

**Western Sierra Charter School  
Board of Directors Meeting  
Thursday, September 10, 2020**

Closed Session Regular Board Meeting – **2:30 PM**  
Open Session Regular Board Meeting – **following (2:45 PM)**

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Western Sierra Charter Schools (WSCS) Board of Directors (Board) and employees of WSCS shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

<https://www.facebook.com/wscsfamily/live>

Members of the public who wish to make written comment to the Board for this meeting should make their written request at least 24 hours prior to the meeting at:

<http://www.wscsfamily.org/board-request.html>

Members of the public who wish to make live, spoken comment during this meeting should make their written request at least 24 hours prior to the meeting at: <http://www.wscsfamily.org/board-request.html>. Public will remain muted until appropriate time. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board of Directors may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a member of the public if comments or actions disrupts the Board meeting.

**Access to Board Materials:** A copy of the written materials which will be submitted to the WSCS Board may be reviewed by any interested persons on <http://www.wscsfamily.org/board-agenda-and-minutes.html> website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

**Disability Access:** Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting at <http://www.wscsfamily.org/board-request.html>. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

## **AGENDA**

1. Call to Order
2. Roll Call to Establish Quorum
3. \*Approve Board Meeting Agenda for September 10, 2020
4. Introduce Tiffany Schutz as potential new WSCS Board member from Endeavor Charter

### **Closed Session**

- a). General release of claims
- b). Consideration of new board member

### **Open Session**

5. Report from Closed Session
6. \*Approve New WSCS Board Member
7. Selection of Board Officers for 2020-2021 (Chair, Secretary, Treasurer)
8. \*Approve Board Minutes from June 16, 2020 Special Board Meeting  
*Discussion/Changes*
9. \*Approve Board Minutes from June 26, 2020 Special Board Meeting  
*Discussion/Changes*

10. Hearing of Persons Wishing to Address the Board
11. Written Communications (*if any*)
12. \*Approve warrant report for 6-11-2020 to 8-31-2020
13. Public Hearing for GHS, MHSC and ECS Learning Continuity Plan
14. \*Approve files for destruction
15. \*Approve revised Allocation Policy for 2020-2021 School Year.
16. Reports
  - a). Executive Directors Report – Michael Cox
    - 1). Potential lawsuit regarding non-classroom-based charter schools not being funded for ADA growth in the 2020-2021 school year.
    - 2). Distance Learning Handbook
  - b). CBO Report – Jody Jeffers
    - 1). Budget update
  - c). Endeavor Principal's Report – Nancy Garcia
    - 1). Endeavor WASC Initial Application and Visit
  - d). Mountain Home School/Glacier High Principal's Report – Mindy Klang
17. Calendar Board Meetings for the 2020-2021 School Year
18. Next Scheduled Board Meeting to be decided.
19. \*Adjournment

Western Sierra Charter School  
Board of Directors **Special** Meeting Minutes  
Tuesday, June 16, 2020  
Fifteen minutes following regular board meeting

**1. Call to Order**

Darin Soukup called the meeting to order at 5:12 PM  
Meeting was accomplished via Zoom with Phillip Blas hosting.  
Also streamed through Face Book Live.

**2. Roll Call to Establish Quorum**

Quorum established.

**Board Members Present:** Margaret Den Hartog, Tamara Dent, Brian Fulce,  
Monika Moulin, Jacqueline Pucheu, Richard Shehadey, Darin Soukup and Joyce Vind

**Absent:** None

**WSCS Staff Present:** Michael Cox, Jody Jeffers, Diane Neulinger and Phillip Blas

**3. \*Approve Special Board Meeting Agenda for June 16, 2020.**

Approved

Motion: Brian Fulce                      Second: Tamara Dent                      Vote: Unanimous by roll call

**4. \*Approve Board Minutes from June 16, 2020 Board Meeting**

*Corrections: Item #17 – wording corrected, Items #23-26 – noted that Brian Fulce was not present for those votes, Item #26 – corrected a typo and added the last names of the staff members, Item #27 – typo corrected.*

Approved

Motion: Richard Shehadey                      Second: Joyce Vind                      Vote: Unanimous by roll call

**5. Next Scheduled Board Meeting Thursday, September 10, 2020**

Confirmed

**6. \*Adjournment.**

5:27 PM

Motion: Jacqueline Pucheu                      Second: Brian Fulce

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of the Western Sierra Charter Schools, a California nonprofit public benefits corporation; that these minutes are of the special meeting of the Board of Directors held on June 16, 2020.

\_\_\_\_\_  
Margaret Den Hartog

Minutes prepared and submitted by: Diane Neulinger

Western Sierra Charter School  
Board of Directors **Special** Meeting Minutes  
Tuesday, June 26, 2020  
9:30 AM

**1. Call to Order**

Darin Soukup called the meeting to order at 9:33 AM  
Meeting was accomplished via Zoom with Eric Hagen hosting.  
Also streamed through Face Book Live.

**2. Roll Call to Establish Quorum**

Quorum established.

**Board Members Present:** Margaret Den Hartog, Tamara Dent, Brian Fulce,  
Monika Moulin, Jacqueline Pucheu and Darin Soukup

**Absent:** Richard Shehadey and Joyce Vind

**WSCS Staff Present:** Michael Cox, Eric Hagen and Diane Neulinger

**3. \*Approve Special Board Meeting Agenda for June 26, 2020.**

*Correction made to reflect the current date.*

Approved

Motion: Monika Moulin

Second: Tamara Dent

Vote: Unanimous by roll call

**4. Hearing of Persons Wishing to Address the Board**

None

**5. \*Approve Amendment to the Endeavor Charter Petition to State That Classified Staff Will Participate in CalPERS**

*Michael Cox gave a brief explanation of the changes to the Charter petition for Endeavor Charter School that CalPERS needs for the enrollment of Classified staff in the retirement program.*

*Board member Pucheu asked if legal counsel had been consulted. Mr. Cox explained that it was not necessary. He has been in communication with the authorizing agent to keep them advised. The board has the authority to make the needed changes. Only material revisions would need the approval of the FUSD board and this is not a material revision.*

*Board member Soukup asked if this change will keep this consistent across all charters. Mr. Cox answered that that is our intent and this will just clarify that.*

*Board member Pucheu asked if CalPERS has seen the proposed change. Mr. Cox answered that they have not but that he had been asked to make the wording more specific.*

*Board member Soukup asked who will receive the amendment once it is approved. Mr. Cox answered that the amended page (pg. 123) will be sent to CalPERS, Debra Oden (FUSD) and will be updated on the WSCS website as soon as possible.*

Approved

Motion: Brian Fulce

Second: Margaret Den Hartog

Vote: Unanimous by roll call

**6. Next Scheduled Board Meeting Thursday, September 10, 2020**

Confirmed

**7. \*Adjournment.**

9:47 AM

Motion: Jacqueline Pucheu Second: Tamara Dent

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of the Western Sierra Charter Schools, a California nonprofit public benefits corporation; that these minutes are of the special meeting of the Board of Directors held on June 26, 2020.

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Margaret Den Hartog

Minutes prepared and submitted by: Diane Neulinger

District: Western Sierra Charter Schools

Warrant List 06/11/2020 - 08/31/2020

| Check Number | Check Date | Pay to the Order of               | Fund-Object | Comment                              | Expensed Amount | Check Amount | Counter |
|--------------|------------|-----------------------------------|-------------|--------------------------------------|-----------------|--------------|---------|
| 0832472      | 06/17/2020 | BORCHARDT CORONA FAETH & ZAKARI   | 0100-5800   | 5860M - June Audit Prep              | 2,531.99        |              | 1       |
|              |            |                                   | 0109-5800   | 5860G - June Audit Prep              | 2,355.00        | 4,886.99     | 2       |
| 0832473      | 06/17/2020 | CDW GOVERNMENT                    | 0100-4400   | Replacement Computer                 | 2,221.35        |              | 3       |
|              |            |                                   | 0109-4400   | Replacement Computer                 | 952.00          | 3,173.35     | 4       |
| 0832474      | 06/17/2020 | COMMISSION ON TEACHER CREDENTIAL  | 0100-5800   | CTC Sandra Johnson                   |                 | 100.00       | 5       |
| 0832475      | 06/17/2020 | Cox, Michael S                    | 0100-4300   | Amazon/ Courageous Conversations     | 22.99           |              | 6       |
|              |            |                                   | 0109-4300   | Amazon/ Courageous Conversations     | 9.86            | 32.85        | 7       |
| 0832476      | 06/17/2020 | IMAGE 2000 INC.                   | 0100-5800   | Acct: WS04 / Toner                   | 14.40           |              | 8       |
|              |            |                                   | 0109-5800   | Acct: WS04 / Toner                   | 5.60            | 20.00        | 9       |
| 0832477      | 06/17/2020 | JOSTENS INC                       | 0109-4300   | GH Tassel                            |                 | 8.64         | 10      |
| 0832478      | 06/17/2020 | MCGRAW HILL EDUCATION             | 0100-4300   | Curriculum                           |                 | 363.50       | 11      |
| 0832479      | 06/17/2020 | PITNEY BOWES GLOBAL FINANCIAL     | 0100-5900   | Lease May 2020                       | 107.40          |              | 12      |
|              |            |                                   | 0109-5900   | Lease May 2020                       | 41.76           | 149.16       | 13      |
| 0832833      | 06/23/2020 | Blas, Phillip L                   | 0100-5900   | Cell Phone June 2020                 |                 | 75.00        | 14      |
| 0832834      | 06/23/2020 | Cox, Michael S                    | 0100-5900   | Cell Phone June 2020                 | 75.00           |              | 15      |
|              |            |                                   | 0109-4300   | Tobin Cox Books Reimbursement        | 230.26          | 305.26       | 16      |
| 0832835      | 06/23/2020 | DPS MEDIA                         | 0100-5900   | Ponderosa June 2020                  |                 | 234.00       | 17      |
| 0832836      | 06/23/2020 | Garcia, Nancy                     | 0100-5900   | Cell Phone June 2020                 |                 | 75.00        | 18      |
| 0832837      | 06/23/2020 | Hagen, Eric A                     | 0100-5900   | Cell Phone June 2020                 |                 | 75.00        | 19      |
| 0832838      | 06/23/2020 | Hill, Greg                        | 0100-5900   | Cell Phone June 2020                 |                 | 75.00        | 20      |
| 0832839      | 06/23/2020 | Jeffers, Jody L                   | 0100-5900   | Cell Phone June 2020                 |                 | 75.00        | 21      |
| 0832840      | 06/23/2020 | Klang, Mindy C                    | 0100-5900   | Cell Phone June 2020                 |                 | 75.00        | 22      |
| 0832841      | 06/23/2020 | MATH-U-SEE INC.                   | 0100-4300   | Sales Order #0220093                 |                 | 1,772.28     | 23      |
| 0832842      | 06/23/2020 | Mendoza, Ramon N                  | 0100-4300   | Maintenance Fuel                     | 10.80           |              | 24      |
|              |            |                                   | 0109-4300   | Maintenance Fuel                     | 4.20            | 15.00        | 25      |
| 0832843      | 06/23/2020 | NCS PEARSON, INC.                 | 0109-4300   | MOS Voucher + Retake                 |                 | 720.00       | 26      |
| 0832844      | 06/23/2020 | PURCHASE POWER                    | 0100-5900   | Acct: 8000-9090-0976-2126            | 42.47           |              | 27      |
|              |            |                                   | 0109-5900   | Acct: 8000-9090-0976-2126            | 16.52           | 58.99        | 28      |
| 0832845      | 06/23/2020 | RAINBOW RESOURCE CENTER INC.      | 0100-4200   | Curriculum                           | 2,643.07        |              | 29      |
|              |            |                                   | 0100-4300   | Curriculum                           | 8,873.11        | 11,516.18    | 30      |
| 0832846      | 06/23/2020 | STAPLES CONTRACT & COMMERCIAL     | 0100-4300   | Staples Order #7307314219            | 30.90           |              | 31      |
|              |            |                                   |             | STAPLES ORDER #7307918620            | 484.50          |              | 32      |
|              |            |                                   | 0109-4300   | Staples Order #7307314219            | 12.02           |              | 33      |
|              |            |                                   |             | STAPLES ORDER #7307918620            | 188.42          | 715.84       | 34      |
| 0832847      | 06/23/2020 | TRUE VALUE                        | 0100-4300   | Maintenance Supplies                 | 102.30          |              | 35      |
|              |            |                                   | 0109-4300   | Maintenance Supplies                 | 39.79           | 142.09       | 36      |
| 0832848      | 06/23/2020 | VALLEY YELLOW PAGES               | 0100-5800   | Digital & Print Advertising          | 774.72          |              | 37      |
|              |            |                                   | 0109-5800   | Digital & Print Advertising          | 301.28          | 1,076.00     | 38      |
| 0832849      | 06/23/2020 | YM&C                              | 0100-5800   | Services through 5/31/2020           | 212.38          |              | 39      |
|              |            |                                   | 0109-5800   | Services through 5/31/2020           | 82.59           | 294.97       | 40      |
| 0832850      | 06/23/2020 | Yosemite Unified School Distri ct | 0109-5800   | 18/19 Yosemite Unified Services      |                 | 3,033.80     | 41      |
| 0833440      | 06/30/2020 | Blas, Phillip L                   | 0100-5200   | Mileage June 2020                    |                 | 197.80       | 42      |
| 0833441      | 06/30/2020 | C.A. REDING CO., INC.             | 0100-5800   | Contract: 16651-01                   |                 | 180.69       | 43      |
| 0833442      | 06/30/2020 | CAROLINA BIOLOGICAL SUPPLY CO.    | 0109-4300   | Order No. 6911615 SO                 |                 | 13.23        | 44      |
| 0833443      | 06/30/2020 | CDW GOVERNMENT                    | 0100-4300   | Phil Blas replacement computer parts |                 | 83.40        | 45      |
| 0833444      | 06/30/2020 | COMCAST                           | 0100-5900   | July 1 - July 30 Services            |                 | 601.95       | 46      |
| 0833445      | 06/30/2020 | COMCAST                           | 0100-5900   | June 09 - July 08 Services           |                 | 32.34        | 47      |
| 0833446      | 06/30/2020 | Cox, Michael S                    | 0100-5200   | Mileage June 2020                    |                 | 197.80       | 48      |
| 0833447      | 06/30/2020 | HOUGHTON MIFFLIN HARCOURT PUBL    | 0100-4200   | Order No. 96266841                   | 861.24          |              | 49      |
|              |            |                                   | 0100-4300   | Order No. 96266841                   | 2,627.36        | 3,488.60     | 50      |
| 0833448      | 06/30/2020 | Mendoza, Ramon N                  | 0100-5200   | Mileage June 2020                    |                 | 73.03        | 51      |
| 0833449      | 06/30/2020 | PACIFIC GAS & ELECTRIC            | 0100-5500   | Utilities June 2020                  |                 | 1,481.35     | 52      |
| 0833450      | 06/30/2020 | PITNEY BOWES INC.                 | 0100-4300   | Acct: 0018143494                     |                 | 260.99       | 53      |
| 0833767      | 07/09/2020 | Cox, Michael S                    | 0169-5800   | Reimbursement: ECS WASC Membership   |                 | 160.00       | 54      |
| 0833768      | 07/09/2020 | EMADCO DISPOSAL SERVICE INC.      | 0100-5500   | Services July 2020 Acct: 7108-002    | 179.34          |              | 55      |
|              |            |                                   | 0109-5500   | Services July 2020 Acct: 7108-002    | 69.74           | 249.08       | 56      |
| 0833769      | 07/09/2020 | FOLLETT EDUCATIONAL SERVICES      | 0100-5800   | Library License 8/31/20 - 8/31/21    | 805.68          |              | 57      |
|              |            |                                   | 0109-5800   | Library License 8/31/20 - 8/31/21    | 313.32          | 1,119.00     | 58      |
| 0833770      | 07/09/2020 | Garcia, Nancy                     | 0100-5200   | Mileage June 2020                    | 142.42          |              | 59      |
|              |            |                                   | 0109-5200   | Mileage June 2020                    | 55.38           | 197.80       | 60      |
| 0833771      | 07/09/2020 | Hill, Greg                        | 0100-5200   | Mileage June 2020                    | 74.18           |              | 61      |
|              |            |                                   | 0109-5200   | Mileage June 2020                    | 74.17           | 148.35       | 62      |
| 0833772      | 07/09/2020 | IMAGE 2000 INC.                   | 0100-5800   | ACCT: WS06                           |                 | 1,161.99     | 63      |

|         |            |                                |           |                                      |          |           |     |
|---------|------------|--------------------------------|-----------|--------------------------------------|----------|-----------|-----|
| 0833773 | 07/09/2020 | NWEA                           | 0100-5800 | MAP Growth K-12                      | 3,166.20 |           | 64  |
|         |            |                                | 0109-5800 | MAP Growth K-12                      | 1,231.30 | 4,397.50  | 65  |
| 0833774 | 07/09/2020 | OAK MEADOW INCORPORATED        | 0100-9500 | Literature Curriculum                | 306.59   |           | 66  |
|         |            |                                | 0109-9500 | Literature Curriculum                | 707.31   | 1,013.90  | 67  |
| 0833775 | 07/09/2020 | ParentSquare Inc.              | 0100-5800 | ParentSquare Annual Subsiption 20/21 | 1,139.05 |           | 68  |
|         |            |                                | 0109-5800 | ParentSquare Annual Subsiption 20/21 | 449.63   |           | 69  |
|         |            |                                | 0169-5800 | ParentSquare Annual Subsiption 20/21 | 1,408.82 | 2,997.50  | 70  |
| 0833776 | 07/09/2020 | Protzman Enterprises           | 0100-5800 | Services June 2020                   | 727.66   |           | 71  |
|         |            |                                | 0109-5800 | Services June 2020                   | 282.98   | 1,010.64  | 72  |
| 0833777 | 07/09/2020 | SIERRA TELEPHONE, INC.         | 0100-5900 | Services 7/01/20 - 7/31/20           | 553.78   |           | 73  |
|         |            |                                | 0109-5900 | Services 7/01/20 - 7/31/20           | 215.36   | 769.14    | 74  |
| 0833778 | 07/09/2020 | STAPLES CONTRACT & COMMERCIAL  | 0100-9500 | Staples Order #7308934012            | 137.65   |           | 75  |
|         |            |                                | 0109-9500 | Staples Order #7308934012            | 353.96   | 491.61    | 76  |
| 0833779 | 07/09/2020 | VANCOUVER COMPANY              | 0169-5600 | Lease July 2020                      |          | 11,350.00 | 77  |
| 0833938 | 07/15/2020 | CDW GOVERNMENT                 | 0100-4300 | Replacement Latop Parts              | 71.06    |           | 78  |
|         |            |                                | 0100-5800 | 3YR Safeware Laptop Replacement      | 94.25    |           | 79  |
|         |            |                                | 0109-4300 | Replacement Latop Parts              | 27.63    |           | 80  |
|         |            |                                | 0109-5800 | 3YR Safeware Laptop Replacement      | 36.65    | 229.59    | 81  |
| 0833939 | 07/15/2020 | DPS MEDIA                      | 0100-5900 | Ponderosa July 2020                  |          | 117.00    | 82  |
| 0833940 | 07/15/2020 | LOR'S JANITORIAL               | 0100-5500 | Services June 2020                   | 662.40   |           | 83  |
|         |            |                                | 0109-5500 | Services June 2020                   | 257.60   | 920.00    | 84  |
| 0833941 | 07/15/2020 | NCS PEARSON INC                | 0100-9500 | CCSS ELA Program - My Perspectives   |          | 1,139.91  | 85  |
| 0833942 | 07/15/2020 | SCHOOL PATHWAYS LLC            | 0100-5800 | 19/20 PLSIS Annual Oversight         | 3,677.68 |           | 86  |
|         |            |                                | 0169-5800 | Set Up / Student Fees May 2020       | 4,070.00 |           | 87  |
|         |            |                                |           | Student Fees June 2020               | 33.75    | 7,781.43  | 88  |
| 0833943 | 07/15/2020 | SELF INSURED SCHOOLS OF CALIFO | 0100-9514 | July 2020 SISC Payment               |          | 47,503.20 | 89  |
| 0833944 | 07/15/2020 | TRUE VALUE                     | 0100-4300 | Maintenance Supplies                 | 155.76   |           | 90  |
|         |            |                                | 0109-4300 | Maintenance Supplies                 | 60.57    | 216.33    | 91  |
| 0833945 | 07/15/2020 | YM&C                           | 0100-5800 | Services through 6/30/2020           | 543.10   |           | 92  |
|         |            |                                | 0109-5800 | Services through 6/30/2020           | 211.20   | 754.30    | 93  |
| 0834819 | 07/29/2020 | Blas, Phillip L                | 0100-5900 | Cell Phone JULY 2020                 | 28.50    |           | 94  |
|         |            |                                | 0109-5900 | Cell Phone JULY 2020                 | 11.25    |           | 95  |
|         |            |                                | 0169-5900 | Cell Phone JULY 2020                 | 35.25    | 75.00     | 96  |
| 0834820 | 07/29/2020 | Cox, Michael S                 | 0100-5900 | Cell Phone JULY 2020                 | 28.50    |           | 97  |
|         |            |                                | 0109-5900 | Cell Phone JULY 2020                 | 11.25    |           | 98  |
|         |            |                                | 0169-5900 | Cell Phone JULY 2020                 | 35.25    | 75.00     | 99  |
| 0834821 | 07/29/2020 | Garcia, Nancy                  | 0169-5900 | Cell Phone JULY 2020                 |          | 75.00     | 100 |
| 0834822 | 07/29/2020 | GLOBAL SUPPLY CENTER           | 0109-4300 | Glacier HS - Toner                   |          | 1,063.44  | 101 |
| 0834823 | 07/29/2020 | Hagen, Eric A                  | 0169-5900 | Cell Phone JULY 2020                 |          | 75.00     | 102 |
| 0834824 | 07/29/2020 | Hill, Greg                     | 0109-5900 | Cell Phone JULY 2020                 | 37.50    |           | 103 |
|         |            |                                | 0169-5900 | Cell Phone JULY 2020                 | 37.50    | 75.00     | 104 |
| 0834825 | 07/29/2020 | Jeffers, Jody L                | 0100-5900 | Cell Phone JULY 2020                 | 28.50    |           | 105 |
|         |            |                                | 0109-5900 | Cell Phone JULY 2020                 | 11.25    |           | 106 |
|         |            |                                | 0169-5900 | Cell Phone JULY 2020                 | 35.25    | 75.00     | 107 |
| 0834826 | 07/29/2020 | Klang, Mindy C                 | 0100-5900 | Cell Phone JULY 2020                 | 52.50    |           | 108 |
|         |            |                                | 0109-5900 | Cell Phone JULY 2020                 | 22.50    | 75.00     | 109 |
| 0834827 | 07/29/2020 | VANCOUVER COMPANY              | 0169-5600 | Rent Aug2020                         |          | 11,350.00 | 110 |
| 0835087 | 08/05/2020 | COMCAST                        | 0169-5900 | Services July 1 - July 30            |          | 604.60    | 111 |
| 0835088 | 08/05/2020 | COMCAST                        | 0169-5900 | July 09 - Aug 08 Services            |          | 32.34     | 112 |
| 0835089 | 08/05/2020 | DMV                            | 0100-5800 | DMV Pull Notice                      | 1.14     |           | 113 |
|         |            |                                | 0109-5800 | DMV Pull Notice                      | .45      |           | 114 |
|         |            |                                | 0169-5800 | DMV Pull Notice                      | 1.41     | 3.00      | 115 |
| 0835090 | 08/05/2020 | Hagen, Eric A                  | 0100-4300 | HUE HD Camera                        | 20.45    |           | 116 |
|         |            |                                | 0100-5200 | Mileage June 2020                    | 213.62   |           | 117 |
|         |            |                                | 0100-5800 | Zoom June 2020                       | 10.79    |           | 118 |
|         |            |                                | 0109-4300 | HUE HD Camera                        | 8.07     |           | 119 |
|         |            |                                | 0109-5200 | Mileage June 2020                    | 83.08    |           | 120 |
|         |            |                                | 0109-5800 | Zoom June 2020                       | 4.20     |           | 121 |
|         |            |                                | 0169-4300 | HUE HD Camera                        | 25.30    | 365.51    | 122 |
| 0835091 | 08/05/2020 | Jeffers, Jody L                | 0100-5800 | YM&C Webinar / Expedite Fee          | 9.50     |           | 123 |
|         |            |                                | 0109-5800 | YM&C Webinar / Expedite Fee          | 3.75     |           | 124 |
|         |            |                                | 0169-5800 | YM&C Webinar / Expedite Fee          | 69.75    | 83.00     | 125 |
| 0835092 | 08/05/2020 | PACIFIC GAS & ELECTRIC         | 0100-5500 | 3898652031-0 PG&E                    | 7.13     |           | 126 |
|         |            |                                | 0109-5500 | 3898652031-0 PG&E                    | 3.06     |           | 127 |
|         |            |                                | 0169-5500 | 3898652031-0 PG&E                    | 1,442.83 | 1,453.02  | 128 |
| 0835093 | 08/05/2020 | TRUE VALUE                     | 0100-4300 | Maintenance Supplies                 | 132.47   |           | 129 |
|         |            |                                | 0109-4300 | Maintenance Supplies                 | 58.20    | 190.67    | 130 |
| 0835094 | 08/05/2020 | VALLEY YELLOW PAGES            | 0169-5800 | Digital & Print Advertising          |          | 1,136.00  | 131 |

|                  |            |   |           |                                    |           |           |     |
|------------------|------------|---|-----------|------------------------------------|-----------|-----------|-----|
| 0835421          | 08/12/2020 | ACCREDITING COMMISSION FOR SCH            | 0109-5300 | 20/21 Membership                   |           | 1,510.00  | 132 |
| 0835422          | 08/12/2020 | Blas, Phillip L                           | 0100-5200 | Mileage July 2020                  | 18.79     |           | 133 |
|                  |            |   | 0109-5200 | Mileage July 2020                  | 32.14     |           | 134 |
|                  |            |   | 0169-5200 | Mileage July 2020                  | 47.97     | 98.90     | 135 |
| 0835423          | 08/12/2020 | BRANCHES BOOKS & GIFTS                    | 0100-4200 | America vs. Russia Novels          |           | 172.31    | 136 |
| 0835424          | 08/12/2020 | C.A. REDING CO., INC.                     | 0100-5800 | Contract 16651-01                  | 68.66     |           | 137 |
|                  |            |   | 0109-5800 | Contract 16651-01                  | 27.10     |           | 138 |
|                  |            |   | 0169-5800 | Contract 16651-01                  | 84.93     | 180.69    | 139 |
| 0835425          | 08/12/2020 | CDW GOVERNMENT                            | 0100-4300 | Credit Memo                        | 71.06-    |           | 140 |
|                  |            |   |           | Henge Docks Stone Pro              | 314.27    |           | 141 |
|                  |            |   | 0109-4300 | Credit Memo                        | 27.63-    |           | 142 |
|                  |            |   |           | Henge Docks Stone Pro              | 124.06    |           | 143 |
|                  |            |   | 0169-4300 | Henge Docks Stone Pro              | 388.71    | 728.35    | 144 |
| 0835426          | 08/12/2020 | EMADCO DISPOSAL SERVICE INC.              | 0100-5500 | Services Aug. 2020 Acct # 7108-002 | 174.36    |           | 145 |
|                  |            |   | 0109-5500 | Services Aug. 2020 Acct # 7108-002 | 74.72     | 249.08    | 146 |
| 0835427          | 08/12/2020 | Hagen, Eric A                             | 0100-5800 | July 2020 ZOOM                     | 5.70      |           | 147 |
|                  |            |   | 0109-5800 | July 2020 ZOOM                     | 2.25      |           | 148 |
|                  |            |   | 0169-5800 | July 2020 ZOOM                     | 7.04      | 14.99     | 149 |
| 0835428          | 08/12/2020 | LOR'S JANITORIAL                          | 0169-5500 | Services June & July               |           | 1,640.00  | 150 |
| 0835429          | 08/12/2020 | OAK MEADOW INCORPORATED                   | 0169-4300 | Textbooks                          | 2,008.34  |           | 151 |
| Unpaid Sales Tax | 148.34-    |   |           |                                    |           | 1,860.00  | 152 |
| 0835430          | 08/12/2020 | PITNEY BOWES GLOBAL FINANCIAL             | 0169-5900 | Contract #0040606358               |           | 160.33    | 153 |
| 0835431          | 08/12/2020 | Protzman Enterprises                      | 0100-5800 | Services July 2020                 | 747.84    |           | 154 |
|                  |            |   | 0109-5800 | Services July 2020                 | 320.50    | 1,068.34  | 155 |
| 0835432          | 08/12/2020 | SCHOOL MATE INC.                          | 0169-4300 | Elemantary Planners                | 708.05    |           | 156 |
|                  |            |   |           | High School Planners               | 267.24    |           | 157 |
| Unpaid Sales Tax | 72.04-     |   |           |                                    |           | 903.25    | 158 |
| 0835433          | 08/12/2020 | SELF INSURED SCHOOLS OF CALIFO            | 0100-9514 | 12 Month EE's                      | 4,599.60  |           | 159 |
|                  |            |   |           | Summer Ins.                        | 42,903.60 | 47,503.20 | 160 |
| 0835434          | 08/12/2020 | SIERRA TELEPHONE, INC.                    | 0100-5900 | Services Aug. 01- Aug. 30          | 535.37    |           | 161 |
|                  |            |   | 0109-5900 | Services Aug. 01- Aug. 30          | 229.45    | 764.82    | 162 |
| 0835435          | 08/12/2020 | ZANER-BLOSER INC.                         | 0169-4300 | Textbooks                          |           | 1,191.33  | 163 |
| 0835436          | 08/12/2020 | ZOOM VIDEO COMMUNICATIONS, INC            | 0100-5800 | 8/03/20 - 8/02/21 Zoom             | 1,710.00  |           | 164 |
|                  |            |   | 0109-5800 | 8/03/20 - 8/02/21 Zoom             | 675.00    |           | 165 |
|                  |            |   | 0169-5800 | 8/03/20 - 8/02/21 Zoom             | 2,115.00  | 4,500.00  | 166 |
| 0835734          | 08/19/2020 | APLUS+                                    | 0100-5300 | Aplus+ Network Annual Membership   | 2,710.00  |           | 167 |
|                  |            |   | 0109-5300 | Aplus+ Network Annual Membership   | 1,070.00  |           | 168 |
|                  |            |   | 0169-5300 | Aplus+ Network Annual Membership   | 3,350.00  | 7,130.00  | 169 |
| 0835735          | 08/19/2020 | AQUILA EDUCATION Inc.                     | 0100-4300 | Student VR Kit                     |           | 1,616.25  | 170 |
| 0835736          | 08/19/2020 | CAMPORA INC                               | 0100-5500 | Equipment Rental Acct: 257619      | 3.50      |           | 171 |
|                  |            |   | 0109-5500 | Equipment Rental Acct: 257619      | 1.50      | 5.00      | 172 |
| 0835737          | 08/19/2020 | CDW GOVERNMENT                            | 0100-4300 | IT Supplies                        | 210.22    |           | 173 |
|                  |            |   |           | Quote 1C1WX2T                      | 98.16     |           | 174 |
|                  |            |   | 0109-4300 | IT Supplies                        | 82.98     |           | 175 |
|                  |            |   |           | Quote 1C1WX2T                      | 38.74     |           | 176 |
|                  |            |   | 0169-4300 | IT Supplies                        | 260.02    |           | 177 |
|                  |            |   |           | Quote 1C1WX2T                      | 121.40    | 811.52    | 178 |
| 0835738          | 08/19/2020 | Cox, Michael S                            | 0100-4300 | RMB Amazon                         | 153.86    |           | 179 |
|                  |            |   |           | RMB Home Depot                     | 586.64    |           | 180 |
|                  |            |   | 0109-4300 | RMB Amazon                         | 60.73     |           | 181 |
|                  |            |   |           | RMB Home Depot                     | 251.42    |           | 182 |
|                  |            |   | 0169-4300 | RMB Amazon                         | 190.30    |           | 183 |
|                  |            |   |           | RMB Home Depot                     | 289.71    | 1,532.66  | 184 |
| 0835739          | 08/19/2020 | DPS MEDIA                                 | 0100-5900 | Ponderosa August 2020              |           | 117.00    | 185 |
| 0835740          | 08/19/2020 | Fresno Co. Office of Education Attn; Cinc | 0109-5800 | CAASPP Math Events                 |           | 400.00    | 186 |
| 0835741          | 08/19/2020 | HOUGHTON MIFFLIN HARCOURT PUBL            | 0100-4200 | GO MATH - HMH                      | 331.50    |           | 187 |
|                  |            |   | 0169-4300 | JOURNEYS - HMH                     | 1,619.29  |           | 188 |
|                  |            |   |           | MATH IN FOCUS - HMH                | 8,640.76  | 10,591.55 | 189 |
| 0835742          | 08/19/2020 | MCGRAW HILL EDUCATION                     | 0109-4100 | INT Math                           | 1,449.51  |           | 190 |
|                  |            |   | 0169-4300 | Music Appreciation                 | 291.10    | 1,740.61  | 191 |
| 0835743          | 08/19/2020 | RAINBOW RESOURCE CENTER INC.              | 0100-4200 | Curriculum                         | 443.58    |           | 192 |
|                  |            |   | 0100-4300 | Curriculum                         | 1,223.40  | 1,666.98  | 193 |
| 0835744          | 08/19/2020 | SCHOOL PATHWAYS LLC                       | 0100-5800 | 2020-2021 PLSIS ACCT GHSC2017      | 452.38    |           | 194 |
|                  |            |   | 0109-5800 | 2020-2021 PLSIS ACCT GHSC2017      | 290.83    |           | 195 |
|                  |            |   | 0169-5800 | 2020-2021 PLSIS ACCT 2020ECS       | 377.95    | 1,121.16  | 196 |
| 0835745          | 08/19/2020 | STAPLES CONTRACT & COMMERCIAL             | 0169-4300 | Staples Order #7310718700          | 25.75     |           | 197 |
|                  |            |   |           | Staples Order# 7310718700          | 1,687.66  | 1,713.41  | 198 |
| 0835746          | 08/19/2020 | The Office City                           | 0100-4300 | PPE                                | 2,128.65  |           | 199 |



|                  |            |                               |           |                                   |          |           |     |
|------------------|------------|-------------------------------|-----------|-----------------------------------|----------|-----------|-----|
|                  |            |                               | 0109-4300 | PPE                               | 858.37   |           | 200 |
|                  |            |                               | 0169-4300 | PPE                               | 2,596.82 | 5,583.84  | 201 |
| 0835747          | 08/19/2020 | TRUE VALUE                    | 0100-4300 | Maintenance Supplies              | 221.33   |           | 202 |
|                  |            |                               | 0109-4300 | Maintenance Supplies              | 94.86    | 316.19    | 203 |
| 0835748          | 08/19/2020 | YM&C                          | 0100-5800 | Services through 7/31/2020        | 2,678.62 |           | 204 |
|                  |            |                               | 0109-5800 | Services through 7/31/2020        | 1,057.35 |           | 205 |
|                  |            |                               | 0169-5800 | Services through 7/31/2020        | 3,313.03 | 7,049.00  | 206 |
| 0836272          | 08/27/2020 | Blas, Phillip L               | 0100-5900 | Cell Phone AUG 2020               | 28.50    |           | 207 |
|                  |            |                               | 0109-5900 | Cell Phone AUG 2020               | 11.25    |           | 208 |
|                  |            |                               | 0169-5900 | Cell Phone AUG 2020               | 35.25    | 75.00     | 209 |
| 0836273          | 08/27/2020 | C.A. REDING CO., INC.         | 0100-5800 | 16651 BILLING 8/18/20-9/17/20     | 68.66    |           | 210 |
|                  |            |                               | 0109-5800 | 16651 BILLING 8/18/20-9/17/20     | 27.10    |           | 211 |
|                  |            |                               | 0169-5800 | 16651 BILLING 8/18/20-9/17/20     | 84.93    | 180.69    | 212 |
| 0836274          | 08/27/2020 | CDW GOVERNMENT                | 0100-4300 | RACKMOUNT, CABINET SHELF          | 57.83    |           | 213 |
|                  |            |                               |           | REPLACE LAPTOP FOR PHIL           | 20.26    |           | 214 |
|                  |            |                               | 0100-5800 | CONSOLE LICENSE                   | 1,140.00 |           | 215 |
|                  |            |                               |           | QUOTE #LKWF193 1 YR SUBSCRIPTION  | 444.60   |           | 216 |
|                  |            |                               | 0109-4300 | RACKMOUNT, CABINET SHELF          | 22.83    |           | 217 |
|                  |            |                               |           | REPLACE LAPTOP FOR PHIL           | 7.87     |           | 218 |
|                  |            |                               | 0109-5800 | CONSOLE LICENSE                   | 450.00   |           | 219 |
|                  |            |                               |           | QUOTE #LKWF193 1 YR SUBSCRIPTION  | 175.50   |           | 220 |
|                  |            |                               | 0169-4300 | RACKMOUNT, CABINET SHELF          | 71.53    |           | 221 |
|                  |            |                               | 0169-5800 | CONSOLE LICENSE                   | 1,410.00 |           | 222 |
|                  |            |                               |           | QUOTE #LKWF193 1 YR SUBSCRIPTION  | 549.90   | 4,350.32  | 223 |
| 0836275          | 08/27/2020 | Cox, Michael S                | 0100-5900 | Cell Phone AUG 2020               | 28.50    |           | 224 |
|                  |            |                               | 0109-5900 | Cell Phone AUG 2020               | 11.25    |           | 225 |
|                  |            |                               | 0169-5900 | Cell Phone AUG 2020               | 35.25    | 75.00     | 226 |
| 0836276          | 08/27/2020 | EDGENUITY INC                 | 0100-4300 | QUOTE 67341 ONLINE SERVICES       | 2,922.09 |           | 227 |
|                  |            |                               | 0109-4300 | QUOTE 67341 ONLINE SERVICES       | 1,153.45 |           | 228 |
|                  |            |                               | 0169-4300 | QUOTE 67341 ONLINE SERVICES       | 3,614.14 | 7,689.68  | 229 |
| 0836277          | 08/27/2020 | Garcia, Nancy                 | 0169-5900 | Cell Phone AUG 2020               |          | 75.00     | 230 |
| 0836278          | 08/27/2020 | Hagen, Eric A                 | 0169-5900 | Cell Phone AUG 2020               |          | 75.00     | 231 |
| 0836279          | 08/27/2020 | Hill, Greg                    | 0109-5900 | Cell Phone AUG 2020               | 37.50    |           | 232 |
|                  |            |                               | 0169-5900 | Cell Phone AUG 2020               | 37.50    | 75.00     | 233 |
| 0836280          | 08/27/2020 | iCreate to Educate, Inc       | 0100-4300 | HD PRO CAMERA                     | 625.77   |           | 234 |
|                  |            |                               | 0109-4300 | HD PRO CAMERA                     | 247.03   |           | 235 |
|                  |            |                               | 0169-4300 | HD PRO CAMERA                     | 773.97   |           | 236 |
| Unpaid Sales Tax | 117.73-    |                               |           |                                   |          | 1,529.04  | 237 |
| 0836281          | 08/27/2020 | Jeffers, Jody L               | 0100-5900 | Cell Phone AUG 2020               | 28.50    |           | 238 |
|                  |            |                               | 0109-5900 | Cell Phone AUG 2020               | 11.25    |           | 239 |
|                  |            |                               | 0169-5900 | Cell Phone AUG 2020               | 35.25    | 75.00     | 240 |
| 0836282          | 08/27/2020 | JUNIOR LIBRARY GUILD          | 0100-9500 | LIBRARY GUILD BOOKS I797883       |          | 102.37    | 241 |
| 0836283          | 08/27/2020 | Klang, Mindy C                | 0100-5900 | Cell Phone AUG 2020               | 52.50    |           | 242 |
|                  |            |                               | 0109-5900 | Cell Phone AUG 2020               | 22.50    | 75.00     | 243 |
| 0836284          | 08/27/2020 | MATH-U-SEE INC.               | 0169-4300 | GEOMETRY & ALEGBRA SETS           |          | 271.59    | 244 |
| 0836285          | 08/27/2020 | MCGRAW HILL EDUCATION         | 0169-4300 | IMPACT CA                         |          | 92.68     | 245 |
| 0836286          | 08/27/2020 | Northland Communications      | 0100-5900 | 8/1/20-8/31/20 INTERNET           | 1,043.00 |           | 246 |
|                  |            |                               | 0109-5900 | 8/1/20-8/31/20 INTERNET           | 447.00   | 1,490.00  | 247 |
| 0836287          | 08/27/2020 | STAPLES CONTRACT & COMMERCIAL | 0100-4300 | ORDER #7311344009-000-005 SICCOR' | 30.05    |           | 248 |
|                  |            |                               |           | ORDER #7311344009-000-006 COMPA   | 17.42    |           | 249 |
|                  |            |                               |           | ORDER #7311344009-000-007 COMPA   | 6.64     |           | 250 |
|                  |            |                               | 0109-4300 | ORDER #7311344009-000-005 SICCOR' | 12.88    |           | 251 |
|                  |            |                               |           | ORDER #7311344009-000-006 COMPA   | 7.47     |           | 252 |
|                  |            |                               |           | ORDER #7311344009-000-007 COMPA   | 2.84     | 77.30     | 253 |
| 0836288          | 08/27/2020 | The Buy Local Media Group     | 0169-5800 | DIGITAL & PRINT ADVERTISING       |          | 763.00    | 254 |
| 0836289          | 08/27/2020 | TRUE VALUE                    | 0100-4300 | MAINTENANCE SUPPLIES              | 139.25   |           | 255 |
|                  |            |                               | 0109-4300 | MAINTENANCE SUPPLIES              | 59.68    | 198.93    | 256 |
| 0836290          | 08/27/2020 | VANCOUVER COMPANY             | 0169-5600 | LEASE AGREEMENT - SEPT 2020 RENT  |          | 11,350.00 | 257 |
| 0836291          | 08/27/2020 | Zoho Corporation              | 0100-5800 | QUOTE EST-011463 1 YEAR SUBSCRIPT | 152.00   |           | 258 |
|                  |            |                               | 0109-5800 | QUOTE EST-011463 1 YEAR SUBSCRIPT | 60.00    |           | 259 |
|                  |            |                               | 0169-5800 | QUOTE EST-011463 1 YEAR SUBSCRIPT | 188.00   | 400.00    | 260 |

Total Number of Checks

126

269,176.29

Fund Summary

Fund

Description

Check Count

Expensed Amount

269,176.29

0100

MHS

96

161,619.58

0109

GHS

73

25,071.05

0169

ECS

52

82,823.77

Total Number of Checks

126

269,514.40 less Unpaid Sales Tax Liability

338.11 Net (Check Amount)

269,176.29

Signature and authorization of the B

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055 - Western Sierra Charter Schools

ela Vargas (EVARGAS), Sep 1 2020 12:57PM

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title  | Email and Phone                       |
|-------------------------------------|-------------------------|---------------------------------------|
| Glacier High School Charter         | Michael Cox<br>Director | mcox@wscsfamily.org<br>(559) 642-1422 |

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic and the Governor's mandates in March 2020 impacted all schools in California. Glacier High School abided by a series of ever changing communications from the Governor, adjusting our program as mandated. On March 12, 2020, the Governor issued Executive Order N-25-20 limiting all public gatherings to less than 250. Because of this, Western Sierra Charter Schools' Glacier High School Charter cancelled our prom which was scheduled for March 14. We emailed our WSCS Board of Directors, all staff, and families that the prom and upcoming field trips would be suspended through April 13th. On March 13th, we sent another notice to our stakeholders that additional changes at Glacier High were being made because of the Governor's issued Executive Order N-26-20 (guaranteeing funding for schools) and because all Madera County schools were closing. This stakeholder communication stated that all Glacier's in person instructional classes would change to an online delivery format beginning March 23rd through April 13, 2020. By Monday, March 16, we directed all teachers to stop holding in person, student and parent Advising Meetings; All Advising Meetings were now to be conducted by phone, email, or video conference. On March 19, Governor Newsom issued Executive Order N-33-20 calling for all Californians to stay home. We again emailed all of our Glacier High families that our teachers would no longer be reporting in at the school's campus, but directed to work from home.

Between March 13 and March 20, all full and part-time Glacier teachers participated in online delivery training in preparation for continuing student course instruction offerings. In addition, guidelines for cleaning and disinfecting our buildings, expectations for teachers and students, and attendance and grading procedures were planned, communicated, and executed.

We initially thought that this shutdown would not extend past April 13th. Once the decision was made to not reopen Glacier for the remainder of the school year, our primary concern centered on two main components: how to best continue serving the needs of all of our students' academic, social-emotional, and nutritional needs as well as their parents/guardians who provide the daily guidance for their student, and second, how to protect the health of our Advising Teachers and all support staff while they conducted their assigned duties within the organization by continuing to provide the support to students and their parents with the least disruption.

Though officially closed, we were able to essentially continue our normal school operation, that of personalized learning through independent study, while putting into place a variety of measures to mitigate first, the school's spring closure and second, consideration for the upcoming school year opening with a Distance Learning approach. The affect of this shutdown changed a few of our practices, but the core of our program stayed intact. Below are the various practices established:

**1. Health and Safety: Assurance and Guidance for all Students, Families, and Staff**

Everyone coming to the school site must be free of Covid-19 symptoms and will need to sign-in each day affirming that they are free of symptoms.

Everyone 3rd grade and above are required to wear a mask or face shield while inside school buildings. The only exception is when a teacher or support staff is alone in an office or a room.

While at school we maintain social distancing.

We are recommending a preference that Advising meetings between students and parents with a teacher be done virtually by Zoom.

However, if meetings are conducted in person at school, we ask that:

Everyone maintain social distancing, wear a mask or face shield, and the meeting will be conducted outside or in a large, open area or classroom.

An enhanced protocol was established for cleaning and disinfecting all hard surfaces within our building to limit potential virus contamination; twice daily cleaning and disinfecting of all tables, chairs, door handles, and bathrooms carried out.

A licensed contractor was hired to build a large mailbox for placement outside to the entrance of our building so that students and parents could submit forms and student work records without having to enter our building.

We allowed our teachers to choose whether they wanted to conduct business from their home or work in their office on campus.

Communications between teachers and their students and parents changed from in-person to virtual, either by Google Meets, Zoom, phone, or email whenever possible.

Masks, face shields, and bottles of disinfectant were provided to all staff.

Plexiglass shields, as safety barriers, were purchased and placed on tables inside and outside our building, and where needed, hung in our library and at our reception areas.

Shade cloth was installed in order to move tables and meetings outside when video conference meetings couldn't occur; meetings held outside or in a more open area of the building

**2. Breakfast Program:** In August 2019, Glacier High School Charter began a meal program for the first time. We used a vending machine that we stocked with milk and ready-to-go USDA-approved school breakfast meals. These meals were available at no cost to any student qualifying as Free or Reduced Meal status. Further, these meals were available to all other students at our school at minimal cost. When the school shutdown occurred in the spring, families enrolled at Glacier were notified by our school communication system Parent Square, that our packaged breakfasts were available for any family with pick-up at our school campus. In addition, our local partner school districts (YUSD and FUSD) provided school breakfast and lunch for any child in the community, up to the age 18, irregardless of what school the child attended. This meal service operated Monday through Friday throughout school closures. With our 2020-21 school year opening with Distance Learning, we continue to offer our meal program to any qualifying student.

**3. Professional Development:** Teachers were required to attend professional development that focused on strategies and resources to improve distance learning. Our technology team provided this training. In addition to multiple days of virtual learning training this past spring,

all teachers received further training to improve and facilitate the best distance learning instruction for students. This professional development occurred before and during the first week of the 2020-21 school year. The basic fundamentals for running ZOOM meetings and classes was held on one day with advanced ZOOM platform training held on a second day. Glacier High purchased new Document Cameras and we held a training session on how to use these. Teachers were also trained on Google Classroom and how to use Flipgrid, which is a tool teachers can use to upload instructional videos to show students during instruction. Finally, we've held administrative and staff meetings so that discussion and collaboration with one another is prioritized.

4. Commitment to Students: Because Glacier operates an Independent Study program of Personalized Learning, we work cooperatively with parents and students to ensure that curricular and instructional pieces are built around each student's needs, abilities, and interests. The personalized learning model allows us to serve all pupils, including those with diverse learning needs such as English learners, foster youth, and low-income. This allows Glacier to tailor the education methods best suited to the needs of each individual student. Regardless of socioeconomic status, limited English, or those in foster care, this population of students are in frequent contact with their assigned, credentialed Advising Teacher.

Our standards-aligned curriculum includes integrated learning models for EL students. In addition, every student under our care whether EL, foster youth, and/or low-income is provided with a credentialed advising teacher who works closely with the student and his/her parent on a frequent, regular basis providing needed guidance and support. All unduplicated students have access to weekly distance learning classes which serve as added supports. Of our total enrollment of 2019-20 in Glacier, 39.42% were unduplicated pupils with 0.73% homeless/foster youth; 0% for EL pupils; and 38.69% qualified as low-income. Total enrollment numbers at the start of the 2020-21 school year, 25.29% of students qualified for free or reduced meals. We currently do not have any EL, foster or homeless student populations.

Glacier High also recognizes the special needs of our students with disabilities. Individual progress monitoring is maintained by our Special Education (SpEd) Coordinator and RSP Teacher ensuring that compliance and annual goals are met. Close collaboration between the SpEd team, Advising Teacher, high school counselor, and a student's parent/guardian ensures that the needs of the student are addressed. Through distance learning, the same level of supports are used to assist students with disabilities.

With our school model and constant communication and collaboration between teachers, support staff, students, and parents, any student needing additional services are easily identified. For example, if students need technology support, we have a process whereby students or parents complete a request form which is sent to our technology team. They in turn provide needed training or exchange a non-working device with a replacement. For a few students needing internet access in their home, a local community internet service company offers financial help to families with economic hardship. In addition, Glacier will provide a hotspot if needed.

5. Program and Distance Learning Model: As an independent study, personalized learning public charter school, a unique blended classroom and non-classroom based educational model that is tailored to the needs and interests of each individual student, Glacier High continues to provide the same high-quality educational option to students. We work cooperatively with parents and students to ensure that curricular and instructional pieces are built around each student's needs, abilities, and interests. Our teaching staff meet with parents and students by either telephone, email, or video conference on a regular weekly and/or monthly basis. Administrative and staff meetings are held regularly via video conference to connect with members of our school team. In addition:  
Every student is issued a chromebook and headphones;

Every student can access and receive tech support;  
Every student is provided textbooks and materials for learning success

Planning for the 2020-21 school year, Glacier High School Charter is following all state directives for the health and safety of all stakeholders. We discussed, collaborated with our teachers and technology team, wrote, and implemented a Distance Learning Handbook for teachers, students, and parents. As stated in the document's introduction: "WSCS has created this Distance Learning Handbook to help effectively communicate with parents, students and staff the responsibilities and practices of our Distance Learning program. We understand that this method of learning is new and may be challenging. We were hoping to be able to have onsite class options for all of our students. Unfortunately, at the time of this writing, Fresno and Madera County are both on the COVID-19 Watchlist and are not allowed to provide onsite instruction."

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The following groups participated in surveys and/or feedback sessions, of meaningful stakeholder input for the understanding of needs and solutions to comment and make informed decisions:

District and School Administration

Teachers

Classified Staff

Western Sierra Charter Schools Board made up of parents, community members, and teachers

Parents and students who are in close communication with teachers, classified support staff and administrative personnel.

COVID-19 school closure-related updates to all stakeholders, led by Glacier's Executive Director, began on March 12 and continues as regular state level guidance changes. We made every effort to reach all of our stakeholders and for those without Internet access, phone calls were made. In addition to the frequent communications held between students, parents, and teaching staff, the following stakeholder meetings took place:

March 26 - Glacier Staff Meeting

March 31 - Western Sierra Charter Schools Governing Board Meeting

April 2 - Glacier Staff Meeting

April 30 - Administrative Meeting

May 1 - All Staff Meeting

May 5 - Glacier Staff Meeting

May 6 - Administrative Meeting

May 7 & May 12- Glacier New Family Meeting  
May 14 - Administrative Meeting  
May 19 - Administrative Meeting  
May 21 - Glacier Staff Meeting  
May 21 - Western Sierra Charter Schools Governing Board Meeting  
May 26 - Administrative Meeting  
June 4 - Glacier Staff Meeting  
June 16 - Western Sierra Charter Schools Governing Board Meeting  
June 23 - Administrative Meeting

[A description of the options provided for remote participation in public meetings and public hearings.]

1. All Western Sierra Charter Schools Board meetings met virtually, were broadcast live, and recorded.
2. All Advising Teachers held video conference meetings with parents and students on a regular basis.
3. All Staff and Administrative meetings were held regularly in live ZOOM meetings.
4. SELPA meetings continued to be held on a regular basis in live ZOOM meetings.
5. Annual I.E.P. and Section 504 meetings continued being held by video conference for Students with Disabilities.
6. Parents reached out to their student's Advising Teacher and Principal via phone call or email to address technology access concerns for their student, as well as social-emotional concerns or trauma their student was experiencing.

[A summary of the feedback provided by specific stakeholder groups.]

#### Student and Parent Feedback:

Outreach to families was extensive. In the course of frequent interactions with teachers, most students expressed how much they missed the camaraderie seeing their peers in-person. However, students were happy that they could connect during virtual classes. While all Glacier students were provided chromebooks and headphones, some frustrations arose with managing technology issues, Internet connections, and the virtual classroom platform itself, with some students requesting paper/pencil assignments for ease of use. And while the majority of students demonstrated a comfort ability with technology, many of their parents did not.

#### Teachers, Classified Staff, and Administrator Feedback:

A common theme among all school personnel was the importance of maintaining our school's day to day operation and program offerings in this virtual environment we found ourselves in to the extent possible. Establishing daily school routines for distance learning were recommended as a way to help students understand the continued importance of the work they were doing, despite not being in the classroom. Teachers described missing students and the rapport they had built over time through in-person interactions. Distance learning also gave teachers a heightened awareness of the need to provide students with additional support services. During staff meetings, teachers shared concerns about students feeling depressed or unmotivated to complete their assignments. In regards to instructional strategies, teachers appreciated the abundance of trainings and resources offered to them, but shared that the amount of information being delivered to them was at times overwhelming. Technology was also a challenge for some teaching staff, and many turned to their peers for additional



assistance. We also recognized the need to limit the variation in our delivery of instruction and implementation of programs. For example, some teachers were using Google Meets, some Zoom only, and not all teachers were using the Google Classroom platform.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Key takeaways from our stakeholders influenced Glacier's Learning Continuity and Attendance Plan. These included:

1. Addressing the common frustrations expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning. Therefore, we are providing further professional development and resources to teachers, and technology help videos along with a tech help system that staff, students, and parents can use when they need troubleshooting,
2. Creating a Distance Learning Handbook detailing clear expectations of teachers, students, and parents for added support and school-wide consistency of distance learning instruction.
- 3 Recording all distance learning instruction to provide greater student support, especially for students who need to re-watch a class for concept review or those who were unable to attend the scheduled class.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Glacier High School Charter is a California public, personalized learning charter school that operates an independent study program for students in 9th-12th grade. We meet the needs of students who, together with their parents/guardians, have decided that a home-based style of education best suits them. This parent-led education, with parents assuming the role of teacher, creates an effective and successful environment for educating their children. Glacier High believes that incorporating and empowering parents within the educational process is critically important, and is an essential part of how we operate as a charter school. The parents' priorities, their leadership, and their daily hands-on involvement are essential to the progress and success of each student. This involvement is guided by a credentialed teacher who has also been trained as an advisor, counselor, and curriculum specialist. As an independent study, home-based program, students and their parents meet frequently with their assigned, credentialed Advising Teacher to discuss not only a student's academic progress, but also the well-being of each student. Our Advising Teachers, the student, and their parent/guardian work cooperatively and develop a strong relationship and trust with the family.

Through the middle of July, Glacier was prepared to open the 2020-21 school year with a combination of distance learning and in-person instruction. We were prepared to comply with all guidelines and regulations required by our County Health Department with COVID-19 mitigation measures in place to allow small class size instruction, mask wearing, social distancing to allow for 6 feet of distancing, and rigorous cleaning and sanitation efforts. Under this re-opening plan, all stakeholders would abide by the safety guidelines. Glacier would require all staff and families to wear a mask or face shield, hold meetings outside or in large open areas of our building or in a classroom, and be required to sign a form affirming that he/she was free of virus symptoms and have not been in close contact with anyone experiencing symptoms while on campus.

Students and parents are able to choose the Instructional delivery method that best supports student learning: participation in our small class on-site courses, distance learning only courses, online instruction through Edgenuity and/or Rosetta Stone, online community college courses, or a standards-aligned textbook curriculum format. These blended learning options allow our school to best support all students who choose to attend Glacier.

Formal and informal progress monitoring will be provided by Advising and classroom teachers. Grades will reflect students' performance and be reported on a monthly basis to students, parents, and the principal. In addition, student progress reports will be communicated to the high school counselor, Section 504 and SpEd Coordinator or RSP Teacher, and ELPAC Testing Coordinator as needed.

While staying abreast of state and county guidelines, Glacier prepared for the following in-person and distance learning instruction:

1. all in-person classes would have no more than 10 students, allowing for social distancing protocol
2. to accommodate enrollment numbers, multiple sessions of the same course were added
3. replaced Google Meet with Zoom for instruction delivery in distance learning courses
4. use of Google Classroom as our learning management system
5. recording of every distance learning class

Students and parents were sent class schedule information in June 2020, thinking that we'd be able to re-open the school year with the small class size option. When we were notified that school could not resume in-person instruction, we made every effort to keep the original class schedule of courses as much as we possibly could so that when state and county guidelines and regulations relaxed, we could essentially maintain the current schedule for purposes of continuity for a seamless transition back into in-person classes.

### **Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Glacier High purchased appropriate safety equipment (masks, face shields, plexiglass table dividers, thermometers) to support safe interactions between students, parents, and staff in classrooms, main building, and outdoors on our campus. | \$1,027.00  | Yes          |
| Glacier High purchased appropriate equipment and materials (hand sanitizers, disinfectant wipes, gloves, spray bottles, etc.) to maintain rigorous conditions of cleanliness.  |             |              |
| Glacier High purchased signage/posters to be posted in and outside our building (masks required, COVID-19 symptoms).   |             |              |
| Glacier High purchased shade cloth to provide outside meeting space.   |             |              |



| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Glacier High will follow rigorous safety protocols to ensure the well-being of students, parents, and staff while on campus. |             |              |

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Glacier High School created a distance learning course schedule that could be adapted to in-person instruction when the Governor's mandate specifies.

The Governor's mandate specifies that if a county has been on the state monitoring list within the last 14 days, the school must conduct distance learning. Therefore, until Madera County, in which Glacier resides, has been removed from the monitoring list for at least 14 days Glacier will operate a distance learning instructional program. To stay consistent, Glacier would operate its distance learning class schedule for the entire first semester of the school year.

Under this 2020-21 school year opening, students have the options of taking distance learning courses with our teachers, enrolling in Edgenuity, Rosetta Stone, and Online Community College courses, and/or instruction by the student's parent/guardian with a standards-aligned textbook curriculum. Teachers take attendance to students who are enrolled in distance learning classes and enrolled students are held accountable for all work assigned. Further, parents/guardians submit monthly attendance forms to their student's Advising Teacher. These attendance forms then are submitted to our secretary/registrar. It is worth noting that even when Glacier returns fully to in-person meetings and classes, our attendance protocol remains the same.

Teachers were given the option of reporting to their classroom/office on a daily basis or could conduct their work assignments from home.

Unduplicated students and students who are considered high risk (academically, social-emotional) are monitored frequently by their distance learning teacher, Advising Teacher, SpEd Coordinator/RSP Teacher, and the student's own parent/guardian. We have formal processes in place to closely monitor how students are doing academically, behaviorally, and socially/emotionally. We use a Student Support Plan to help identify students that are struggling academically, behaviorally or socially as early on in the academic year as possible, to provide a custom

tailored plan that is created together with the parent, to help students achieve progress in the identified areas of growth, and to provide documentation for future referrals (IEP or 504 Plans).

All teachers must send a monthly Progress Report to students and parents as well as the principal. Our SpEd Coordinator or RSP Teacher, when warranted, is also notified every month if a student is in academic danger. We also have a process for referring students to a Student Study Team (SST) meeting.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

### **FOR STUDENTS:**

Glacier will provide technology for students to use with distance learning and with all other learning options such as Edgenuity and Rosetta Stone.

All students are able to check out a Chromebook, charger, and headphones from the school as part of their curriculum and materials. If a student does not have reliable Internet at home, their parents notify the teacher, technology coordinator, or receptionist. For qualifying students needing internet access in their home, a local community internet service company allows families to apply for free or reduced cost Internet service. In addition, Glacier will assign a hotspot for the student (household).

### **FOR TEACHERS:**

All teachers are provided with either a desktop computer or a laptop (either a PC or Apple computer) of their preference.

Teachers who wish to provide remote instruction on our campus use their computer to connect with a Promethean board (an interactive panel) as their main set-up for teaching

Teachers also have access to a Chromebook to use as a supplemental device

Teachers have access to Document Cameras which they can use in their classroom on campus or can check-out to teach from their home.

All teachers have access to high-speed Internet on campus.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will participate in digital instruction and learning from home using Zoom, Google Classroom, Edgenuity, Rosetta Stone, Online Community College courses, and standards-aligned textbook curriculum. These various learning paths are personalized for every student based on how the student learns best and the types of supports each student needs. These supports are determined when the teacher, student, and his/her parent/guardian meet at the beginning of the school year. In addition, the SpEd and Section 504 Coordinator help guide the instructional decisions for students with disabilities.

Students have the option of enrolling in Glacier High's distance learning courses. Below are the courses and days/times they meet during Semester 1:

| Courses               | Days   | Times                     |
|-----------------------|--------|---------------------------|
| Integrated Math 1     | T/TH/F | 8:30-9:30                 |
| Integrated Math 1 A/B | T/TH/F | 10:00-11:00               |
| Integrated Math 2     | T/TH/F | 8:30-9:30                 |
| Integrated Math 3     | M/W    | 8:30-9:30                 |
| Pre-Calculus          | M/W    | 10:00-11:00               |
| Biology Lecture       | M      | 1:00-2:00                 |
| Biology Lab           | TH     | 11:30-12:30               |
| Chemistry Lecture     | M      | 1:00-2:00                 |
| Chemistry Lab         | TH     | 11:30-12:30               |
| World History         | M      | 11:30-12:30               |
| U.S. History          | M      | 10:00-11:00               |
| English 9             | M/W    | 11:30-12:30 / 10:00-11:00 |
| English 10            | M/W    | 10:00-11:00 / 8:30-9:30   |
| Leadership            | W      | 1:00-2:00                 |
| ROV                   | W      | 11:30-12:30               |
| CTE Computer Systems  | W      | 2:30-3:30                 |
| Academic Decathlon    | F      | 11:30-12:30               |
| Graphic Design        | W      | 2:30-3:30                 |
| Art 1 (A)             | T      | 8:30-9:30                 |
| Art 1 (B)             | T      | 10:00-11:00               |
| Art 2 (A)             | T      | 12:30-1:30                |
| Art 2 (B)             | T      | 2:00-3:00                 |

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In preparation for the 2020-21 school year, teachers participated in:

1. The Basics of Zoom training (August 10, 2020)
2. Advanced Zoom training (August 17, 2020)
3. Introduction to Google Classroom training (August 17, 2020) for those brand new to Google Classroom
4. Review of Google Classroom training (August 17, 2020)
5. Use of Document Cameras training (August 17, 2020)
6. Flipgrid training (August 17, 2020) which is a way to record videos and interact with students
7. Resources and apps that integrate well with Google Classroom (August 17, 2020)
8. Benchmark remote testing training for NWEA (August 24, 2020)

## 9. Processes and procedures for providing student supports (August 24, 2020)

In addition to the professional development days, Glacier's technology team continually supports our teachers by:

1. Sharing "how to" videos on trainings teachers have previously attended, but appreciate the refreshers
2. When teachers are having any difficulties with tech-related issues, they complete a form detailing the issue and submit it to our tech team. This allows all teachers to feel supported and have their issues resolved in a timely manner.

Glacier will continue providing teachers with professional development in effective distance learning practices and related professional learning to support our students' academic needs and social-emotional well-being. Teachers also collaborate regularly online to share effective practices for the distance learning classroom.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Our Distance Learning Expectations Handbook outlines the roles and responsibilities that all of our teachers will implement.

### Teacher Responsibilities

Instructional Delivery Methods: Scheduled Live Zoom Classes; Each class has at least one scheduled live class meeting time per week.

Recorded Classes: All Zoom classes are recorded, however attendance is taken during live sessions. Recorded class links should be posted in the Google Classroom.

Instructional Video Links: Teachers may post links to instructional videos in their Google Classroom that will replace or supplement student learning in that class.

Student Tutoring Sessions: Teachers will create individual or small group tutoring sessions for students that need additional help. These tutoring sessions are also recorded but may or may not be posted in Google Classroom. Many classes have at least one scheduled live tutoring session per week.

Teachers have access to the following distance learning instructional materials:

- Laptops
- Headphones
- Promethean boards
- White Boards
- Document cameras

Progress monitoring will be provided by the distance learning teacher as dictated by students' needs. Teachers are expected to provide all current IEP and Section 504 Plan accommodations during their distance learning classes. Teachers should contact the WSCS SpEd Coordinator and/or RSP Teacher and the Section 504 Coordinator as needed. We have a monthly Progress Reporting Process established for any student who is not having academic success in their distance learning course.

Similar to our policies of never working one on one with a student with a closed door, the following teacher and student safety guidelines should be in place in regards to virtual learning:

1. If there will only be 1-3 students (tutoring/small group/class), teachers will invite one site administrator and another teacher to the Zoom meetings.
2. Teachers will invite parents to attend Zoom meetings for small group instruction or tutoring
3. Teachers will record and save every class/tutoring session .
4. All Zoom links are available to site administrators. In addition, all teachers will end the Zoom meeting for all attendees when the class is finished . Students should not be alone in a Zoom meeting without adult supervision.

Teachers will:

Notify parents and principal of any behavior issues: Depending on behavior concern, students may be denied access to commenting, chatting, and joining live sessions . Students will still be required to watch all recorded classes and directly communicate with teachers.

Reply to a student's question and email within a 24 hour period window (on a school day) with the preferred method of communication by EMAIL, PARENT/STUDENT SQUARE or Zoom (audio only is fine).

Assign work that can be turned in virtually through their Google Classroom . They will post directions on how and when to turn in these assignments in their class syllabus.

Add/invite a parent/guardian for each student into Google Classroom

Continue their normal grading policies and procedures

Email students a monthly progress report

Send school principal a monthly gradebook summary report of each class

If a student is not passing a class, the teacher will reach out to the student's parent/legal guardian and document communication. This documentation will be provided to the principal.

Teachers are able to offer guidance to students regarding late assignments if students are having difficulties turning in work

Teachers are able to help connect students to our tech support

Teachers will monitor attendance regardless of distance learning or in-person.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Progress monitoring will be on-going for students with unique needs at all grade levels. Because of our personalized learning school model, all teachers meet regularly with the student and his/her parent/guardian to monitor progress and determine students' needs for intervention and additional supports. Determination of those needs are assessed formally and informally. For example, measures may include benchmark or state data, progress grades, work records, class attendance, and observations. Teachers respond to feedback given to them by their students and parents. When warranted, we hold Student Study Team meetings and hold Section 504 and I.E.P. review meetings when we determine that a student needs further help and support. All Glacier teachers received training on our Student Support Plan's process and procedures for identifying any student with unique needs.

## Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| 1. Devices: Chromebooks made available for all students who need a device to access distance learning at home.<br>2. Additional Technology to Support Distance Learning: desktop computer cameras, document cameras, headsets, and laptops/devices for staff.<br>3. Assistive technology for Students with Disabilities to access distance learning instruction from home (for hearing impaired students)<br>4. Maintained teaching and support staffing (high school counselor, SpEd teachers, ELD Coordinator, library, custodial, IT, and office staff) | \$10,670.00 | Yes          |

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

To determine learning loss that resulted during COVID-19 of the 2019-20 school year with the 2020-21 school year, Glacier High identifies and addresses gaps in learning through multiple measures. To measure current learning loss, Glacier gathers available assessment data on students using NWEA benchmark testing from the 2019-20 school year for math or reading and compares that data with testing results we receive from NWEA benchmark data that's administered to students by the end of September of the 2020-21 school year. Reviewing academic growth, the 2019-20 academic growth will be compared to what would have constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area (math or reading) will be considered learning loss for 2019-20. The NWEA benchmark assessments are also administered to students at the end of the 2020-21 school year.

Additional measures we review as it pertains to learning loss include, but are not limited to, ELPAC scores, previous years' grade reports, as well as any special education evaluations. Formal Progress Report process and our Student Support Plan procedure, providing on-going documentation throughout the school year by teachers to determine students' needs for intervention and additional supports. This not only provides support for all Glacier students, but for our unduplicated population.

Because we know that social-emotional factors can impact learning loss, we also use informal assessment through teacher observation, attendance, grades, and of critical importance is the relationships we build between teachers, students, and parents who meet regularly to review student work, goal setting, and discussion. This is at the core of our school's personalized learning program.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Glacier High will address learning loss and accelerate learning progress for all students, including English Learners, low-income, foster youth, those with exceptional needs and those experiencing homelessness by the following strategies:

1. Use of Google Classroom as the Learning Management System
2. Frequent teacher, student, and parent collaboration
3. Instructional methods (Zoom, online curriculum, independent study curriculum options) that best support students' needs
4. Targeted, structured tutoring support for individual students
5. Specific supports for students with IEPs or English Learners
6. Targeted reading and math support with Edgenuity based on NWEA benchmark scores
7. Our Student Support Plans document student interventions and goals and are reviewed monthly by the Advising Teacher with the student and his/her parent/guardian

8. Monthly Progress Reporting gets communicated to all students, parents, principal, and Section 504 Coordinator or SpEd Coordinator, when warranted
9. Professional development, teacher collaboration, and monthly staff meetings to discuss effective strategies to help students succeed

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Our goal at Glacier is to provide effective support to all students. The effectiveness of the services and supports Glacier provides to address learning loss will be measured by our on-going collaboration between the teacher, student, and parent. In addition, benchmark testing, our Student Support Plan process along with monthly progress reporting allows us to closely monitor student learning.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description                                     | Total Funds | Contributing |
|---|-------------|--------------|
| Glacier purchased Zoom licenses for school use. | \$675.00    | Yes          |

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Glacier High School recognizes that all students, their parents, and staff have been affected in one way or another by the COVID-10 pandemic. We have focused our attention on delivering supports for our school community to ensure a successful and productive 2020-21 school year.

For Students:

All students, and in particular those experiencing trauma or negative social-emotional situations are supported by:

1. Our school model of personalized learning and strong partnerships: this means that our teachers, students and their parents stay closely connected and in communication. As teachers hold one-on-one family meetings on a regular, frequent basis, the social and emotional well-being of students are discussed throughout the school year. This affords our teachers expedient, first-hand knowledge of how each student is feeling and coping. Issues are usually brought to our attention by the student's parent in these meetings.
2. We connect families and students to resources based on assessed needs



3. We fulfill all mandated reporter duties
4. Teachers can begin a Student Study Team process and include other teachers, specialists, and support staff to provide ideas and support to students
5. Teachers conduct routine check-ins when they know a student is struggling.
6. Glacier has a Suicide Prevention Policy, adopted in May 2017.
7. All Students have access to technology support
8. Glacier's distance learning class schedule was designed with students in mind. We've kept classes to a 1 hour time limit in order to keep students engaged and spread the classes out so that students were not sitting in front of a computer for an entire school day.

For Teachers & Support Staff:

1. Glacier teachers have participated in professional development activities tied to distance learning in order to strengthen their ability to teach students and thereby lessening the possibility of anxiety-related issues.
2. All teachers and staff have technology support when an issue arises.
3. We permitted our teachers and support staff to choose where they felt most comfortable working: from their home or in their office or classroom at the school site.
4. Staff connects with their co-workers frequently for support and during staff meetings on Zoom.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Glacier sends clear and frequent communications to all of our families. Families were sent a notice by our Executive Director on August 6, 2020 that included a description for our 2020-21 school opening. This guidance takes into consideration all of the recommendations from the State and Local Madera County Public Health requirements. The notice described updates to our building, general guidance for students and families, and our scheduled in-person classes commencing to a distance learning model.

To support student and family engagement, Glacier uses the following communication methods:

1. Our school-wide communication system called Parent Square
2. Our school's Website which includes attendance and other important forms, school calendars, announcements, newsletters, and a variety of resources
3. Zoom sessions, email, and telephone between administration, teachers, parents, and students
4. Staff, students, and parents have access to technology support

During school closure in the spring from the COVID-19 pandemic, Glacier met the numerous challenges with effectively monitoring attendance and engagement. From this experience, Glacier planned and improved practices to enhance communication and engagement with our students and parents/guardians. We implemented a Distance Learning Handbook to effectively communicate the responsibilities and expectations of our distance learning program. Attendance and engagement monitoring include: participation in online and distance learning classes, monthly staff meetings, teachers given time to connect with their co-workers, our Student Support Plan process which include assigning appropriate interventions when needed, and regularly scheduled meetings that happen between the student, his/her parent, and Advising Teacher. In addition, connecting students and families to resources, such as technology supports.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

In August 2019, Glacier High School Charter began a meal program for the first time. Glacier purchased this meal program from our operating budget, not with State or Federal Funding assistance. We use a vending machine that we stock with milk and ready-to-go USDA-approved school breakfast meals. These meals are available at no cost to any student qualifying as Free or Reduced Meal status. Further, these meals are available to all other students at our school at minimal cost.

When the school shutdown occurred, families enrolled at Glacier were notified, by our school communication system Parent Square, that our packaged breakfasts were now available for any family with pick-up at our school campus, irregardless of their ability to pay. Our packaged meals were placed for easy retrieval on tables inside and outside of our building, available to all of our families. In addition, our local partner school districts (YUSD and FUSD) provided school breakfast and lunch for any child in the community, up to the age 18, for any child living in the community at no charge. This meal service operated Monday through Friday throughout school closures.

For the 2020-21 school year, our meal program is once again available for any student who is eligible for Free or Reduced meals.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

| Section          | Description  | Total Funds | Contributing |
|------------------|--|-------------|--------------|
| School Nutrition | Glacier's breakfast program which provides a daily meal to qualifying students at no cost. | \$900.00    | Yes          |

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 6.18%%                                     | 49,702.00  |

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

All students enrolled in Glacier High School receive equal access to all necessary educational resources and programs. Glacier High School:

1. Ensures all Students with Disabilities are included in all offerings of our school education model through our I.E.P. or Section 504 process to customize their education and provide necessary support.
2. Ensures that assistive technology for Students with Disabilities is accessible for distance learning instruction from home.
3. Ensures all our unduplicated pupil populations are included and receive all offerings of our school education model through the Student Support Plan and Student Study Team processes.

4. Ensures all our unduplicated pupil populations have all necessary support materials to meet their needs such as, Chromebooks, headphones, IT support, curriculum, and additional learning materials for success.
5. Ensures that contact is made with parents/students to determine if they have special or unmet needs for accessing distance learning, including technology needs or Wi-Fi hotspots on a case-by-case basis.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Glacier High School uses all funding in a "school wide" manner. All students in Glacier High School receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources, supplemental or otherwise, relative to their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title  | Email and Phone            |
|-------------------------------------|-------------------------|----------------------------|
| Mountain Home School Charter        | Michael Cox<br>Director | Director<br>559--642--1422 |

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic and the Governor's mandates in March 2020 impacted all schools in California. Mountain Home School abided by a series of ever changing communications from the Governor, adjusting our program as mandated. On March 12, 2020, the Governor issued Executive Order N-25-20 limiting all public gatherings to less than 250. We emailed our WSCS Board of Directors, all staff, and families that upcoming field trips and school planned events would be suspended through April 13th. On March 13th, we sent another notice to our stakeholders that additional changes at Mountain Home were being made because of the Governor's issued Executive Order N-26-20 (guaranteeing funding for schools) and because all Madera County schools were closing. This stakeholder communication stated that all Mountain Home's in-person classes would stop beginning March 23rd through April 13, 2020. By Monday, March 16, we directed all teachers to stop holding in-person, student and parent Advising Meetings; All Advising meetings were now to be conducted by phone, email, or video conference. On March 19, Governor Newsom issued Executive Order N-33-20 calling for all Californians to stay home. We again emailed all of our Mountain Home families that our teachers would no longer be reporting in at the school's campus, but directed to work from home.

Between March 13 and March 20, our math teachers participated in online delivery training in preparation for continuing student math instruction offerings. In addition, guidelines for cleaning and disinfecting our buildings, expectations for teachers and students, and attendance and grading procedures were planned, communicated, and executed.

We initially thought that this shutdown would not extend past April 13th. Once the decision was made to not reopen Mountain Home for the remainder of the school year, our primary concern centered on two main components: how to best continue serving the needs of all of our students' academic, social-emotional, and nutritional needs as well as their parents/guardians who provide the daily guidance for their student, and second, how to protect the health of our Advising Teachers and all support staff while they conducted their assigned duties within the organization by continuing to provide the support to students and their parents with the least disruption. We also began planning for enrichment classes to begin in distance learning.

Though officially closed, we were able to essentially continue our normal school operation, that of personalized learning through independent study, while putting into place a variety of measures to mitigate first, the school's spring closure and second, consideration for the upcoming school year opening with a Distance Learning approach. The affect of this shutdown changed a few of our practices, but the core of our program stayed intact. Below are the various practices established:

**1. Health and Safety: Assurance and Guidance for all Students, Families, and Staff**

Everyone coming to the school site must be free of Covid-19 symptoms and will need to sign-in each day affirming that they are free of symptoms.

Everyone 3rd grade and above are required to wear a mask or face shield while inside school buildings. The only exception is when a teacher or support staff is alone in an office or a room.

While at school we maintain social distancing.

We are recommending a preference that Advising meetings between students and parents with a teacher be done virtually by Zoom.

However, if meetings are conducted in person at school, we ask that:

Everyone maintain social distancing, wear a mask or face shield, and the meeting will be conducted outside or in a large, open area or classroom.

An enhanced protocol was established for cleaning and disinfecting all hard surfaces within our building to limit potential virus contamination; twice daily cleaning and disinfecting of all tables, chairs, door handles, and bathrooms carried out.

A licensed contractor was hired to build a large mailbox for placement outside to the entrance of our building so that students and parents could submit forms and student work records without having to enter our building.

We allowed our teachers to choose whether they wanted to conduct business from their home or work in their office on campus.

Communications between teachers and their students and parents changed from in-person to virtual, either by Google Meets, Zoom, phone, or email whenever possible.

Masks, face shields, and bottles of disinfectant were provided to all staff.

Plexiglass shields, as safety barriers, were purchased and placed on tables inside and outside our building, and where needed, hung in our library and at our reception areas.

Shade cloth was installed in order to move tables and meetings outside when video conference meetings couldn't occur; meetings held outside or in a more open area of the building

**2. Breakfast Program:** In August 2019, Mountain Home School Charter began a meal program for the first time. We used a vending machine that we stocked with milk and ready-to-go USDA-approved school breakfast meals. These meals were available at no cost to any student qualifying as Free or Reduced Meal status. Further, these meals were available to all other students at our school at minimal cost. When the school shutdown occurred in the spring, families enrolled at Mountain Home were notified by our school communication system Parent Square, that our packaged breakfasts were available for any family with pick-up at our school campus. In addition, our local partner school districts (YUSD and FUSD) provided school breakfast and lunch for any child in the community, up to the age 18, irregardless of what school the child attended. This meal service operated Monday through Friday throughout school closures. With our 2020-21 school year opening with Distance Learning, we continue to offer our meal program to any qualifying student.

**3. Professional Development:** Teachers were required to attend professional development that focused on strategies and resources to improve distance learning. Our technology team provided this training. In addition to multiple days of virtual learning training this past spring,

all teachers received further training to improve and facilitate the best distance learning instruction for students. This professional development occurred before and during the first week of the 2020-21 school year. The basic fundamentals for running ZOOM meetings and classes was held on one day with advanced ZOOM platform training held on a second day. Mountain Home purchased new Document Cameras and we held a training session on how to use these. Teachers were also trained on Google Classroom and how to use Flipgrid, which is a tool teachers can use to upload instructional videos to show students during instruction. Finally, we've held administrative and staff meetings so that discussion and collaboration with one another is prioritized.

4. Commitment to Students: Because Glacier operates an Independent Study program of Personalized Learning, we work cooperatively with parents and students to ensure that curricular and instructional pieces are built around each student's needs, abilities, and interests. The personalized learning model allows us to serve all pupils, including those with diverse learning needs such as English learners, foster youth, and low-income. This allows Glacier to tailor the education methods best suited to the needs of each individual student. Regardless of socioeconomic status, limited English, or those in foster care, this population of students are in frequent contact with their assigned, credentialed Advising Teacher.

Our standards-aligned curriculum includes integrated learning models for EL students. In addition, every student under our care whether EL, foster youth, and/or low-income is provided with a credentialed advising teacher who works closely with the student and his/her parent on a frequent, regular basis providing needed guidance and support. All unduplicated students have access to weekly distance learning classes which serve as added supports. Of our total enrollment numbers at the start of the 2020-21 school year, 40.25% make up our unduplicated pupil population.

Mountain Home also recognizes the special needs of our students with disabilities. Individual progress monitoring is maintained by our Special Education (SpEd) Coordinator and RSP Teacher ensuring that compliance and annual goals are met. Close collaboration between the SpEd team, Advising Teacher, high school counselor, and a student's parent/guardian ensures that the needs of the student are addressed. Through distance learning, the same level of supports are used to assist students with disabilities.

With our school model and constant communication and collaboration between teachers, support staff, students, and parents, any student needing additional services are easily identified. For example, if students need technology support, we have a process whereby students or parents complete a request form which is sent to our technology team. They in turn provide needed training or exchange a non-working device with a replacement. For a few students needing internet access in their home, a local community internet service company offers financial help to families with economic hardship.

5. Program and Distance Learning Model: As an independent study, personalized learning public charter school, a unique blended classroom and non-classroom based educational model that is tailored to the needs and interests of each individual student, Mountain Home continues to provide the same high-quality educational option to students. We work cooperatively with parents and students to ensure that curricular and instructional pieces are built around each student's needs, abilities, and interests. Our teaching staff meet with parents and students by either telephone, email, or video conference on a regular weekly and/or monthly basis. Administrative and staff meetings are held regularly via video conference to connect with members of our school team. In addition:

Every student is issued a chromebook and headphones;

Every student can access and receive tech support;



Every student is provided textbooks and materials for learning success

Planning for the 2020-21 school year, Mountain Home School Charter is following all state directives for the health and safety of all stakeholders. We discussed, collaborated with our teachers and technology team, wrote, and implemented a Distance Learning Handbook for teachers, students, and parents. As stated in the document's introduction: "WSCS has created this Distance Learning Handbook to help effectively communicate with parents, students and staff the responsibilities and practices of our Distance Learning program. We understand that this method of learning is new and may be challenging. We were hoping to be able to have onsite class options for all of our students. Unfortunately, at the time of this writing, Fresno and Madera County are both on the COVID-19 Watchlist and are not allowed to provide onsite instruction."

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The following groups participated in surveys and/or feedback sessions, of meaningful stakeholder input for the understanding of needs and solutions to comment and make informed decisions:

District and School Administration

Teachers

Classified Staff

Western Sierra Charter Schools Board made up of parents, community members, and teachers

Parents and students who are in close communication with teachers, classified support staff and administrative personnel.

COVID-19 school closure-related updates to all stakeholders, led by Mountain Home's Executive Director, began on March 12 and continues as regular state level guidance changes. We made every effort to reach all of our stakeholders and for those without Internet access, phone calls were made. In addition to the frequent communications held between students, parents, and teaching staff, the following stakeholder meetings took place:

March 27 - Mountain Home Staff Meeting

March 31 - Mountain Home Staff Meeting

March 31 - Western Sierra Charter Schools Governing Board Meeting

April 14 - Mountain Home Staff Meeting

April 30 - Administrative Meeting

May 1 - All Staff Meeting

May 6 - Administrative Meeting

May 14 - Administrative Meeting



May 19 - Administrative Meeting  
May 20 - Mountain Home Staff Meeting  
May 21 - Western Sierra Charter Schools Governing Board Meeting  
May 26 - Administrative Meeting  
June 4 - Mountain Home Staff Meeting  
June 16 - Western Sierra Charter Schools Governing Board Meeting  
June 23 - Administrative Meeting

[A description of the options provided for remote participation in public meetings and public hearings.]

1. All Western Sierra Charter Schools Board meetings met virtually, were broadcast live, and recorded.
2. All Advising Teachers held video conference meetings with parents and students on a regular basis.
3. All Staff and Administrative meetings were held regularly in live ZOOM meetings.
4. SELPA meetings continued to be held on a regular basis in live ZOOM meetings.
5. Annual I.E.P. and Section 504 meetings continued being held by video conference for Students with Disabilities.
6. Parents reached out to their student's Advising Teacher and Principal via phone call or email to address technology access concerns for their student, as well as social-emotional concerns or trauma their student was experiencing.

[A summary of the feedback provided by specific stakeholder groups.]

#### Student and Parent Feedback:

Outreach to families was extensive. In the course of frequent interactions with teachers, most students expressed how much they missed the camaraderie seeing their peers in-person. However, students were happy that they could connect during virtual classes. While all Glacier students were provided chromebooks and headphones, some frustrations arose with managing technology issues, Internet connections, and the virtual classroom platform itself, with some students requesting paper/pencil assignments for ease of use. And while the majority of students demonstrated a comfort ability with technology, many of their parents did not.

#### Teachers, Classified Staff, and Administrator Feedback:

A common theme among all school personnel was the importance of maintaining our school's day to day operation and program offerings in this virtual environment we found ourselves in to the extent possible. Establishing daily school routines for distance learning were recommended as a way to help students understand the continued importance of the work they were doing, despite not being in the classroom. Teachers described missing students and the rapport they had built over time through in-person interactions. Distance learning also gave teachers a heightened awareness of the need to provide students with additional support services. During staff meetings, teachers shared concerns about students feeling depressed or unmotivated to complete their assignments. In regards to instructional strategies, teachers appreciated the abundance of trainings and resources offered to them, but shared that the amount of information being delivered to them was at times overwhelming. Technology was also a challenge for some teaching staff, and many turned to their peers for additional assistance. We also recognized the need to limit the variation in our delivery of instruction and implementation of programs. For example, some teachers were using Google Meets, some Zoom only, and not all teachers were using the Google Classroom platform.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Key takeaways from our stakeholders influenced Mountain Home's Learning Continuity and Attendance Plan. These included:

1. Addressing the common frustrations expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning. Therefore, we are providing further professional development and resources to teachers, and technology help videos along with a tech help system that staff, students, and parents can use when they need troubleshooting,
  2. Creating a Distance Learning Handbook detailing clear expectations of teachers, students, and parents for added support and school-wide consistency of distance learning instruction.
  - 3 Recording all distance learning instruction to provide greater student support, especially for students who need to re-watch a class for concept review or those who were unable to attend the scheduled class.
- Student and Parent Feedback:

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Mountain Home School Charter is a California public, personalized learning charter school that operates an independent study program for students in grades TK-8. We meet the needs of students who, together with their parents/guardians, have decided that a home-based style of education best suits them. This parent-led education, with parents assuming the role of teacher, creates an effective and successful environment for educating their children. Mountain Home believes that incorporating and empowering parents within the educational process is critically important, and is an essential part of how we operate as a charter school. The parents' priorities, their leadership, and their daily hands-on involvement are essential to the progress and success of each student. This involvement is guided by a credentialed teacher who has also been trained as an advisor, counselor, and curriculum specialist. As an independent study, home-based program, students and their parents meet frequently with their assigned, credentialed Advising Teacher to discuss not only a student's academic progress, but also the well-being of each student. Our Advising Teachers, the student, and their parent/guardian work cooperatively and develop a strong relationship and trust with the family.

Through the middle of July, Mountain Home was prepared to open the 2020-21 school year with a combination of distance learning and in-person instruction. We were prepared to comply with all guidelines and regulations required by our County Health Department with COVID-19 mitigation measures in place to allow small class size instruction, mask wearing, social distancing to allow for 6 feet of distancing, and

rigorous cleaning and sanitation efforts. Under this re-opening plan, all stakeholders would abide by the safety guidelines. Mountain Home would require all staff and families to wear a mask or face shield, hold meetings outside or in large open areas of our building or in a classroom, and be required to sign a form affirming that he/she was free of virus symptoms and have not been in close contact with anyone experiencing symptoms while on campus.

Students and parents are able to choose the Instructional delivery method that best supports student learning: participation in our small on-site math or enrichment classes, online instruction through Edgenuity, or a standards-aligned textbook curriculum format. These blended learning options allow our school to best support all students who choose to attend Mountain Home.

Formal and informal progress monitoring will be provided by Advising and classroom teachers. Grades, for students who enroll in our math courses, will reflect students' performance and be reported on a monthly basis to students, parents, and the principal. In addition, student progress reports will be communicated to the Section 504 and/or SpEd Coordinator or RSP Teacher, and ELPAC Testing Coordinator as needed.

While staying abreast of state and county guidelines, Mountain Home prepared for the following in-person and distance learning instruction:

1. all in-person classes would have no more than 10 students, allowing for social distancing protocol
2. to accommodate enrollment numbers, multiple sessions of the same class were added
3. replaced Google Meet with Zoom for instruction delivery in distance learning classes
4. use of Google Classroom as our learning management system
5. recording of every distance learning class

Students and parents were sent class schedule information in June 2020, thinking that we'd be able to re-open the school year with the small class size option. When we were notified that school could not resume in-person instruction, we made every effort to keep the original class schedule of courses as much as we possibly could so that when state and county guidelines and regulations relaxed, we could essentially maintain the current schedule for purposes of continuity for a seamless transition back into in-person classes.

### **Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Mountain Home purchased appropriate safety equipment (masks, face shields, plexiglass table dividers, thermometers) to support safe interactions between students, parents, and staff in classrooms, main building, and outdoors on our campus.<br>Mountain Home purchased appropriate equipment and materials (hand sanitizers, disinfectant wipes, gloves, spray bottles, etc.) to maintain rigorous conditions of cleanliness.<br>Mountain Home purchased signage/posters to be posted in and outside our building (masks required, COVID-19 symptoms).<br>Mountain Home purchased shade cloth to provide outside meeting space.<br>Mountain Home will follow rigorous safety protocols to ensure the well-being of students, parents, and staff while on campus. | \$2,601.00  | Yes          |

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
|             |             |              |

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Mountain Home School created a distance learning math course and enrichment class schedule that could be adapted to in-person instruction when the Governor's mandate specifies. The Governor's mandate specifies that if a county has been on the state monitoring list within the last 14 days, the school must conduct distance learning. Therefore, until Madera County, in which Mountain Home resides, has been removed from the monitoring list for at least 14 days we will operate a distance learning instructional program. To stay consistent, Mountain Home would operate its distance learning class schedule for the entire first semester of the school year.

Under this 2020-21 school year opening, students have the options of taking distance learning classes with our teachers, enrolling in Edgenuity, and/or instruction by the student's parent/guardian with a standards-aligned textbook curriculum. Parents/guardians submit monthly attendance forms to their student's Advising Teacher. These attendance forms then are submitted to our secretary/registrar. It is worth noting that even when Mountain Home returns fully to in-person meetings and classes, our attendance protocol remains the same.

Teachers were given the option of reporting to their classroom/office on a daily basis or could conduct their work assignments from home.

Unduplicated students and students who are considered high risk (academically, social-emotional) are monitored frequently by their distance learning teacher, Advising Teacher, SpEd Coordinator/RSP Teacher, and the student's own parent/guardian. We have formal processes in place to closely monitor how students are doing academically, behaviorally, and socially/emotionally. We use a Student Support Plan to help identify students that are struggling academically, behaviorally or socially as early on in the academic year as possible, to provide a custom tailored plan that is created together with the parent, to help students achieve progress in the identified areas of growth, and to provide documentation for future referrals (IEP or 504 Plans).

Our grades 5-8 math course teachers send a monthly Progress Report to students and parents as well as the principal. Our SpEd Coordinator or RSP Teacher, when warranted, is also notified every month if a student is in academic danger. We also have a process for referring students to a Student Study Team (SST) meeting.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

### FOR STUDENTS:

Mountain Home will provide technology for students to use with distance learning and with all other learning options such as Edgenuity and Lexia Learning.

All students are able to check out a Chromebook, charger, and headphones from the school as part of their curriculum and materials.

If a student does not have reliable Internet at home, their parents notify the teacher, technology coordinator, or receptionist. For qualifying students needing internet access in their home, a local community internet service company allows families to apply for free or reduced cost Internet service.

### FOR TEACHERS:

All teachers are provided with either a desktop computer or a laptop (either a PC or Apple computer) of their preference.

Teachers who wish to provide remote instruction on our campus use their computer to connect with a Promethean board (an interactive panel) as their main set-up for teaching

Teachers also have access to a Chromebook to use as a supplemental device

Teachers have access to Document Cameras which they can use in their classroom on campus or can check-out to teach from their home.

All teachers have access to high-speed Internet on campus.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will participate in digital instruction and learning from home using Zoom, Google Classroom, Edgenuity, and/or Lexia Learning, or opt for non-virtual instructional learning using standards-aligned textbook curriculum. These various learning paths are personalized for every student based on how the student learns best and the types of supports each student needs. These supports are determined when the teacher, student, and his/her parent/guardian meet at the beginning of the school year. In addition, the SpEd and Section 504 Coordinator help guide the instructional decisions for students with disabilities.

Elementary Students have the option of enrolling in Mountain Home's distance learning math courses or enrichment classes. Below are the class offerings for Semester 1 for students in grades TK-8:

The following Math Course Classes are available to students and held 3 days per week with additional days if students need tutoring:

1. Grade 5 Math
2. Grade 6 Math
3. Grade 7 Math
4. Grade 8 Math

The following enrichment classes are available to students in grades TK through 8th:

1. Thematic teaching classes, which incorporate language arts, history, science, math, and art topics, are offered once each week to students in every grade level
2. Academic Pentathlon offered to students in grades 7 and 8

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In preparation for the 2020-21 school year, teachers participated in:

1. The Basics of Zoom training (August 10, 2020)
2. Advanced Zoom training (August 17, 2020)
3. Introduction to Google Classroom training (August 17, 2020) for those brand new to Google Classroom
4. Review of Google Classroom training (August 17, 2020)
5. Use of Document Cameras training (August 17, 2020)
6. Flipgrid training (August 17, 2020) which is a way to record videos and interact with students
7. Resources and apps that integrate well with Google Classroom (August 17, 2020)
8. Benchmark remote testing training for NWEA (August 24, 2020)
9. Processes and procedures for providing student supports (August 24, 2020)

In addition to the professional development days, Mountain Home's technology team continually supports our teachers by:

1. Sharing "how to" videos on trainings teachers have previously attended, but appreciate the refreshers
  2. When teachers are having any difficulties with tech-related issues, they complete a form detailing the issue and submit it to our tech team.
- This allows all teachers to feel supported and have their issues resolved in a timely manner.

Mountain Home will continue providing teachers with professional development in effective distance learning practices and related professional learning to support our students' academic needs and social-emotional well-being. Teachers also collaborate regularly online to share effective practices for the distance learning classroom.

## **Staff Roles and Responsibilities**

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Our Distance Learning Expectations Handbook outlines the roles and responsibilities that all of our teachers will implement.

Teacher Responsibilities

Instructional Delivery Methods: Scheduled Live Zoom Classes; Each class has at least one scheduled live class meeting time per week.

Recorded Classes: All Zoom classes are recorded, however attendance is taken during live sessions. Recorded class links should be posted in the Google Classroom.

Instructional Video Links: Teachers may post links to instructional videos in their Google Classroom that will replace or supplement student learning in that class.

Student Tutoring Sessions: Teachers will create individual or small group tutoring sessions for students that need additional help. These tutoring sessions are also recorded but may or may not be posted in Google Classroom. Many classes have at least one scheduled live tutoring session per week.

Teachers have access to the following distance learning instructional materials:

- Laptops
- Headphones
- Promethean boards
- White Boards
- Document cameras

Progress monitoring will be provided by the distance learning teacher as dictated by students' needs. Teachers are expected to provide all current IEP and Section 504 Plan accommodations during their distance learning classes. Teachers should contact the WSCS SpEd Coordinator and/or RSP Teacher and the Section 504 Coordinator as needed. We have a monthly Progress Reporting Process established for any student who is not having academic success in their distance learning course.

Similar to our policies of never working one on one with a student with a closed door, the following teacher and student safety guidelines should be in place in regards to virtual learning:

1. If there will only be 1-3 students (tutoring/small group/class), teachers will invite one site administrator and another teacher to the Zoom meetings.
2. Teachers will invite parents to attend Zoom meetings for small group instruction or tutoring
3. Teachers will record and save every class/tutoring session .
4. All Zoom links are available to site administrators. In addition, all teachers will end the Zoom meeting for all attendees when the class is finished. Students should not be alone in a Zoom meeting without adult supervision.

Teachers will:



Notify parents and principal of any behavior issues: Depending on behavior concern, students may be denied access to commenting, chatting, and joining live sessions . Students will still be required to watch all recorded classes and directly communicate with teachers.

Reply to a student's question and email within a 24 hour period window (on a school day) with the preferred method of communication by EMAIL, PARENT/STUDENT SQUARE or Zoom (audio only is fine).

Assign work that can be turned in virtually through their Google Classroom . They will post directions on how and when to turn in these assignments in their class syllabus.

Add/invite a parent/guardian for each student into Google Classroom

Continue their normal grading policies and procedures

Email students a monthly progress report

Send school principal a monthly gradebook summary report of each class

If a student is not passing a class, the teacher will reach out to the student's parent/legal guardian and document communication. This documentation will be provided to the principal.

Teachers are able to offer guidance to students regarding late assignments if students are having difficulties turning in work

Teachers are able to help connect students to our tech support

Teachers will monitor attendance regardless of distance learning or in-person.

## **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Progress monitoring will be on-going for students with unique needs at all grade levels. Because of our personalized learning school model, all teachers meet regularly with the student and his/her parent/guardian to monitor progress and determine students' needs for intervention and additional supports. Determination of those needs are assessed formally and informally. For example, measures may include benchmark or state data, progress grades, work records, class attendance, and observations. Teachers respond to feedback given to them by their students and parents. When warranted, we hold Student Study Team meetings and hold Section 504 and I.E.P. review meetings when we determine that a student needs further help and support. All Mountain Home teachers received training on our Student Support Plan's process and procedures for identifying any student with unique needs.



**Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| 1. Devices: Chromebooks made available for all students who need a device to access distance learning at home.<br>2. Additional Technology to Support Distance Learning: desktop computer cameras, document cameras, headsets, and laptops/devices for staff.<br>3. Assistive technology for Students with Disabilities to access distance learning instruction from home (for hearing impaired students)<br>4. Maintained teaching and support staffing (high school counselor, SpEd teachers, ELD Coordinator, library, custodial, IT, and office staff) | \$26,540.00 | Yes          |

**Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

To determine learning loss that resulted during COVID-19 of the 2019-20 school year with the 2020-21 school year, Mountain Home School identifies and addresses gaps in learning through multiple measures. To measure current learning loss, we gather available assessment data on students using NWEA benchmark testing from the 2019-20 school year for math and reading and compares that data with testing results we receive from NWEA benchmark data that is administered to students by the end of September of the 2020-21 school year. Reviewing academic growth, the 2019-20 academic growth will be compared to what would have constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area (math or reading) will be considered learning loss for 2019-20. The NWEA benchmark assessments are also administered to students at the end of the 2020-21 school year.

Additional measures we review as it pertains to learning loss include, but are not limited to, ELPAC scores, previous years' grade reports, as well as any special education evaluations. Formal Progress Report process and our Student Support Plan procedure, providing on-going documentation throughout the school year by teachers to determine students' needs for intervention and additional supports. This not only provides support for all Glacier students, but for our unduplicated population.

Because we know that social-emotional factors can impact learning loss, we also use informal assessment through teacher observation, attendance, grades, and of critical importance is the relationships we build between teachers, students, and parents who meet regularly to review student work, goal setting, and discussion. This is at the core of our school's personalized learning program.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Mountain Home School will address learning loss and accelerate learning progress for all students, including English Learners, low-income, foster youth, those with exceptional needs and those experiencing homelessness by the following strategies:

1. Use of Google Classroom as the Learning Management System
2. Frequent teacher, student, and parent collaboration
3. Instructional methods (Zoom, online curriculum, independent study curriculum options) that best support students' needs
4. Targeted, structured tutoring support for individual students
5. Specific supports for students with IEPs or English Learners
6. Targeted reading and math support with Edgenuity based on NWEA benchmark scores
7. Our Student Support Plans document student interventions and goals and are reviewed monthly by the Advising Teacher with the student and his/her parent/guardian
8. Monthly Progress Reporting gets communicated to all students, parents, principal, and Section 504 Coordinator or SpEd Coordinator, when warranted
9. Professional development, teacher collaboration, and monthly staff meetings to discuss effective strategies to help students succeed

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Our goal at Mountain Home is to provide effective support to all students. The effectiveness of the services and supports Mountain Home provides to address learning loss will be measured by our on-going collaboration between the teacher, student, and parent. In addition, benchmark testing, our Student Support Plan process along with monthly progress reporting allows us to closely monitor student learning.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Mountain Home School purchased Zoom licenses for school use. | \$1,710.00  | Yes          |

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Mountain Home School recognizes that all students, their parents, and staff have been affected in one way or another by the COVID-10 pandemic. We have focused our attention on delivering supports for our school community to ensure a successful and productive 2020-21 school year.

## For Students:

All students, and in particular those experiencing trauma or negative social-emotional situations are supported by:

1. Our school model of personalized learning and strong partnerships: this means that our teachers, students and their parents stay closely connected and in communication. As teachers hold one-on-one family meetings on a regular, frequent basis, the social and emotional well-being of students are discussed throughout the school year. This affords our teachers expedient, first-hand knowledge of how each student is feeling and coping. Issues are usually brought to our attention by the student's parent in these meetings.
2. We connect families and students to resources based on assessed needs
3. We fulfill all mandated reporter duties
4. Teachers can begin a Student Study Team process and include other teachers, specialists, and support staff to provide ideas and support to students
5. Teachers conduct routine check-ins when they know a student is struggling.
6. Mountain Home has a Suicide Prevention Policy, adopted in May 2017.
7. All Students have access to technology support
8. Mountain Home's distance learning class schedule was designed with students in mind. We've kept classes to a 1 hour time limit in order to keep students engaged and spread the classes out so that students were not sitting in front of a computer for an entire school day.

## For Teachers & Support Staff:

1. Mountain Home teachers have participated in professional development activities tied to distance learning in order to strengthen their ability to teach students and thereby lessening the possibility of anxiety-related issues.
2. All teachers and staff have technology support when an issue arises.
3. We permitted our teachers and support staff to choose where they felt most comfortable working: from their home or in their office or classroom at the school site.
4. Staff connects with their co-workers frequently for support and during staff meetings on Zoom.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Mountain Home sends clear and frequent communications to all of our families. Families were sent a notice by our Executive Director on August 6, 2020 that included a description for our 2020-21 school opening. This guidance takes into consideration all of the recommendations from the State and Local Madera County Public Health requirements. The notice described updates to our building, general guidance for students and families, and our scheduled in-person classes commencing to a distance learning model.

To support student and family engagement, Mountain Home uses the following communication methods:

1. Our school-wide communication system called Parent Square
2. Our school's Website which includes attendance and other important forms, school calendars, announcements, newsletters, and a variety of resources
3. Zoom sessions, email, and telephone between administration, teachers, parents, and students
4. Staff, students, and parents have access to technology support

During school closure in the spring from the COVID-19 pandemic, Mountain Home met the numerous challenges with effectively monitoring attendance and engagement. From this experience, we planned and improved practices to enhance communication and engagement with our students and parents/guardians. We implemented a Distance Learning Handbook to effectively communicate the responsibilities and expectations of our distance learning program. Attendance and engagement monitoring include: participation in online and distance learning classes, monthly staff meetings, teachers given time to connect with their co-workers, our Student Support Plan process which include assigning appropriate interventions when needed, and regularly scheduled meetings that happen between the student, his/her parent, and Advising Teacher. In addition, connecting students and families to resources, such as technology supports.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

In August 2019, Mountain Home School Charter began a meal program for the first time. We purchased this meal program from our operating budget, not with State or Federal Funding assistance. We use a vending machine that we stock with milk and ready-to-go USDA-approved school breakfast meals. These meals are available at no cost to any student qualifying as Free or Reduced Meal status. Further, these meals are available to all other students at our school at minimal cost.

When the school shutdown occurred, families enrolled at Mountain Home were notified, by our school communication system Parent Square, that our packaged breakfasts were now available for any family with pick-up at our school campus, irregardless of their ability to pay. Our packaged meals were placed for easy retrieval on tables inside and outside of our building, available to all of our families. In addition, our local partner school districts (YUSD and FUSD) provided school breakfast and lunch for any child in the community, up to the age 18, for any child living in the community at no charge. This meal service operated Monday through Friday throughout school closures.

For the 2020-21 school year, our meal program is once again available for any student who is eligible for Free or Reduced meals.

## **Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]**

| Section          | Description  | Total Funds | Contributing |
|------------------|--|-------------|--------------|
| School Nutrition | Mountain Home's breakfast program which provides a daily meal to qualifying students at no cost. | \$2,280.00  | Yes          |

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

|  |  |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 6.86%%                                     | \$118,340.00   |

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

All students enrolled in Mountain Home School receive equal access to all necessary educational resources and programs. Mountain Home School:

1. Ensures all Students with Disabilities are included in all offerings of our school education model through our I.E.P. or Section 504 process to customize their education and provide necessary support.
2. Ensures that assistive technology for Students with Disabilities is accessible for distance learning instruction from home.
3. Ensures all our unduplicated pupil populations are included and receive all offerings of our school education model through the Student Support Plan and Student Study Team processes.
4. Ensures all our unduplicated pupil populations have all necessary support materials to meet their needs such as, Chromebooks, headphones, IT support, curriculum, and additional learning materials for success.
5. Ensures that contact is made with parents/students to determine if they have special or unmet needs for accessing distance learning, including technology needs or Wi-Fi hotspots on a case-by-case basis.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Mountain Home School uses all funding in a "school wide" manner. All students in Mountain Home receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources, supplemental or otherwise, relative to their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title  | Email and Phone                      |
|-------------------------------------|-------------------------|--------------------------------------|
| Endeavor Charter School             | Michael Cox<br>Director | mcox@wscsfamily.org<br>(559)642-1422 |

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic and the Governor's mandates in March 2020 impacted all schools in California. At the time, Endeavor Charter School, serving K-12 pupils, had not been officially chartered as its own LEA. In the 2019-20 school year, this Fresno campus operated as a Resource Center of Mountain Home School Charter and Glacier High School Charter under the umbrella of Western Sierra Charter Schools. Endeavor became a public charter school commencing on July 1, 2020.

With school opening with distance learning, Endeavor's primary concern centers on two main components: how to best serve the needs of all of our students' academic, social-emotional, and nutritional needs as well as their parents/guardians who provide the daily guidance for their student, and second, how to protect the health of our Advising Teachers and all support staff while they conduct their assigned duties within the organization by continuing to provide the support to students and their parents with the least disruption.

Though officially closed, we are able to essentially continue our normal school operation, that of personalized learning through independent study, while putting into place a variety of measures to mitigate the spread of COVID-19 and consider the upcoming school year opening with a Distance Learning approach. The affect of this school opening plan changed a few of our practices, but the core of our program stayed intact. Below are the various practices established:

### 1. Health and Safety: Assurance and Guidance for all Students, Families, and Staff

Everyone coming to the school site must be free of Covid-19 symptoms and will need to sign-in each day affirming that they are free of symptoms.

Everyone 3rd grade and above are required to wear a mask or face shield while inside school buildings. The only exception is when a teacher or support staff is alone in an office or a room.

While at school we maintain social distancing.

We are recommending a preference that Advising meetings between students and parents with a teacher be done virtually by Zoom.

However, if meetings are conducted in person at school, we ask that:



Everyone maintain social distancing, wear a mask or face shield, and the meeting will be conducted outside or in a large, open area or classroom.

An enhanced protocol was established for cleaning and disinfecting all hard surfaces within our building to limit potential virus contamination; twice daily cleaning and disinfecting of all tables, chairs, door handles, and bathrooms carried out.

A licensed contractor was hired to build a large mailbox for placement outside to the entrance of our building so that students and parents could submit forms and student work records without having to enter our building.

We allowed our teachers to choose whether they wanted to conduct business from their home or work in their office on campus.

Communications between teachers and their students and parents changed from in-person to virtual, either by Google Meets, Zoom, phone, or email whenever possible.

Masks, face shields, and bottles of disinfectant were provided to all staff.

Plexiglass shields, as safety barriers, were purchased and placed on tables inside and outside our building, and where needed, hung in our library and at our reception areas.

Shade cloth was installed in order to move tables and meetings outside when video conference meetings couldn't occur; meetings held outside or in a more open area of the building

2. Breakfast Program: Endeavor operates a meal program for students. We use a vending machine that we stock with milk and ready-to-go USDA-approved school breakfast meals. These meals are available at no cost to any student qualifying as Free or Reduced Meal status. Further, these meals are available to all other students at our school at minimal cost. This meal service operates Monday through Friday 2020-21 even though the school year has opened with Distance Learning.

3. Professional Development: Teachers were required to attend professional development that focused on strategies and resources to improve distance learning. Our technology team provided this training. All teachers received training to improve and facilitate the best distance learning instruction for students. This professional development occurred before and during the first week of the 2020-21 school year. The basic fundamentals for running ZOOM meetings and classes was held on one day with advanced ZOOM platform training held on a second day. Endeavor purchased new Document Cameras and we held a training session on how to use these. Teachers were also trained on Google Classroom and how to use Flipgrid, which is a tool teachers can use to upload instructional videos to show students during instruction. Finally, we've held administrative and staff meetings so that discussion and collaboration with one another is prioritized.

4. Commitment to Students: Because Endeavor operates an Independent Study program of Personalized Learning, we work cooperatively with parents and students to ensure that curricular and instructional pieces are built around each student's needs, abilities, and interests. The personalized learning model allows us to serve all pupils, including those with diverse learning needs such as English learners, foster youth, and low-income. This allows Endeavor to tailor the education methods best suited to the needs of each individual student. Regardless of socioeconomic status, limited English, or those in foster care, this population of students are in frequent contact with their assigned, credentialed Advising Teacher.

Our standards-aligned curriculum includes integrated learning models for EL students. In addition, every student under our care whether EL, foster youth, and/or low-income is provided with a credentialed advising teacher who works closely with the student and his/her parent on a frequent, regular basis providing needed guidance and support. All unduplicated students have access to weekly distance learning classes which serve as added supports.



Endeavor also recognizes the special needs of our students with disabilities. Individual progress monitoring is maintained by our Special Education (SpEd) Coordinator and RSP Teacher ensuring that compliance and annual goals are met. Close collaboration between the SpEd team, Advising Teacher, high school counselor, and a student's parent/guardian ensures that the needs of the student are addressed. Through distance learning, the same level of supports are used to assist students with disabilities.

With our school model and constant communication and collaboration between teachers, support staff, students, and parents, any student needing additional services are easily identified. For example, if students need technology support, we have a process whereby students or parents complete a request form which is sent to our technology team. They in turn provide needed training or exchange a non-working device with a replacement. For a few students needing internet access in their home, a local community internet service company offers financial help to families with economic hardship.

5. Program and Distance Learning Model: As an independent study, personalized learning public charter school, a unique blended classroom and non-classroom based educational model that is tailored to the needs and interests of each individual student, Endeavor provides the same high-quality educational options to all students. We work cooperatively with parents and students to ensure that curricular and instructional pieces are built around each student's needs, abilities, and interests. Our teaching staff meet with parents and students by either telephone, email, or video conference on a regular weekly and/or monthly basis. Administrative and staff meetings are held regularly via video conference to connect with members of our school team. In addition:

Every student is issued a chromebook and headphones;

Every student can access and receive tech support;

Every student is provided textbooks and materials for learning success

Planning for the 2020-21 school year, Endeavor is following all state directives for the health and safety of all stakeholders. We discussed, collaborated with our teachers and technology team, wrote, and implemented a Distance Learning Handbook for teachers, students, and parents. As stated in the document's introduction: "WSCS has created this Distance Learning Handbook to help effectively communicate with parents, students and staff the responsibilities and practices of our Distance Learning program. We understand that this method of learning is new and may be challenging. We were hoping to be able to have onsite class options for all of our students. Unfortunately, at the time of this writing, Fresno and Madera County are both on the COVID-19 Watchlist and are not allowed to provide onsite instruction."

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Endeavor, operating as a Resource Center of Mountain Home School Charter and Glacier High School Charter under the umbrella of Western Sierra Charter Schools, all staff and families attending the Fresno location participated in the following groups and feedback sessions of meaningful stakeholder input for the understanding of needs and solutions to comment and make informed decisions:

District and School Administration

Teachers

Classified Staff

Western Sierra Charter Schools Board made up of parents, community members, and teachers

Parents and students who are in close communication with teachers, classified support staff and administrative personnel.

COVID-19 school closure-related updates to all stakeholders, led by WSCS's Executive Director, began on March 12 and continues as regular state level guidance changes. We made every effort to reach all of our stakeholders and for those without Internet access, phone calls were made. In addition to the frequent communications held between students, parents, and teaching staff, the following stakeholder meetings took place:

March 26 - Glacier /Mountain HomeStaff Meeting

March 31 - Western Sierra Charter Schools Governing Board Meeting

April 30 - Administrative Meeting

May 1 - All Staff Meeting

May 5 - Glacier/Mountain Home Staff Meeting

May 6 - Administrative Meeting

May 14 - Administrative Meeting

May 19 - Administrative Meeting

May 21 - Glacier/Mountain Home Staff Meeting

May 21 - Western Sierra Charter Schools Governing Board Meeting

May 26 - Administrative Meeting

June 1 - Glacier /Mountain Home Staff Meeting

June 16 - Western Sierra Charter Schools Governing Board Meeting

June 23 - Administrative Meeting

[A description of the options provided for remote participation in public meetings and public hearings.]

1. All Western Sierra Charter Schools Board meetings met virtually, were broadcast live, and recorded.
2. All Advising Teachers held video conference meetings with parents and students on a regular basis.
3. All Staff and Administrative meetings were held regularly in live ZOOM meetings.
4. SELPA meetings continued to be held on a regular basis in live ZOOM meetings.
5. Annual I.E.P. and Section 504 meetings continued being held by video conference for Students with Disabilities.
6. Parents reached out to their student's Advising Teacher and Principal via phone call or email to address technology access concerns for their student, as well as social-emotional concerns or trauma their student was experiencing.

[A summary of the feedback provided by specific stakeholder groups.]

Student and Parent Feedback:

Outreach to families was extensive. In the course of frequent interactions with teachers, most students expressed how much they missed the camaraderie seeing their peers in-person. However, students were happy that they could connect during virtual classes. While all high school students were provided chromebooks and headphones, some frustrations arose with managing technology issues, Internet connections, and the virtual classroom platform itself, with some students requesting paper/pencil assignments for ease of use. And while the majority of students demonstrated a comfort ability with technology, many of their parents did not.

Teachers, Classified Staff, and Administrator Feedback:

A common theme among all school personnel was the importance of maintaining our school's day to day operation and program offerings in this virtual environment we found ourselves in to the extent possible. Establishing daily school routines for distance learning were recommended as a way to help students understand the continued importance of the work they were doing, despite not being in the classroom. Teachers described missing students and the rapport they had built over time through in-person interactions. Distance learning also gave teachers a heightened awareness of the need to provide students with additional support services. During staff meetings, teachers shared concerns about students feeling depressed or unmotivated to complete their assignments. In regards to instructional strategies, teachers appreciated the abundance of trainings and resources offered to them, but shared that the amount of information being delivered to them was at times overwhelming. Technology was also a challenge for some teaching staff, and many turned to their peers for additional assistance. We also recognized the need to limit the variation in our delivery of instruction and implementation of programs. For example, some teachers were using Google Meets, some Zoom only, and not all teachers were using the Google Classroom platform.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Key takeaways from our stakeholders influenced Endeavor's Learning Continuity and Attendance Plan. These included:

1. Addressing the common frustrations expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning. Therefore, we are providing further professional development and resources to teachers, and technology help videos along with a tech help system that staff, students, and parents can use when they need troubleshooting,
2. Creating a Distance Learning Handbook detailing clear expectations of teachers, students, and parents for added support and school-wide consistency of distance learning instruction.
3. Recording all distance learning instruction to provide greater student support, especially for students who need to re-watch a class for concept review or those who were unable to attend the scheduled class.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Endeavor Charter is a California public, personalized learning charter school that operates an independent study program for students in K-12th grade. We meet the needs of students who, together with their parents/guardians, have decided that a home-based style of education best suits them. This parent-led education, with parents assuming the role of teacher, creates an effective and successful environment for educating their children. Endeavor believes that incorporating and empowering parents within the educational process is critically important, and is an essential part of how we operate as a charter school. The parents' priorities, their leadership, and their daily hands-on involvement are essential to the progress and success of each student. This involvement is guided by a credentialed teacher who has also been trained as an advisor, counselor, and curriculum specialist. As an independent study, home-based program, students and their parents meet frequently with their assigned, credentialed Advising Teacher to discuss not only a student's academic progress, but also the well-being of each student. Our Advising Teachers, the student, and their parent/guardian work cooperatively and develop a strong relationship and trust with the family.

Through the middle of July, Endeavor was prepared to open the 2020-21 school year with a combination of distance learning and in-person instruction. We were prepared to comply with all guidelines and regulations required by our County Health Department with COVID-19 mitigation measures in place to allow small class size instruction, mask wearing, social distancing to allow for 6 feet of distancing, and rigorous cleaning and sanitation efforts. Under this re-opening plan, all stakeholders would abide by the safety guidelines. Endeavor would require all staff and families to wear a mask or face shield, hold meetings outside or in large open areas of our building or in a classroom, and be required to sign a form affirming that he/she was free of virus symptoms and have not been in close contact with anyone experiencing symptoms while on campus.

Students and parents are able to choose the Instructional delivery method that best supports student learning: participation in our small class on-site courses, distance learning only courses, online instruction through Edgenuity and/or Rosetta Stone, online community college courses for high schoolers, or a standards-aligned textbook curriculum format. These blended learning options allow our school to best support all students who choose to attend Endeavor. Formal and informal progress monitoring will be provided by Advising and classroom teachers. Grades will reflect students' performance and be reported on a monthly basis to students, parents, and the principal. In addition, student progress reports will be communicated to the high school counselor for students in grades 9-12, Section 504 and SpEd Coordinator or RSP Teacher, and ELPAC Testing Coordinator as needed.

While staying abreast of state and county guidelines, Endeavor prepared for the following in-person and distance learning instruction:

1. all in-person classes would have no more than 10 students, allowing for social distancing protocol
2. to accommodate enrollment numbers, multiple sessions of the same course were added
3. replaced Google Meet with Zoom for instruction delivery in distance learning courses
4. use of Google Classroom as our learning management system

#### 5. recording of every distance learning class

Students and parents were sent class schedule information in June 2020, thinking that we'd be able to open the school year with the small class size option. When we were notified that school could not resume in-person instruction, we made every effort to keep the original class schedule of courses as much as we possibly could so that when state and county guidelines and regulations relaxed, we could essentially maintain the current schedule for purposes of continuity for a seamless transition back into in-person classes.

### **Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Endeavor purchased appropriate safety equipment (masks, face shields, plexiglass table dividers, thermometers) to support safe interactions between students, parents, and staff in classrooms, main building, and outdoors on our campus.<br>Endeavor purchased appropriate equipment and materials (hand sanitizers, disinfectant wipes, gloves, spray bottles, etc.) to maintain rigorous conditions of cleanliness.<br>Endeavor purchased signage/posters to be posted in and outside our building (masks required, COVID-19 symptoms).<br>Endeavor purchased shade cloth to provide outside meeting space.<br>Endeavor will follow rigorous safety protocols to ensure the well-being of students, parents, and staff while on campus. | \$3217.00   | Yes          |

## **Distance Learning Program**

### **Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Endeavor Charter created a distance learning course schedule that could be adapted to in-person instruction when the Governor's mandate specifies. The Governor's mandate specifies that if a county has been on the state monitoring list within the last 14 days, the school must conduct distance learning. Therefore, until Fresno County, in which Endeavor resides, has been removed from the monitoring list for at least

14 days Endeavor will operate a distance learning instructional program. To stay consistent, Endeavor would operate its distance learning class schedules for the entire first semester of the school year.

Under this 2020-21 school year opening, students have the options of taking distance learning courses with our teachers, enrolling in Edgenuity, Rosetta Stone, and Online Community College courses for high schoolers, and/or instruction by the student's parent/guardian with a standards-aligned textbook curriculum. Teachers take attendance for those enrolled in distance learning classes and enrolled students are held accountable for all work assigned. Further, parents/guardians submit monthly attendance forms to their student's Advising Teacher. These attendance forms then are submitted to our secretary/registrar. It is worth noting that even when Endeavor returns fully to in-person meetings and classes, our attendance protocol remains the same.

Teachers were given the option of reporting to their classroom/office on a daily basis or could conduct their work assignments from home.

Unduplicated students and students who are considered high risk (academically, social-emotional) are monitored frequently by their distance learning teacher, Advising Teacher, SpEd Coordinator/RSP Teacher, and the student's own parent/guardian. We have formal processes in place to closely monitor how students are doing academically, behaviorally, and socially/emotionally. We use a Student Support Plan to help identify students that are struggling academically, behaviorally or socially as early on in the academic year as possible, to provide a custom tailored plan that is created together with the parent, to help students achieve progress in the identified areas of growth, and to provide documentation for future referrals (IEP or 504 Plans).

All teachers must send a monthly Progress Report to students and parents as well as the principal if the student is enrolled in a high school distance learning course. Our SpEd Coordinator or RSP Teacher, when warranted, is also notified every month if a student is in academic danger. We also have a process for referring students to a Student Study Team (SST) meeting.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

### **FOR STUDENTS:**

Endeavor will provide technology for students to use with distance learning and with all other learning options such as Edgenuity, Lexia Learning, and Rosetta Stone.

All students are able to check out a Chromebook, charger, and headphones from the school as part of their curriculum and materials.

If a student does not have reliable Internet at home, their parent notifies the teacher, technology coordinator, or receptionist. For qualifying students needing internet access in their home, a local community internet service company allows families to apply for free or reduced cost Internet service. In addition, Endeavor will assign a hotspot for the student (household) if needed.

### **FOR TEACHERS:**

All teachers are provided with either a desktop computer or a laptop (either a PC or Apple computer) of their preference.

Teachers who wish to provide remote instruction on our campus use their computer to connect with a Promethean board (an interactive panel) as their main set-up for teaching

Teachers also have access to a Chromebook to use as a supplemental device  
 Teachers have access to Document Cameras which they can use in their classroom on campus or can check-out to teach from their home.  
 All teachers have access to high-speed Internet on campus.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will participate in digital instruction and learning from home using Zoom, Google Classroom, Edgenuity, Rosetta Stone, Online Community College courses (if a high schooler), and standards-aligned textbook curriculum. These various learning paths are personalized for every student based on how the student learns best and the types of supports each student needs. These supports are determined when the teacher, student, and his/her parent/guardian meet at the beginning of the school year. In addition, the SpEd and Section 504 Coordinator help guide the instructional decisions for students with disabilities.

Students have the option of enrolling in Endeavor's distance learning courses. Below are the courses and days/times of offerings during Semester 1 for students in grades 9-12:

| Courses              | Days | Times                    |
|----------------------|------|--------------------------|
| Integrated Math 1    | M/W  | 8:30-9:30                |
| Integrated Math 1 A  | M/W  | 8:30-9:30                |
| Integrated Math 2    | M/W  | 10:00-11:00              |
| Integrated Math 3    | M/W  | 10:00-11:00              |
| Biology Lecture      | M    | 11:30-12:30              |
| Biology Lab          | TH   | 11:30-12:30              |
| Chemistry Lecture    | M    | 11:30-12:30              |
| Chemistry Lab        | TH   | 11:30-12:30              |
| World History        | M    | 1:00-2:00                |
| U.S. History         | W    | 11:30-12:30              |
| English 9            | M/W  | 12:30-3:30 / 10:00-11:00 |
| English 10           | M/W  | 1:00-2:00 / 2:30-3:30    |
| Leadership           | T    | 10:00-11:00              |
| CTE Computer Systems | W    | 2:30-4:00                |
| Graphic Design       | W    | 2:30-3:30                |
| Art 1 (A)            | T    | 8:30-9:30                |
| Art 1 (B)            | T    | 10:00-11:00              |
| Art 2 (A)            | T    | 12:30-1:30               |
| Art 2 (B)            | T    | 2:00-3:00                |
| Begin Music (A)      | T    | 8:30-9:30                |



|                    |   |             |
|--------------------|---|-------------|
| Begin Music (B)    | T | 10:00-11:00 |
| Advanced Music (A) | T | 12:30-1:30  |
| Advanced Music (B) | T | 2:00-3:00   |
| Spanish            | F | 12:30-1:30  |
| Drama              | F | 1:30-2:30   |

Elementary students have the option of enrolling in Endeavor's distance learning math courses or enrichment classes. Below are the offerings and days/times they meet during Semester 1 for students in grades TK-8:

The following Math Course Classes are available to students and held 2 days per week with an additional day reserved for tutoring:

1. Grade 5 Math
2. Grade 6 Math
3. Grade 7 Math
4. Grade 8 Math

The following enrichment classes are available to students in grades TK through 8th:

1. Thematic teaching classes, which incorporate language arts, history, science, math, and art topics, are offered once each week to students in every grade level
2. Music and Spanish classes are available for students in grades 1 through 6
3. Drama, music, guitar, and Spanish classes are available to students in grades 7 and 8
4. History, science, writing, and art classes are available to students in grades 7 and 8

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

n preparation for the 2020-21 school year, teachers participated in:

1. The Basics of Zoom training (August 10, 2020)
2. Advanced Zoom training (August 17, 2020)
3. Introduction to Google Classroom training (August 17, 2020) for those brand new to Google Classroom
4. Review of Google Classroom training (August 17, 2020)
5. Use of Document Cameras training (August 17, 2020)
6. Flipgrid training (August 17, 2020) which is a way to record videos and interact with students
7. Resources and apps that integrate well with Google Classroom (August 17, 2020)
8. Benchmark remote testing training for NWEA (August 24, 2020)
9. Processes and procedures for providing student supports (August 24, 2020)



In addition to the professional development days, the technology team for Western Sierra Charter Schools continually supports our teachers by:

1. Sharing "how to" videos on trainings teachers have previously attended, but appreciate the refreshers
2. When teachers are having any difficulties with tech-related issues, they complete a form detailing the issue and submit it to our tech team. This allows all teachers to feel supported and have their issues resolved in a timely manner.

Endeavor will continue providing teachers with professional development in effective distance learning practices and related professional learning to support our students' academic needs and social-emotional well-being. Teachers also collaborate regularly online to share effective practices for the distance learning classroom.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Our Distance Learning Expectations Handbook outlines the roles and responsibilities that all of our teachers will implement.

### Teacher Responsibilities

Instructional Delivery Methods: Scheduled Live Zoom Classes; Each class has at least one scheduled live class meeting time per week.

Recorded Classes: All Zoom classes are recorded, however attendance is taken during live sessions. Recorded class links should be posted in the Google Classroom.

Instructional Video Links: Teachers may post links to instructional videos in their Google Classroom that will replace or supplement student learning in that class.

Student Tutoring Sessions: Teachers will create individual or small group tutoring sessions for students that need additional help. These tutoring sessions are also recorded but may or may not be posted in Google Classroom. Many classes have at least one scheduled live tutoring session per week.

Teachers have access to the following distance learning instructional materials:

- Laptops
- Headphones
- Promethean boards
- White Boards
- Document cameras

Progress monitoring will be provided by the distance learning teacher as dictated by students' needs. Teachers are expected to provide all current IEP and Section 504 Plan accommodations during their distance learning classes. Teachers should contact the WSCS SpEd

Coordinator and/or RSP Teacher and the Section 504 Coordinator as needed. We have a monthly Progress Reporting Process established for any student who is not having academic success in their distance learning course.

Similar to our policies of never working one on one with a student with a closed door, the following teacher and student safety guidelines should be in place in regards to virtual learning:

1. If there will only be 1-3 students (tutoring/small group/class), teachers will invite one site administrator and another teacher to the Zoom meetings.
2. Teachers will invite parents to attend Zoom meetings for small group instruction or tutoring
3. Teachers will record and save every class/tutoring session .
4. All Zoom links are available to site administrators. In addition, all teachers will end the Zoom meeting for all attendees when the class is finished . Students should not be alone in a Zoom meeting without adult supervision.

Teachers will:

Notify parents and principal of any behavior issues: Depending on behavior concern, students may be denied access to commenting, chatting, and joining live sessions . Students will still be required to watch all recorded classes and directly communicate with teachers.

Reply to a student's question and email within a 24 hour period window (on a school day) with the preferred method of communication by EMAIL, PARENT/STUDENT SQUARE or Zoom (audio only is fine).

Assign work that can be turned in virtually through their Google Classroom . They will post directions on how and when to turn in these assignments in their class syllabus.

Add/invite a parent/guardian for each student into Google Classroom

Continue their normal grading policies and procedures

Email students a monthly progress report

Send school principal a monthly gradebook summary report of each class

If a student is not passing a class, the teacher will reach out to the student's parent/legal guardian and document communication. This documentation will be provided to the principal.

Teachers are able to offer guidance to students regarding late assignments if students are having difficulties turning in work

Teachers are able to help connect students to our tech support

Teachers will monitor attendance regardless of distance learning or in-person.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Progress monitoring will be on-going for students with unique needs at all grade levels. Because of our personalized learning school model, all teachers meet regularly with the student and his/her parent/guardian to monitor progress and determine students' needs for intervention and additional supports. Determination of those needs are assessed formally and informally. For example, measures may include benchmark or state data, progress grades, work records, class attendance, and observations. Teachers respond to feedback given to them by their students and parents. When warranted, we hold Student Study Team meetings and hold Section 504 and I.E.P. review meetings when we determine that a student needs further help and support. All Endeavor teachers received training on our Student Support Plan's process and procedures for identifying any student with unique needs.

## Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| 1. Devices: Chromebooks made available for all students who need a device to access distance learning at home.<br>2. Additional Technology to Support Distance Learning: desktop computer cameras, document cameras, headsets, and laptops/devices for staff.<br>3. Assistive technology for Students with Disabilities to access distance learning instruction from home (for hearing impaired students)<br>4. Maintained teaching and support staffing (high school counselor, SpEd teachers, ELD Coordinator, library, custodial, IT, and office staff) | \$32,825.00 | Yes          |

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

To determine learning loss that resulted during COVID-19 of the 2019-20 school year with the 2020-21 school year, Endeavor identifies and addresses gaps in learning through multiple measures. To measure current learning loss, Glacier gathers available assessment data on students using NWEA benchmark testing from the 2019-20 school year for math and reading and compares that data with testing results we receive from NWEA benchmark data that's administered to students by the end of September of the 2020-21 school year. Reviewing academic growth, the 2019-20 academic growth will be compared to what would have constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area (math or reading) will be considered learning loss for 2019-20. The NWEA benchmark assessments are also administered to students at the end of the 2020-21 school year.

Additional measures we review as it pertains to learning loss include, but are not limited to, ELPAC scores, previous years' grade reports, as well as any special education evaluations. Formal Progress Report process and our Student Support Plan procedure, providing on-going documentation throughout the school year by teachers to determine students' needs for intervention and additional supports. This not only provides support for all Endeavor students, but for our unduplicated population.

Because we know that social-emotional factors can impact learning loss, we also use informal assessment through teacher observation, attendance, grades, and of critical importance is the relationships we build between teachers, students, and parents who meet regularly to review student work, goal setting, and discussion. This is at the core of our school's personalized learning program.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Endeavor will address learning loss and accelerate learning progress for all students, including English Learners, low-income, foster youth, those with exceptional needs and those experiencing homelessness by the following strategies:

1. Use of Google Classroom as the Learning Management System
2. Frequent teacher, student, and parent collaboration
3. Instructional methods (Zoom, online curriculum, independent study curriculum options) that best support students' needs
4. Targeted, structured tutoring support for individual students
5. Specific supports for students with IEPs or English Learners
6. Targeted reading and math support with Edgenuity based on NWEA benchmark scores
7. Our Student Support Plans document student interventions and goals and are reviewed monthly by the Advising Teacher with the student and his/her parent/guardian

8. Monthly Progress Reporting gets communicated to all students, parents, principal, and Section 504 Coordinator or SpEd Coordinator, when warranted
9. Professional development, teacher collaboration, and monthly staff meetings to discuss effective strategies to help students succeed

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Our goal at Endeavor is to provide effective support to all students. The effectiveness of the services and supports Endeavor provides to address learning loss will be measured by our on-going collaboration between the teacher, student, and parent. In addition, benchmark testing, our Student Support Plan process along with monthly progress reporting allows us to closely monitor student learning.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description                                      | Total Funds | Contributing |
|--|-------------|--------------|
| Endeavor purchased Zoom licenses for school use. | \$2,115.00  | Yes          |

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Endeavor Charter recognizes that all students, their parents, and staff have been affected in one way or another by the COVID-10 pandemic. We have focused our attention on delivering supports for our school community to ensure a successful and productive 2020-21 school year.

For Students:

All students, and in particular those experiencing trauma or negative social-emotional situations are supported by:

1. Our school model of personalized learning and strong partnerships: this means that our teachers, students and their parents stay closely connected and in communication. As teachers hold one-on-one family meetings on a regular, frequent basis, the social and emotional well-being of students are discussed throughout the school year. This affords our teachers expedient, first-hand knowledge of how each student is feeling and coping. Issues are usually brought to our attention by the student's parent in these meetings.
2. We connect families and students to resources based on assessed needs
3. We fulfill all mandated reporter duties

4. Teachers can begin a Student Study Team process and include other teachers, specialists, and support staff to provide ideas and support to students
5. Teachers conduct routine check-ins when they know a student is struggling.
6. Endeavor has a Suicide Prevention Policy, adopted in May 2017.
7. All Students have access to technology support
8. Endeavor's distance learning class schedule was designed with students in mind. We've kept classes to a 1 hour time limit in order to keep students engaged and spread the classes out so that students were not sitting in front of a computer for an entire school day.

#### For Teachers & Support Staff:

1. Endeavor teachers have participated in professional development activities tied to distance learning in order to strengthen their ability to teach students and thereby lessening the possibility of anxiety-related issues.
2. All teachers and staff have technology support when an issue arises.
3. We permitted our teachers and support staff to choose where they felt most comfortable working: from their home or in their office or classroom at the school site.
4. Staff connects with their co-workers frequently for support and during staff meetings on Zoom.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Endeavor sends clear and frequent communications to all of our families. Families were sent a notice by our Executive Director on August 6, 2020 that included a description for our 2020-21 school opening. This guidance takes into consideration all of the recommendations from the State and Local Fresno County Public Health requirements. The notice described updates to our building, general guidance for students and families, and our scheduled in-person classes commencing to a distance learning model.

To support student and family engagement, Endeavor uses the following communication methods:

1. Our school-wide communication system called Parent Square
2. Our school's Website which includes attendance and other important forms, school calendars, announcements, newsletters, and a variety of resources
3. Zoom sessions, email, and telephone between administration, teachers, parents, and students
4. Staff, students, and parents have access to technology support

During school closure in the spring from the COVID-19 pandemic, Endeavor was at that time a Resource Center of Glacier and Mountain Home Schools which met the numerous challenges with effectively monitoring attendance and engagement. From this experience, the staff planned and improved practices to enhance communication and engagement with our students and parents/guardians. We implemented a Distance Learning Handbook to effectively communicate the responsibilities and expectations of our distance learning program. Attendance and engagement monitoring include: participation in online and distance learning classes, monthly staff meetings, teachers given time to connect with their co-workers, our Student Support Plan process which include assigning appropriate interventions when needed, and regularly scheduled meetings that happen between the student, his/her parent, and Advising Teacher. In addition, connecting students and families to resources, such as technology supports.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Endeavor purchased a meal program from our operating budget, not with State or Federal Funding assistance. We use a vending machine that we stock with milk and ready-to-go USDA-approved school breakfast meals. These meals are available at no cost to any student qualifying as Free or Reduced Meal status. Further, these meals are available to all other students at our school at minimal cost.

When the school shutdown occurred and Endeavor was still operating as a Resource Center, families then enrolled were notified, by our school communication system Parent Square, that our packaged breakfasts were now available for any family with pick-up at our school campus, irregardless of their ability to pay. Our packaged meals were placed for easy retrieval on tables inside and outside of our building, available to all of our families. In addition, our local partner school districts (YUSD and FUSD) provided school breakfast and lunch for any child in the community, up to the age 18, for any child living in the community at no charge. This meal service operated Monday through Friday throughout school closures.

For the 2020-21 school year, our meal program is available for any student who is eligible for Free or Reduced meals.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

| Section          | Description  | Total Funds | Contributing |
|------------------|--|-------------|--------------|
| School Nutrition | Glacier's breakfast program which provides a daily meal to qualifying students at no cost. | \$2,820.00  | Yes          |

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 6.31%%                                     | \$132,884  |

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

All students enrolled in Endeavor receive equal access to all necessary educational resources and programs. Endeavor Charter:

1. Ensures all Students with Disabilities are included in all offerings of our school education model through our I.E.P. or Section 504 process to customize their education and provide necessary support.
2. Ensures that assistive technology for Students with Disabilities is accessible for distance learning instruction from home.
3. Ensures all our unduplicated pupil populations are included and receive all offerings of our school education model through the Student Support Plan and Student Study Team processes.
4. Ensures all our unduplicated pupil populations have all necessary support materials to meet their needs such as, Chromebooks, headphones, IT support, curriculum, and additional learning materials for success.



5. Ensures that contact is made with parents/students to determine if they have special or unmet needs for accessing distance learning, including technology needs or Wi-Fi hotspots on a case-by-case basis.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Endeavor Charter uses all funding in a "school wide" manner. All students in Endeavor receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources, supplemental or otherwise, relative to their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.

September 10, 2020

Wester Sierra Charter Schools Board of Directors  
Oakhurst, CA

Board Members:

The attached list of documents is considered to be Class 3. These records have been retained for the legal period of time as per Article 2, Section 16023-16028 of Title 5, California Code of Regulations.

There is no further need to retain these records for use in the district. The Executive Director requests permission to destroy the documents listed.

Recorded by: Diane Neulinger

Governing Board Disposition

Date: \_\_\_\_\_

Disposition:

---

Secretary of the Board Signature

### Class 3 Records for Destruction

| Box Number | Contents                      |
|------------|-------------------------------|
| 1          | Reeve 2016/17                 |
| 2          | Patterson/Ganzenhuber 2016/17 |
| 3          | Dixon 2016/17                 |
| 4          | Karr 2016/17                  |
| 5          | Meeks 2016/17                 |
| 6          | Buca 2016/17 1 of 2           |
| 7          | Bales 2016/17                 |
| 8          | Buca 2016/17 2 of 2           |
| 9          | Boe 2016/17                   |
| 10         | 2016/17 MHS Attendance/ASB    |
| 11         | Hagen/Souza 2016/17           |
| 12         | Nobles 2016/17                |
| 13         | Dixon 2015/16                 |
| 14         | Buca 2016                     |
| 15         | Hirata (Bullock) 2015/16      |
| 16         | Buca 2016                     |
| 17         | Dixon/Hagen 2015/16           |
| 18         | Garcia/Souza 2015/16          |
| 19         | Test data 2012-2015           |
| 20         | Ganzenhuber 2015/16           |
| 21         | Den Hartog 2016/17            |
| 22         | Cudd 2016/17                  |
| 23         | Vind 2016/17                  |
| 24         | Hill 2016/17                  |
| 25         | Englund 2016/17               |
| 26         | Johnson 2016/17               |
| 27         | Hirata 2016/17                |
| 28         | Rumohr 2016/17                |
| 29         | Den Hartog 2015/16            |
| 30         | Garcia 2015/16                |
| 31         | Souza 2015/16                 |
| 32         | Hirata (bullock) 2015/16      |
| 33         | Buca 2016                     |
| 34         | Den Hartog 2015/16            |
| 35         | Klang/Cudd 2015/16            |
| 36         | Cable 2014/15                 |
| 37         | Friesen 2015/16               |
| 38         | Rumohr 2015/16                |
| 39         | Cable 2015/16                 |
| 40         | Englund 2015/16               |
| 41         | Johnson/Patterson 2015/16     |
| 42         | Boe 2015/16                   |
| 43         | Meeks 2015/16                 |
| 44         | Bales/Hagen 2015/16           |

### Class 3 Records for Destruction

|    |  |
|----|--|
| 45 | 2015/16 MHS/GHS Attendance/ASB/LCFF parent surveys |
| 46 | 2015/16 Pos  |
| 47 | 2016/17 Timesheets/Pos                             |
| 48 | 2011/12 Timesheets                                 |
| 49 | 2016/17 AP   |
| 50 | 2016/17 GHS Attendance/ASB                         |
| 51 | 2015/16 AP   |
| 52 | 2015/16 AP   |
| 53 | 2016/17 AP   |
| 54 | 2014/45, 15/16, 16/17 Pos                          |
| 55 | 2013/14 MHS Attendance/ASB/LCFF parent surveys     |
| 56 | 2013/14 GHS Attendance/ABS                         |

# **Western Sierra Charter Schools**

## **Allocation Policy**

As there are a variety of essential facilities, goods and services that are purchased and shared between Mountain Home School, Glacier High School, and Endeavor Charter School it is necessary for WSCS to establish an equitable cost allocation model to fairly share these expenses.

This allocation policy takes into consideration school enrollments, building demand and staff demand. Being that these factors change over time, the WSCS Board will review this policy annually.

Cost allocations are as follows:

- 1) Costs for Oakhurst location only - 70% Mountain Home and 30% Glacier for:

- Utilities
- Office Supplies
- Instructional Supplies/Curriculum
- Facility costs
- Other shared expenses

- 2) Costs for Fresno location only - 100% to Endeavor Charter School for:

- Utilities
- Office Supplies
- Instructional Supplies/Curriculum
- Facility costs
- Other shared expenses

For the costs noted in Item 1 and 2 above, if they are shared among all schools, the allocation will be 38% to Mountain Home, 15% to Glacier and 47% to Endeavor  
(Or as determined at time of purchase due to unique circumstances.)

- 3) Audit services will be paid as billed.
- 4) Legal services for Western Sierra Charter Schools Inc. will be allocated 38% to Mountain Home, 15% to Glacier, and 47% to Endeavor. Legal services provided specifically for a particular school only will be paid for by that school at 100%.
- 5) Classified and administrative staff will be paid by Mountain Home, Glacier, and Endeavor proportionally to the fractional time worked.
- 6) Certificated staff will be paid by each school proportionally according to the students they serve.
- 7) The non-payroll special education costs that are not specifically allocable to a particular student will be allocated 38% to Mountain Home School, 15% to Glacier High School, and 47% to Endeavor Charter School. Costs that are directly related to a specific student will be allocated directly to that school as appropriate. Staff related SPED costs will be paid according to the staffing costs methodology noted in item 5 and 6 above.

Approved: 1/12/2011

Amended: Last revised by the Board on 10/3/18, submitted for amendment on 9/10/20.



WESTERN SIERRA  
CHARTER SCHOOLS

## DISTANCE LEARNING HANDBOOK

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## WSCS TK-12 GENERAL INFORMATION

### *Introduction*

WSCS has created this Distance Learning Handbook to help effectively communicate with parents, students and staff the responsibilities and practices of our Distance Learning program. We understand that this method of learning is new and may be challenging. We were hoping to be able to have onsite class options for all of our students. Unfortunately, at the time of this writing, Fresno and Madera County are both on the COVID-19 Watchlist and are not allowed to provide onsite instruction.

Please know that our leadership team and WSCS staff have been busy training in technology and collaborating to help make this year's Distance Learning experience exciting, effective and successful for all students.

*\*Please Note: All Zoom Live Instruction Class Sessions and Tutoring Sessions Will be Recorded.*



*Art Created by pch.vector - www.freepik.com*

### *Preparing Your Student's Learning Environment*

For your students, the learning environment is your home and surroundings. Parents, please help your children establish a quiet work space, with expectations and routines. Where age-appropriate, you might like to discuss distance learning with your children and include them in some decision-making processes, such as how he/she would like to set up his/her learning space and organize materials.





## *Parent(Guardian) Responsibilities*

WSCS is committed to Parent-led education. We thank you for your trust in our educational program and appreciate working together with you in ensuring a quality educational experience. To ensure success for your student it is important that both the teaching staff, student and parent are actively keeping up with their various responsibilities. You as the parent have a vital role to fulfill with regard to distance learning.

Below is a list of Parent Responsibilities that would greatly help your child's success in Distance Learning.

- Make sure your internet and bandwidth are working properly.
- Read Emails/Parent Square messages that our schools send out regarding Distance Learning updates and information
- Make sure you and your child know the class schedules
- Let your teacher(s) know about any challenges with technology or assignments right away. If your child is in high school, advise them to reach out to their teachers(s) directly for clarifications on assignments.
- Know how to access your Student Portal in School Pathways and Google Classrooms
- Stay up to date on progress grades (sent out monthly to your student)
- If your child will need help staying focused and meeting the classroom expectations please be prepared to sit next to your child during the Zoom class to assist them

## *Why We Use Zoom & Google Classroom*

FOR ALL DISTANCE LEARNING, WSCS HAS CHOSEN **"GOOGLE CLASSROOM"** AS OUR LEARNING MANAGEMENT SYSTEM AND **"ZOOM"** AS OUR VIRTUAL INSTRUCTIONAL DELIVERY SYSTEM.



### Google Classroom

- Easy to use and manage with Chromebooks
- Versatile for teachers to use in a variety of classes and keeps consistency for students to access classes
- Lots of resources for teachers
- Easy communication from teachers to students and parents.



### zoom

- Better quality of picture
- More built in features for teachers and students
- Easier to use
- Easier to monitor and secure

## *Zoom/Google Classroom & Teacher Instructional Videos*

### Teacher Responsibilities

#### *Instructional Delivery Methods:*

Scheduled Live Zoom Classes: See class schedule for details. Each class has at least one scheduled live class meeting time per week.

#### *Recorded Classes:*

All Zoom classes are recorded, however attendance is taken during live sessions. Recorded class links should be posted in the Google Classroom.

#### *Instructional Video Links:*

Teachers may post links to instructional videos in their Google Classroom that will replace or supplement student learning in that class.

#### *Student Tutoring Sessions:*

Teachers will create individual or small group tutoring sessions for students that need additional help. These tutoring sessions are also recorded but may or may not be posted in Google Classroom. Many classes have at least one scheduled live tutoring session per week. See schedule for details.



*Art created by katemangostar - www.freepik.com*

### Student Responsibilities

Students have access to join these live Zoom classes. There are various benefits to joining live classes:

- students can ask questions directly to the teacher
- students will see/interact with their classmates
- students will experience a more consistent schedule

If a student is not able to join Zoom at the scheduled time, the student must watch the class recordings. Students are responsible to join live classes on time. Attendance is taken at the beginning of each live scheduled instructional class. **To be marked present, the student's camera and mic must be active. Attendance is part of your class grade.**

If a student is unable to join a live zoom class session, it is the student's responsibility to inform the teacher of absence and watch recording of the missed class. **Viewing the recorded class does not substitute for attending scheduled live Zoom class.** Please communicate with your teacher for additional information.

Students need to know how to log-in and access Zoom, their Student Portal on School Pathways to view their grades, and Google Classroom.

Students need to know the class schedule and attend all scheduled live sessions. This is part of their grade.

Students are able to reach out to their teachers and schedule individual or small tutoring sessions.

**Students are expected to follow the same Attendance Policy as stated in our WSCS Parent and Student Handbook.**

## *Materials Needed*

### Teacher Responsibilities

Teachers have access to the following distance learning instructional materials:

- Laptops
- Headphones
- Promethean boards
- White Boards
- Document cameras

Student class materials: if a student is in need of a specific student class material (i.e. Art pencils, graph paper, scientific calculator), please contact the site administrator.



### Student Responsibilities

All students should have access to hard copies of student textbooks, novels, and/or manuals needed for each class at home. However there might also be materials provided online through Google Classroom.

**Students:** please contact your distance learning teachers with any student materials request.

Any other instructional aides or supports will be provided in their Google Classes.

WSCS has provided all students with the option of receiving a student chromebook as part of their school materials.

All WSCS Students have access to a student email account. Please see your Advising Teacher if you are not sure what your student email address is.

This WSCS Student Email is what you will need to access the Google Classes.

## *Technology Assistance & Training*

### Teacher Responsibilities

Teachers are expected to watch the technology training videos found in the shared Tech Drive.

Teachers will provide basic Tech Support to students while presenting in their Zoom classes.

Teachers have access to tech support in the following ways:

1. Tech Support ticket system for submitting requests

2. Tech Coordinator- Phil Blas
3. Tech Director- Eric Hagen
4. Distance Learning Help and Google Classroom support - Renee Johnson
5. Shared Drive - Tech Help

*\*Please attempt to direct questions to the appropriate support person*



## *Technology Assistance & Training*

*continued*

### **Student Responsibilities**

Students & Parents have access to the following Tech Support:

- Help Videos shared through Parent Square (i.e. How to Get on Zoom).

#### **Students can:**

- request Tech Support by contacting their Advising Teachers; who will then reach out to the appropriate Tech Support staff
- directly contacting Eric Hagen (Tech Director) or Phil Blas (IT Coordinator) through Parent Square
- contact the distance learning teacher for basic troubleshooting and navigating through Google Classroom features

## *SPED/504 Accommodations*

### **Teacher Responsibilities**

Teachers are expected to provide all current IEP and Section 504 Plan accommodations during their distance learning classes.

#### **Teachers should contact:**

##### ***Fresno***

- Katelyn Carter (Endeavor RSP Teacher)  
[kcarter@wscsfamily.org](mailto:kcarter@wscsfamily.org)
- Nancy Garcia (Endeavor Section 504 Coordinator)  
[ngarcia@wscsfamily.org](mailto:ngarcia@wscsfamily.org)

##### ***Oakhurst***

- Angela Moons (Oakhurst RSP Teacher)  
[amoons@wscsfamily.org](mailto:amoons@wscsfamily.org)
- Mindy Klang (Oakhurst Section 504 Coordinator)  
[mklang@wscsfamily.org](mailto:mklang@wscsfamily.org)
- Karen Fruth (WSCS SPED Coordinator)  
[kfruth@wscsfamily.org](mailto:kfruth@wscsfamily.org)

### **Student Responsibilities**

For students with an IEP or Section 504 Plan Only: Please communicate with our staff any concerns regarding special accommodations.

1. Please attempt to FIRST communicate with the distance learning teacher.
2. You can also let your Advising Teacher know your concerns. He/She will then make sure the proper coordinator is notified.
3. You can directly contact the appropriate SPED/504 staff (← see left column).

## *Virtual Classroom Safety Protocols*

Similar to our policies of never working one on one with a student with a closed door, the following teacher and student safety guidelines should be in place in regards to virtual learning:

1. If there will only be 1-3 students (tutoring/small group/class), teachers will invite one site administrator (Mrs. Garcia, Mr. Hagen, Mrs. Klang) and another teacher to the Zoom meetings.
2. Teachers will invite parents to attend Zoom meetings for small group instruction or tutoring
3. Teachers will record and save every class/tutoring session.
4. All Zoom links are available to site administrators.

In addition, all teachers will end the Zoom meeting for all attendees when the class is finished. Students should not be alone in a Zoom meeting without adult supervision.

## *Student Distance Learning Behavioral Expectations*

### Teacher Responsibilities

Teachers will notify parents and principal of any behavior issues.

Depending on behavior concern, **students may be denied access to commenting, chatting, and joining live sessions.** Students will still be required to watch all recorded classes and directly communicate with teachers.



### Student Responsibilities

**Students are expected to:**

- adhere to all of the “WSCS Student Behavioral Expectations” agreement that was signed by all students at the beginning of the year
- start all classes on time. Students will not be permitted to join a class if they are more than 10 minutes late unless given prior permission from the teacher.
- attend class with both Audio & Video (camera).
- start class on “Mute”
- only post appropriate and course-related comments (this includes all “chat” features)
- log-off class when the teacher informs students that class has ended
- the expectation is that the student’s video is on for the entire duration of the Zoom class, however, if there is an emergency, and the student needs to step away from the computer, please remember to turn the microphone and video off and inform the teacher through the private chat feature in Zoom”



## *Student Distance Learning Behavioral Expectations*

*continued*

**Note to parents:** If you feel your student cannot adhere to the behavioral expectations listed above, please plan on being present during the live Zoom classes or communicate with the teacher for alternatives such as allowing students to watch recordings of classes instead of joining live classes.

**Note to students:** If a student does not adhere to the behavioral expectations listed above, that student may be denied access to the live Zoom classes, to commenting and/or the chatting features in Google Classroom.

## *Teacher & Student Communication*

### **Teacher Responsibilities**

Teachers will typically reply to a student's question and email within a 24 hour period window (on a school day).

*The preferred method of communication is EMAIL, PARENT/STUDENT SQUARE or Zoom (audio only is fine).*

### **Student Responsibilities**

Students can ask teachers questions via email, class comments and Parent/Student Square (internal communication system). If you need to speak to a teacher via phone, please make an appointment request via email so they can reach out to you and set up a Zoom conversation. *Note: video can be turned off so that this would be like a phone conversation.*



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## *Zoom Classroom Etiquette*

- Log in to Zoom meeting 3-5 minutes before start time.
- Start Zoom Class on Mute
- The Zoom Chat function remains under the teacher's direction and should be used for questions, comments and ideas that relate to the class.
- The Chat function is not for personal conversations.
- Remember that the video is running during your Zoom class. Be mindful of what is in view in your home. Also be careful to not have private conversations while the Zoom video and audio are running.
- Do not sit in front of a bright window. You will look like a shadow on video. Please ensure good lighting in front of you.

## *High School and 5th-8th Grade Math Courses*

## *Google Classroom Assignments*

### **Teacher Responsibilities**

Teachers will assign work that can be turned in virtually through their Google Classroom. They will post directions on how and when to turn in these assignments in their class syllabus.

Teachers are able to offer guidance to students regarding late assignments if students are having difficulties turning in work.

Teachers are able to help connect students to our tech support.

### **Student Responsibilities**

**Students are expected to:**

- turn in class assignments through Google Classroom by the due date
- inform their teachers of any technical difficulties
- inform their teachers regarding late homework submissions
- follow the same academic honesty guidelines from the "WSCS Statement on Student Cheating" document. This statement is signed by all students

## Teacher Responsibilities

Teachers will:

- add/invite a parent/guardian for each student into Google Classroom
- continue their normal grading policies and procedures
- email students a monthly progress report
- send school principal a monthly gradebook summary report of each class

If a student is not passing a class, the teacher will reach out to the student's parent/legal guardian and document communication. This documentation will be provided to the principal.

## Student Responsibilities

Students and parents have access to check grades at any time via their School Pathways portal.

If parents accept invitation to be a guardian in Google Classroom they will receive weekly reports on their child's progress in Google Classroom.

If students/parents need help with login information or directions on how to do this, please contact your Advising Teacher.

Monthly progress reports are given to students. Students should share these reports with parents. However, Advising Teachers will also share student progress reports with parents during their monthly PLP meetings.



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## *TK-8th Grade Distance Learning*

### *TK-8th Grade General Information*

All TK-8th grade students will have an opportunity to sign up for a grade level specific Distance Learning class. Please refer to your site's specific TK-8th Grade Enrichment Class Schedule.

Although these classes are optional, if the student is signed-up for the class regular attendance is expected.

Reminder - Google Classroom invitations will be sent out using your child's WSCS email. See your Advising Teacher if you have any questions about your child's student email.

### *Important Reminders for Children before joining a Zoom (live) Class*

As we embark in this new method of learning, please read below for a list of reminders and preparation:

- Help them locate the MUTE and VIDEO icons at the bottom left of the Zoom meeting screen and show them how to turn them on and off.
- Before using Zoom for the first time, it may be helpful to test the headsets in advance.
- Communicate with your child that if at any time he/she feels uncomfortable, overwhelmed or needs a break, they can simply turn off video. Please communicate with the teacher after the Zoom class of any concerns.



WSCS  
Distance Learning Handbook  
**Acknowledgement Form**

WSCS Advising Teacher: \_\_\_\_\_

*Note: Only one form per family is needed. Please make copies for additional teachers.*

My signature below affirms I have received and read the Western Sierra Charter Schools Distance Learning Handbook.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Western Sierra Charter Schools  
**Revised Budget Vs Original Budget Analysis**  
 Budget Effect of Budget Trailer Bills on WSCS School Budgets

**Average Daily Attendance**

|       | SB 98 | Orig Budget | Difference | Change |
|-------|-------|-------------|------------|--------|
| MHS   | 197   | 234         | (37)       | -16%   |
| GHS   | 79    | 97.5        | (19)       | -19%   |
| ECS   | 234   | 302.5       | (69)       | -23%   |
| Total | 510   | 634         | (124)      | -20%   |

**Per ADA Rate**

|       | SB 98  | Orig Budget | Difference | Change |
|-------|--------|-------------|------------|--------|
| MHS   | 8,750  | 7,478       | 1,272      | 17%    |
| GHS   | 10,202 | 8,676       | 1,527      | 18%    |
| ECS   | 9,014  | 7,839       | 1,175      | 15%    |
| Total | 27,967 | 23,993      | 3,974      | 17%    |

**LCFF Revenue**

|       | SB 98     | Orig Budget | Difference | Change |
|-------|-----------|-------------|------------|--------|
| MHS   | 1,726,229 | 1,749,848   | (23,619)   | -1.3%  |
| GHS   | 804,358   | 845,891     | (41,533)   | -4.9%  |
| ECS   | 2,106,221 | 2,371,212   | (264,991)  | -11.2% |
| Total | 4,636,808 | 4,966,950   | (330,142)  | -6.6%  |

**ADA #/Per ADA Rate/LCFF Revenue**

|       | ADA # | Per ADA Rate | LCFF Rev |
|-------|-------|--------------|----------|
| MHS   | -16%  | 17%          | -1%      |
| GHS   | -19%  | 18%          | -5%      |
| ECS   | -23%  | 15%          | -11%     |
| Total | -20%  | 17%          | -7%      |

**Revenue Change**

|       | LCFF      | Lottery | MBG   | LLMF   | Other Local | SPED Rev | Net Decrease |
|-------|-----------|---------|-------|--------|-------------|----------|--------------|
| MHS   | (23,619)  | (6,307) | (459) | 26,850 | (36,000)    | (8,575)  | (48,110)     |
| GHS   | (41,533)  | (3,851) | (559) | 12,372 | (15,000)    | (4,143)  | (52,714)     |
| ECS   | (264,991) | 41,102  | 2,989 | 32,695 | 1,000       | (30,413) | (217,617)    |
| Total | (330,142) | 30,944  | 1,971 | 71,917 | (50,000)    | (43,130) | (318,440)    |

**Expense Change**

|       | Instr Equip | Bus Svcs Fees | Oversight Fees | Net Decrease |
|-------|-------------|---------------|----------------|--------------|
| MHS   | -           | (827)         | (236)          | (1,063)      |
| GHS   | -           | (1,454)       | (415)          | (1,869)      |
| ECS   | (50,000)    | (9,275)       | (2,650)        | (61,925)     |
| Total | (50,000)    | (11,555)      | (3,301)        | (64,856)     |

**Net Income Decrease**

|       | Revenue   | Expense | Net       |
|-------|-----------|---------|-----------|
| MHS   | (47,047)  | 1,063   | (47,047)  |
| GHS   | (50,845)  | 1,869   | (50,845)  |
| ECS   | (155,692) | 61,925  | (155,692) |
| Total | (253,584) | 64,856  | (253,584) |

**Net Income Change**

|       | Orig Net Income | Net Income Decrease | Revised Net Income (Fund Balance) |
|-------|-----------------|---------------------|-----------------------------------|
| MHS   | 395,299         | (47,047)            | 348,252                           |
| GHS   | 149,181         | (50,845)            | 98,336                            |
| ECS   | 198,842         | (155,692)           | 43,149                            |
| Total | 743,321         | (253,584)           | 489,737                           |

**Approximate amount of LCFF ADA Funding Lost Due to Targeted Exclusion of Non-classroom based Charter Schools**

|       | Unfunded ADA | Per ADA Rate (LCFF) | Amount Unfunded |
|-------|--------------|---------------------|-----------------|
| MHS   | 37           | 8,750               | 321,305         |
| GHS   | 19           | 10,202              | 190,377         |
| ECS   | 69           | 9,014               | 620,527         |
| Total | 124          |                     | 1,132,209       |

# WSCS Revised Combined Budget for 20-21

| Category  |                    | Budget           |                |                  |                  | Comments   |
|---|--------------------|------------------|----------------|------------------|------------------|--|
|   |                    | Mountain Home    | Glacier        | Endeavor         | WSCS Combined    | Revision Notes   |
| <b>Revenue</b>  |                    | (Annual)         | (Annual)       | (Annual)         | Annual           | MHS ADA  |
| State Aid Block Grant (LCFF)                                  | 8011               | 701,918          | 316,733        | 1,430,459        | 2,449,110        | ADA MHS-197.28/GHS-78.84/ECS-233.66/WSCS-509.78          |
| Education Protection Account "EPA" (LCFF)                     | 8012               | 168,156          | 145,935        | 442,489          | 756,580          |  |
| In Lieu Prop Tax (LCFF)                                       | 8096               | 856,155          | 341,690        | 233,273          | 1,431,118        | Based on SB 98 loss of enrollment growth funding         |
| Lottery   | 8560               | 35,741           | 16,418         | 41,102           | 93,261           |  |
| Interest  | 8660               | 4,850            | 1,500          | -                | 6,350            |  |
| Mandate Block Grant   | 8550               | 2,599            | 2,383          | 2,989            | 7,972            |  |
| One-time Funding- LLMF  | 8550               | 26,850           | 12,372         | 32,695           | 71,917           | None   |
| State STRS Contribution on Behalf - Paper Transacti           | 8590               | 133,053          | 62,763         | -                | 195,816          | STRS on Behalf   |
| Low Performing Student Block Grant                            | 7510-8590          | -                | 0              | -                | -                | None   |
| Other Local Revenue (and Pmt for Equip/Furn for El            | 8699               | 2,000            | 1,000          | 2,000            | 5,000            | Removal of ECS to MHS&GHS for Furn & Equipment           |
| SPED Revenue (6500)   | 8792               | 48,591           | 17,661         | 107,826          | 174,079          |  |
| <b>Revenue Sub-Total</b>                                      |                    | <b>1,979,913</b> | <b>918,456</b> | <b>2,292,834</b> | <b>5,191,203</b> |  |
| Inter-school Transfers In                                     | 8910-2929          | -                | -              | 350,000          | 350,000          | Interfund Transfers from MHS and GHS to ECS              |
| Other Financing Sources                                       | 8930-8979          | -                | -              | 250,000          | 250,000          | New Charter School Revolving Loan Fund                   |
| <b>Total Revenue</b>  |                    | <b>1,979,913</b> | <b>918,456</b> | <b>2,892,834</b> | <b>5,791,203</b> |  |
| Category  |                    | Budget           |                |                  |                  | Comments   |
|   |                    | (Annual)         | (Annual)       | (Annual)         | Actual           |  |
| <b>Expenses</b>   |                    | (Annual)         | (Annual)       | (Annual)         |                  |  |
| Salaries - Certificated                                       |                    | 765,409          | 404,371        | 1,006,819        | 2,176,599        |  |
| Salaries - Classified   |                    | 163,325          | 81,086         | 261,428          | 505,839          |  |
| Benefits (All Combined)                                       |                    | 442,628          | 230,399        | 425,224          | 1,098,251        | Includes STRS on Behalf for MHS/GHS                      |
| <b>Total Salary &amp; Benefits</b>                            |                    | <b>1,371,362</b> | <b>715,856</b> | <b>1,693,471</b> | <b>3,780,689</b> |  |
| <b>Instructional (Func.1000)</b>                              | <b>Object Code</b> |                  |                |                  |                  |  |
| Textbooks and Core Curriculum                                 | 4100               | 11,831           | 5,988          | 14,756           | 32,575           |  |
| Books and Reference Materials                                 | 4200               | 4,344            | 1,488          | 29,513           | 35,344           |  |
| Instructional Supplies (>\$500)                               | 4300               | 31,026           | 8,365          | 41,402           | 80,793           | Includes New Chromebooks and COVID Mitigation            |
| Instructional Equipment (\$500-\$4900)                        | 4400               | -                | -              | -                | -                | Pmt to MHS&GHS From ECS for \$50k Removed                |
| Travel & Conference   | 5200               | 500              | 500            | 3,000            | 4,000            | Mileage to/from Oakhurst for Staff                       |
| Contracted Services   | 5800               | 39,246           | 15,492         | 49,541           | 104,280          |  |
| Communications  | 5900               | 4,312            | 1,576          | 7,019            | 12,907           |  |
| Equipment   | 6400               | -                | -              | -                | -                |  |
| <b>Building (Func. 8100)</b>                                  |                    |                  |                |                  |                  |  |
| Supplies  | 4300               | 10,000           | 5,035          | 8,605            | 23,640           |  |
| Equipment   | 4400               | 1,025            | 475            | 3,117            | 4,617            |  |
| Utilities   | 5500               | 8,805            | 3,424          | 15,577           | 27,806           |  |
| Rentals, Leases & Repairs                                     | 5600               | -                | -              | 136,200          | 136,200          |  |
| Site Contracted Improvement/Custodial Fee                     | 5800               | -                | -              | 30,000           | 30,000           |  |
| Equipment   | 6400               | -                | -              | -                | -                |  |
| <b>Facilities Construct (Func. 8500)</b>                      |                    |                  |                |                  |                  |  |
| Site Improvement  | 6100               | -                | -              | -                | -                |  |
| Building Improvements   | 6200/6250          | -                | -              | -                | -                |  |
| <b>Administrative (Func. 2700)</b>                            |                    |                  |                |                  |                  |  |
| Admin. Supplies   | 4300               | 5,000            | 3,000          | 4,000            | 12,000           |  |
| Admin. Equipment  | 4400               | 500              | 500            | 500              | 1,500            |  |
| Travel & Conference   | 5200               | 3,420            | 1,350          | 4,230            | 9,000            |  |
| Service Memberships/ Fees                                     | 5300               | 11,381           | 4,493          | 14,077           | 29,950           |  |
| Insurance   | 5400               | 5,925            | 2,339          | 7,329            | 15,593           |  |
| Contracted Services   | 5800               | 2,951            | 1,165          | 3,650            | 7,765            |  |
| Contracted Services-Business Svcs                             | 5800               | 42,293           | 19,707         | 51,602           | 113,602          | 70% of Fee for MCOE (3.5% of LCFF Revenues)              |
| Communications  | 5900               | 4,673            | 1,746          | 6,835            | 13,254           |  |
| Equipment   | 6400               | -                | -              | -                | -                |  |
| <b>Health Services (Func. 3120/3140)</b>                      |                    |                  |                |                  |                  |  |
| Contracted Services   | 5800               | 17,962           | 5,215          | 5,631            | 28,808           |  |
| <b>Food (Func. 3700)</b>                                      |                    |                  |                |                  |                  |  |
| Food Costs  | 4700               | 2,280            | 900            | 2,820            | 6,000            |  |
| <b>Administrative (Func.7191)</b>                             |                    |                  |                |                  |                  |  |
| Contracted Services -auditors                                 | 5800               | 14,440           | 5,700          | 17,860           | 38,000           |  |
| <b>General Administration (Func.7200/7300)</b>                |                    |                  |                |                  |                  |  |
| District Oversight Fee (1% of LCFF)                           | 5800               | 17,262           | 8,044          | 21,062           | 46,368           | 1% Oversight fee to MCOE and FUSD respectively           |
| Business Services (3.5% of LCFF)                              | 5800               | 18,125           | 8,446          | 22,115           | 48,686           | 30% of Fee for MCOE (3.5% of LCFF Revenues)              |
| <b>Fiscal Services (Func. 9200)</b>                           |                    |                  |                |                  |                  |  |
| SPED-Costs  |                    | 2,998            | (683)          | 55,773           | 58,089           | Books,Supplies&Operating Costs (SPED Payroll in Sal&Ben) |
| <b>Debt Service</b>   |                    |                  |                |                  |                  |  |
| Debt Service Interest   | 7438               | -                | -              | -                | -                |  |
| <b>Expense Sub-Total</b>                                      |                    | <b>1,631,662</b> | <b>820,120</b> | <b>2,249,684</b> | <b>4,701,465</b> |  |
| Debt Service Principal  | 7439               | -                | -              | -                | -                | Loan repaid in years 2-5                                 |
| Interschool Transfers Out                                     | 7600-7629          | 262,500          | 87,500         | -                | 350,000          | Interfund Transfers from MHS and GHS to ECS              |
| <b>Total Expense</b>  |                    | <b>1,894,162</b> | <b>907,620</b> | <b>2,249,684</b> | <b>5,051,465</b> | Total Expense  |
| <b>Revenue Less Expenses Not Including Loans/Interfund</b>    |                    | <b>348,252</b>   | <b>98,336</b>  | <b>43,149</b>    | <b>489,737</b>   |  |
| <b>Rev Less Exp Including Loans &amp; Interfund Transfers</b> |                    | <b>85,752</b>    | <b>10,836</b>  | <b>643,149</b>   | <b>739,737</b>   |  |

| WSCS Combined Approved Budget for 20-21                       |                    |                |                  |                  |   |  |
|---|--------------------|----------------|------------------|------------------|---|--|
| Category  | Budget             |                |                  |                  | Comments  |  |
|   | Mountain Home      | Glacier        | Endeavor         | WSCS Combined    | Revision Notes  |  |
| <u>Revenue</u>  | (Annual)           | (Annual)       | (Annual)         | Annual           |   |  |
| State Aid Block Grant (LCFF)                                  | 8011 620,900       | 312,400        | 2,040,659        | 2,973,959        | 7.08% Reduction in LCFF Funding<br>vs LCFF Calculator   |  |
| Education Protection Account "EPA" (LCFF)                     | 8012 169,746       | 133,823        | 56,170           | 359,739          |   |  |
| In Lieu Prop Tax (LCFF)                                       | 8096 959,202       | 399,667        | 274,383          | 1,633,252        | ADA - MHS:234/GHS:97.5/ECS:302.5/WSCS:634   |  |
| Lottery   | 8560 42,048        | 20,269         | -                | 62,317           | None<br>STRS on Behalf<br>None<br>ECS to MHS&GHS for Furn & Equipment + \$5000  |  |
| Interest  | 8660 4,850         | 1,500          | -                | 6,350            |   |  |
| Mandate Block Grant   | 8550 3,058         | 2,943          | -                | 6,001            |   |  |
| One-time Funding  | 8550 -             | -              | -                | -                |   |  |
| State STRS Contribution on Behalf - Paper Transaction         | 8590 133,053       | 62,763         | -                | 195,816          |   |  |
| Low Performing Student Block Grant                            | 7510-8590 -        | 0              | -                | -                |   |  |
| Other Local Revenue (and Pmt for Equip/Furn for ECS)          | 8699 38,000        | 16,000         | 1,000            | 55,000           |   |  |
| SPED Revenue (6500)   | 8792 57,166        | 21,804         | 138,239          | 217,209          |   |  |
| <b>Revenue Sub-Total</b>                                      | <b>2,028,023</b>   | <b>971,169</b> | <b>2,510,451</b> | <b>5,509,643</b> |   |  |
| Interfund Transfers In  | 8910-2929 -        | -              | 350,000          | 350,000          | Interfund Transfers from MHS and GHS to ECS<br>New Charter School Revolving Loan Fund   |  |
| Other Financing Sources                                       | 8930-8979 -        | -              | 250,000          | 250,000          |   |  |
| <b>Total Revenue</b>  | <b>2,028,023</b>   | <b>971,169</b> | <b>3,110,451</b> | <b>6,109,643</b> |   |  |
| Category  | Budget             |                |                  |                  | Actual  |  |
| <u>Expenses</u>   | (Annual)           | (Annual)       | (Annual)         |                  |   |  |
| Salaries - Certificated                                       | 765,409            | 404,371        | 1,006,819        | 2,176,599        | Includes STRS on Behalf for MHS/GHS   |  |
| Salaries - Classified   | 163,325            | 81,086         | 261,428          | 505,839          |   |  |
| Benefits (All Combined)                                       | 442,628            | 230,399        | 425,224          | 1,098,251        |   |  |
| <b>Total Salary &amp; Benefits</b>                            | <b>1,371,362</b>   | <b>715,856</b> | <b>1,693,471</b> | <b>3,780,689</b> |   |  |
| <b>Instructional (Func.1000)</b>                              | <b>Object Code</b> |                |                  |                  | Includes New Chromebooks and COVID Mitigation<br>Includes Pmt to MHS&GHS From ECS for \$50k<br>Mileage to/from Oakhurst for Staff |  |
| Textbooks and Core Curriculum                                 | 4100 11,831        | 5,988          | 14,756           | 32,575           |   |  |
| Books and Reference Materials                                 | 4200 4,344         | 1,488          | 29,513           | 35,344           |   |  |
| Instructional Supplies (>\$500)                               | 4300 31,026        | 8,365          | 41,402           | 80,793           |   |  |
| Instructional Equipment (\$500-\$4900)                        | 4400 -             | -              | 50,000           | 50,000           |   |  |
| Travel & Conference   | 5200 500           | 500            | 3,000            | 4,000            |   |  |
| Contracted Services   | 5800 39,246        | 15,492         | 49,541           | 104,280          |   |  |
| Communications  | 5900 4,312         | 1,576          | 7,019            | 12,907           |   |  |
| Equipment   | 6400 -             | -              | -                | -                |   |  |
| <b>Building (Func. 8100)</b>                                  |                    |                |                  |                  | 70% of Fee for MCOE (3.5% of LCFF Revenues)   |  |
| Supplies  | 4300 10,000        | 5,035          | 8,605            | 23,640           |   |  |
| Equipment   | 4400 1,025         | 475            | 3,117            | 4,617            |   |  |
| Utilities   | 5500 8,805         | 3,424          | 15,577           | 27,806           |   |  |
| Rentals, Leases & Repairs                                     | 5600 -             | -              | 136,200          | 136,200          |   |  |
| Site Contracted Improvement/Custodial Fee                     | 5800 -             | -              | 30,000           | 30,000           |   |  |
| Equipment   | 6400 -             | -              | -                | -                |   |  |
| <b>Facilities Construct (Func. 8500)</b>                      |                    |                |                  |                  |   |  |
| Site Improvement  | 6100 -             | -              | -                | -                |   |  |
| Building Improvements   | 6200/6250 -        | -              | -                | -                |   |  |
| <b>Administrative (Func. 2700)</b>                            |                    |                |                  |                  | Books,Supplies&Operating Costs (SPED Payroll in Sal&Ben)  |  |
| Admin. Supplies   | 4300 5,000         | 3,000          | 4,000            | 12,000           |   |  |
| Admin. Equipment  | 4400 500           | 500            | 500              | 1,500            |   |  |
| Travel & Conference   | 5200 3,420         | 1,350          | 4,230            | 9,000            |   |  |
| Service Memberships/ Fees                                     | 5300 11,381        | 4,493          | 14,077           | 29,950           |   |  |
| Insurance   | 5400 5,925         | 2,339          | 7,329            | 15,593           |   |  |
| Contracted Services   | 5800 2,951         | 1,165          | 3,650            | 7,765            |   |  |
| Contracted Services-Business Svcs                             | 5800 42,871        | 20,724         | 58,095           | 121,690          |   |  |
| Communications  | 5900 4,673         | 1,746          | 6,835            | 13,254           |   |  |
| Equipment   | 6400 -             | -              | -                | -                |   |  |
| <b>Health Services (Func. 3120/3140)</b>                      |                    |                |                  |                  | 1% Oversight fee to MCOE and FUSD respectively<br>30% of Fee for MCOE (3.5% of LCFF Revenues)                                     |  |
| Contracted Services   | 5800 17,962        | 5,215          | 5,631            | 28,808           |   |  |
| <b>Food (Func. 3700)</b>                                      |                    |                |                  |                  |   |  |
| Food Costs  | 4700 2,280         | 900            | 2,820            | 6,000            |   |  |
| <b>Administrative (Func.7191)</b>                             |                    |                |                  |                  |   |  |
| Contracted Services -auditors                                 | 5800 14,440        | 5,700          | 17,860           | 38,000           |   |  |
| <b>General Administration (Func.7200/7300)</b>                |                    |                |                  |                  |   |  |
| District Oversight Fee (1% of LCFF)                           | 5800 17,498        | 8,459          | 23,712           | 49,670           |   |  |
| Business Services (3.5% of LCFF)                              | 5800 18,373        | 8,882          | 24,898           | 52,153           |   |  |
| <b>Fiscal Services (Func. 9200)</b>                           |                    |                |                  |                  |   |  |
| SPED-Costs  | 2,998              | (683)          | 55,773           | 58,089           |   |  |
| <b>Debt Service</b>   |                    |                |                  |                  | Loan repaid in years 2-5<br>Interfund Transfers from MHS and GHS to ECS   |  |
| Debt Service Interest   | 7438 -             | -              | -                | -                |   |  |
| <b>Expense Sub-Total</b>                                      | <b>1,632,724</b>   | <b>821,988</b> | <b>2,311,609</b> | <b>4,766,322</b> |   |  |
| Debt Service Principal  | 7439 -             | -              | -                | -                |   |  |
| Interfund Transfers Out                                       | 7600-7629 262,500  | 87,500         | -                | 350,000          |   |  |
| <b>Total Expense</b>  | <b>1,895,224</b>   | <b>909,488</b> | <b>2,311,609</b> | <b>5,116,322</b> | Total Expense   |  |
| <b>Revenue Less Expenses Not Including Loans/Interfund</b>    | <b>395,299</b>     | <b>149,181</b> | <b>198,842</b>   | <b>743,321</b>   |   |  |
| <b>Rev Less Exp Including Loans &amp; Interfund Transfers</b> | <b>132,799</b>     | <b>61,681</b>  | <b>798,842</b>   | <b>993,321</b>   |   |  |



## **INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS**

### **Part I: Identifying Data**

Today's Date: 8/20/2020

|                                    |  |                                       |                                   |
|------------------------------------|--|---------------------------------------|-----------------------------------|
| School:                            | Endeavor Charter School  |                                       |                                   |
| Address:                           | 777 West Shaw Ave  | Fresno, Ca                            | 93711                             |
|                                    | Number and Street  | City and State                        | Zip Code                          |
| Mailing Address<br>(if different): |  |                                       |                                   |
|                                    | Number and Street  | City and State                        | Zip Code                          |
| Telephone #:                       | 559-248-0471   | Fax #:                                |                                   |
| Email Address:                     | <a href="mailto:ngarcia@wscfamily.org">ngarcia@wscfamily.org</a> (Nancy Garcia/Co Principal)<br><a href="mailto:ehagen@wscfamily.org">ehagen@wscfamily.org</a> (Eric Hagen/Co Principal) |                                       |                                   |
| Chief Administrator:               | Michael Cox (Executive Director) <a href="mailto:mcox@wscfamily.org">mcox@wscfamily.org</a>  |                                       |                                   |
| School District:                   | Fresno Unified School District   |                                       |                                   |
| Enrollment:                        | 74   | Current Grade Span<br>to be Reviewed: | 9 <sup>th</sup> -12 <sup>th</sup> |
| County:                            | Fresno   |                                       |                                   |

Check any of the following that apply to your school:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Comprehensive                | <input type="checkbox"/> Community Day School      | <input type="checkbox"/> Alternative Education/Continuation |
| <input checked="" type="checkbox"/> Independent Study | <input checked="" type="checkbox"/> Charter School | <input type="checkbox"/> Home Study                         |
| <input type="checkbox"/> Online Distance Learning     | <input type="checkbox"/> Other: Explain:           |   |

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 100%, and the percentage of students utilizing the online delivery system 20%.

Briefly describe:

We are not an online school but we do provide online options for those that would like to complete coursework in this method. Endeavor's online curriculum options include Edgenuity and Rosetta Stone. However, most of our students complete courses either through an Independent Study model (textbooks and lesson from home) or courses taught by our own Endeavor high school teachers (through our hybrid instructional model, onsite courses and/or "Distance Learning" models).

**Note: If more space is needed on the following pages, please append additional pages.**

## Part II: School Profile

**Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the visiting committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.**

Western Sierra Charter Schools' (WSCS) Endeavor Charter School is a TK-12 independent study, personalized learning public charter school. We are only seeking WASC accreditation for our high school program (9th-12th grade). Endeavor Charter School converted our existing fully WASC accredited Glacier High School Charter's Resource Center into its own charter school. Endeavor Charter School is authorized by Fresno Unified School District (FUSD Board Meeting on February 12, 2020).

Endeavor Charter School offers a unique model for learning that blends extensively supported personalized learning with supplemental and comprehensive resources for student support which includes but is not limited to: wide variety of curriculum texts, a vast collection of online classes and instruction, site-based classes, labs, workshops, tutoring, community-based learning experiences, extracurriculars, High School Enrichment enrollment in community colleges and other services. Students will have the option to work independently and/or online on their courses each day with parental oversight or on-site at our campus, attend on-campus classes and/or concurrently enroll in local community college courses.

Endeavor Charter School offers highly personalized educational plans for each student. We provide independent study students and their families with four types of resources:

- Guidance and oversight of a student's educational plan is provided from a professional, credentialed and experienced Advising Teacher. Each student and his/her parent/guardian meet regularly with the Advising Teacher to review progress and assessments and plan upcoming curriculum and pacing. When applicable, a Special Education Teacher and/or Section 504 Coordinator will also be part of this educational plan.
- A wide variety of standards-aligned curriculum and learning materials: Rather than a prescribed "one size fits all" curriculum, or simply providing students/families with a budget to purchase their own chosen curriculum, our credentialed faculty work with each student and his/her parent to design a standards-aligned educational program that meets the student's individual needs, including A-G approved courses. WSCS purchases the appropriate curriculum and collaborates closely with each student/parent to develop curriculum pacing plans and expectations for student work.
- Site-based classes, enrichment activities and field trips taught and led by qualified staff and designed around our students' needs and interests.
- A forum and meeting place for independent study families to collaborate and exchange "best practices" with the guidance of credentialed, professional teachers and staff.



**Provide a description of the school that includes such areas as:**

- **The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.**
- **When the school was opened**
- **Initial location of the school and any location changes**

Endeavor Charter School's first year of operation is the 2020-2021 School Year. However, we have operated as a Resource Center of Glacier High School since the 20015-2016 school year. During Glacier High Schools' 2018-2019 WASC Self-Study, the WASC visiting committee did visit our resource center (now Endeavor Charter School). The visiting team was able to confirm that our resource center program was similar in practices and operations as Glacier High School Charter.

Since Endeavor is a program directly connected with Glacier High School Charter (Glacier), there is a brief description of Glacier below as part of Endeavor's history.

Glacier is located just off Highway 41, it is approximately one mile north of downtown Oakhurst. Glacier was founded as a cooperative venture by parents of future students, teachers and two school administrators. Parents from Mountain Home Charter School (Mountain Home School is the TK-8<sup>th</sup> grade sister school in Oakhurst) desired to create a high school with a similar personalized learning program. Chartered through the Yosemite Unified School District, Glacier received final approval for operation from the State Board of Education in June 2002. In 2005, Kingsburg Elementary Charter School District came to Glacier to ask to create the same kind of high school program to serve students in their area. In 2006, Glacier began serving students in Kingsburg and Fresno County. In 2008-09 Glacier and Mountain Home School joined together to form a non-profit educational entity called Western Sierra Charter Schools. In the summer of 2015, we moved our resource center to a new location near Fig Garden Village in Fresno, California. Due to the demand of our program in the Fresno area, it was decided by our Western Sierra Charter School Board to convert the Fresno Resource Center into it's own charter school. On February 12, 2020, Fresno Unified School District approved the Endeavor Charter School petition and Endeavor Charter School received California State Board approval on May 2020.

Endeavor Charter School will offer a unique educational option for students in Fresno and the surrounding Fresno communities. Based on enrollment at our existing schools, our model is appealing to a diverse array of students: those who want to accelerate and deepen their learning beyond what is typically offered in site-based schools; students with special needs who would benefit from a home setting; those who have demands outside of school such as amateur rodeo, professional acting, music, dance, and family business/support; and those who simply have not excelled or felt they "belong" in a traditional school setting. Endeavor Charter School will offer broad and personalized curricular and instructional options to meet widely varying individual student needs.

Provide demographic and achievement information regarding the students, including the following:

- **Enrollment by grade level**

Endeavor Charter School's Grade Level Breakdown:  
Total Enrollment for 2020-2021 School Year: **74 Students**

| Grade Level      | %   |
|------------------|-----|
| 9 <sup>th</sup>  | 30% |
| 10 <sup>th</sup> | 33% |
| 11 <sup>th</sup> | 24% |
| 12 <sup>th</sup> | 13% |

- **Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)**

| Ethnicity        | % of Endeavor H.S. Students |
|------------------|-----------------------------|
| African American | 3%                          |
| Asian            | 0%                          |
| American Indian  | 5%                          |
| Filipino         | 4%                          |
| Hispanic         | 11%                         |
| Pacific Islander | 0%                          |
| White            | 70%                         |
| Other            | 7%                          |

- **English proficiency**

Endeavor Charter School is committed to meeting all applicable requirements for English Learners ("EL") including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Endeavor Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Our EL Coordinator (Nancy Turner) and Admin team oversee our EL services, however, at the time of this writing, ESC does not have any EL identified students. We will continue to revise and complete our EL program as we anticipate EL numbers to increase now that we are chartered through Fresno Unified School District.

- **Gender/age mix and Special Populations**

Currently, our 2020-2021 Endeavor Charter School high school students are **50% Female and 50% Male**.

Students with an active **IEP make 9.72%** of our population and about **8% have an active Section 504 Plan**.

- **Mobility of students**

Since 2015, we have operated as Glacier High School's Fresno Resource Center (now Endeavor Charter School) We have a unique opportunity to provide additional data since our WASC initial petition because we have data of students not typically available for initial WASC Description. Below is a table with data regarding "Returning Students."

"Returning Students" means the group of students that were enrolled in our program (Glacier High School -Fresno Resource Center) last schoolyear (2019-2020) and are now enrolled as an Endeavor Charter School student.

| Mobility of Student<br>2020-2021<br>Endeavor Charter<br>School   | Percent of H.S. Endeavor<br>Students |
|--|--------------------------------------|
| 9 <sup>th</sup> -12 <sup>th</sup> Grade<br>Returning Students  | 88%                                  |
| New incoming H.S.<br>students  | 13%                                  |
| 12 <sup>th</sup> Graders that<br>have been enrolled<br>with our program<br>since 9 <sup>th</sup> Grade | 66%                                  |

*Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.*

**Below is Endeavor's most recent data analysis and comparison. This information was provided to our authorizing district, Fresno Unified School District. Endeavor students are included in the areas where "Glacier" is mentioned**

**CAASPP (State Test) ELA (Language Arts) Summary & Analysis:**

In comparison to similar independent study schools (Sierra Charter K-12, Chawanakee Academy Charter K-12 and J.E. Young Academic Center), there was a greater percentage of Mountain Home School (K-8th) and Glacier High School students that "Met or Exceeded Standards" in English Language Arts (ELA). These percentages were greater in all the academic years in this report (2014-15, 2015-2016, 2016-2017, 2017-18 and 2018-19).

*Comparison Table for combined percentages CAASPP ELA (Exceeded and Met Standards)  
Highest two scores are highlighted in yellow for each academic year.*

|               | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---------------|-----------|-----------|-----------|-----------|-----------|
| Mountain Home | 52%       | 57%       | 47.96%    | 44.86%    | 48.07%    |

|                            |     |     |        |        |        |
|----------------------------|-----|-----|--------|--------|--------|
| Glacier High               | 41% | 77% | 89.29% | 79.31% | 83.87% |
| Sierra Charter K-12        | 35% | 40% | 35.83% | 41.21% | 46.15% |
| Chawanakee Academy K-12    | N/A | 54% | 38.33% | 40.58% | 36.58% |
| J.E. Young Academic Center | 9%  | 11% | 11.7%  | 17.29% | 16.9%  |

When both “Exceeded” and “Met” standards’ percentages are combined, for each academic year included in this report (2014-15, 2015-2016, 2016-2017, 2017-18 and 2018-19), Mountain Home School **and** Glacier High School students scored higher than all of the comparison schools (Sierra Charter K-12, Chawanakee Academy Charter K-12 and J.E. Young Academic Center).

### **CAASPP Math Summary & Analysis:**

*Comparison Table for combined percentages CAASPP Math (Exceeded and Met Standards)  
Highest two scores are highlighted in yellow for each academic year.*

|                            | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| Mountain Home              | 32%       | 33%       | 26.24%    | 29.44%    | 25.33%    |
| Glacier High               | 21%       | 24%       | 39.29%    | 34.48%    | 19.35%    |
| Sierra Charter K-12        | 5%        | 9%        | 8.56%     | 7.10%     | 11.85%    |
| Chawanakee Academy K-12    | N/A       | 29%       | 16.95%    | 12.86%    | 16.8%     |
| J.E. Young Academic Center | 1%        | 1%        | 0         | 1.6%      | 1.46%     |

When both “Exceeded” and “Met” standards’ percentages are combined, Mountain Home School and Glacier High School students’ percentages are higher than other similar schools (Sierra Charter K-12, Chawanakee Academy Charter K-12 and J.E. Young Academic Center) for all but one of the academic school years (See table above). Mountain Home School (K-8th) was among the top two highest percentages each academic school year (2014-15, 2015-2016, 2016-2017, 2017-18 and 2018-19) and Glacier was among the highest two scores in all but one year (2015-2016). Glacier High School’s combined percentages for “Exceed” and “Met” Standards **did** see an increase in that same year (2015-2016).

### **LOCAL DATA (NWEA):**

Students who stay with our school (cohort) improve at a greater rate over time to those new to our school. In addition, students in sub-groups: English Language Learners (EL), Hispanic, and Free/Reduced Lunch (NSLP) also performed at or above expected averages. This can be seen in our internal testing using NWEA.

### **NWEA Math Summary and Analysis:**

Math is a challenging area for all of our grades and groups in general. Students in almost all groups started behind the NWEA Math Status Norms RIT Score in 2017. The students within the cohort performed better over time in comparison to the Non-Cohort group and either came close to the

Normative RIT score or surpassed it in all groups. It should be noted that our 9th-12th grade cohorts made large improvements in 2019 and surpassed the Normative RIT score by a large margin. See table below for summary of our data.

**Comparison Table for NWEA Math:**

|  | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> |
|--|--------------------|--------------------|--------------------|
| NWEA Math Average 6-8 Non-Cohort                       | 217.37             | 214.80             | 217.13             |
| NWEA Math Average 6-8 Cohort                           | 214.48             | 222.41             | 228.54             |
| <b>NWEA Math Status Norm 6-8 expected RIT score</b>    | <b>222.17</b>      | <b>228.27</b>      | <b>230.97</b>      |
|  |                    |                    |                    |
| NWEA Math Average 9-12 Non-Cohort                      | 227.48             | 229.23             | 239.55             |
| NWEA Math Average 9-12 Cohort                          | 230.06             | 233.12             | 241.94             |
| <b>NWEA Math Status Norm 9-12 expected RIT score</b>   | <b>231.23</b>      | <b>233.60</b>      | <b>233.70</b>      |
|  |                    |                    |                    |
| NWEA Math Average 6-12 Hispanic Cohort                 | 223.00             | 226.00             | 237.06             |
| NWEA Math Average 6-12 EL Cohort                       | 230                | 240                | 235                |
| NWEA Math Average 6-12 NSLP Cohort                     | 226.00             | 233.14             | 241.57             |
| <b>NWEA Math Status Norm 6-12 expected average RIT</b> | <b>226.7</b>       | <b>230.935</b>     | <b>232.34</b>      |

**NWEA Reading Summary and Analysis:**

Reading is a relative strength of Mountain Home and Glacier High. In almost all areas the reading scores surpassed the Reading Status Norms for each grade span and subgroup. The exception being the 6th-8th grade Non-Cohort in 2018. The greatest difference between the Non-Cohort and Cohort is for the 6th-8th grade span. There is over a 7 point different in 2019. Each of the subgroup cohorts perform well above the 6th-12th grade Norms.

**Comparison Table for NWEA READING:**

|   | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> |
|---|--------------------|--------------------|--------------------|
| NWEA Reading Average 6-8 Non-Cohort                       | 216.57             | 214.80             | 220.22             |
| NWEA Reading Average 6-8 Cohort                           | 216.66             | 221.83             | 227.82             |
| <b>NWEA Reading Status Norm 6-8 expected growth</b>       | <b>214.20</b>      | <b>218.03</b>      | <b>220.07</b>      |
|   |                    |                    |                    |
| NWEA Reading Average 9-12 Non-Cohort                      | 228.00             | 231.00             | 231.00             |
| NWEA Reading Average 9-12 Cohort                          | 227.21             | 228.38             | 231.62             |
| <b>NWEA Reading Status Norm 9-12 expected average RIT</b> | <b>221.07</b>      | <b>221.80</b>      | <b>221.75</b>      |
|   |                    |                    |                    |
| NWEA Reading Average 6-12 Hispanic Cohort                 | 220.56             | 224.22             | 229.67             |
| NWEA Reading Average 6-12 EL Cohort                       | 228.50             | 229.00             | 230.00             |
| NWEA Reading Average 6-12 NSLP Cohort                     | 222.00             | 225.50             | 230.50             |
| <b>NWEA Reading Status Norm 6-12 expected average RIT</b> | <b>217.64</b>      | <b>219.92</b>      | <b>220.91</b>      |



## Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions briefly and succinctly. The evidence can be provided electronically, e.g., Dropbox, hyperlink.

### Category A: Organization

**A1. Vision and Purpose Criterion:** The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

*State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.*

**Endeavor Charter School's mission (from our Charter Petition)** is to provide a valid TK-12 public education alternative via independent study with site-based classes and supports that will help students learn and grow to their potential and become responsible contributing community members. Endeavor Charter School will enable students to become literate, self-motivated, lifelong learners by providing a student-centered environment in which all students will be held to high academic and behavioral standards; work in collaborative relationships, both within and outside the school site/calendar; and perform service to the greater community.

**The Vision of Endeavor Charter School** is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, parent leadership, personalized student learning, and high expectations. Endeavor Charter School will accomplish these complementary goals by providing all students and their parents with: experienced, credentialed teacher guidance and support; standards-aligned curriculum and instruction; ongoing, multiple modality assessments; and a large and growing inventory of high quality, standards-aligned instructional resources that offer both breadth and depth in curriculum and auxiliary materials. As a result, students will develop the skills necessary to become responsible lifelong learners who understand personal dedication and desire as the keys for success.

***State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.***

Endeavor Charter School seeks to honor and recognize the unique gifts, skills, passions, and attributes of each student. Our personalized learning model is dedicated to developing individualized learning programs for each student with the intent to engage each student in the learning process in the most productive and meaningful ways, and to optimize each student's learning potential and success. Our efforts are focused to help all students make substantial progress in meeting the appropriate academic skills in every area of necessary study. To this end, we empower parents to provide an excellent education for their children. Our program aims to support the integrity of the home, provide a family-based education, and foster the means for a healthy home-based education.

Our Expected School-wide Learning Results, now our School's Learner Outcomes, were actually adopted over the 2005/2006 school year by Glacier High School.



Glacier and now Endeavor Charter School have had the same set of core beliefs since its inception, as shown in the vision and mission statements. Our student's learning outcomes, and particularly their measurable indicators, reflect our commitment to developing a program that enables and sustains student and parent choices and individual needs. Our personalized learning approach provide the format philosophically for our initial SLOs, and was guided through an evaluation of our application of state standards and critical growth needs. Endeavor's SLOs were created through a collaborative effort of Glacier staff, in part now Endeavor Charter School staff, a correlation between state standards, established student growth needs, and our school's guiding philosophy. Our SLOs, which uses the acronym of ACTS, were approved by Western Sierra Charter School leaders and the WSCS Board (which include teachers, parents and community members). Historically, these SLOs were also reviewed and approved by Glacier ASB students but now that we are starting our first year as Endeavor, there is a need to include Endeavor high school ASB students in this area. Currently our ESLRs have been reviewed by Endeavor staff, Western Sierra Charter School Board members, and the WSCS leadership team and we believe they still hold true to Endeavor's Mission and Vision for student success.

### **ACTS – “Endeavor Charter School students will become:”**

#### **Academic Achievers who...**

Plan for their future by establishing goals and action plans and regularly reflect on their own progress.

Demonstrate age/grade-level proficiency in literacy, mathematical, scientific and history/social studies, as well as the arts.

#### **Communicators who...**

Communicate effectively in a variety of contexts by using appropriate oral and written skills.

Obtain information, process it critically and respond appropriately.

#### **Thinkers who...**

Consider, evaluate, discern, and deduce knowledge with accuracy and logic.

Utilize a historical and informed understanding to develop their perspectives.

#### **Self-Sufficient Individuals who...**

Learn independently and act as self-motivated, responsible learners. Take wise risk, set personal goals and persevere over time to accomplish goals. Take individual responsibility for their lives and actions. Adopt attitude of personal gratitude and humility.

The core focus of our instructional program is personalized, differentiated instruction with customized supports to meet each student's needs/goals and active parent leadership and guidance. Students in our independent study model learn *how* to learn by giving them the training and responsibility to take initiative for their own learning experiences. Personalized curriculum resources (text and online), hands-on activities (both site-based and independent) and a variety of different approaches ensure that students are working at their full potential. As learning progresses, scaffolds are gradually removed so that students eventually are able to demonstrate comprehension independently.

Each student at Endeavor Charter School will have a **Personal Learning Plan (“PLP”)** formed in a collaboration between the student, his/her parent/guardian, his/her Advising Teacher(s), as well as a special education specialist and/or EL Coordinator when applicable. An Advising Teacher will serve as the primary point of contact for each student, with additional subject-matter teachers providing guidance and consultation on their specific subject area. PLPs will include specific goals for each semester of school across all subjects. The PLP will specify curriculum to be used, curriculum pacing, and assessments that will be given to demonstrate mastery of the standards-aligned content for each subject area/course. The PLP will guide each student’s academic progress through independent study and site-based instruction and supports.

***Explain how the school’s purpose is communicated to the members of the school community.***

Endeavor’s school purpose is communicated to our staff, students and parents through various communication means that include but are not limited to:

WSCS Student & Parent Handbook, Parent Square internal messaging system, Endeavor Staff Meetings (Agenda & Notes), WSCS Board Meeting (Agendas & Minutes), PLP Student Meetings & Files, LCAP, Endeavor Charter School Monthly Newsletters and Special Edition Newsletters (i.e. Testing Information; End of Year Information), WASC Self-Study documents and Charter Petition document (both provided through our WSCS website) and Fresno Unified School District reports given to our authorizing district but also reviewed with staff.

There is a need to add some of the communication items mentioned above to our new Endeavor Charter website. The website layout, its communication links and components should be up to date by the end of the Fall 2020 semester.

*Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.*

Since we have previously been operating as Glacier High School (since 2005), we feel we have a high degree of consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process. Our program offers a solid foundation for college preparatory and college and career readiness. We understand the cycle of continuous school improvement and the necessity for self-reflection and the great value our stakeholders can provide. We have been looking closely at our program since we began writing our new charter petition, writing our LCAP, in preparation for our most recent WASC Self-Study (as Glacier), the various documents needed for our district authorizer (Fresno Unified School District) and through this WASC initial visit school description. In addition, every year we send out a student and parent survey and review our WSCS Student and Parent Handbook. Recently, we have also reviewed our program to include a full Distance Learning method of learning and created a WSCS Distance Learning Handbook. Our teachers understand our vision and mission and as evidence we continuously see positive survey results that show that we as a school and staff understand and support parents and students achieve and learning through our personalized learning model. In addition, our program now known as Endeavor Charter School (formally Glacier's Resource Center), was part of the 2018-2019 WASC Self-Study for Glacier High School Charter. We received a full 6 year term, without a mid-cycle visit accreditation. Although we have a different name and authorizer, we have the same staff, program, facilities and most of the same students we had during that WASC Self-Study and visit.

*Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.*

The current plan for regular review and/or revision of our school purpose and schoolwide learner outcomes include annual reviews that may take place during our LCAP writing and focus group meetings, during selected staff meetings, during annual parent and student surveys and/or during a WASC Self-Study year.

***Supporting Evidence and Documentation:***

- Glacier High Schools 2018-2019 Visiting Committee Report
- Endeavor Charter School charter document
- WSCS Parent & Student Handbook
- COVID-19 Operations Written Report for Glacier High School Charter (2019-2020 School Year)

***Achievements:***

Endeavor Charter School is commencing their first year of operations with

- clear vision and mission statements understood by staff, teachers, parents and students
- a solid foundation of student learner outcomes that are reviewed
- a personalized learning approach that includes PLP meetings with parents, students, Advising Teachers and other important staff (i.e. IEP or Section 504 Plan coordinator) when applicable.
- Through our track record, our model has seen high consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process

***Areas for Improvement:***

There is a need for Endeavor Charter School students to be involved in the review of the Student Learner Outcomes.

There is a need to provide additional information to parents, students, staff and community members regarding Endeavor Charter School through our website (see website [endeavorcharter.org](http://endeavorcharter.org)).

Although our school does review and revise the school purpose and schoolwide learner outcomes annually, there is a need to formalize this review and revise process.

**A2. Governance Criterion:** The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

*Provide information about the governance structure and its responsibilities.*

Endeavor Charter School is governed by Western Sierra Charter Schools Inc. (WSCS). WSCS is a California non-profit corporation, which solely exists for the purpose of governing Endeavor Charter School, Glacier High School and our K-8 sister program, Mountain Home School Charter. The WSCS board holds powers and responsibilities similar to those of a district's governing board. These powers and responsibilities include employing all staff, the establishment and approval of major educational and operational policies, all major contracts, and all of the school's finances. The WSCS board includes representatives from our entire school community including four parents, two teachers, a board member from the District's school board and a community member.

Current Western Sierra Charter Schools Board Members:

- **Darin Soukup**, PhD, Director of Oakhurst Community College - knowledge and interface with the local higher education
- **Joyce Vind**, Teacher at Mountain Home School Charter in Oakhurst – knowledge and experience as a teacher from our organization. Brings important practitioner perspective.
- **Tamara Dent**, Parent at Mountain Home School Charter in Oakhurst – knowledge and experience of our educational program as a parent.
- **Richard Shehadey**, Parent at Endeavor Charter School in Fresno – Marketing knowledge and local business owner.
- **Margaret DenHartog**, Teacher at Endeavor Charter School in Fresno - knowledge and experience as a teacher from our organization. Brings important practitioner perspective.
- **Brian Fulce**, Parent at Glacier High School in Oakhurst – Civil engineer providing guidance with various building and property issues. Knowledge and experience of our educational program as a parent.
- **Jacqueline Pucheu**, Parent at Endeavor Charter School in Fresno – Attorney and knowledge and experience with our program as a parent.
- **Monika Moulin**, Board Member from Yosemite Unified School District – California School Boards Association member providing helpful perspective from the side of authorizers.

Endeavor is accountable to the Fresno Unified School District as the charter granting agency. Endeavor's Executive Director is responsible for preparing and maintaining the school budget, implementation of WSCS policies, and supervision of staff. The Endeavor Principals are responsible for the daily administration of the school program.

*Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.*

WSCS Board's greatest majority is our parents. This is reflective of our partnership with parents and the parent-led education focus we are committed to as an organization. We also include teacher representatives that bring a different perspective to the board since they know what our program stands for very well. This integration of teachers and parents and community members have created a strong and solid alignment of our school's vision, mission and schoolwide learner outcomes.

*Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.*

The board serves at the top level of organization to contribute to the establishment of the vision and mission and ultimately approve the vision and mission and provide evaluation in regards performance of WSCS programs. The board also oversees and evaluates organizational priorities both programmatic and fiscal. The WSCS Board understands its oversight responsibilities well. The Board evaluates and deliberates upon issues affecting the school and leads by creating policy and providing budgetary direction. The Board is careful to not involve itself in the day by day program administration of Endeavor Charter School. A cooperative spirit exists between the Board and staff with a sense of common goal. The Board has been supportive of new ideas and proposals presented by staff.

*Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.*

Representative parents, students, and staff participate annually in the LCAP process. Additionally, parents, students and staff are involved in topic focused, discussion and "listening" sessions through the year. All staff are involved in regular, scheduled staff meetings. It must be mentioned here because of its vital role, the ongoing PLP (Personalized Learning Plan) meetings bring every student with their parent together with their teacher to meet every couple of weeks. This is a critical communication link in our program that ensures input and responsiveness for all stakeholders. Principals work on the actual LCAP document and then this LCAP is reviewed and approved by the WSCS Board.

*Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

WSCS has adopted an "Internal Complaint Procedure" for all of its schools. Although parent and student complaints and conflicts are not a common occurrence at Endeavor, there is opportunity within regular board meetings for public comment or concerns. The school atmosphere is open, and teachers and staff were noted to be able to receive criticism openly while responding to it effectively. In addition, cooperation is good between staff members of the two respective sites. It is the policy of Endeavor to maintain a positive and productive working and educational environment where the charter school is compliant with all applicable laws and regulations. As with any school or organization, the possibility exists when an employee may take issue with another employee or supervisor, or an employee or student believes that a violation of a law is occurring. Employees that have complaints against other employees or supervisors that do not involve complaints of discrimination or harassment or violations of law, are encouraged to first address the issue with the person directly using conflict resolution (there has been staff training on this topic) skills without the intervention of a supervisor or other School administrator. If, however, the employee does not feel comfortable with this approach or the complaint is made by a student and/or involves harassment,

discrimination or other violation of state or federal law the employee or student must use adopted Internal Complaint Procedure. To this time, the implementation of this policy has not been necessary.

It should also be noted that at the end of each year, parents are given the opportunity to switch Advising Teachers. It has been communicated to teachers and parents that a request to change Advising Teachers is simply an opportunity to find a better fit for the family and should not be regarded as a teacher's performance evaluation tool. We understand that the various personalities and styles of each family may not be a "perfect match" with the assigned teacher and we ultimately want the partnership between the parents, students and teachers to be based on honesty and trust.

***Supporting Evidence and Documentation:***

- WSCS Bylaws
- WSCS Agenda & Minutes
- WSCS Organizational Chart
- Endeavor Charter Petition

***Achievements:***

WSCS Board has consistently carried out the mission and vision of our program.

WSCS is transparent in its practices and communicates effectively to Endeavor's staff, families and the community.

WSCS Board posts recordings of all meetings on website and Facebook pages. In addition, WSCS Board meetings are broadcasted live through our Facebook page.

WSCS Bylaws are available through our website.

WSCS Board Agenda is publicly posted on all of our facilities at least 72 hours prior to the scheduled meeting (Brown Act).

***Areas for Improvement:***

There is a need to embed public live feeds of our WSCS Board meetings directly to our WSCS website for easier access to our families, staff and interested community members.

**A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion:** Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP based as needed.

*Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.*

Endeavor's program is by definition, a cooperative and collaborative effort. Our PLP based program depends upon the joint effort of staff, students, and parents toward a common goal. Courses and curricula are chosen in consultation with each other, and schoolwork and grading are also cooperative efforts. All students at the beginning and end of the year are assessed by the NWEA program. From that initial data, a personalized learning program (PLP) is developed for each student. The student, parent and teacher all take part in the evaluation of the data, the development of the PLP and ongoing monitoring. In this way, necessary changes, to respond to the student's learning needs, are made efficiently and quickly.

*Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.*

Endeavor Charter School has developed a very open and available culture that is built around meaningful, daily staff collaboration. As a personalized learning / independent study program Endeavor teachers have a more open schedule which allows for increased opportunities to work together. Additionally, both our Fresno and Oakhurst locations are housed primarily in large, open buildings. Staff are physically working around one another all day long. This fosters much interpersonal communication and professional collaboration. In addition to a more flexible staff schedule and an open building, Endeavor schedules monthly staff meetings at which specific, critical, agenda items are addressed, discussed and understood. The staff meetings provide an excellent forum for staff discussion and deliberation on all things relative to the staff's daily work. Endeavor uses Google Team Drive extensively to work efficiently and cooperatively on all school matters. The Leadership Team meets together regularly to plan and deliberate school initiatives and priorities. Endeavor has a Uniform Complaint Policy/ process although has never needed to use this process. All differences between staff have thus far been mitigated within the context of our open, collaborative culture and processes.

*Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Endeavor teachers collaborate with peers, SPED Coordinator (when applicable) and administration to evaluate curriculum, instructional practices and support student learning opportunities. In addition, teachers participate in our WSCS Board and LCAP Focus groups.

Endeavor teachers are encouraged and supported in Professional Development opportunities and are given time to evaluate and reflect new findings with other staff.

Our WSCS Teacher Evaluation process provides for both teacher and administrator input into the teacher's growth priorities.



*Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.*

Endeavor Charter School does not receive any federal funding and therefore does not submit a Single Plan for Student Achievement. The annual LCAP process and document as well as this WASC Self Study serve the same purpose for our school's use as instruments for improvement. Endeavor uses the Northwest Evaluation Association (NWEA) MAP assessment as our in-house tool to monitor student progress. Review of the results of our various assessments indicate areas of strength and weakness, and attention is given to areas in need of improvement.

**Supporting Evidence and Documentation:**

- NWEA /CAASPP Test Results
- PLP Student Files
- WSCS Parent & Student Survey Results
- WSCS Administrator Meeting Agendas & Notes
- Endeavor PLP Monthly Teacher Checklists
- WSCS Teacher Evaluations
- WSCS Uniform Complain Procedures
- WSCS Student Support Plan and Assessment Flow Chart
- FUSD – Endeavor Charter Data

**Achievements:**

Endeavor Charter School is actively engaged with all stakeholders in the process of planning and improvement. The Endeavor improvement loop includes a systematic collection and evaluation of data, broad-based, agreed upon strategies for improvement and evaluation of results.

Although Endeavor does not develop and submit a SPSA, being exempt due to not receiving Federal funding, their looping, annualized process of student achievement analysis and planning is sound. Endeavor's annual LCAP process will embody a systematic collection and review of critical student data.

Endeavor Charter School has established an open, collaborative culture. As a smaller school with an open schedule, all staff have easy access to one another. Regularly scheduled meetings, unscheduled "as needed" meetings, emails and Parent Square messages are primary means of internal communication.

**Areas for Improvement:**

Although Endeavor teachers are encouraged and supported to participate in Professional Development courses, webinars, trainings, and workshops, there is a need to formalize the reflective and program improvement process that result from these PD opportunities. Currently teachers are given time during staff meetings to communicate key points of the various PD findings.

**A4. Staff: Qualified and Professional Development Criterion:** Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

*Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.*

Job openings for teachers at Endeavor are posted on EdJoin. All applications are screened for qualifications and suitability to our program. As a small school, new staff are matriculated into our program through hands-on training from the administration and teaching staff. Staff works closely with each other and particularly with new members. For additional support, new teachers are assigned a “Mentor Teacher” that regularly meets with them and follows a prescribed “New Teacher Induction Procedures Checklist.” WSCS conducts annual Teacher Evaluations and ongoing professional development training for new curriculum, technology and instruction. All Endeavor teachers are fully credentialed and meet ESSA requirements. Endeavor employment policies are clearly explained in the Endeavor Charter Petition, the WSCS Teacher contract and the Endeavor Teacher Job Descriptions and documents.

All Staff are hired and assigned duties according to the students’ academic needs. Advising Teachers not only instruct classes but also carry a caseload of students for whom they oversee the academic program. Our Academic Guidance counselor also helps in the selection of courses for students, creation of schedules and in the continuing of Advising Teacher trainings. Students are assigned to teachers based in part on the students interests and how they would match with the strengths and interests of the teacher.

*Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

All employment policies are clearly outlined in the Endeavor Charter School Charter Petition, the WSCS Teacher Contract and the Endeavor High School Teacher Job Description. The staff handbook and the beginning of the year staff meetings focus on Endeavor’s policies and procedures. Existing structures are effective for internal communication and planning. Regular scheduled staff meetings, frequent informal communication, email, the Google Team Drive, Endeavor Events calendar, and the PLP meetings all provide a continuous flow of communication between staff, students and parents.

*Explain the school’s supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.*

Endeavor Charter School’s professional development is driven by two primary criteria. One, student success data and school performance and two, staff interest. Endeavor believes that both of these (performance data and feedback as well as staff interest and passion) are critically important to the success and vitality of the school. To this end, Endeavor actively seeks, encourages and provides professional development to all staff. Staff are well supported through many varied and crucial professional development opportunities. Frequent in-services have been sponsored by the school as needed. Areas addressed include: college prep testing, charter school issues, online curriculum orientations, WASC workshops and distance learning trainings.

After Endeavor staff return from workshops or other Professional Development opportunities, they are able to share and train other staff about what they have learned. Through teacher feedback and evaluations, the leadership team determines the effectiveness of these professional development opportunities. In addition, teachers have availed themselves individually of many specialized trainings in specific professional areas of interest. As educational standards, methodology and technology are constantly in a state of change, Endeavor has focused on providing ongoing, relevant training. These trainings have helped equip staff to more effectively serve our students. Following is a partial list of trainings Endeavor staff has been involved in:

- Fresno County Office of Education Integrated Math Workshop
- CUE Conference
- NGSS Science Conferences and workshops
- Association of Personalized Learning Schools conferences and workshops (APLUS)
- MATE Summer Institute
- Various SELPA provided SPED trainings
- California Charter Schools Association Conferences and workshops (CCSA)
- Charter Schools Development Center Conferences and workshops (CSDC)
- Accelerator 360 trainings and workshops

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

The two primary roles of the Endeavor Advising Teachers are one, overseeing the independent study program of their students, and two, instructing certain assigned courses. Traditionally Glacier's emphasis and now Endeavor's has been providing services in the independent study program and in this area we have been successful in offering ongoing training, evaluation and mentorship. As our class-based programs and distance learning offerings have increased, we see a need to increase our support and instructional supervision for the ongoing improvement of classroom (onsite or virtual) instruction. However, we do encourage and support professional development opportunities for all Endeavor staff.

*Summarize the current process to determine the measurable effect of professional development on student achievement.*

Endeavor reviews student assessment results, state testing and NWEA relevant to targeted area for improvement is to evaluate the effectiveness of various instructional professional development. During our LCAP focus groups we are also able to receive and share out results and feedback.

*List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.*

Endeavor class teachers are currently all teaching in their area of preparation.

*Attach a copy of the school's master schedule indicating staff assignment and length of period or module.*

See Appendix.

*Describe any use made of regularly employed instructional assistants.*

We currently do not use instructional assistants in the high school classes. A typical onsite class has less than 15 students and all of our onsite classes have student tutoring opportunities.

*Describe any regular use made of community volunteers.*

We currently do not have community volunteers. Since our parents are highly involved in their child's education, they typically will drop off students to the onsite classes but supervise the homework and PLP are being followed from home. We do partner with the community in various ways such as our Mock Interview Day, where high school students are interviewed by local businesses such as The Habit and Starbuck's managers. Or with the Fresno Community Food Bank as our community service partner (Endeavor high school students volunteer throughout the year with the Leadership class and on their own).

*Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.*

The student teacher ratio is 25 to 1.

*Provide the information regarding support or classified staff.*

Endeavor Charter employs one office manager and one receptionist/secretary. WSCS Employs a Registrar that works for all 3 schools (Glacier High School Charter, Mountain Home School Charter and Endeavor Charter School). Additionally, the WSCS Chief Business Officer and a Business Assistant are partially allocated to Endeavor.

***Additional Supporting Evidence and Documentation:***

- Endeavor Charter Petition
- WSCS Teacher Contracts
- Endeavor Teacher Description
- Personnel Files
- Endeavor Class Schedule
- New Teacher Induction Procedures & Checklists
- WSCS Teacher Evaluations
- WSCS Staff Meetings Agendas
- WSCS Staff Handbook
- Fresno Staff Google Shared Team Drive
- A+ Network Conference & Membership
- CCSA Conference & Membership
- CSDC Conference & Membership
- Endeavor Professional Development Tracking document

***Achievements:***

Endeavor Charter School has developed a comprehensive, effective process for finding, hiring, and training, teachers new to the Endeavor program. New teachers are assigned a “Mentor Teacher” that regularly meets with them and follows a prescribed “New Teacher Induction Procedures Checklist”

Endeavor Charter School has implemented a thorough and effective support system for staff professional development which responds to the identified goals and needs of students.

***Areas for Improvement:***

With an increase demand of onsite and distance learning classes, there is a need to formalize class supervision and support for teachers. This may include but not limited to regular admin class observations and evaluations and additional teacher trainings focused on distance learning.

**A5. Resources Criterion:** The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

*Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.*

Endeavor's context as a small school is important to keep in mind when considering our use of resources. We serve a unique population of students who, for a limited variety of reasons, do not wish to attend schools which provide a standard, comprehensive, seat-based program. This narrow scope of program purpose necessarily focuses our use of resources. Everyone knows and works with everyone else in a small setting. Program needs in general, and student needs in particular, are plainly visible, easily communicated and readily addressed. Informal communication happens in many ways. Our open schedule allows staff to work closely with each other as well as with the students and parents. Our instructional philosophy and methodology have created a very organic, warm and collaborative model for all involved with our school. We are not merely interested in telling students what they need to do but are also interested in who they are, what they know and are interested in. This underlying premise requires an open community that remains effectively knowledgeable of all its participants. Each student's Personalized Learning Plan (PLP) is a growing collection of work samples, interim and yearly goals, assessment documents, and identification of the curriculum being used. In addition, a student's learning styles, academic strengths and weaknesses, and physical, social and behavioral attributes are recorded. The teacher, student and parent meet regularly around the student's relative academic progress using his / her PLP. This meeting serves a number of important purposes including: providing an ongoing update for student success and furnishing the forum for discussing changes and improvements to meet the student's needs thus making adjustments to a student's academic program regular, responsive and immediate. Of course, implied in this meeting is that all necessary participants are at the table (teacher, student and parent). Communication is clear; no questions, blind spots or surprises. Everyone knows the student's current progress and what the expectations are. At the beginning of the year we perform a student performance analysis based upon the results from state testing. This information is shared with staff, the WSCS Board and the parent community. It is used to evaluate program success and future instructional emphasis. The student test reports are given to parents and discussed at the first PLP meeting in August. Endeavor assesses all students twice a year with the Northwest Evaluation Association (NWEA) MAP assessment. We evaluate this information together with the results of the annual state testing as well as each student's relative success as documented in his/ her PLP Portfolio. Revealing strengths and weaknesses, this information provides us with clear direction. Our entire program is built around our ability to connect students to resources. Parents and students have indicated that the school is very responsive to requests for acquisition of curriculum and materials. Onsite classes consistently provide adequate curriculum materials.

*Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

The leadership team collaborates and communicates effectively through regularly scheduled meetings. By looking at student achievement data and areas of growth, considerations to various program improvements are made. The leadership team communicates with the WSCS Board at every meeting through budget proposals and reports as well as "principal reports" Like it was mentioned before, due to our small school status, we are able to communicate resource allocations more effectively and for direct student achievement improvement.

*Explain the impact the process for the allocation of resources has made on student learning.*

As most schools in our area (see Endeavor Charter Date for FUSD report), math is consistently the area that reflects the lowest student achievement scores. In response to this data, we have hired additional math instructors and created an Integrated Math 1 – two- year course. We still offer the one year Integrated Math I course but wanted to ensure that students that are struggling with math had another opportunity to feel math success while still ensuring they complete the required high school math courses. This upcoming year will be the first year of this special math class.

*Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

As an independent, direct funded charter school, Endeavor is legally responsible for its own governance and finances. The WSCS Executive Director and Chief Business Officer develop the annual budget each spring for the following year and present to the WSCS Board. The WSCS Board deliberates and then approves an annual budget by their June meeting. This budget is closely monitored and adjusted as necessary throughout the school year. As the chartering district, Fresno Unified School District is responsible for final oversight of Endeavor Charter School. Required annual reports will be submitted to FUSD in a timely manner. In addition, FUSD uses an internal document request system called "Epicenter." The Endeavor Executive Director maintains regular communication with FUSD (Debra Odom- Manager of Charter Schools Office). Additionally, the Executive Director attends FUSD Board meetings as needed or when called upon to report and respond to their questions or concerns. Endeavor Charter School will undergo an annual independent audit in which finances will be reviewed in detail. This audit verifies the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and sufficiency of the school's internal controls. The audit is conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope includes items and processes specified in any applicable Office of Management and Budget Circulars. The WSCS Board reviews any audit exceptions or deficiencies and determines how to resolve them. This audit report, as Glacier, has been provided to the YUSD Superintendent and as Endeavor will be provided to Fresno Unified School District.

*Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.*

Endeavor Charter Schools is housed in two leased buildings (West and East Buildings) that total over 7000 square feet of space and share one large parking area. These buildings have 6 classroom spaces, two reception areas (one at each building), a Parent Resource area, 6 restrooms, a small library area, office spaces, curriculum storage areas, open study areas and two kitchen spaces.

We also have multiple permanent outdoor picnic tables and one outdoor storage shed. The buildings are sufficient to meet Endeavor's current enrollment. **See E2. School Culture and Environment for facility details.**

*Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.*

Each classroom is equipped with state-of-the-art instructional technology. Teachers comment that

textbooks and support material needs are met without restriction. Administrative approval is generous, and student needs are primary. Endeavor Teachers are able to request instructional materials and equipment for class use and individual student needs. These requests are evaluated by the principal and approved by the Executive Director.

*Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.*

New staff are matriculated into our program through the hands-on training from the administration and teaching staff. New Endeavor teachers are supported by an experienced “Mentor” teacher and follow the New Teacher Induction process. There is a need to revise the teacher evaluation process to include onsite and distance learning instruction.

**Supporting Evidence and Documentation:**

- 2020-2021 Endeavor Charter School approved budget
- WSCS Board Minutes
- Independent Audit Reports
- Business Services with Madera County Office of Education
- Survey Results
- Requisitions and Purchase Orders
- Attendance Reports
- ADA Calculations

**Achievements:**

Endeavor Charter School’s “personalized learning” educational model along with its culture of openness and collaboration provide a unique and effective context that is truly responsive to student needs. All resource decisions both HR and materials are ultimately guided by the LCAP.

Governed by Western Sierra Charter Schools, Endeavor has a transparent, sound and effective business department. Budget development, fiscal oversight and budget monitoring operate under clear fiscal policies and practices and according to industry standards. Endeavor is subject to an annual fiscal audit.

Endeavor Charter School’s facilities are adequate to meet student needs. All of the facility is very well maintained.

New teachers are assigned a “Mentor Teacher” that regularly meets with them and follows a prescribed “New Teacher Induction Procedures Checklist.”

Endeavor has a programed, annualized, effective process for LCAP planning monitoring and updating.

**Areas for Improvement:**

There is a need to revise the current WSCS Teacher Evaluation process to include onsite and distant learning instructional practices.



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**NOTE: Only Charter Schools should respond to the following criterion.**

**A6. Resources Criterion [Charter Schools Only]:** The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

*Evaluate the effectiveness of how the charter school regularly reviews its long-range plan in relation to the school's vision, mission, and schoolwide learner outcomes. Include the extent to which all stakeholders are involved in future planning, including long-range capital needs.*

Stakeholder input and involvement are embedded into Endeavor's regular operating procedures in a variety of ways. First, one half of the WSCS board composition is parents of Glacier and Mountain Home School and Endeavor Charter School. Additionally, all WSCS meetings are posted and open to public observation (onsite and virtual). Second, the LCAP planning process brings together representatives of various school stakeholders to evaluate progress and prioritize future endeavors. Third, Endeavor teachers meet individually with each student and parent at least every month to evaluate progress and plan next steps. This regular, personal meeting between staff and students with their parents is probably the very best information the school receives. It is current, and immediately useful for the students we serve. School resources are efficiently directed immediately to their most useful point of need through this process. Fourth, Endeavor puts out an annual survey which seeks input and relative satisfaction regarding the Endeavor program and potential future initiatives. And finally, fifth, the leadership team holds periodic "Listening Sessions" as needed with targeted groups of students or parents. All of this input is ultimately aggregated into LCAP priorities. LCAP budgets are comprehensively inclusive of the LCAP. Budgets are forecasted for future years built around the identified priorities. The LCAP, being an annual, iterative process updates past priorities and actions and "refreshes" with the most recent priorities.

*Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.*

The WSCS Board has adopted fiscal policies that ensure accountability, stability and transparency. The policies are in accord with accounting practices within the industry and have been formulated with consultation from our auditors. Endeavor Charter School undergoes an annual independent audit in which finances are reviewed in detail. This audit verifies the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and sufficiency of the school's internal controls. The audit is conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope includes items and processes specified in any applicable Office of Management and Budget Circulars, The WSCS Board reviews any audit exceptions or deficiencies and determines how to resolve them. This audit report will be provided to the FUSD Charter Schools Manager.

*Comment on the school's annual independent audit that employs generally accepted accounting principles. Explain the written policies regarding the scope and responsibilities related to this audit and the procedures followed for filing the audit reports with the authorizing agency and other government entities as required by law.*

Western Sierra Charter Schools (WSCS) selects an auditor each year based upon their expertise in California school accounting and charter school accounting. Our annual audit report includes all

schools that WSCS operates. We file our audit report with the charter school authorizer, the county office of education, and the State Superintendent of Schools by the audit deadline of December 15<sup>th</sup> of each year. No WSCS school has had an audit finding in more than 5 years. Our CBO, in coordination with the Madera County Superintendent of Schools (MCSOS) Business Services department (who we contract with to provide business services to our schools), provide the auditors with all required support and documentation that is requested to facilitate the auditor's need to examine our books and records and maintain transparency.

*Comment on the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.*

WSCS accountability measures are very effective in ensuring that personnel follow the fiscal policies and procedures management has developed. Our CBO, Executive Director, WSCS Board, and MCSOS all have roles to play in maintaining internal control functions. This can be illustrated by our record of finding-free audits and excellent reserves and financial condition.

*Explain the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

- 1) Only the Executive Director is authorized by the Board of Directors to sign contracts, sign checks, and release institutional funds.
- 2) Payroll information and the payment of compensation is monitored by the Chief Business Officer and the Executive Director. Periodic payroll disbursements are approved by the Executive Director, with monitoring by the Chief Business Officer.
- 3) The review of bank reconciliations and deposits/withdrawals of all school financial accounts are reviewed by the Chief Business Officer with the assistance of the Madera County Office of Education.

*Comment on the degree to which the charter school has defined regular accounting and external audit procedures that meet the generally accepted principles of accounting and audits.*

All WSCS regular accounting and external audit procedures are subject to and defined by the annually updated requirements of GAAP, the audit guide, as well as CDE requirements and CSAM Procedures. This authoritative guidance is incorporated into our procedures on a continuous basis through ongoing implementation and oversight.

*Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.*

The school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement are as follows:

The CBO analyzes prior year expenditures and uses various financial models to forecast future spending. This process occurs concurrently and in coordination with the LCAP process. This is done so that the stakeholder involvement required by the LCAP process is included in the financial budgeting process as well. As the budget and LCAP are developed, the preliminary version(s) of the budget (with helpful background information) is presented to the Board at one or more open Board meetings. Discussion of and input into the process occurs during these meetings. The budget is monitored continuously and budget updates are presented at regular Board meetings that occur throughout the year. Stakeholders are given updates and invited to ask questions and receive answers during these Board meetings. Copies of the budgets and/or updates are available to the public.

*Comment on the extent to which the school's governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.*

Endeavor staff enjoy a compensation package of salary and benefits that is competitive and comparable to our neighboring school districts. All WSCS teacher salary schedules were just increased by 5% to begin the 2018-19 school year.

*Comment on the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Endeavor maintains a general public presence through its Website and Facebook. Our best outreach is a quality, confident program that meets student needs, respects parents and provides meaningful helps for families. Happy customers (students and families) is the key. Word of mouth is the methodology! As it is said, "Make happy those who are near and those who are far will come". However, now that our program is authorized by FUSD, we have plans of marketing by local radio and a more visible presence with our street sign (we are located on Shaw/Palm in Fresno which is a high traffic visible location).

*Explain the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.*

Endeavor will submit all required financial reports to its charter granting district, Fresno Unified. The Executive Director keeps open and regular communication with the FUSD Manager of the Charter Schools Office. Additionally, WSCS contracts with the Madera County Office of Education for "back office" business services. All WSCS funds are maintained in the Madera County treasury. All funds in and out are visible to the Madera County Office of Education.

*Explain how the charter school ensures the adequacy of reserve funds to ensure the financial stability of the school. Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.*

The status and adequacy of school reserve funds are discussed and especially focused upon at our Board Meetings and in our annual and multi-year planning. This focus ensures that we are maintaining and will continue to maintain adequate and healthy reserves into the foreseeable future. Our allocation of resources is based upon the needs of our students. Funding and addressing those needs are the purpose of our organization and that is how these needs are treated during the budgeting and implementation processes. We focus on student outcomes to assess the effectiveness of our approach and we re-prioritize spending as needed.

**Supporting Evidence and Documentation:**

- Annual LCAP
- WSCS Board Agendas
- Annual Budgets
- Independent Audit Reports
- County and State Dept of Education Reporting
- WSCS Salary Schedules

**Achievements:**

Endeavor has a programmed, annualized, effective process for LCAP planning and monitoring and updating. Endeavor has developed an open, connected and collaborative culture. In terms of long-range planning, the school's various constituencies are engaged in a variety of ways.

Endeavor has adopted accounting policies and procedures that are effective and conform to the generally accepted principles of accounting.

The financial practices are sound and accountable and meet generally accepted accounting procedures.

Endeavor's salary and benefit package is fair and comparable to surrounding schools and districts.

Through Western Sierra Charter Schools, Endeavor submits all fiscal reports to all necessary oversight and public entities as required by law.

***Areas for Improvement:***

No areas of improvement found in this specific section of Category A.

## Category B: Curriculum

**B1. Rigorous and Relevant Standards-based Curriculum Criterion:** All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements.

*Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC “a-g” requirements.*

As a personalized learning program, it is our intrinsic goal and purpose to select standards and research-based curriculum that will be relevant for the individual student. While our program allows students the flexibility to slow down or speed up within their coursework for full comprehension, it is of utmost importance that we provide a rigorous curriculum that is coherent and able to supply students with the necessary steps to attain all that our student learning outcome intend for them.

Endeavor will continue to quickly expand their UC A-G approved course offerings (after WASC “Candidacy” status is granted). In addition to Endeavor courses, students will have a wide variety of college prep a-g approved online courses through Edgenuity and Rosetta Stone. Online courses give students another option when creating their personalized learning plans. As with any online course, structure, clear expectations and a certain level of self-motivation are needed. Teachers discuss best practices and collaboration on this throughout the year. Although we have offered online courses for several years now (when Endeavor was Glacier High), we are still refining best practices and guidance in online course pacing and completion success. In response to the new health and safety guidelines, we are currently refining and reviewing our WSCS Distance Learning Plan.

*Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.*

Our curriculum selection is a continuous process that involves the research and professional opinion of all staff and the feedback of parents and students. Each of our staff works with individual students and is able to articulate various individual needs as a consideration for curriculum selection. While we seek to acquire curriculum that meets the widest individual needs, we also regularly make purchases for individual students if a particular curriculum proves to be useful for that student or if this student’s IEP or 504 Plan specify the need for this curriculum.

*Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.*

Endeavor teachers are involved in various educational research projects/events/classes outside of their normal teaching duties that support their instruction and curriculum choices. Some specific examples of these are the various technology workshops and conferences most of our teachers have attended. As part of our educational research on curriculum, Endeavor Staff has participated in conferences that focus on Common Core Aligned Math, English and Science curricular choices. Teachers report to staff after conferences to discuss new findings and student curricular choices. As part of Endeavor’s staff meetings, teachers and administration review CAASPP scores and compare this with current curriculum choices offered at our school. Both overall trends and individual student needs are discussed among the teaching staff in regards to our curriculum program.

*Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.*

Endeavor students are able to participate in the Community College program offered to high school students. They are allowed to take up to 2 college classes per semester at any Community College (Madera County and Fresno County). This is available to most 11th and 12th graders (depending on GPA and Advising Teacher recommendation). There are many reasons as to why an Endeavor student might take a class at our local comprehensive high school or at the Community College. Students who take courses outside of Endeavor Charter School do this when they need to fulfill an A-G requirement and we are not currently offering this course, when they need to advance in math or science, for the college experience, and/or to advance in high school credits. The frequency of students taking Community College classes varies from year to year.

*Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."*

| <b>Glacier/Endeavor High School Charter - 9th-12th Grade Courses</b><br><b>*Currently a-g approved with Glacier High School and will plan on being a-g approved for Endeavor as soon as we receive WASC "Candidacy" status.</b> |  |
|---|--|
| <b>Subject: ENGLISH</b>   |  |
| <b>Course Title</b>   | <b>Curriculum/Publisher</b>  |
| *English 9  | Introduction to Literature & Composition: The Hero's Journey, Oak Meadow 2014<br>Novels: A Wizard of Earthsea by Ursula K. Le Guin<br>Animal Farm by George Orwell<br>Our Town by Thornton Wilder<br>To Kill a Mockingbird by Harper Lee |
| Basic English Grammar   | Basic English Grammar -AGS 2003  |
| Basic English Composition   | Composition AGS 2003   |
| *English 10   | Lit & Composition II, Oak Meadow 2009<br>Novels: Anthem by Ayn Rand<br>A Separate Peace by John Knowles<br>The Adventures of Huckleberry Finn by Mark Twain  |
| *English 11   | American Literature, Oak Meadow 2010<br>Novels: The Great Gatsby by F. Scott Fitzgerald<br>The Red Badge of Courage by Stephen Crane<br>To Be a Slave by Julius Lester   |
| *English 12   | World Literature, Oak Meadow 2010<br>Novels: The Ramayana by R.K. Narayan<br>The Metamorphosis by Franz Kafka<br>Don Quixote by Miguel de Cervantes  |

|                                 |   |
|---------------------------------|---|
|                                 | A Doll's House by Henrik Ibsen  |
| *Composition 1                  | Prentice Hall Writing Coach 9 & 10, Pearson Education 2012  |
| *Composition 2                  | Conversations in American Literature, Bedford/St. Martins 2015  |
| <b>Subject: MATHEMATICS</b>     |   |
| *Integrated Math 1              | Integrated Math 1, Houghton Mifflin Harcourt 2015   |
| *Integrated Math 2              | Integrated Math 2, Houghton Mifflin Harcourt 2015   |
| *Integrated Math 3              | Integrated Math 3, Houghton Mifflin Harcourt 2015   |
| *Algebra 1                      | Algebra 1, Holt 2008  |
| *Algebra 2                      | Algebra 2, Holt 2008  |
| Algebra 1                       | Algebra 1 Teaching Textbooks, 2011<br>Algebra 1, Holt, Rinehart and Winston 2008  |
| Geometry                        | Geometry Teaching Textbooks, 2011<br>Geometry Holt, Rinehart and Winston 2008   |
| Algebra 2                       | Algebra 2, Teaching Textbooks, 2011<br>Algebra 2, Holt, Rinehart and Winston 2008   |
| *Precalculus                    | Precalculus with Limits, Houghton Mifflin 2008  |
| Precalculus                     | Pre-Calculus, Teaching Textbooks, 2011  |
| Business Math                   | Mathematics with Business Applications, McGraw Hill 2007  |
| <b>Subject: SCIENCE</b>         |   |
| *Biology w/Lab                  | Biology, Holt 2004  |
| Life Science                    | Biology AGS 2004  |
| *Earth Science                  | Earth Science Prentice Hall/Pearson 2006  |
| *Chemistry w/Lab                | Chemistry, Pearson 2017   |
| Physical Science                | Physical Science, Pearson 2012  |
| Health                          | Health Making Life Choices, McGraw Hill 2008<br>Human Anatomy Coloring Book Dover Publications 2014<br>In Defense of Food, Penguin Brook 2008<br>Spark: The Revolutionary New Science of Exercise and the Brain , Little Brown and Company 2008 |
| <b>Subject: SOCIAL SCIENCES</b> |   |

|   |   |
|---|---|
| *World History  | World History, Glencoe 2005   |
| World History   | World History, AGS 2001   |
| *U.S. History   | The American Vision, Glencoe 2010   |
| U.S. History  | United States History, AGS 2005   |
| American Government   | United States Government: Democracy in Action, McGraw Hill 2003<br>American Government, AGS 2005  |
| Environmental Science                                       | Environmental Science, Holt, Rinehart and Winston 2008  |
| Economics   | Pearson Foundation Series Economics, Pearson 2010<br>Economics, Pearson 2010  |
| <b>Subject: VISION &amp; PERFORMING ARTS</b>                |   |
| *Integrated Drawing   | The New Drawing on the Right Side of the Brain, Penguin Putnam 1999<br>Integrated Drawing, Oak Meadow, 2012   |
| Art History   | The Story of Art, Phaidon Press 1995<br>The Art of Seeing, Pearson 2007   |
| Studio Art  | Art Talk, McGraw Hill 2005  |
| Theatre Arts/Drama  | Scripts/Sketches - curriculum varies.   |
| <b>Subject: Health</b>                                      |   |
| Health  | Health Making Life Choices, McGraw Hill 2008<br>Human Anatomy Coloring Book Dover Publications 2014<br>In Defense of Food, Penguin Brook 2008<br>Spark: The Revolutionary New Science of Exercise and the Brain , Little Brown and Company 2008 |
| <b>Subject: Foreign Language- SEE ONLINE COURSE SECTION</b> |   |
| Spanish & French Support                                    | Foreign Language Support- Culture & Conversations- curriculum varies  |
| <b>Subject: Electives</b>                                   |   |
| Photography   | Introduction To Photography, Oak Meadow 2015  |
| Psychology  | Psychology Oak Meadow , 2005<br>1984 Novel by George Orwell   |
| Graphic Design  | Adobe Suite (i.e. Adobe Illustrator Photo Shop) & Other Supplemental Resources (HOW Design Magazine, Communication Arts Magazine)   |
| CTE Technology  | IT Fundamentals, COMP TIA 2018  |



|   |  |
|---|--|
| Language Cafe   | *Rosetta Stone French: Beginning and Intermediate (Foundations) Level 1<br>*Rosetta Stone French: Beginning and Intermediate (Foundations) Level 2 |
| *ROV (Underwater Robotics)  | Underwater Robotics- Science, Design & Fabrication, MATE Center 2010   |
| Personal Finance  | Foundations in Personal Finance- High School Edition, Example Product Manufacturer 2014  |
| *Student Leadership   | The Student Leadership Challenge by James Kouzes & Barry Posner (Onsite Class)   |
| <b>Edgenuity Online Courses</b>   |  |
| <b><u>History/Social Science (“a”)</u></b><br>*Modern World History<br>*Principles of American Democracy<br>*U.S. History and Geography<br>*World History/Cultures/ Historical Geography  |  |
| <b><u>English (“b”)</u></b><br>*American Literature<br>*AP English Language and Composition<br>*AP English Literature & Composition<br>*British Literature<br>*Expository Reading and Writing (English)<br>*English Language Arts 9<br>*English Language Arts 10 (& Honors)<br>*English Language Arts 11 (& Honors)<br>*English Language Arts 12 (& Honors) |  |
| <b><u>Mathematics (“c”)</u></b><br>*Algebra 1<br>*Algebra II<br>*AP Calculus AB<br>*Concepts in Probability and Statistics<br>*Geometry<br>*Mathematical Analysis Honors<br>*Mathematics I<br>*Mathematics II<br>*Mathematics III<br>*Pre-Calculus<br>*Trigonometry   |  |
| <b><u>Laboratory Science (“d”)</u></b><br>*AP Environmental Science<br>*Biology Honors w/Labs<br>*Biology w/Labs<br>*Chemistry Honors w/Labs<br>*Chemistry in the Earth System w/Labs<br>*Chemistry w/Labs  |  |

- \*Physics Honors w/Labs
- \*Physics in the Universe w/Labs
- \*Physics w/Labs
- \*The Living Earth w/Labs

#### **Language Other than English (“e”)**

- \* AP French Language and Culture
- \* AP Spanish Language and Culture
- \*French I
- \*French II
- \* French III
- \*German I
- \*German II
- \*German III
- \* Latin I
- \*Latin II
- \*Spanish I
- \*Spanish II
- \*Spanish III

#### **Visual & Performing Arts (“f”)**

- \*MS 2D Studio Art
- \*MS Digital Art and Design
- \*MS Exploring Music
- \* Visual Arts

#### **College-Preparatory Elective (“g”)**

- \*Advertising and Sales Promotion
- \*African American History
- \*Agriscience II: Sustaining Human Life
- \*Anthropology I: Uncovering Human Mysteries
- \*Anthropology II: More Human Mysteries Uncovered
- \*AP Psychology
- \*Archaeology: Detectives of the Past
- \* Art History I
- \*Astronomy: Exploring the Universe
- \*Biotechnology: Unlocking Nature’s Secrets
- \*Careers in Criminal Justice
- \*Concepts in Real World Parenting: The Trends and Science Behind Childcare
- \*Concepts of Engineering and Technology
- \*Contemporary Health
- \* Creative Writing
- \*Criminology: Inside the Criminal Mind
- \* Digital Arts
- \*Digital Photography I: Creating Images with Impact!
- \*Digital Photography II: Discovering Your Creative Potential
- \* Discoveries and Concepts in Nutrition
- \* Early Childhood Education
- \*Economics
- \*Economics Honors

- \*Entrepreneurship/Self-Employment
- \*Environmental Science
- \*Fashion and Interior Design
- \*Financial math
- \*Forensic Science I: Secrets of the Dead
- \*Forensics Science II: More Secrets of the Dead
- \*Forestry & Natural Resources
- \*Gothic Literature: Monster Stories
- \*Great Minds in Science: Ideas for a New Generation
- \*Health Science and Medical Terminology
- \*Health Science Concepts
- \*History of the Holocaust
- \*Hospitality & Tourism: Traveling the Globe
- \*IDEA Writing
- \*Information and Communication Technology
- \*International Business: Global Commerce
- \*Introduction to Agriscience
- \*Introduction to Business
- \*Introduction to Communications & Speech I
- \*Introduction to Communications & Speech II
- \*Introduction to Culinary Arts
- \*Introduction to Manufacturing: Product Design & Innovation
- \*Introduction to Philosophy: The Big Picture
- \*Introduction to Renewable Technologies
- \*Journalism: Investigating the Truth
- \*Law & Order: Introduction to Legal Studies
- \*Linear Algebra
- \*Literature & Composition I
- \*Literature & Composition II
- \*Medical Terminology
- \*Military Science I: Leadership at its Finest
- \*MS Journalism: Tell Your Story
- \*MS Photography: Drawing With Light
- \*Music Appreciation: The Enjoyment of Listening
- \*Mythology & Folklore: Legendary Tales
- \*Nursing Assistant
- \*Peer Counseling
- \*Personal Finance
- \*Pharmacy Technician
- \*Physical Science
- \*Pharmacy Technician
- \*Physical Science
- \*Principles of Agriculture, Food and Natural Resources
- \*Principles of Public Service
- \*Psychology
- \*Public Speaking
- \*Restaurant Management
- \*Social Problems I: A World In Crisis
- \*Social Problems II: Crisis, Conflicts & Challenge
- \*Sociology

|  |
|--|
| *Sports and Entertainment Marketing<br>*Veterinary Science: The Care of Animals<br>*World Regional Geography<br>*World Religions: Exploring Diversity  |
| Rosetta Stone Languages (Online)   |
| *Rosetta Stone French: Beginning and Intermediate (Foundations) Level 1<br>*Rosetta Stone French: Beginning and Intermediate (Foundations) Level 2<br>*Rosetta Stone German: Beginning and Intermediate (Foundations) Lote Level 1<br>*Rosetta Stone German: Beginning and Intermediate (Foundations) Lote Level 2<br>*Rosetta Stone Spanish: Beginning and Intermediate (Foundations) Level 1<br>*Rosetta Stone Spanish: Beginning and Intermediate (Foundations) Level 2 |

List the courses for which there is a written comprehensive and sequential documented curriculum.

All courses listed above have a comprehensive and sequential documented curriculum.

List the graduation requirements of the school, if applicable.

| GRADUATION   | A-G Subject Requirements  |
|--|---|
| <u>History/Social Science</u> (30 credits required)<br><br>World History<br>United States History<br>Government<br>Economics | History/social science ("a") – <i>Two years</i> , including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics. |
| <u>English</u> (40 credits required)<br>English 9<br><br>English 10<br><br>English 11<br><br>English 12                      | English ("b") – <i>Four years</i> of college preparatory English that integrates reading of classic & modern literature, frequent & regular writing, & practice listening & speaking.   |
| <u>Math</u> (30 credits required)<br>Alg 1/Integrated Math ("IM")<br><br>Geom/IM2<br>IM3/Other Math                          | Mathematics ("c") – <i>Three years</i> of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.   |

|  |   |
|--|---|
| <u>Science</u> (20 credits required)<br><br>Life<br><br>Physical   | Laboratory science (“d”) – <i>Two years</i> of laboratory science<br>Providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.                        |
| <u>FineArts:</u> Visual/Performing /Foreign Language<br><br>(1 full year of either/ 10 credits required) | Language other than English (“e”) – <i>Two years</i> of the same language other than English or equivalent to the second level of high school instruction.  |
| <u>Physical Education</u> (20 credits required)  | Visual and performing arts (“f”) – <i>One year</i> chosen from dance, music, theater or the visual arts.  |
| Electives (110 credits required).  | College-preparatory elective (“g”) – <i>One year</i> chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area. |

*Briefly describe the post-graduation plans of the school’s graduating class, if applicable.*

Although we do not have a formal Endeavor post-graduation survey, many of our graduated students (from our Glacier program) have expressed to us how they are doing in college and how well they felt Glacier prepared them for the Independent Study component of College. We do not currently have an exit survey or a process in place to reach out to former students.

***Additional Supporting Evidence and Documentation:***

- Endeavor Curriculum Inventory
- Endeavor SLOs
- Endeavor Mission and Vision Statement
- Endeavor PD Tracking Document
- Endeavor’s A-G proposed list (identical to Glacier High School)
- WSCS Student/Parent Handbook
- College & Career Guidance Documents
- 

***Achievements:***

Endeavor Charter School is highly effective in the area of Rigorous and Relevant Standards-Based Curriculum. Endeavor uses current educational research related to maintain a viable, meaningful instructional program that prepares student for college, career and life.

***Areas for Improvement:***

Endeavor’s A-G approved course list needs to be submitted as soon as we are granted WASC “Candidacy” status.

There is a need to develop a student exit survey and or to have a process in place to be able to obtain Endeavor post-graduate information.

**B2. Equity and Access to Curriculum Criterion:** All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

*Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Endeavor staff diligently monitors student progress on a regular basis to make sure they are on track to graduate. Additionally, Endeavor, together with Glacier High, hired a guidance counselor to ensure students are guided in the area of college and career readiness. As a personalized learning school, our "Advising Teachers" and guidance counselor are aware of options and placements for students, as well as their specific advancement in meeting the graduation requirements and A-G Requirements. Advising teachers meet with students at least monthly to discuss a student's PLP portfolio which includes keeping a graduation schedule in front of parents and students for discussion. A-G tracking forms are used to ensure proper guidance and student/parent awareness of requirements. In addition, students have access to Career assessments (Kuder Assessments, ASVAB and PSAT) and a self-guided College and Career Course.

Endeavor will also facilitate a CSU Fresno Campus, local community college and/or local trade school tour annually.

Students are engaged in career exploration through unique opportunities such as ROV, Academic Decathlon, Leadership, Graphic Design Classes, Careers in Technology Pathways, Online courses that offer career introduction course (i.e Principles of Engineering, Principles of Accounting etc.) and our Course Creation Program. Our Course Creation program allows parents and teachers to work together to design a course that is both rigorous and relevant to the student's future career interests. Courses such as Culinary Arts, Auto Mechanics, Agriculture, and Business/Entrepreneurship give students hands-on and mentoring opportunities that are tailored to them individually.

*Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.*

Endeavor's SLOs reflect the desire to see students enabled to not only comprehend the material they are given but to critically analyze it, make appropriate synthesis, and evaluate it according to solid, logical constructs. Each staff member is encouraged and given the ability and responsibility to suggest and petition for curriculum that meets their student's needs. As a resource for Endeavor High School students and parents, Endeavor offers additional academic/career services from a guidance counselor. Both A-G approved courses and individual student needs are discussed among the teaching staff in regards to our curricular program. In regards to the accessibility of a rigorous and relevant curriculum, Endeavor offers a variety of ways in which an advanced student can excel:

1. A-G curriculum
2. Online Courses (AP and College Prep)
3. Community College Classes- Through the "High School Enrichment Program" Students are able to enroll in up to 9 units of college classes per semester.

Due to a small number of students per on-site class, our staff is able to accommodate and modify classes for students that have an Individualized Educational Plan and 504 Plans. Our program allows for parents to modify and accommodate coursework (when appropriate and with

Charter teacher approval) at home. Our program's unique structure is designed to plan the most rigorous and meaningful high school plan possible while keeping each individual student's needs and future post-secondary plans as the main focus. "Advising Teachers" are also the academic advisors for each student and guide parents and students in class selection, college information and scholarship opportunities.

Students attending Endeavor have the flexibility to obtain employment. They can participate in our Vocational Education program and receive Elective credits for their participation. This helps students explore various career options and settings and apply real world applications.

Elective Proposal Process- Students are able to participate in activities of their interest and receive credits at the same time. Parents and teacher collaborate to create unique classes tailored to the student's interest and personal career goals.

*Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.*

Endeavor parents are extremely involved in almost every choice that is made regarding their child's education. Teachers consult with parents when they are registered for classes/courses and also before switching or changing any class. Every time a student is dropped from a course, a course is added or credit goals are changed, a parent must sign a new Master Agreement. Glacier teachers discuss goals and student expectations at every PLP meeting. Graduation Requirements are discussed with parents and students on a yearly basis and every semester this plan is reviewed.

Endeavor's Guidance Counselor will continue to work with students and their parent(s) individually to discuss a 5 Year Plan (Planning for high school and the year after high school). In addition, Endeavor Parents have easy access to their child's transcript and can review with Advising Teacher when needed

*Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.*

Endeavor Charter School offers the College and Career Readiness Program/Course – this course guides students and parents in college and career preparation. This program focuses on giving students and parents as much information regarding post-secondary options as possible so that a student can develop a post-high school goal. Endeavor teachers and Endeavor's guidance counselor continue to participate in workshops and conferences that increase their knowledge in the area of colleges and careers. Advising teachers have continued to serve students as academic guidance support. Both teachers and Endeavor's guidance counselor use the Kuder Navigator program and when available the student's ASVAB scores to help students identify possible careers and colleges.

*Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

As previously mentioned, our personalized learning model allows for all students, alongside with their parents, become informed and have access to all the most rigorous and relevant curricular choices. This is accomplished in various ways.

- During regularly scheduled PLP meetings (parents, student, Advising Teacher)
- Guidance counselor meetings and
- Parent/student and teacher access to College & Career Guidance documents



- Parent/student and teacher access to full list of course offerings and a-g approved courses
  - IEP or Section 504 Plan meetings and consultations
  - EL Coordinator meetings (when applicable)
  - Access to our WSCS Student/Parent Handbook
- Career exploration opportunities through our Robotics program (ROV), Student Leadership and ASB Course, Science Fairs, Drama and Music course offerings)

*Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.*

Our current academic, college-and- career readiness support programs have been highly effective in maintaining our high graduation rate as Glacier High and we feel it will continue to be successful as Endeavor Charter School.

**Supporting Evidence and Documentation:**

- Student PLP Portfolios
- WSCS Student/Parent Handbook
- College & Career Guidance Documents
- Vocational Education Program/Course
- Elective Proposal Program

**Achievements:**

In the area of equity access to curriculum, Endeavor Charter School's Individualized Approach to curricular decisions are highly effective and include:

- Rigorous Standards Aligned Curriculum
- Personalized attention for students and parents.
- Flexible curricular program shaped for and by student need.
- Curricular choices supporting ESLRs and academic Standards.

**Areas for Improvement:**

There is a need to add College and Career Guidance documents to our Endeavor website.

## Category C: Learning and Teaching

**C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion:** To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

*Comment on the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.*

Endeavor Charter School students are involved in various challenging and relevant work such as ROV (Underwater Robotics), Academic Decathlon, Poetry Out Loud and our Student Leadership / ASB Course. Through student work and observations in our onsite courses we see clear evidence of our SLOs and the integration of the development of Career-Readiness and exploration. Endeavor teachers use a variety of resources to help bring content to life, ranging from state-adopted texts to hands-on curricular kits and projects.

Endeavor Charter School Students have access to rigorous science courses (Biology, Chemistry and Physics) that are taught by credentialed teachers and include labs that follow the Next Generation Science Standards. Endeavor science teachers use an inquiry-based approach to foster a love of scientific inquiry, science language acquisition, and conceptual understanding. As an example, students test various salts to determine the amount of heat released or absorbed during the dissolving process. They are then asked to design a hand warmer or an ice pack and given resources to consider factors such as cost, level of hazard/environmental impact, time, and available materials. Students are asked to evaluate the resources presented and to decide which factors will drive the design of their hand warmer or ice pack. Finally, students will compile their data and research findings to present their design. Through this activity sequence students learn the standards aligned concepts of thermochemistry, the dissolving process, evaluating evidence, making claims, and sharing findings. A love of science is fostered through real world applications. Students are exposed to and then apply terms such as endothermic, exothermic, molarity, solution, and efficacy within the context of the experimental process that leads to greater understanding and lasting conceptualization.

Another example of student work that reflects a higher level thinking and rigor are the student's Interactive notebooks. These science notebooks give students a way to organize and reflect on the body of work that they produce. The layout allows for students to use their own notes, tables, reference sheets etc. as reference materials for answering questions, creating investigations, and carrying out experiments. At the end of the year students have a notebook that they can use as a reference, documentation of work that they have done throughout the school year, a new organizational method, and new methods to reflect on their learning.

Endeavor's Leadership program is another example of challenging and relevant learning opportunities for students to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators. It proposes to expose students in grades 9-12 to the domains, disciplines and responsibilities of leadership. This course also seeks to challenge and stretch students to personally exercise those very domains and responsibilities.

The leadership program objectives are:

1) Public Speaking

- Practice presentations, skill lessons (tone of voice, body language, eye contact, organization and flow of writing a speech, memorization),
- Final semester presentations (individual) "Leadership Project"

2) Community Service

- Whole class community service partnered with Community Food Bank
- Individual community service hours tied in to "Leadership Project"

3) School Spirit

- Plan high school events; required to attend school events planned in this class and selected ASB events.
- Wear matching attire to represent school when participating in field trips.

4) Team Building

- Fresno State or Sugar Pine Camp ropes course/team building activities
- Fall semester team project "Film Project" create Public Service Announcement or commercial
- Class team projects-groups are random and chosen by teacher so that all students take turns working with each other.

5) Current Events Discussion & Debate

- Socratic style current event discussions, this is class lead and students ask each other questions and carry out the discussion
- Debate Unit- students research and select a side of a topic, then class is set up in a professional debate forum. Students learn debate vocabulary and strategies to discuss in a respectful manner their side of the Resolution.

6) Self-Awareness

- Personality tests and discussion of strengths and weaknesses
- Art project showcasing each student's personality
- Conflict Resolution Unit

7) Professionalism (Resumes and Interviewing Skills)

- Resume lessons and practice
- Interviewing Skills and Dress Code
- Mock Interviews with local business owners.

*Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.*

It is critical that the student is totally clear regarding what is expected of him/ her. Every student is provided with a complete, detailed syllabus for each course. The Endeavor Advising Teacher, through the PLP, provides each student with the written objectives for each assignment. Additionally, each student and parent is provided with documentation and support regarding student performance expectations and grading. The student, the parent, and the Advising Teacher all know exactly what is expected for each course and every unit of study. Students gain further standards awareness after each NWEA Benchmark test. The results break down areas of strength and weakness. In addition, students are given the opportunity to take a custom created online course based on standards that were not met (as indicated by NWEA Benchmark Test).

Endeavor has an effective assessment/intervention process in place that brings in students, parents and teachers in setting goals together and selecting intervention options to help the student master standards and fill in academic gaps. Once a plan is created, students, parents and the Advising teacher sign and monitor progress. (See Student Support Plan and Assessment Flow Chart). The current Student Support Plan needs to be reviewed to include new student resources and to include better reporting questions.

Students are also aware of standards by following their Lesson Plans. Many courses list the standards and objectives above each assignment.

In addition, Students and parents sign and agree to a WSCS Student Expectations document as well as WSCS Cheating and Plagiarism document. There is a need to revise these documents to include any "Distance Learning" relevant expectations and guidance.

*Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of technology instructional strategies is used.*

Personalized Learning allows for broad differentiation of instruction. Students, teachers and parents use comprehension checks to guide instruction. Tutoring is available onsite for mathematics, science and English Language Art courses. Subject specific teachers are available to work with students who request assistance. Our class sizes are small (usually less than 15) and therefore teachers are able to give more direct and personalized attention to students.

Multimedia resources are crucial for the differentiation of student learning. Teachers utilize various methods such as projecting lessons, notes, and videos. Each classroom is equipped with Promethean Boards, Apple, TV, and ELMOs.

The Section 504 Coordinators, IEP Coordinator, and RSP Support instructor informs teachers of any special needs or accommodations.

In this Personalized Learning model, it is common practice to design flexible pacing and goal setting for special education students. Teachers recommend additional resources such as the Khan Academy; Brightstorm; online courses, videos & book resources, etc.

***Supporting Evidence and Documentation:***

- Endeavor's SLOs
- Endeavor's Schedule of Courses
- Student Master Agreements
- Student PLP Files
- NWEA Benchmark Testing Results
- Assessment Flow Chart
- Student Support Plan

***Achievements:***

Endeavor Charter School is highly effective in providing challenging and relevant learning experiences. Through observation of student work and students working, it is evident Endeavor

students are involved in rigorous and appropriate standards-based learning in instruction. Endeavor's personalized learning model and high parent/guardian involvement ensures students and parents understand the standards/expected performance levels for each area of study. Endeavor's technology plan includes ongoing teacher training of Promethean Boards, Apple TV, Google Apps for Education, Zoom, Google Classroom and Screencastify. Technology is used as a tool to enhance learning without compromising content and student learning of subject areas and we are currently revising our Distance Learning Plan.

***Areas for Improvement:***

Due to additional tools and resources, there is a need to review and edit the current Student Support Plan. In addition, mid-testing progress questions should include questions that will enable us to produce a clear Student Support Plan progress report (as a school).

There is a need to review and revise Endeavor's Distance Learning Plan.

C2. Student Engagement through a Variety of Strategies and Resources Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications.

*Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of technology.*

Endeavor teachers are committed to quality, effective instruction. They stay involved in ongoing professional development that is relevant to both of their roles as student advisor and instructor. Teachers are able to participate in workshops on the PSAT, SAT and ACT. Endeavor staff is regularly represented at the SCCC Counselor conferences. Our staff continues to implement the new Common Core standards and to be engaged in a variety of trainings for that purpose. Our Science teachers are working to integrate the new Next Generation Science Standards. All teachers utilize educational technology into their instruction with use of state-of-the-art projectors, iPads and Promethean boards. Class sets of Chromebooks are available to all high school onsite courses and all Endeavor students are able to check out their personal Chromebook for the school year.

All Endeavor teachers use Google Classrooms. This is an example of teachers using technology effectively to deliver curriculum. Students can turn in paperless work and review teacher feedback. Another example is by incorporating student research projects in which students must create a multimedia presentation that covers specific academic topics. Teachers have access to classroom sets of Chromebooks which makes these projects accessible and gives teachers the option of allowing group or individual project.

Endeavor Teachers continue to explore methods technology can be used as a tool for lesson delivery and to maintain focus and engagement. Endeavor teachers are mindful of the importance it is for students to use technology but attain a breadth of content knowledge.

*Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.*

Advising Teachers and parents work cooperatively to serve as effective coaches facilitating learning and helping students reach specific goals. This is a key component of Endeavor's personalized learning approach. In Endeavor's onsite classes, frequent seating arrangement switching helps ensure an equity in answering questions. The use of technology can also help in this area. Teacher can prepare interactive questions and activities that can randomly select students to answer prompts or questions. Or teacher can create question and check for understanding by having students pause and answer questions. Endeavor's small classes are an advantage in both participation rates and engagement.

Another coaching strategy is giving students the Rubrics or Checklists of what is expected of them for each major assignment or project. For example, a student that participates in Endeavor's Leadership/ASB course will receive clear expectations of each stage of preparing for presentations. This checklist is shared and explained to students at the very beginning stages of project. Peer Evaluations also help engage and motivate students to complete work at a higher level. For example, Biology students present on specific topics and then they give a quiz on presentation. Part of quiz is to check student understanding but also quality of precentor.

For our Independent Study courses (either online or textbook) there has been discussion of a need to connect students and provide a blog or platform in which students can feel less isolated and have an increased motivation through their online participation. In addition, student can read other student's

answers, ideas and comments about a specific topic and develop a greater understanding. We currently do not have a high percentage of students that request all online instruction. Most of our students take courses taught by one of our teachers (either onsite or virtual) and have opportunities to connect as a class either onsite or their regularly scheduled live virtual class meets.

*Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.*

All Endeavor students are required to demonstrate a high level of responsibility for their learning. The Personalized Learning model requires that students develop and demonstrate organization and ownership of their education. Students are being guided through this practice at every PLP meeting. Students learn to use tools for research because they have to master independent study learning. Our school's model encourages students to find what motivates and engages them and students are given opportunities to apply what they are learning beyond the high school setting.

Our instructional approach teaches students to synthesize their learning experiences, analyze useful methodologies, and evaluate their progress and needs. Class sizes are kept small, and students enjoy great access to teachers for individual instruction. Classes are developed for the implementation of essential learning strategies which include innovative classroom dynamics aimed at helping students make cognitive connectors with prior and concurrent learning.

Examples include:

- Internet research is an integral part of their Endeavor education. Students are regularly asked to research topics on the web and complete relevant homework exercises in a wide variety of online courses with instruction.
- In Biology and Chemistry class with labs, students are effectively learning state standards and have the opportunity to make their educational experience more personal.
- Students can design their own elective courses with teacher oversight and formal assessment of defined objectives.
- Our Spanish language workshop uses technology to help students hear and practice authentic conversation.
- In Graphic Design class, students are asked to choose from 4 different emotions and then connect the emotion to a font. This activity helped students understand and apply how powerful the use of the right font can determine the overall context and feel of the message that is being portrayed.
- In English 9 students use technology to create multimedia presentations as a part of their written essay presentations.
- In English 10, Students may write essays analyzing the rhetorical situation of three out of five given texts related to the Apollo 11 moon landing including a news article from the Times of London reporting the event; a poem by Archibald MacLeish; a speech by William Safire that President Nixon would have given had the mission not been successful; a commentary by novelist Ayn Rand; and political cartoon that appeared around that time. Preparation for writing the essays includes in-class discussions (if Distance Learning, students still have whole class discussion through the class streaming platform) of all texts facilitated by students and Peer Review of drafts.

*Explain how students demonstrate higher level thinking and problem-solving skills in a variety of instructional settings.*

Endeavor students' personalized learning plans encourage and give opportunities for student learning beyond the textbook. Much of the curriculum and class instruction requires special projects of choice. Students are also able to pursue vocational education credits and various types of work experience. There are a wide variety of field-based explorations organized by WSCS staff which have included:

- San Francisco Trips (Exploratorium; the DeYoung Art Museum; the Maritime Museum; Alcatraz Island; Chinatown; Cal Academy of Science, San Francisco Museum of Modern Art, Angel Island).
- Annual Monterey Bay Aquarium tied to the Biology class.
- Ronald Reagan Presidential Library and Discovery Center in which students reenact the 1983 Grenada Invasion and participates in one of three offices (Oval Office, White House Press Room or Decision Command Center).
- CSU Fresno Campus Tours and other University Campus Tours
- Out of State Educational Travel to Washington DC and New York (Lincoln Memorial, Smithsonian Institute, Ford's Theatre, White House tours, Rockefeller Center, Broadway, Ellis Island, Wall Street and Financial District, National 9/11 Memorial) We currently have another similar trip schedule for the Spring 2019.
- Art Field Trips- Color Me Mine, Art Stores
- Graphic Design Field trip to studio
- Television news station set field trip
- Ski and Snowboarding lessons

Below are other activities outside of textbook learning that Endeavor students (as Glacier students) have participated in:

- Academic Decathlon
- ROV (Remotely Operated Underwater Vehicle) Competition
- African American Historical & Cultural Museum Art Exhibit and Participation in Art Hop (a Fresno Arts Council sponsored event that encourages the community to visit local art exhibits).
- Fresno County Science Fairs
- Community Food Bank Warehouse and Distribution Community Service
- Poetry Out Loud
- Young Writers Conference California State, Fresno

Below are examples of class assignments that guide students into real world experiences and connections:

- Leadership Projects (Students design and create a project in which they must demonstrate leadership and help improve our world in a positive way)
  - Examples of Projects:
    - Organization of a Community Food Bank Volunteer Day, Creating a Cleaning Service for Cancer Patient Mothers, Organizing a Music Show for a Convalescent Home, Organizing a Letter writing day for imprisoned Korean Men due to lack of religious freedom, Organized a Fair Trade fund raiser and awareness day, Creating a Toothbrush Drive for a Women's



Shelter (Naomi's House), organized a toy drive for Valley Children's Hospital, developed a baking business with proceeds going towards a dance scholarship, and organizing a school book drive, creating our school's first hour of code event, Fresno Bee Kids Day, Fresno Flats Docent, Ronald McDonald House (Blessing Bags), Self-Defense workshops for kids, Mentoring of young children, Golden Chain Theatre renovation projects, Furball & Friends, Big Brother/Big Sister, Blood Drive.

- Talent Show
- Mock Interviews with Community Managers
- (i.e. Starbucks, The Habit, Raley's, Tenaya Lodge)
- Art Class- interviewing clothing and art store managers regarding displays.

In addition, Endeavor students participate in school sponsored workshops which have included guitar, Academic Game Plan, auto mechanics, and travel and art.

For the past two years we have organized a high school Speaker Day in which we invite a motivational or inspiration speaker to speak to all of our high school students. After their speech, we have break-out sessions that allow students to talk about topics that relate to the speaker's message. Staff and students then enjoy lunch together and in the afternoon, they volunteer at the Community Food Bank. The speakers we have had include Jeff Eben (<https://www.howmanywins.com/>) and Eric Boles (<https://thegamechangersinc.com/eric-boles/>) It is our belief that this event helps students think about their community, about themselves as learners and about the determination that it takes to succeed in life. Last year's theme was E+R=O (Life's **E**vents plus Your **R**eaction to that event, equal the **O**utcome). We focused on acknowledging that there are difficulties in life, problems and terrible situations that we simply cannot control (Events) but the variable that will determine the outcome is the student's response.

*Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.*

Our personalized learning model gives students the opportunity to engage in higher level thinking and problem-solving skills. Our onsite and distance learning courses are modeled after college courses in which students are presented with information twice or three times a week and it is up to them to complete assignments and meet outside of class time to collaborate for group projects or arrange individual tutoring with teachers. Endeavor students are given opportunities to practice these college level student skills (i.e. using professor/teacher hours, arrange study groups or collaboration time) while in high school.

Many former Glacier graduates (from our Fresno Resource Center) have commented that their transition to college was smoother because of the independent study model our program offered them. They felt they understood time management and ownership of their learning better than students graduating from a traditional comprehensive high school. Within our math classes collaborative learning is one instructional strategy that is used to help students succeed at a high level. The collaborative learning context is based on:

- Projects which are designed to be completed by groups where students are encouraged to share ideas and resources.
- Encouragement for students to take responsibility for defining problems, setting goals, learning to evaluate and use information resources, and assessing their progress.

- Involving students in instructional activities.
- Students learning how, when, and why to use different strategies and provide feedback.
- Teacher facilitation and guidance in helping students monitor and stimulate their discussions, pose questions and suggest resources.
- Students exploring and extending their knowledge with the other students. In Biology & Chemistry, students are regularly required to perform research for class projects & produce formal reports of their findings. In English/ Language Arts, students are called upon to make connections with other learning domains in two ways. First, within the curriculum students must develop various skill sets that are naturally used in other disciplines. Second, students are given instruction in writing composition that uses a multiple measures approach. Our choice of core English Language Arts curriculum requires that students demonstrate a high level of critical thinking and comprehension.

Within this curriculum, students develop the skills to:

- Analyze patterns, organization of the parts, and hidden meanings (order, connect, classify, and infer)
- Synthesize old ideas and new ideas to create even newer ideas (combine, modify, formulate, and re-assess)
- Evaluate and discriminate between ideas through comparison and value assessment (assess, decide, rank, grade, and recommend)

*Explain the degree to which students have access to and are engaged in career preparation activities.*

Endeavor students have various opportunities to explore and develop career awareness both in their academic studies and in the flexibility, they enjoy with our program. Below are some examples of Career awareness and exploration activities or assignments that Endeavor students have access to:

- Community Projects - in Leadership class students create and design a project that helps our community or world in a positive way. They are free to choose their project based on their interest and because of this they are often very motivated and excited to start making community connections. Student develop networking skills and career awareness through these projects. It is not uncommon for students to start setting career goals based on the projects they complete or to continue their volunteer work because of the satisfaction and enjoyment they received while completing this project.
- Mock Interviews- students create their own Resume and local employers are invited to interview students. There have been instances in which employers have offered real jobs to our students based on their "Mock" interview.
- Elective Course Proposal process- Advising Teacher with Student and Parent input, can develop a unique course in which students have objectives and accountability to learn from a mentor or expert. Examples of this are Golfing, Culinary Arts, Auto Mechanics, Sewing, Woodworking, Horsemanship, Web Design and Technology and Starting a small business).
- Careers in Technology CTE Pathway- this pathway gives student a variety of hands-on real-world experience in understand the various careers and technologies that are available to them after (or at times during) high school Speakers and mentors are involved in creating career awareness to students during the process of this pathway. Student in this pathway are also able to earn Microsoft Certification along with other types of technology certifications.

- Vocational Education Program- Endeavor students that are working in a family business or have found a job are able to earn elective credits while they work. Monthly reflective questions and conversations during the PLP meeting allow students to reflect on possible future careers within their job setting or research what other steps are needed once they have a career goal.
- Introduction to College & Career Readiness Course- this course guides students to gather information from outside sources; reflect on their personal aptitudes & interests; interview professionals and visit college campuses to help make post-graduate opportunities seem more engaging. Through a variety of workshops offered during the year as well as the vocational education program, students interface with and learn from professional people in the community.
- Endeavor students are involved with community projects such as the Oakhurst Christmas tree auction, Fresno County Community Food Bank, art benefits and Tree Fresno.
- Online Courses- our online courses offer a wide variety of career related courses such as Introduction to Business, Introduction to Architecture, Medical Terminology and Early Child Development). Almost all the career-related elective courses are also A-G approved.
- Additionally, many field trips to various science and art museums listed previously are continually organized. Annual trips to engage in stream monitoring and various ecological-based research projects occasionally available to students as well.
- Kuder Navigator Program- all students can take research-based career assessments to discover personal interests, skills and work values. Guided by their personalized results student can search financial aid, scholarship and find collages to start building an education and career plan. This program allows students to keep a lifelong portfolio and share results with parents and teachers.

***Supporting Evidence and Documentation:***

- PLP Student Files
- Endeavor's Course Schedule
- Endeavor's Courses' Syllabi
- Student work samples (i.e. Interactive Science Notebooks)
- WSCS Newsletters
- College & Career Course Syllabus

***Achievements:***

Endeavor Charter school is highly effective in Student Engagement. Endeavor teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology (Chromebooks, Promethean Boards, Google Apps for Education etc.). Endeavor Teachers are encouraged to participate in professional development opportunities to enhance their content knowledge, instructional methodologies or technology applications. Endeavor teachers serve as coaches to engage all students. By examining student work and students working, there is evidence that students are able to apply acquired knowledge and skills at higher cognitive levels. Leadership projects, scientific research projects and field trips are some examples in which Endeavor students use resources outside of a textbook.

***Areas for Improvement:***

Although we do offer various off-site and non-textbook based learning opportunities for students, one area of growth for Endeavor is the increase in real world connection field trips and/or project in all onsite and distant learning courses.

## Category D: Assessment and Accountability

**D1. Reporting and Accountability Process Criterion:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

*Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.*

Early, continuous and meaningful assessment is one of the hallmarks of any successful learning program. Endeavor is not only committed to the assessment of our students, but also to help make appropriate and meaningful connections with future instructional and curricular adjustments. Through the PLP meetings, school-wide information meetings, WSCS Board meetings, and Special Edition Testing Newsletters we communicate the value of Endeavor's assessment program which includes the state tests as well as our in-house online NWEA Map Growth assessment.

Each year Endeavor's administration examines our student's CAASPP and NWEA results including any statistically significant subgroups. Data reports are used to inform staff and the WSCS Board and our authorizing district (FUSD). This provides a broad overview of student performance. As Endeavor's greatest interest is in the progress of students individually, each student's performance is discussed between the Advising Teacher, student and parent. The online NWEA assessment provides additional academic data which helps to guide each student's learning goals.

Students are assessed within two testing windows at the beginning of the year and near the end. Testing at the beginning of the year establishes a baseline for each student and serves as the prediction and remediation guide for teachers. Testing near the end of the year serves as a growth indicator for students and an assessment of our remediation program. A student that scores low in the beginning of the year assessment is given a Student Support Plan which notates additional learning materials to support student achievement. This plan is signed by student, parent and Advising Teacher.

Students on a Student Support Plan participate in a mid-year assessment to ensure progress is being made. Aside from formalized testing, Advising Teachers review monthly progress in each assigned course with students and parents. Parents and students can also monitor current grades from onsite courses online and quickly determine if a student is in need of further support or intervention based on course assessments and homework.

*Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.*

The WSCS Board, and staff receive and monitor student academic performance results. Parents and students also receive communication on each individual's scores and meaning as well as whole school results through LCAP Focus Groups, WSC Board Meetings and Newsletters. While we are doing well in this area, we do see a need to continue to train teachers and administration in the interpretation, utilization, and communication of assessment data and educational approaches that may be profitable and appropriate for students. A portfolio of student work is kept and serves as a reference for future placement and other educational considerations as well.

*Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

1. Every 9<sup>th</sup> -11<sup>th</sup> grade student is assessed at the beginning of the year and at the end of the year (NWEA) in math and English language arts. This test is used by Endeavor to demonstrate academic achievement as it correlates with CAASPP scores. Data provided by this assessment is also utilized to identify low performing students. Advising Teachers are then able to provide personalized remediation plan (Student Support Plans).
2. Endeavor's instructed courses are aligned to the Common Core State Standards and therefore student achievement in these classes reflect progress and mastery of the subject matter and Endeavor's academic standards.
3. Our remedial curriculum (used for Special Needs students) covers California State Standards using a lower reading level without compromising content.
4. Endeavor's online curriculum (Edgenuity) is written to the Common Core Standards. Students taking Online Learning courses are assessed through quizzes and mastery tests. Advising Teachers, students, and parents are instantly aware of their academic achievement through frequent emails from the online program.
5. Endeavor teachers monitor their students' graduation and A-G completion throughout the school year. In addition, our high school counselor meets with students and parents to reviews transcripts and complete a "5 Year Plan" (planning for high school and beyond).

***Supporting Evidence and Documentation:***

- CAASPP Tests Scores
- FUSD Charter Data Document
- PLP Student Files
- WSCS Student Support Plans (formally known as "Intervention Plans")
- Endeavor Class Syllabi
- WSCS Student/Parent Handbook
- NWEA Map Growth Results
- WSCS Assessment Flow Chart
- College & Career Guidance Documents

***Achievements:***

Endeavor Charter School is highly effective in their use of professionally acceptable assessment processes to collect, disaggregate, analyze and report student performance data to the school staff, students, parents, and other stakeholders. Endeavor staff uses in house testing, regular staff meetings and trainings, personalized learning plans for every student and regular monthly meetings with students, parents to responds to the needs of each student.

***Areas for Improvement:***

Based on CAASPP and internal assessment of NWEA, there is a need to continue to increase academic math support for Endeavor high school students.

There is a need to continue to train teachers and administrators in the interpretation, utilization and communication of assessment data.

**D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom**

**Criterion:** Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

*Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.*

Endeavor school is excellent at evaluating the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement. Advising teachers meet at least monthly with their students during the PLP meetings. Students work is evaluated with parents and student present. Decisions can be made quickly to help students achieve their goals. In addition, all Endeavor teachers follow our assessment procedures. They collect data on each student and evaluate which students need remediation. If students need remediation then the Advising Teacher alongside parents and student develop a Student Support Plan (formally Intervention Plan). This plan can include further testing or teacher collaboration through an SST (Student Study Team). If appropriate, further Section 504 and IEP evaluations can stem from this process. Advising Teachers follow up on this plan at midyear when students take the midyear NWEA Map Growth test. At this point, the Advising Teacher can recommend that students continue plan, alter plan, or that no additional remediation is needed for student. The Advising Teacher turns in copies of the Student Support plan to administrators. During monthly staff meetings, Advising Teachers are given further training and information about assessments and data. During our WASC and LCAP stakeholder meetings it was determined that teachers and students would benefit from further training in how to understand data from the variety of tests we use (NWEA and CAASPP). August 2018 staff received further training from NWEA in understanding and communicating results to families. In addition, the WSCS Board is presented with assessment data and can view scores and findings throughout the year.

*Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.*

As a personalized learning/independent study program, Endeavor uses formative and summative assessments within the context of the personalized learning planning meeting. The PLP plan meeting is the forum for which all student assessment progress is monitored and evaluated.

The most widely used and effective system for regularly reviewing students' progress is the PLP meeting. Students meet with their Advising teacher at least monthly. At each meeting, the teacher reviews with the student and the parent the student's work. The goal is to measure student progress through discussing and evaluating student work goals for their personalized learning plan which was developed at the previous meeting. Student portfolios include monthly student work samples, chapter quizzes and tests, and various other student work representation. The yearly CAASPP assessments and NWEA Map Growth Assessments are used to assess student achievement and are reviewed and discussed in the PLP meetings.



*Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Student work, which includes assessments, demonstrate student achievement of the academic standards, college and career readiness standards and our SLO's because the courses students take at Endeavor have been designed by our teachers with those standards and student learner outcomes in mind. More specifically, each student, alongside their parent(s) is able to create and design and have a voice in their educational personalized plan.

*Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.*

Regular, ongoing student feedback is critical to Endeavor's philosophy and program. It is really at the core of what our Personalized Learning Plan (PLP) meeting is all about. At this frequent and regular meeting, the teacher, student and the parent meet around a formalized process which is centered on the student's academic program and needs. At these regular meetings, the teacher discusses academic goals, priorities, strengths and weaknesses with the student and their parents. All aspects of student learning are open to discussion and consideration as well as potential solutions. These meetings allow each advising teacher to understand each student's weaknesses, strengths, learning styles and desires. In addition, we have annual student and parent surveys. Since this is our first year as Endeavor, we do not have current survey data, however, as Glacier High, annual surveys indicated that 98% of students felt satisfied that their advising teacher take the time to discuss grades, academic successes, and areas for improvement. 100% of parents felt supported in academic planning for their student.

**Supporting Evidence and Documentation:**

- Student Support Plans (Interventions)
- WSCS Assessment Flow Chart
- WSCS Board Meeting Notes
- PLP Student Files
- LCAP
- CAASPP & NWEA Test Results
- Student/Parent Surveys (from Glacier)

**Achievements:**

Endeavor teachers are highly effective at employing a variety of appropriate formative and summative assessment strategies to evaluate student learning. Endeavor teachers use these finding to highly personalize and modify each student teaching/learning process to improve student learning.

**Areas for Improvement:**

There is a need for continued training for interpretation, utilization and communication of assessment data.

## Category E

### School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

**E1. Parental and Community Engagement Criterion:** The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

*Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.*

Over the last five years our growing resource center in Fresno has sought to serve and engage the Central Valley of California. Our staff and students have engaged with local businesses, service organizations, and charities to seek cooperative partnerships. A few of these examples are our relationship with the Central Valley Food Bank, our entire high school population has volunteered with the Food Bank over multiple years. In addition, our staff has incorporated classes to include mock interviews with local businesses, visits to local Art merchants to learn about Fair Trade practices and the efforts to ensure safe working conditions while creating opportunities for marginalized peoples and their communities. Our Career Technical Education classes have toured downtown tech facilities of BitWise and learned about opportunities for education and jobs within the Central Valley. We have partnered with the African American Historical and Cultural Museum of the San Joaquin Valley to display our students work in their facility as well as participate in the local “Art Hop.” Our students of the leadership classes have engaged the community through projects of service and then present the results of these projects to the public with open presentations. Our organization has facilitated our students’ and parents’ participation in a visit to the state capital to advocate on behalf of charter schools. Nearly our entire school attended this event. Staff has attended local meetings of clubs like the League of Women voters to help explain charter schools.

*Indicate the school’s use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.*

As previously mentioned, each of our students will have a Personalized Learning Plan (PLP) that will be monitored, revised and reviewed on a regular basis with their parents, Advising Teacher and guidance counselor. Parents will have access to grades, transcripts and college and career guidance documents. Endeavor Advising teachers and Guidance Counselor will participate in workshops and conferences that increase their knowledge in the area of college and career readiness and options. Endeavor Advising Teachers and Guidance Counselor will serve as the academic guidance support in the following areas but not limited to: selection of the most rigorous high school courses based on student goals beyond high school, encouragement of career exploration assessments (i.e. Kuder/ASVAB), understanding of any future Career Technical Educational pathways, field trip organization of various Colleges, Universities and Career Training programs, assistance in filling out College application, scholarship applications and FAFSA (Free Application For Student Aid), giving students application assistance and information for college entry exams (i.e. PSAT, SAT and ACT) and encourage student participation in College and Career local events.

Below are also some examples in which Endeavor Charter School plans on promoting career exploration for our students:

- Community Projects in Leadership/ASB Class- students create and design a project that helps our community or world in a positive way. They will be free to choose a project based on their own interests and because of this, students might feel the motivation and excitement to start making community connections, career awareness and build networking skills.
- Mock Interviews- students will be able to create their own resumes and participate in mock interviews conducted by local professionals.  
Elective Course proposals- Advising Teachers with student and parent input, will be able to develop unique courses that are evaluated by a mentor or expert in the community. Examples of these types of courses could be culinary arts, auto mechanics, web design, starting a small business (entrepreneurship).
- Vocational Education Program- Endeavor students that would like to work in a family business or find a job, will be able to earn elective credits with this program.  
College and Career Readiness Course- this course is a self-guided course that will help students explore various careers through interviewing professionals, visiting colleges and/or career training centers, and learning to set goals and creating an action plan towards their college and career goals.
- Online courses through Edgenuity - our online courses will offer a wide variety of career related courses such as Introduction to Business, Introduction to Agriculture, and Introduction to Medical Terminology.
- Kuder Navigator Program- all students will be able to take research-based career assessments to discover personal interests, skills and work values. Guided by their personal results, students will search financial aid, scholarships and colleges to start building an education and career plan. This program will allow students to keep a lifelong portfolio and share results with parents and teachers.
- CTE Pathway in Technology- Endeavor students will be able to participate in a two-year pathway in technology. Among the various skills they will learn, students will be encouraged to receive their Microsoft Office Certification.
- CTE Pathway in Textile and Fashion Design- this pathway is designed to introduce students to the many facets of the fashion design industry and how they are integrated with science, technology, engineering, art, and mathematics (STEAM). The pathway will culminate with a student portfolio that will reflect a community project in this area.
- TK-12 Art Program- All Endeavor students will have access to art instruction. Students in grades 9th -12th will be able to learn and practice principles of art and design and have various avenues for art career exploration. Art 3 and our CTE Pathway in Textile and Fashion Design are courses designed for students that would like to pursue a career in the area of Art. Endeavor Art events will include an Art Exhibit - Opening Day, Fresno Council's ArtHop participation, STEAM Fair (which not included Art), and participation in the Big Fresno Fair's Art Exhibit.
- African American Historical and Cultural Museum of the San Joaquin Valley Art Exhibit- All of our TK-12 students that wish to submit artwork will be able to participate in this culminating art event. Students will be able to display at least one art piece (student's picture and brief summary will also be displayed by art piece), at Fresno's African American Historical and Cultural Museum. Endeavor will host an "Art Opening Day" in which students with their friends and families can showcase their artwork. Their artwork will be displayed through the summer and be part of the Fresno's Art Council ArtHop.

*Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.*

We believe in parental choice and Personalized Learning for all students. Consequently, we are committed to protecting parents' rights to choose what school they feel is best for their child. We have found that the best way to stay engaged and informed is through organizations that support charter schools. We are members of the California Charter Schools Association (CCSA), the Charter Schools Development Center (CSDC), Association of Personalized Learning Schools (Aplus+), and the 360 Accelerator. The CCSA asked us to meet directly with our local assembly members and senator this last year to speak to them regarding harmful bills. We will continue to be involved at the State level as well as engage with our local district and county. We feel we have developed good relationships with Fresno Unified's charter oversight staff, the District trustees (meeting with each member individually), and with Superintendent Robert Nelson. We aim to be a constructive part of the matrix for educational improvement and change in Fresno Unified School District and hope that these relationships will help as we seek to advance and protect parental choice and student's achievement. As stated earlier, we will also seek to keep parents informed on how they can be involved in the process. We will help parents have the information they need to decide to engage with their representatives when there are items that threaten their choice to educate their children.

In addition, Endeavor Charter School parents have various opportunities to become educated and involved in understanding our school's purpose, our schoolwide learner outcomes and academic standards. Below are a few ways our parents have had the opportunity to become educated on the previously mentioned items:

- Parent Teacher workshops provided by our WSCS Staff, Guest Speakers or Fresno County Office of Education.
- LCAP/WASC Focus Groups to discuss schoolwide goals, academic standards and the schoolwide learner outcomes.
- Parents are able to reach out to any one of our staff by email or phone
- All of our parents have access to all of our WSCS Board Agendas and Meetings.
- WSCS Parent Surveys
- Individual conferences with staff regarding their child's benchmark and state testing results.
- Monthly WSCS Newsletters
- Special Edition WSCS Newsletters regarding the importance of testing
- Parent Square messages (internal communication system)

*Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.*

The Endeavor Charter Personalized Learning model holds that parents, or other significant care giver, are indispensable in the educational process and success of each student. Parents are involved with their student's educational planning and goal setting. They work closely with the Endeavor instructors and Advising Teachers. Parent desires and concerns are integral to the student's PLP and they assist in overseeing and implementing the PLP .

*Comment on how parents have access to school personnel regarding all concerns.*

Since our school holds parents as a crucial part in their child's education, parents have direct access to their child's Advising Teachers through frequent PLPL meetings (onsite or virtually through Zoom), by email and by phone. These Advising Teachers are their advocates and usually parents will reach out to them first if they have any questions or concerns. However, all parents have access to a full list of Endeavor's Staff through the monthly Newsletters and on our website. Parents are also able to stop by our school building and receive personal help from either our receptionist or office manager. They have been trained to help parents find the answers they seek or connect them to the right personnel. We are all committed to excellent customer service.

*Describe how the school regularly communicates to parents and other stakeholders.*

The school regularly communicates through Parent Square, our internal communication system. All parents, staff and students have a PS login in which they can decide how they would like to receive school communication (email, text etc.).

In addition, we also communicate with parents through our monthly Newsletters, WSCS Board meetings, email and parent workshops.

On an individual basis, our Advising Teachers regularly communicate with parents and students by phone calls and emails.

***Supporting Evidence and Documentation:***

- Endeavor Newsletter
- Special Edition Newsletters to inform parents about a specific topic (i.e. Testing)
- WSCS Board Meetings, Agendas and Notes
- Parent Square – internal communication System

***Achievements:***

Endeavor parents receive frequent communication through various methods such as Parent Square messages, WSCS Newsletters, Advising Teacher phone calls and emails and parent workshops and trainings.

***Areas for Improvement:***

Currently there is no area of improvement in this section of the WASC report.

**E2. School Culture and Environment Criterion:** The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

*Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.*

The current facilities are immediately adjacent to one another located at 777 and 723 West Shaw, Fresno CA 93704. These are leased buildings.

Based upon a maximum student enrollment of 308, the current facility which is approximately 8000 square feet meets our needs. The space is comprised of the following:

- 6 classrooms of approximately 300 to 500 sf per classroom
- 1 Library of approximately 500 sf
- 1 Parent/Student resource room approximately 200 sf
- 18 Teacher office spaces of approximately 100 sf per office
- 2 School Site Administrator Offices of approximately 120 sf per office
- Staff Lounge areas of approximately 200 sf
- 6 Bathrooms of approximately 50 sf per bathroom
- 1 Reception area of approximately 400 sf
- 1 Additional reception area of approximately 200 sf
- Custodial storage areas of approximately 100 sf
- Curriculum storage areas of approximately 500 SF
- General Supply rooms of approximately 150 sf
- Circulation/Hallways of approximately 503 sf

The facility is comfortable and efficiently usable. Our janitor maintains a clean environment for students, parents and staff and currently has added an additional shift mid-day to disinfect all door handles, light switches, bathrooms and tables. Classroom spaces, the science lab, library, office spaces, open study areas and the many browsing and storage areas of instructional materials all speak to the purpose of this facility; student learning. The openness of our building facilitates openness in communication and relationships. There is sufficient room for all school functions. Our instructional schedule creates open spaces at various times during the week as our classrooms are not in constant use. Staff, students, and parents use these spaces in a variety of ways. Staff uses these areas for planning, tutoring, meeting and collaboration. Students utilize both these inside spaces as well as our outside tables for studying, eating lunch, or just spending time with their friends. During Distance Learning these outdoor tables have become outdoor meeting spaces for parents and Advising Teachers.

*Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.*

Endeavor has implemented an School Safety Policy, an Internet Use and Safety policy, a Suicide Prevention policy, a Uniform Complaint policy, a WSCS Student Behavioral Expectations and a Cheating/Plagiarism policy. All staff was trained in suicide prevention in the 2017/18 school year. All staff participated in Active Shooter training during the 2019/20 school year. All staff are trained every year regarding child abuse reporting.

*Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.*

Respect for the uniqueness of each student is built into the Endeavor Charter School program truly from the ground up in that each student has an individually tailored education plan which is designed with respect and care in mind.

As a relatively small school with much of the learning taking place at home under the guidance of a supported parent, as well as small class sizes for site-based learning, every student is known far better by their teachers than in a traditional setting in which one teacher may have dozens or perhaps a hundred students each day. We believe learning best occurs when a student is known by a group of committed educators. A high interest curriculum tailored to each student's needs, positive teacher guided feedback, a non-threatening environment and an atmosphere that promotes self-reflection is essential to a true learning experience. As John Dewey wrote decades ago, "Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally." (Dewey, *Experience and Education*, 1938.) With just 270 students initially at Endeavor Charter School, every student will be personally known by several caring, attentive adults, most notably their own parent at home.

We work to ensure that our students' learning is connected to their "real world"; in other words, in the context of their own experience. We work with students and their parents to engage their natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries. If what students "know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning." (Darling-Hammond, 2008.) Through our personalized learning model and with the support from their Advising Teacher, students will have autonomy to self-select reading, writing and other learning, and control the time and place where most of their learning occurs. The model inherently demands that students take responsibility for their own learning via self-motivation, self-reflection and self-assessment. This with a thorough system of comprehensive supports, will ensure each student develops this responsible autonomy in a meaningful and productive way.

*Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.*

Endeavor Advising teachers serve as the primary point of contact for information and guidance for Endeavor students. Together the ECS teachers and guidance counselor provide each student a personalized academic vision and plan. Endeavor teachers develop a strong, working connection with not only the student, but with his/her family, as well. This allows teachers to truly understand the student's needs. Endeavor teachers work one on one with students to provide academic assistance. Teachers can then refer students for any support services needed. Parents and students regularly meet and collaborate with the Advising Teachers and any support staff related to the child's PLP. Parents, students and staff collaborate in yearly focus groups. All staff, parents, students and community members are welcome to attend out WSCS Board meetings, currently virtually through Zoom and are able to engage our WSCS family through Facebook.

***Supporting Evidence and Documentation:***

- Student PLP Meetings
- WSCS Board Meeting Agendas and Notes
- WSCS Newsletters
- LCAP/WASC Parent/Student Focus Groups
- Facebook Page – communication to the community and our families.
- Parent Workshops/Trainings

***Achievements:***

Endeavor prides itself on our large, beautiful, and welcoming campus. It is kept clean and orderly. We use our available space efficiently and thoughtfully in order to provide excellent classroom space for students and areas for staff collaboration.

Endeavor has safety and behavioral procedures in place to ensure all students have an optimal learning environment.

***Areas for Improvement:***

There is a need to improve our high school “Parent Teacher” workshop and training offerings.



**E3. Personal, Social-Emotional, and Academic Student Support Criterion:** All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

*Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.*

Endeavor Advising Teachers serve as the primary point of contact for information and guidance for Endeavor students. Together the ECS teachers and guidance counselor provide each student a personalized academic vision and plan. Endeavor teachers develop a strong, working connection with not only the student, but with his/her family, as well. This allows teachers to truly understand the student's needs. Endeavor teachers work one on one with students to provide academic assistance. Teachers can then refer students for any support services needed. Endeavor has a goal of improving its student support. As part of fulfilling this goal Endeavor has added a Guidance Counselor to its staff. This staff will assist students and parents with high school planning, college planning, financial aid, and career planning. Endeavor School is the LEA for special education and as such is a member of the Fresno County Charters SELPA. Thus, Endeavor is directly responsible for providing special education services. Endeavor enrolls and serves all students and offers the full spectrum of necessary services for students with IEPs. These services are administered by Glacier High School's Special Education Coordinator.

*Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

We recognize that every student is unique and has achieved different levels of competency of the above goals. Each student receives Personalized Learning Goals (Short-Term Student Goals- Goals for the academic school year) based on that students needs as measured by individualized testing, parental and student input, and teacher's observation and evaluation.

Goal setting is an essential component of our program. Personalized learning goals are created during the student's initial PLP (Personalized Learning Plan) meeting and are developed in partnership with the Advising Teacher, parent(s) and students. These goals are reviewed on a regular basis during their scheduled PLP meetings throughout the school year. When applicable, the IEP Coordinator, RSP Teacher, EL Coordinator and/or the Section 504 Coordinator are included in the creation and review of these goals. A student's PLP goals are for the most part academic in nature.

In addition to these PLP student goals, when a student is not performing at grade level or there are other academic/social concerns, we have an intervention process in place that allows our staff to work as a team to help establish a personalized Student Support Plan. This process usually starts with an SST meeting (Student Support Team). Two or more teachers, an administrator, EL Coordinator, parent, and/or other staff (EL Coordinator, IEP Coordinator, Section 504 Plan Coordinator) hold a meeting to discuss ways that we can support the student.

The SST findings are shared with parents (if they are not present at the meeting) and if needed a Student Support Plan is created with specific interventions and goals. This plan is reviewed at the end of the first semester to ensure growth and steps towards goals are being met. If there is no evidence of academic growth happening, this plan is revised with other ideas and intervention tools. At times, this is the step right before an IEP or Section 504 referral. After referrals there might be additional

testing and parents are supported through the IEP or Section 504 Plan process. These additional plans also have specific student goals for success.

*Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.*

When a Charter School teacher (or parent) has concerns about a student who is underperforming (academically) or has concerns such as: emotional/behavioral, language, social, or medical/health the following procedures are in place:

1. Referral: A questionnaire/letter is given to parents and Advising Teachers at the beginning of the year. If there is evidence of academic or other concerns, the parent and/or Advising Teacher completes a "Pre- SST" form detailing known information about the student such as: assessment data, education and health history, the area(s) of concern, and what strategies and interventions have been attempted thus far. An "Intervention Plan" is also a Pre-SST form that can be used.
2. Pre-SST: Advising Teacher revisits interventions during subsequent Learning Periods.
  - a. Is progress being made? Is the parent happy with interventions? Is the student showing progress? Is the parent looking for more/different intervention ideas?
  - b. Pre-SST Recording Sheet is updated as needed
3. Hold SST: Advising Teacher, parent, (and student if appropriate), plus another Advising Teacher and/or Principal who knows the student well, will hold a Student Study Team meeting. Based on the concerns, the Section 504 or SPED Coordinator/ Resource Specialist Program ("RSP") Teacher may be present. This collaborative team identifies new or additional interventions to improve student performance and develops an action plan. The SST plan is signed by all participants.
4. After SST Held: The original, signed document is placed in the student's cum folder. The Advising Teacher keeps a copy. The SST Plan is monitored by the Advising Teacher and parent for a period of time, usually 2-3 months. (If Team determines that "monitoring" alone is insufficient, student may be referred for evaluations with 504 or SPED Coordinator. If a full (academic, cognitive, health, speech/language communication, behavioral/social skills, etc.) evaluation is recommended to determine eligibility for special education services, parent will sign an Assessment Plan consent form prior to the commencement of testing by SPED Coordinator, and/or RSP Teacher)

*Explain how all students have access to a challenging, relevant, and coherent curriculum.*

All Endeavor students have regular one on one ongoing meetings with their Advising teachers and all students have a Personalized Learning Plan that is reviewed regularly and is customized to the students' needs. All students have access to tutoring, access to the same curricular choices, and access to Endeavor's technology tools and support. Endeavors student learning outcomes (ACTS) reflect the commitment and desire to see all students plan for their education by setting goals and establishing priorities, show proficiency in essential literacy, writing and mathematical skills, communicate effectively, process information critically, evaluate material critically and learn independently as self-motivated responsible learners. This along with our mission and vision statements will drive our academic rigor and our all student access and equity approach.

*Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.*

As a small high school, Endeavor's co-curricular opportunities are limited. Endeavor sponsors an active ASB/ Leadership program which plans and provides a variety of both service and social opportunities for our students. Some of these are: Presidential Library tour, college campus tours, team building outings (such as ropes courses), service work with the Central Valley Food Bank and a Spring Formal. Endeavor offers a robust Remotely Operated Vehicle (ROV) program and participates in the MATE contest. Additionally, Glacier hosts an annual talent show, an annual STEAM Fair and, in conjunction with the Fresno African American History Museum, an annual art show. If students desire curricular and/or co-curricular options that we simply cannot provide as a small school, our staff makes every effort to see that these desires are met through other avenues. Students may take up to two classes at a local Community College through the High School Enrichment Program. Additionally, specific curriculums have been purchased to meet individual student's needs. Our aim is to provide all that we can for each student, while maintaining a personalized approach and full parental involvement. Although our co-curricular options are more limited than a traditional comprehensive program, our "niche" is an approach that has proven to be a successful way for students to learn while maintaining a high level of flexibility.

***Supporting Evidence and Documentation:***

- PLP Student Files
- IEP/Section 504 Plans
- SST Process
- Student Support Plans
- Assessment and SSP Flow Chart
- WSCS Student and Parent Handbook
- WSCS Board Agendas and Minutes

***Achievements:***

Endeavor is committed to personalizing each and every student's personal and educational goals. We excel at supporting the unique qualities of every student, not only their talents but also their needs.

***Areas for Improvement:***

Now that Endeavor is chartered through Fresno Unified School District, there is a need for Endeavor to seek additional co-curricular student opportunities.

There is a need to revise our Student Support Plan form (formally our Student Intervention Plan). The revision is needed so that data collected from these plans can help improve student supports.

There is a need to establish an Associated Student Body for Endeavor Charter.

## Part IV: Major Achievements/Needs

**Major Achievements/Accomplishments:** Provide a prioritized list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

### **List of Endeavor Accomplishments (in no particular order)**

- 1) Endeavor Charter School is commencing their first year of operations with a clear vision and mission statements understood by staff, teachers, parents and students, a solid foundation of student learner outcomes that are reviewed, and a personalized learning approach that includes PLP meetings with parents, students, Advising Teachers and other important staff (i.e. IEP or Section 504 Plan coordinator) when applicable.
- 2) Through our track record, our model has seen high consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process
- 3) WSCS Board has consistently carried out the mission and vision of our program and is transparent in its practices and communicates effectively to Endeavor's staff, families and the community. WSCS Board posts recordings of all meetings on website and Facebook pages and WSCS Board meetings are broadcasted live through our Facebook page.
- 4) WSCS Bylaws are available through our website and WSCS Board Agenda is publicly posted on all of our facilities at least 72 hours prior to the scheduled meeting (Brown Act).
- 5) Endeavor Charter School is actively engaged with all stakeholders in the process of planning and improvement. The Endeavor improvement loop includes a systematic collection and evaluation of data, broad-based, agreed upon strategies for improvement and evaluation of results.
- 6) Although Endeavor does not develop and submit a SPSA, being exempt due to not receiving Federal funding, their looping, annualized process of student achievement analysis and planning is sound, Endeavor's annual LCAP process will embody a systematic collection and review of critical student data.
- 7) Endeavor Charter School has established an open, collaborative culture. As a smaller school with an open schedule, all staff have easy access to one another. Regularly scheduled meetings, unscheduled "as needed" meetings, emails and Parent Square messages are primary means of internal communication.
- 8) Endeavor Charter School has developed a comprehensive, effective process for finding, hiring, and training, teachers new to the Endeavor program. New teachers are assigned a "Mentor Teacher" that regularly meets with them and follows a prescribed "New Teacher Induction Procedures Checklist."
- 9) Endeavor Charter School has implemented a thorough and effective support system for staff professional development which responds to the identified goals and needs of students.

10) Endeavor Charter School's "personalized learning" educational model along with its culture of openness and collaboration provide a unique and effective context that is truly responsive to student needs. All resource decisions both HR and materials are ultimately guided by the LCAP.

11) Governed by Western Sierra Charter Schools, Endeavor has a transparent, sound and effective business department. Budget development, fiscal oversight and budget monitoring operate under clear fiscal policies. and practices and according to industry standards. Endeavor is subject to an annual fiscal audit.

12) Endeavor Charter School's facilities are adequate to meet student needs. All of the facility is very well maintained.

13) New teachers are assigned a "Mentor Teacher" that regularly meets with them and follows a prescribed "New Teacher Induction Procedures Checklist."

14) Endeavor has a programmed, annualized, effective process for LCAP planning and monitoring and updating. Endeavor has developed an open, connected and collaborative culture. In terms of long-range planning, the school's various constituencies are engaged in a variety of ways.

15) Endeavor has adopted accounting policies and procedures that are effective and conform to the generally accepted principles of accounting. The financial practices are sound and accountable and meet generally accepted accounting procedures.

16) Endeavor's salary and benefit package is fair and comparable to surrounding schools and districts.

17) Through Western Sierra Charter Schools, Endeavor submits all fiscal reports to all necessary oversight and public entities as required by law.

18) Endeavor Charter School is highly effective in the area of Rigorous and Relevant Standards-Based Curriculum. Endeavor uses current educational research related to maintain a viable, meaningful instructional program that prepares student for college, career and life.

19) In the area of equity access to curriculum, Endeavor Charter School's Individualized Approach to curricular decisions are highly effective and include:

- Rigorous Standards Aligned Curriculum
- Personalized attention for students and parents.
- Flexible curricular program shaped for and by student need.
- Curricular choices supporting ESLRs and academic Standards.

20) Endeavor Charter School is highly effective in providing challenging and relevant learning experiences. Through observation of student work and students working, it is evident Endeavor students are involved in rigorous and appropriate standards-based learning in instruction.

21) Endeavor's personalized learning model and high parent/guardian involvement ensures students and parents understand the standards/expected performance levels for each area of study. Endeavor's technology plan includes ongoing teacher training of Promethean Boards, Apple TV, Google Apps for Education, Zoom, Google Classroom and Screencastify. Technology is used as a

tool to enhance learning without compromising content and student learning of subject areas and we are currently revising our Distance Learning Plan.

22) Endeavor Charter school is highly effective in Student Engagement. Endeavor teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology (Chromebooks, Promethean Boards, Google Apps for Education etc.). Endeavor Teachers are encouraged to participate in professional development opportunities to enhance their content knowledge, instructional methodologies or technology applications. Endeavor teachers serve as coaches to engage all students. By examining student work and students working, there is evidence that students are able to apply acquired knowledge and skills at higher cognitive levels. Leadership projects, scientific research projects and field trips are some examples in which Endeavor students use resources outside of a textbook.

23) Endeavor Charter School is highly effective in their use of professionally acceptable assessment processes to collect, disaggregate, analyze and report student performance data to the school staff, students, parents, and other stakeholders. Endeavor staff uses in house testing, regular staff meetings and trainings, personalized learning plans for every student and regular monthly meetings with students, parents to responds to the needs of each student.

24) Endeavor Charter School is highly effective in their use of professionally acceptable assessment processes to collect, disaggregate, analyze and report student performance data to the school staff, students, parents, and other stakeholders. Endeavor staff uses in house testing, regular staff meetings and trainings, personalized learning plans for every student and regular monthly meetings with students, parents to responds to the needs of each student.

25) Endeavor parents receive frequent communication through various methods such as Parent Square messages, WSCS Newsletters, Advising Teacher phone calls and emails and parent workshops and trainings.

26) Endeavor prides itself on our large, beautiful, and welcoming campus. It is kept clean and orderly. We use our available space efficiently and thoughtfully in order to provide excellent classroom space for students and areas for staff collaboration.

27) Endeavor has safety and behavioral procedures in place to ensure all students have an optimal learning environment.

28) Endeavor is committed to personalizing each and every student's personal and educational goals. We excel at supporting the unique qualities of every student, not only their talents but also their needs.

**Major School Needs:** Provide a prioritized list of areas for improvement in relation to impact on student achievement.

**Endeavor List of Needs- In order of Priority:**

Note: Some areas have been combined due to their similarity in nature.

*Scale from 1-12 ; 1 = highest priority and 12 = lowest priority*

| <b>Rating of Priority</b> | <b>Description</b>  | <b>Category</b>   | <b>Status</b> |
|---------------------------|---|---|---------------|
| <b>1</b>                  | Endeavor's A-G approved course list needs to be submitted as soon as we are granted WASC "Candidacy" status   | <i>Curriculum</i>   | In Progress   |
| <b>2</b>                  | There is a need to provide additional information to parents, students, staff and the community regarding Endeavor Charter School through our website ( <a href="http://www.Endeavorcharter.org">www. Endeavorcharter.org</a> ) | <i>Organization</i>   | In Progress   |
|                           | There is a need to add College and Career Guidance documents to our Endeavor website.   | <i>Curriculum</i>   | In Progress   |
|                           | There is a need to embed public live feeds of our WSCS Board meetings directly to our WSCS Websites for easier access to our families, staff and interested community members.  | <i>Organization</i>   | New Task      |
| <b>3</b>                  | There is a need to revise Endeavor's Learning Distance Plan.  | <i>Learning and Teaching</i>  | Complete      |
| <b>4</b>                  | With an increased demand of onsite and distance learning classes, there is a need to formalize class supervision and support for teachers.  | <i>Organization</i>   | New Task      |
|                           | There is a need to revise the current WSCS Teacher Evaluation process to include onsite and distance learning instructional practices.  | <i>Organization</i>   | New Task      |
| <b>5</b>                  | Based on CAASPP and internal assessment of NWEA, there is a need to continue to increase academic math support for Endeavor High School Teachers.   | <i>Assessment and Accountability</i>  | In Progress   |
| <b>6</b>                  | Due to additional tools and resources, there is a need to review and edit the current Student Support Plan.   | <i>Learning and Teaching</i>  | In Progress   |
|                           | Student Support Plan revisions needed should include appropriate questions to help with data collected from the effectiveness of these plans.   | <i>School Culture and Support for Student Persona, Social-Emotional and Academic Growth</i> | In Progress   |
| <b>7</b>                  | There is a need to continue to train teachers and administrators in the interpretation, utilization, and communication of assessment data.  | <i>Assessment and Accountability</i>  | In Progress   |
| <b>8</b>                  | There is a need for Endeavor Charter School students to be involved in the review of the Student Learner Outcomes and for Endeavor  | <i>Organization</i>   | New Task      |

|    |  |   |          |
|----|--|---|----------|
|    | Charter School to establish an Associated Student Body.  |   |          |
| 9  | There is a need to formalize the reflective and program improvement process that result from PD Staff trainings and workshops.   | <i>Organization</i>   | New Task |
| 10 | Now that Endeavor Charter School is chartered through Fresno Unified School District, there is a need for Endeavor to seek additional co-curricular student opportunities.   | <i>School Culture and Support for Student Persona, Social-Emotional and Academic Growth</i> | New Task |
| 11 | There is a need to develop a student exit survey and or to have a process in place to be able to obtain Endeavor post-graduate information.  | <i>Curriculum</i>   | New Task |
| 12 | Although we offer various off-site and non-textbook based learning opportunities for students, there is a need for Endeavor to increase real world connection field trips and/or projects in all onsite and distance learning classes. | <i>Learning and Teaching</i>  | New Task |

### Links to important documents:

Endeavor High School Fall 2020 Class Schedule

<https://www.endeavorcharter.org/high-school-schedule.html>

College and Career Guidance Documents

<https://www.endeavorcharter.org/collegecareer.html>

Endeavor Charter Petition

<https://www.endeavorcharter.org/endeavor-charter-petition.html>

Digital Curriculum List

[https://docs.google.com/document/d/1wTEHhfzNnkgzSs5qs-MPUn\\_8\\_HjBW6Lm4VTx6Uc8klk/edit?usp=sharing](https://docs.google.com/document/d/1wTEHhfzNnkgzSs5qs-MPUn_8_HjBW6Lm4VTx6Uc8klk/edit?usp=sharing)

High School Curriculum List

[https://docs.google.com/document/d/10B7ynMQUYNQnOYUAYF27ohTounBEKkGtRwpPZG0r\\_II/edit?usp=sharing](https://docs.google.com/document/d/10B7ynMQUYNQnOYUAYF27ohTounBEKkGtRwpPZG0r_II/edit?usp=sharing)



*Name:* Nancy Garcia

*Position:* Endeavor Charter School Co-Principal

Please submit the completed document to ACS WASC by using the **Document Upload** link on the top navigation bar of the ACS WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).

## **WSCS Proposed Board Meeting Dates 2020 – 2021**

|          |                    |
|----------|--------------------|
| Thursday | September 10, 2020 |
| Tuesday  | September 22, 2020 |
| Tuesday  | November 3, 2020   |
| Tuesday  | January 12, 2021   |
| Tuesday  | March 9, 2021      |
| Tuesday  | May 18, 2021       |
| Tuesday  | June 15, 2021      |