a TA, or enrolling in office practice. Examples of appropriate use include making room in the schedule for an additional academic elective, completing a CTE pathway, or enrolling in college-prep or advanced coursework.

Per **SVUSD Board Regulation 6112**, students must meet the minimum on-campus enrollment requirements:

- **Grade 9–11:** 60 credits per year on campus (Grade 11 may take up to 10 credits off-campus).
- **Grade 12:** 50 credits per year on campus (up to 10 credits off-campus).

All summer school course requests will be reviewed for alignment with the student's academic plan.

**Note: All credit recovery and get-ahead summer courses must have counselor verification. If courses are impacted, credit recovery students will have priority. If you have questions about summer school, please email your school counselor.**

#### [High School Registration](#)

#### OTHER SUMMER OPTIONS:

##### EXTENDED SCHOOL YEAR (ESY)- NOT FOR GENERAL EDUCATION STUDENTS

Extended School Year services are special education services provided to a student with a disability during extended school breaks. ESY Services are determined by the IEP team and are not offered to all students with Disabilities. Below are three ESY programs that will be offered this summer.

**Principal - Stacy Walker (Elementary); Ryanne Boerem (Middle & High School)**

- Infant/Preschool Special Education - Justin Early Learners Academy (JELA)
- Elementary Special Education - Mountain View
- Secondary Special Education (Middle and High School) - Royal High School

Families should note that ESY's calendar is different from Learn4Life summer school. ESY starts June 23th and ends on July 18th.

##### Extended School Year

**Monday, June 23 to Tuesday, July 18**

- Extended School Year (ESY)
- No School for Holidays - June 19, July 4

Learn4Life Summer School  
Grades 1 through 5 Program  
Berylwood Elementary School  
Monday-Friday  
(888) 520-6705  
Office Hours: 7:30 a.m. - 1:00 p.m.  
2300 Heywood Street, Simi Valley, CA  
93063

Learn4Life Summer School  
Grades 6 through 8 Program  
Sinaloa Middle School  
Monday - Friday  
(888) 520-6839  
Office Hours: 7:30 a.m. - 1:00 p.m.  
601 Royal Avenue, Simi Valley, CA 93065

Learn4Life Summer School  
Grades 9 through 12 Program  
Simi Valley High School  
Monday - Friday  
(888) 577-1400  
Office Hours: 7:45 a.m. - 1:15 p.m.  
5400 Cochran Street, Simi Valley, CA 93063

*The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.*

# ATTACHMENT G

## [L4L Center Summer Program Info.](#)



**Address:**

4135 Chicago Ave.,  
Riverside,  
CA, 92507

**Hours:**

MONDAY - FRIDAY from  
8:00AM - 6:00PM

[951-204-3094](tel:951-204-3094)

**Programs**



The Chicago Learning Center is located at 4135 Chicago Ave., Ste. 140 Riverside, CA 92507 next to CSI Plasma. We offer many programs to support our students, such as: - HOPE program for supporting our parenting students - Trauma Informed Education to support all students through sensitivity training provided for staff - Summer School options for students from surrounding school districts with A-G approved classes and NCAA approved core courses. - Career Technical Education opportunities for all students - Jobs for American Graduates (JAG) - WIOA (Workforce Innovation Opportunity Act) supports for qualifying students - Dual Enrollment courses - Small Group Instruction in all subjects via in person, on-line, virtual, or hybrid. - Well-structured English Language Development We have bilingual instructional staff as well as support staff to accommodate students and their parents. We have a culturally diverse staff. We have reinstated our sports program, i.e. soccer and cross-country teams for boys as well as girls. We have scheduled field trips to colleges, universities, museums, and observatories. We have college representatives from local colleges visiting our campus to speak to students. We provide lunch on a daily bases from local restaurants.

### More About Us

The Chicago Learning Center is a non-profit public school that provides students personalized learning, career training, and life skills. We are locally controlled, tuition free, and we give students the flexibility and one-on-one attention they need to succeed. For more information call: 877-360-5327



**Address:**

6780 Indiana Avenue,  
Riverside,  
CA, 92506

**Hours:**

MONDAY - FRIDAY from  
8:00AM - 5:00PM

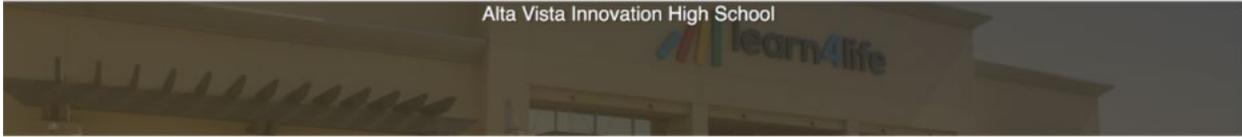
[\(951\) 233-7882](tel:951-233-7882)

**Programs**



The Alta Vista Innovation - Salon Success Learning Center is located at 6780 Indiana Avenue Suite 200, Riverside CA, 92506 in the Salon Success Academy. The driveway entrance is at Indiana Avenue and Barbara Court on the second floor of the plaza. A separate entrance for the learning center is at suite 270 next to Dr. Bautista Music School. We enroll year-round and are a WASC Accredited High School Independent Study. We offer many programs to support our students, such as: HOPE program to help support our pregnant and parenting students Trauma Informed Education to support all students through sensitivity training provided to staff Summer School Program for students from surrounding school districts with A-G approved classes and CIF approved core courses. Career Technical Education (CTE) opportunities for all students WIOA (Workforce Innovation Opportunity Act) supports for qualifying students Dual Enrollment Courses through College partnership with Chaffey College

### Alta Vista Innovation High School



**Address:**

1895 Spruce Street,  
Riverside,  
CA, 92507

**Hours:**

MONDAY - FRIDAY from  
8:00AM - 4:00PM

[\(951\) 338-6867](tel:951-338-6867)

**Programs**



The Alta Vista Innovation - Spruce Street Learning Center is at 1895 Spruce Street, Suite 10, Riverside CA, 92507. Cross streets are Spruce Street and Chicago Avenue. We are next door to Octoclean. We enroll year-round and are a WASC Accredited High School Independent Study. We offer many programs to support our students, such as: HOPE program to help support our pregnant and parenting students Trauma Informed Education to support all students through sensitivity training provided to staff Summer School Program for students from surrounding school districts with A-G approved classes and CIF approved core courses. Career Technical Education (CTE) opportunities for all students WIOA (Workforce Innovation Opportunity Act) supports for qualifying students Dual Enrollment Courses through College partnership with Chaffey College.

### Vista Norte Public Charter School



**Address:**

7680 Casa Blanca Street,  
Riverside,  
CA, 92504

**Hours:**

MONDAY - FRIDAY from  
8:00AM - 4:00PM

[\(951\) 338-6868](tel:951-338-6868)

**Programs**



The Vista Norte Casa Blanca Learning Center is at 7680 Casa Blanca Street, Riverside, CA 92504. We are partnered with The Casa Blanca Home of Neighborly Services Community Center, Near Madison Street and Railroad Avenue. We enroll year-round and are a WASC Accredited High School Independent Study and Home Study Program enrolling students K-12th Grade. We offer many programs to support our students, such as: HOPE program to help support our pregnant and parenting students - Trauma Informed Education to support all students through sensitivity training provided to staff and Fitness Classes in on-site Gym - Summer School Program for students from surrounding school districts with A-G approved classes and CIF approved core courses. - Career Technical Education (CTE) opportunities for all students - WIOA (Workforce Innovation Opportunity Act) supports for qualifying students - Dual Enrollment Courses through College partnership with Chaffey College.

[More About Us](#)

**ATTACHMENT H**

## Applicant Cover Sheet

<b>NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL</b>	
Learn4Life - Austin	
<b>NAME OF SPONSORING ENTITY</b>	
Texas First Education	
<b>The sponsoring entity is a:</b>	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.
2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations of the school but not hold the charter directly?  
 Yes\*       No       If yes, identify the CMO: Lifelong Learning Administration Corporation

\* If the answer is yes, the applicant must complete the CMO Addendum.

### I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
<b>Name</b>	Bill Toomey, Chief Development and Innovation Officer, LLAC	To Be Determined	Kenya Jackson
<b>Mailing address</b>	177 Holston Dr. Lancaster, CA 93535	To Be Determined	2441 London Drive Plano, Texas 75025
<b>Email address</b>	btoomey@llac.org	To Be Determined	kenyajackson1102@sbcglobal.net
<b>Phone number</b>	562-413-4342	To Be Determined	201-923-3906

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

# ATTACHMENT I

## School Design

### Mission, Vision, and Overview of School Design

If the applicant plans to open new schools/campuses in the future, complete the table to describe plans for growth in the operator's portfolio. If no growth is planned, indicate that the table is not applicable.

Texas First Education is excited about the opportunity to bring a Learn4Life school to Texas. "Learn4Life" is the campus name for schools managed by the Lifelong Learning Administration Corporation. LLAC was established in 2001 and currently provides management services for K-12 programs with 95% of the LLAC portfolio focused on grades 9-12 in three states: California, Ohio and Michigan with headquarters in Lancaster, CA.

**Anticipated Growth-L4L-Austin** anticipates opening two additional campuses as part of the charter contract associated with this application. Additionally, Texas First Education has received approval for an 1882 Partnership with Beaumont ISD. Texas First Education intends to open one campus Year 1 of the charter, one campus during Year 3 and finally opening campus three in Year 5. The 5-year build out plan has been done with careful strategic and financial planning in order to assure quality outcomes across all campuses and student groups.

*If the applicant plans to open new schools/campuses in the future, complete the table to describe plans for growth in the operator's portfolio. If no growth is planned, indicate that the table is not applicable.*

Proposed authorizer	Proposed school name	City	State	Grades served	Projected Open Date
Beaumont ISD	Learn4Life-Beaumont	Beaumont	TX	9-12	August 2020
Texas Education Agency	Learn4Life-Austin 2	Austin	Texas	9-12	August 2023
Texas Education Agency	Learn4Life-Austin 3	Austin	Texas	9-12	August 2024

\*Lifelong Learning Administration Corporation anticipates continued development beyond Texas. We currently are exploring possible charter opportunities in New York, North Carolina and South Carolina. We have been granted a new charter from Buckeye Hope Community Foundation to be opened in Cleveland, Ohio on August 1, 2020.

L4L-Austin has the capacity to grow successfully from one to three campuses in Austin. LLAC has supported, and managed with quality, the growth of charters across California and in Columbus, Ohio, Cleveland, Ohio and Flint, Michigan. Authorizer Assessments included in **Attachment 7** describe the success and quality of the Learn4Life network as it grows.

The Learn4Life educational model has succeeded in California, Ohio, and Michigan. In each state, the model requires slight variations in order to work operationally. In California and Michigan, the funding and operational structures under the law allow for more seat time flexibility, allowing students to engage in their academic program with more independence and customization to their life circumstances. The schools get paid based on the amount of work the students do and how much proficiency they demonstrate through their academic assignments, as opposed to how many

**ATTACHMENT J**

[SDWIHS Board Agenda/Recording Feb 27 \(29:37\)](#)

**San Diego Workforce Innovation High School**

Operated by Western Educational Corporation

A California Non-Profit Public Benefit Corporation

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**Date and Time**

Thursday February 27, 2020 at 5:00 PM PST

**Location**

8073 Broadway, Lemon Grove, CA 91945

Conference Line: (661) 249-6805 Code: 447502

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>			
<b>B. Record Attendance and Guests</b>			
<b>Members of the Board Roll Call and Establishment of Quorum</b>			
Michael R. Adams, Board President			
Claudette Beck, Board Secretary			
Frank Lukacs, Board Member			
<b>Learning Centers Roll Call</b>			
<b>Main:</b> 8073 Broadway, Lemon Grove, CA 91945			
2 N. Euclid Ave., Suite A, National City, CA 91950			
2612 Daniel Avenue, San Diego, CA 92111			
9530 Winter Gardens Blvd., Lakeside, CA 92040			
310 Broadway, Chula Vista, CA 91910			
800 West Valley Parkway, Suite 112, Escondido, CA 92025			
931-941 East Vista Way, Vista, CA 92084			
39665 Avenida Acacias, Suite A, Murrieta, CA 92563			
24021 Alessandro Blvd., Suite 101B, Moreno Valley, CA 92553			
16667 Lakeshore Drive, Lake Elsinore, CA 92530			
<b>C. Pledge of Allegiance</b>			
<b>D. Staff Introductions</b>			
<i>At this time, staff members who are at a meeting location or participating via teleconference will be invited to state their names and titles.</i>			

**E.** Approve Agenda for the February 27, 2020 Regular Public Meeting of the Board of Directors. Vote

**F.** Approve Minutes of the November 18, 2019, Special Public Meeting of the Board of Directors. Approve Minutes

Approve minutes for Operated by Western Educational Corporation Special Board Meeting on November 18, 2019

**G.** Approve Minutes of the December 4, 2019, Regular Public Meeting of the Board of Directors. Approve Minutes

Approve minutes for Operated by Western Educational Corporation on December 4, 2019

## II. Consent Agenda

**A.** Consent Agenda Vote

*All items listed under consent agenda are considered by the Board to be routine and consistent with approved policies and practices of the Charter School. The Board will be asked to approve all of the consent agenda items by a single vote unless requested by a Board member to be discussed and considered for action separately*

1. The Board will be asked to approve the revised Personalized Learning Policy
2. The Board will be asked to approve the current contract/agreement/MOU list
3. The Board will be asked to approve the revised Employee Handbook.
4. The Board will be asked to approve the 2020-2021 School Calendar.

## III. Public Comment

**A.** Public Comment FYI

*At this time, members of the public may address the Board on any item within the subject matter jurisdiction of the Board, whether or not the item is on the agenda. If you would like to participate in public comment, you must have signed in before the commencement of the meeting. Also, our teleconference line is open to members of the public who wish to participate in public comment. The time allotted per presentation will not exceed three (3) minutes, except in the case where a member of the public utilizes a translator, in which case the time allotted will not exceed six (6) minutes. The total time allotted for public comments will not exceed eighteen (18) minutes per agenda item, or ten (10) minutes for non-agenda items. In accordance with the Brown Act, no action may occur at this time but it is the Board's prerogative to hold a brief discussion, provide information to the public, provide direction to staff, or schedule the matter for a future meeting.*

## IV. School Reports and Information

**A.** Principal's Update FYI Heather Barnhart

**B.** WIOA Update FYI Lindsay Reese

**C.** School Accountability Report Card (SARC) Update FYI Lindsay Reese

**D.** Board Meetings and Graduation Notice FYI

## V. Action Items

<b>A.</b> The Board will be asked to approve the 2019/2020 Second Interim Report for the school.	Vote	Finance
<b>B.</b> The Board will be asked to approve the revised Charter School Accounting Manual.	Vote	Finance
<b>C.</b> The Board will be asked to approve using the auditing firm Wilkinson, Hadley & King for the 2020 audit.	Vote	Finance
<b>D.</b> The Board will be asked to approve using Burkey, Cox, Evans & Bradford, Accountancy Corporation for the preparation for filing of the 2018 Form 990 Federal Return of Organization Exempt from Income Tax.	Vote	Finance
<b>E.</b> The Board will be asked to accept Bill Toomey's resignation as Chief Executive Officer of Western Educational Corporation.	Vote	Legal
<b>F.</b> The Board will be asked to appoint a new Chief Executive Officer.	Vote	Legal
<b>G.</b> The Board will be asked to approve compensation for the Chief Executive officer.	Vote	Legal
<b>H.</b> The Board will be asked to approve the opening and use of Hanmi checking accounts.	Vote	Finance
<b>I.</b> The Board will be asked to approve the Hanmi Bank shared use agreements.	Vote	Finance
<b>J.</b> The Board will be asked to approve the updated signers for all bank accounts.	Vote	Finance
<b>K.</b> The Board will be asked to approve the Charter School's renewal application and re-certification under the Dashboard Alternative School Status ("DASS").	Vote	Lindsay Reese

#### **VI. Closed Session**

<b>A.</b> Adjourn open public Board meeting to go into closed session.	Vote	
CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION Government Code § 54956.9(d)(1) <i>Grossmont Union High School District vs Julian Union School District, San Diego County Case Number: 37-2015-00033720-CU B.</i>		
<b>B.</b> Adjourn closed session and reconvene regular Board meeting.	Vote	
<b>C.</b> Report of action taken or recommendations made in closed session, if any.	FYI	

#### **VII. Additional Corporate Officers and Board Members' Observations and Comments.**

#### **VIII. Closing Items**

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**Accommodations.** Requests for disability-related modifications or accommodations, or translation services, in order to enable all individuals to participate in the Charter School's open and public meetings shall be made by contacting Soliman Villapando at (661) 272-1225 at least twenty four (24) hours before the scheduled meeting.

**Non-Discrimination.** The Charter School prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, national origin, ancestry, race or ethnicity, color, religion, sex, sexual orientation, immigration status, potential or actual parental, family or marital status, age, or association with an individual who has any of the aforementioned characteristics, or any other basis protected by federal, state or local law.

**Public Documents.** Documents provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection at Charter School offices located at 8073 Broadway, Lemon Grove, CA 91945 during normal business hours.

## San Diego Workforce Innovation High School

### Regular Board Meeting

Operated by Western Educational Corporation, A California Non-Profit Public Benefit Corporation

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#### Date and Time

Tuesday August 29, 2023 at 1:00 PM PDT

#### Location

**Meeting Location:** 39665 Avenida Acacias, Ste A, Murrieta, CA 92563

**Satellite Location:** 505 North Euclid St., Suite 100, Anaheim, CA 92801

#### Or Join Using the Meeting Link:

[https://teams.microsoft.com/dl/launcher/launcher.html?url=%2F\\_%23%2F%2Fmeetup-join%2F19%3Ameeting\\_NDk0OTQ3NjctMjdmYy00YWlyLTg3OTYtZDIkNzBjZjI3NzUx%40thread.v2%2F0%3Fcontext%3D%257b%2522Tid%2522%253a%2522c33f6d28-3425-42a7-8827-d21f10bb2e83%2522%252c%2522Oid%2522%253a%25224e4cd601-0d23-44be-8261-73cdf2e9f610%2522%257d%26anon%3Dtrue&type=meetup-join&deeplinkId=176f65d4-debc-4086-98de-e0967c440222&directDl=true&msLaunch=true&enableMobilePage=true&suppressPrompt=true](https://teams.microsoft.com/dl/launcher/launcher.html?url=%2F_%23%2F%2Fmeetup-join%2F19%3Ameeting_NDk0OTQ3NjctMjdmYy00YWlyLTg3OTYtZDIkNzBjZjI3NzUx%40thread.v2%2F0%3Fcontext%3D%257b%2522Tid%2522%253a%2522c33f6d28-3425-42a7-8827-d21f10bb2e83%2522%252c%2522Oid%2522%253a%25224e4cd601-0d23-44be-8261-73cdf2e9f610%2522%257d%26anon%3Dtrue&type=meetup-join&deeplinkId=176f65d4-debc-4086-98de-e0967c440222&directDl=true&msLaunch=true&enableMobilePage=true&suppressPrompt=true)

#### Or Call in for audio only:

Conference Line (657) 207-0015 Code: 338 746 77#

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#### MEETING LOGISTICS

The public is encouraged to participate in the meeting in person, or by dialing the conference line or clicking the weblink listed on the posted agenda. The public may submit written comments to the Board by emailing [publiccomments@innovationsandiego.org](mailto:publiccomments@innovationsandiego.org). The public may also provide comments during the "Public Comment" section of the meeting agenda.

#### REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Please see the "Accommodations" notice below.

#### REMINDER

As required by state law (SB 126), this meeting will be audio recorded and posted on the charter school's website.

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>1:00 PM</b>
Opening Items			
A.	Call the Meeting to Order	Michael R Adams	
B.	Roll Call and Establishment of Quorum	Michael R Adams	
<b>Members of the Board Roll Call and Establishment of Quorum</b>			
Michael R. Adams, Board President			
Claudette Beck, Board Secretary			
Frank Lukacs, Board Member			
Dr. David G. Rathgeber, Board Member			
<b>Learning Centers Roll Call:</b>			
310 & 320 Broadway, Chula Vista, CA 91910			
9530 Winter Gardens Blvd., Lakeside, CA 92040			
16667 Lakeshore Drive, Lake Elsinore, CA 92530			
8073 Broadway, Lemon Grove, CA 91945			
2 N. Euclid Ave., Suite A, National City, CA 91950			
24021 Alessandro Blvd., Suite 101B, Moreno Valley, CA 92553			
2612 Daniel Avenue, San Diego, CA 92111			
931-941 East Vista Way, Vista, CA 92084			
C.	Pledge of Allegiance	Michael R Adams	
D.	Staff Introductions	Michael R Adams	
<i>At this time, staff members will be invited to state their names and titles</i>			
E.	Approve Agenda for the August 29, 2023, Regular Public Meeting of the Board of Directors	Vote Michael R Adams	
F.	Approve Minutes of the June 6, 2023, Regular Public Meeting of the Board of Directors	Approve Minutes Michael R Adams	

Purpose	Presenter	Time
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**II. Consent Agenda**

*All items listed under consent agenda are considered by the Board to be routine and consistent with approved policies and practices of the Charter School. The Board will be asked to approve all of the consent agenda items by a single vote unless requested by a Board member to be discussed and considered for action separately.*

A. Consent Agenda Items	Vote	Michael R Adams
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1. The Board will be asked to approve the revised English Learner Master Plan
2. The Board will be asked to approve the revised Suspension and Expulsion Policy and Procedure

**III. Public Comment**

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A. Public Comment	FYI	Michael R Adams
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**IV. School Reports and Information**

- |   |     |               |
|---|-----|---------------|
| A. Principal Update   | FYI | Amanda Clark  |
| B. Area Superintendent Update                                       | FYI | Lindsay Reese |
| C. WIOA Update  | FYI | Lindsay Reese |
| D. Vendor List  | FYI | Lindsay Reese |
| E. Finance Update and Budget Overview for the 2023-2024 School Year | FYI | Claudio Wohl  |
| F. Annual Board Training Announcement                               | FYI | Lindsay Reese |
| G. Legislative Update   | FYI | Bob Morales   |

	Purpose	Presenter	Time
<b>V. Action Items</b>			
A. The Board will be asked to approve the revised Charter School Accounting Manual	Vote	Claudio Wohl	
B. The Board will be asked to approve the Unaudited Actuals for the 2022-2023 school year	Vote	Claudio Wohl	
<b>VI. Additional Corporate Officers and Board Members' Observations and Comments</b>			
A. Observations and Comments	FYI	Michael R Adams	
<b>VII. Closed Session</b>			
A. Adjourn open public Board meeting to go into closed session	Vote	Michael R Adams	
<ul style="list-style-type: none"> <li>1. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Government Code section 54956.9(d)(1).) Name of Case: OAH Case Number: 2023070684</li> <li>2. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Government Code § 54956.9(d)(1).) Name of Case: Grossmont Union High School District vs. Julian Union School District, San Diego County Case Number: 37-2015-00033720-CU-WM-CTL</li> <li>3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code section 54957(b)(1).) Title: Area Superintendent</li> <li>4. CONFERENCE WITH LABOR NEGOTIATOR (Gov. Code section 54957.6) Agency designated representative: Steve Churchwell or Jenni Krengel Unrepresented Employee: Superintendent</li> <li>5. CONFERENCE WITH LABOR NEGOTIATOR (Gov. Code section 54957.6) Agency designated representative: Steve Churchwell or Jenni Krengel Unrepresented Employee: Chief Operating Officer</li> </ul>			
B. Adjourn closed session and reconvene to open Board meeting	Vote	Michael R Adams	
C. Report of action taken or recommendations made in closed session, if any	FYI	Michael R Adams	

	Purpose	Presenter	Time
<b>VIII. Action Items</b>			
A. The Board will be asked to approve the position of Chief Operating Officer	Vote	Michael R Adams	
B. The Board will be asked to review and approve the Amended Common Paymaster Agreement	Vote	Bill Thompson	
C. The Board will be asked to review and approve compensation for the Superintendent	Vote	Michael R Adams	
D. The Board will be asked to review and approve compensation for the Chief Operating Officer	Vote	Michael R Adams	
<b>IX. Closing Items</b>			
A. Next Regular Board Meeting Date: October 17, 2023, 1:00pm	FYI	Michael R Adams	
B. Adjourn Meeting	Vote	Michael R Adams	

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**Public Documents.** To request documents provided to a majority of the governing board regarding an open session item on this agenda, please send an email request to [publiccomments@innovationsandiego.org](mailto:publiccomments@innovationsandiego.org). Documents are also available for public inspection at the Meeting Location noted on this agenda.