

**Western Sierra Charter School**  
**Regular Meeting of the Board of Directors**  
**Tuesday, May 17, 2022**  
**Open Session Board Meeting – 2:00 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. \*Action: Board findings pursuant to Government Code Section 54953(e)

*The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds that State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.*

4. \*Action: Meeting Agenda for May 17, 2022
5. \*Action: Board Minutes from March 8, 2022 Board Meeting
6. Hearing of Persons Wishing to Address the Board
7. Written Communications (*if any*)
8. \*Action: warrant report for 3/3/22 – 5/5/22.
9. Glacier ASB Student Update – Zhenka Beams

10. \*Action: A-G Completion Improvement Grant Plans
11. Public Hearing of the 2021/2022 LCAP for MHSC, GHS, and ECS.  
*Mindy Klang*
12. Present preliminary 2022/2023 budgets for MHSC, GHS, and ECS.  
*Jody Jeffers*
13. \*Action: Salary Schedules for 2022/2023
14. Staff Changes for the 2022/2023 School Year  
*Michael Cox*

**Closed Session**

15. \*Action: Executive Director salary.

**Open Session**

16. Report from Closed Session.
17. \*Action: Employee Contracts for MHSC, GHS, and ECS.
18. Discussion Regarding Future Board Meetings: In-Person or Teleconference
19. \*Declaration of Need for Fully Qualified Educators for Mountain Home School Charter, Glacier High School Charter and Endeavor Charter School
20. Reports
  - a). Executive Directors Report – Michael Cox
  - b). CBO Report – Jody Jeffers
    - 1) Budget Update
  - c). Endeavor Principal’s Report – Nancy Garcia
  - d). Mountain Home School/Glacier High Principal’s Report – Mindy Klang
21. Next Scheduled Board Meeting Tuesday, June 14, 2022 @ 2:00 PM
22. \*Adjournment

**Western Sierra Charter School  
Board of Directors Meeting Minutes  
Tuesday, March 8, 2022, 2:00 PM**

Meeting was conducted via Zoom and streamed via Facebook Live.

**1. Call to Order**

Brian Fulce called the meeting to order at 2:04 PM

**2. Roll Call to Establish Quorum**

Quorum established.

**Board Members Present:** Tamara Dent, Brian Fulce, Lindsay Haussler, Monika Moulin, Tiffany Schutz and Darin Soukup

**Absent:** Shantal Fossee

**WSCS Staff Present:** Michael Cox, Eric Hagen, Jody Jeffers, Mindy Klang, and Diane Neulinger

**Liaisons Present:** Margaret Den Hartog and Joyce Vind

**Guest:** Kedryon Ford – ECS ASB student representative and Hector Gonzales with BCFZ

**3. \*Action: Board findings pursuant to Government Code Section 54953(e)**

*The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds that State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing*

*Approved*

Motion: Darin Soukup

Second: Tamara Dent

Vote: 6 yes, 0 no

**4. \*Action: Board Meeting Agenda for March 8, 2022.**

*Approved*

Motion: Tiffany Schutz

Second: Monika Moulin

Vote: 6 yes, 0 no

**5. \*Action: Board Minutes from February 8, 2022 Board Meeting**

*Approved*

Motion: Tamara Dent

Second: Darin Soukup

Vote: 6 yes, 0 no

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

*None*

**7. Written Communications (if any)**

*See attached letter*

**8. \*Action: warrant reports for 2/3/2022 through 3/2/2022.**

*Approved*

Motion: Lindsay Haussler

Second: Tamara Dent

Vote: 6 yes, 0 no

**9. Endeavor ASB Student Update**

*Kedryon Ford (10<sup>th</sup> grader) gave a brief update on the many school activities that ASB has been involved in this school year. Kedryon has been a student with WSCS for the past 7 years.*

**10. Report on WSCS 2020-2021 Non-Profit Corp. Tax Filing Form 990**

*Scott Faeth of Borchardt, Corona, Faeth and Zakarian*

*Hector Gonzalez joined us and gave a brief overview of the attached tax forms.*

**11. \*Action: Acceptance of WSCS 2020-2021 Non-Profit Corp Tax Filing Form 990**

*Approved*

Motion: Darin Soukup

Second: Tamara Dent

Vote: 6 yes, 0 no

**12. \*Action: Approval of Copier Lease and Service Agreement**

*Michael Cox presented the copier lease options and made a recommendation for Image2000. This would include 4 new copy machines (2 on each campus) with a 5-year lease.*

*Approved – Image2000 lease*

Motion: Darin Soukup

Second: Tiffany Schutz

Vote: 6 yes, 0 no

**13. \*Action: Audit Engagement with Borchardt, Corona, Faeth & Zakarian for Fiscal Year 2021-22**

*Jody Jeffers gave a brief overview of the attached audit document.*

*Approved*

Motion: Tamara Dent

Second: Lindsay Haussler

Vote: 6 yes, 0 no

**14. Information: A-G Completion Improvement Grant Plan**

*Jody Jeffers gave brief overview of the attached Grant document.*

**15. Reports**

**a). Executive Directors Report – Michael Cox**

**1). Updated State guidance regarding masking**

*Masks will become optional after March 11, 2022*

**2). Salary Schedule Improvement Proposal**

*Michael Cox shared the proposed salary schedule with the Board with action being taken at the next meeting in May.*

**3). Form 700 Signing**

*Board Members to sign and return by April 1, 2022.*

**b). CBO Report – Jody Jeffers**

**1). 2<sup>nd</sup> Interim Overview and Budget update**

*Jody presented an overview of the budget. See attached report.*

**c). Endeavor Principal's Report – Eric Hagen**

*See attached Power Point print out*

**d). Mountain Home School/Glacier High Principal's Report – Mindy Klang**

*See attached Power Point print out*

**16. Next Scheduled Board Meeting Tuesday, May 17, 2022 @ 2:00 PM**

*Confirmed*

**17. \*Adjournment @ 4:02 PM**

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 March 8, 2022.

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Diane Neulinger

Minutes prepared and submitted by: Diane Neulinger

## Checks Dated 03/03/2022 through 05/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0873153	03/09/2022	Blas, Phillip L	0100-5200	MILEAGE REIMB FEB 2022	74.46	
			0109-5200	MILEAGE REIMB FEB 2022	130.80	
			0169-5200	MILEAGE REIMB FEB 2022	197.22	402.48
0873154	03/09/2022	CA CHARTER SCHOOLS ASSOCIATION	0109-5200	KATIE KELLY CONF 14537791		22.00
0873155	03/09/2022	CLASSIC CHARTER INC	0100-5800	CHARTERS 3/14/22 OAHKURST -LONG BEACH	967.56	
				CHARTERS 3/16/22 LONG BEACH TO OAKHURST	967.56	
			0169-5800	CHARTERS 3/14/22 OAHKURST -LONG BEACH	1,231.44	
				CHARTERS 3/16/22 LONG BEACH TO OAKHURST	1,231.44	4,398.00
0873156	03/09/2022	Cox, Michael S	0100-5800	REIMB FOR PROCESSING FEE FIRE MARSHAL FEE	88.04	
			0109-5800	REIMB FOR PROCESSING FEE FIRE MARSHAL FEE	35.96	124.00
0873157	03/09/2022	EMADCO DISPOSAL SERVICE INC.	0100-5800	WASTE DISPOSAL	200.72	
			0109-5800	WASTE DISPOSAL	81.99	282.71
0873158	03/09/2022	FRESNO CO SUPT. OF SCHOOLS	0169-5800	ORTHOPEDICALLY IMPAIRED SERVICES		553.09
0873159	03/09/2022	Hill, Greg	0109-5200	MILEAGE REIMB FEB 2022	150.92	
			0169-5200	MILEAGE REIMB FEB 2022	150.94	301.86
0873160	03/09/2022	HOFFMAN ELETRONIC SYSTEMS	0100-5800	3/1/2022-3/31/2022 SECURITY SERVICES	21.30	
			0109-5800	3/1/2022-3/31/2022 SECURITY SERVICES	8.70	30.00
0873161	03/09/2022	IMAGE 2000 INC.	0100-5900	CONTRACT C10084-FN-07 1/15/22-2/14/22	594.97	
			0109-5900	CONTRACT C10084-FN-07 1/15/22-2/14/22	243.02	
			0169-5900	CONTRACT C10084-FN-07 1/15/22-2/14/22	389.78	1,227.77
0873162	03/09/2022	Llanos, Brooke	0169-5200	MILEAGE REIMB FEB 2022	71.14	
			0169-5800	REIMB FOR CHINA PEAK	30.00	101.14
0873163	03/09/2022	LOR'S JANITORIAL	0169-5800	FEB SERVICES 2022	2,895.00	
				REISSUE 0871616 JAN 2022 SERVICES	3,900.00	6,795.00
0873164	03/09/2022	PACIFIC GAS & ELECTRIC	0100-5500	MONTHLY SERVICES 3898652031-0	6.99	
			0109-5500	MONTHLY SERVICES 3898652031-0	2.86	
			0169-5500	MONTHLY SERVICES 3898652031-0	1,868.41	1,878.26
0873165	03/09/2022	PITNEY BOWES GLOBAL FINANCIAL	0100-5900	0040000922 12/30/21-3/29/2022	113.88	
			0109-5900	0040000922 12/30/21-3/29/2022	46.52	160.40
0873166	03/09/2022	RALEYS INC	0109-4300	FRUIT/SALAME/CHIPS/BARS		109.17

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Page 1 of 13

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0873167	03/09/2022	SAFEGUARD SOLUTIONS	0109-4300	GHS POLOS/EHS POLOS	664.24	
			0169-4300	BLACK TEE FOR SPELLING BEE	294.21	
				BUSINESS W/ APPT FOR STAFF	330.47	
				GHS POLOS/EHS POLOS	687.97	
				HOODY CROSS COUNTRY	400.75	
				SENIOR BLACK TEE	276.02	
			0169-5800	FLYER SCHOOL INFO	110.94	
				Unpaid Sales Tax	17.90-	2,746.70
0873168	03/09/2022	SELF INSURED SCHOOLS OF CALIFO	0100-9514	Mar 22 SISC Billing	18,377.88	
			0109-9514	Mar 22 SISC Billing	7,896.36	
			0169-9514	Mar 22 SISC Billing	23,863.36	50,137.60
0873169	03/09/2022	SIERRA TELEPHONE, INC.	0100-5900	MONTHLY SERVICES MARCH 2022	498.60	
			0109-5900	MONTHLY SERVICES MARCH 2022	203.65	702.25
0873170	03/09/2022	VocoVision LLC	0169-5800	JACQUELINE DUFFY 2/20/2022		981.75
0873171	03/09/2022	VYVE	0100-5900	FEB 2022 SERVICES	528.95	
			0109-5900	FEB 2022 SERVICES	216.05	745.00
0873628	03/15/2022	BLICK ART MATERIALS LLC	0109-4300	WATERCOLOR/COLORED PENCIL SET/DRAWING PENCILS/JAR		353.72
0873629	03/15/2022	DPS MEDIA	0100-5800	PONDEROSA MARCH 2022	83.07	
			0109-5800	PONDEROSA MARCH 2022	33.93	117.00
0873630	03/15/2022	IMAGE 2000 INC.	0100-5900	FREIGHT FEE CONTRACT C10084-FN-07	10.65	
			0109-5900	FREIGHT FEE CONTRACT C10084-FN-07	4.35	15.00
0873631	03/15/2022	JOSHUA BERG BEAUTIFUL FEET BOOKS, INC.	0100-4300	BOOKS		297.85
0873632	03/15/2022	MATE Inspiration for Innovation	0169-4300	TRIGGER FISH VIDEO SYSTEM KIT	341.30	
				Unpaid Sales Tax	3.46-	337.84
0873633	03/15/2022	OAKHURST LOCKSMITH	0169-5800	REPAIRMENT		200.00
0873634	03/15/2022	RAINBOW RESOURCE CENTER INC.	0109-4300	KINDER MATH TEXTBOOKS/READING PACKETS	2,212.82	
			0169-4100	MATH WORKBOOKS/TEXTBOOKS/ACTIVITY BOOKS	240.79	2,453.61
0873635	03/15/2022	The Office City	0169-4300	CREDIT MEMO GLUE STICKS	15.61-	
				ENVELOPE/TOWEL/MASKS	177.35	
				FILE	53.54	
				FOLDERS/GRAPH PAPER/PAPER/GLUE STICK/SUPPLIES	818.18	
				GLUE STICKS	15.61	
				PENCILS/NOTEPAD/MARKER/LINER/FILE	362.56	

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Page 2 of 13

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0873635	03/15/2022	The Office City	0169-4300	TOILET SEAT COVERS	84.45	1,496.08
0873636	03/15/2022	TRUE VALUE	0100-4300	SUPPLIES FOR ROV PROGRAM	151.66	
			0109-4300	SUPPLIES FOR ROV PROGRAM	61.94	213.60
0873637	03/15/2022	VocoVision LLC	0169-5800	JACQUELINE DUFFY SCHOOL TELE 2/27/2022		1,338.75
0873638	03/15/2022	VYVE	0100-5900	MARCH 2022	528.95	
			0109-5900	MARCH 2022	216.05	745.00
0873639	03/15/2022	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	CLOUD RECORDING 3/3/22-4/2/22	37.00	
			0109-5800	CLOUD RECORDING 3/3/22-4/2/22	15.00	
			0169-5800	CLOUD RECORDING 3/3/22-4/2/22	48.00	100.00
0874235	03/22/2022	CAMPORA INC	0100-5500	PROPANE	606.70	
			0109-5500	PROPANE	247.80	854.50
0874236	03/22/2022	CDW GOVERNMENT	0109-4400	USB CABLE		9.34
0874237	03/22/2022	COMCAST	0169-5900	ACCOUNT 917139668 MAR 2022		231.40
0874238	03/22/2022	DEPARTMENT OF JUSTICE	0100-5800	FINGERPRINTS FOR TPALMER	11.84	
			0109-5800	FINGERPRINTS FOR TPALMER	4.80	
			0169-5800	FINGERPRINTS FOR TPALMER	15.36	32.00
0874239	03/22/2022	FAGEN FRIEDMAN & FULFROST LLP	0100-5800	LEGAL SERVICES	46.62	
			0109-5800	LEGAL SERVICES	18.90	
			0169-5800	LEGAL SERVICES	60.48	126.00
0874240	03/22/2022	GOODFELLOW OCCUPATIONAL THERAPY, INC.	0169-5800	FEB 2022 TREATMENT		605.00
0874241	03/22/2022	Hagen, Eric A	0100-5200	REIMB FOR MILEAGE JAN/FEB 2022	158.22	
			0109-5200	REIMB FOR MILEAGE JAN/FEB 2022	64.15	
			0169-4300	REIMB FOR ROV CLASS SUPPLIES/REG	80.06	
			0169-5200	REIMB FOR MILEAGE JAN/FEB 2022	632.90	
			0169-5800	REIMB FOR ROV CLASS SUPPLIES/REG	250.00	1,185.33
0874242	03/22/2022	JOSHUA BERG BEAUTIFUL FEET BOOKS, INC.	Cancelled	BOOKS	540.42	*
				PICTURE BOOKS	241.91	782.33 *
		Cancelled on 04/25/2022				
0874243	03/22/2022	MOUNTAIN CHRISTIAN CENTER	0100-5800	LABOR COST SOUND TECH/VIDEO TECH	568.00	
			0109-5800	LABOR COST SOUND TECH/VIDEO TECH	232.00	800.00
0874244	03/22/2022	OAK MEADOW INCORPORATED	0100-4200	SCIENCE/ENGLISH PACKETS	940.38	
			0109-4100	LEARNING PACKAGES	6,580.08	
			0109-4300	DRAWING COURSEBOOK	2,262.75	
0874245	03/22/2022	SAFEGUARD SOLUTIONS	0109-4300	PULLOVERS	35.71- 436.17	9,747.50
					Unpaid Sales Tax	
0874246	03/22/2022	The Office City	0100-4300	SUPPLIES	2.15- 925.92	434.02
					Unpaid Sales Tax	

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Page 3 of 13



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0874246	03/22/2022	The Office City	0109-4300	SUPPLIES	378.20	1,304.12
0874247	03/22/2022	TND ENTERPRISES LLC	0100-4400	3D PRINTERS	5,022.51	
			0109-4400	3D PRINTERS	2,036.15	
			0169-4400	3D PRINTERS	6,515.69	
				Unpaid Sales Tax	976.35-	12,598.00
0874248	03/22/2022	VocoVision LLC	0169-5800	JACQUELINE DUFFY 1/23/2022		1,338.75
0874880	03/29/2022	AUTHORABLE, LLC	0169-4200	30 HARDCOVER BOOKS WHERE'S MY WISH		300.00
0874881	03/29/2022	BEST WESTERN ROSE GARDEN INN	0100-5200	CONFIRMATION # 956432051 ROV CONF 4/22/22	76.35	
			0109-5200	CONFIRMATION # 956432051 ROV CONF 4/22/22	30.95	
			0169-5200	CONFIRMATION # 956432051 ROV CONF 4/22/22	1,130.80	1,238.10
0874882	03/29/2022	Blas, Phillip L	0100-5900	CELL PHONE MARCH 2022	13.87	
			0109-5900	CELL PHONE MARCH 2022	24.38	
			0169-5900	CELL PHONE MARCH 2022	36.75	75.00
0874883	03/29/2022	Burton, Katherine	0109-5200	REIMB MEALS/MILEAGE CHINA PEAK		127.80
0874884	03/29/2022	CALIFORNIA STATE UNIVERSITY FRESNO FOUNDATION	0169-5800	FIELD TRIP 3/4/2022		105.00
0874885	03/29/2022	CAPITOL PIPE & SUPPLY INC.	0100-4300	TANK LEVER/PRUNDER/RAGS	36.22	
			0109-4300	TANK LEVER/PRUNDER/RAGS	14.79	51.01
0874886	03/29/2022	Chugg, Christine A	0169-5200	REIMB MEALS/MILEAGE CHINA PEAK		137.80
0874887	03/29/2022	Cox, Michael S	0100-4300	REIMB FOR AMAZON FOR 3D PRINTERS	151.78	
			0100-5200	REIMB FOR MEALS FOR CCSA CONF 3/14/2022-3/17/2022	223.00	374.78
0874888	03/29/2022	Cox, Michael S	0100-5900	CELL PHONE MARCH 2022	27.75	
			0109-5900	CELL PHONE MARCH 2022	11.25	
			0169-5900	CELL PHONE MARCH 2022	36.00	75.00
0874889	03/29/2022	EARTH ARTS STUDIO, INC.	0169-4300	EARTH ARTS		164.69
0874890	03/29/2022	FOLLETT EDUCATIONAL SERVICES	0100-5800	DESTINY RESOURCE MGMT LICENSING	1,304.80	
			0109-5800	DESTINY RESOURCE MGMT LICENSING	528.98	
			0169-5800	DESTINY RESOURCE MGMT LICENSING	1,692.72	3,526.50
0874891	03/29/2022	Garcia, Nancy	0169-5900	CELL PHONE MARCH 2022		75.00
0874892	03/29/2022	Hagen, Eric A	0100-5900	CELL PHONE MARCH 2022	13.87	
			0109-5900	CELL PHONE MARCH 2022	5.63	
			0169-5900	CELL PHONE MARCH 2022	55.50	75.00
0874893	03/29/2022	HARRY R. SAWL VANCOUVER COMPANY	0169-5600	RENT FOR APRIL 2022		11,350.00
0874894	03/29/2022	Hill, Greg	0109-5900	CELL PHONE MARCH 2022	37.50	

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Page 4 of 13

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0874894	03/29/2022	Hill, Greg	0169-5900	CELL PHONE MARCH 2022	37.50	75.00
0874895	03/29/2022	IMAGE 2000 INC.	0100-5900	C10084 FN-07 2/15/22-3/14/22		3,086.06
0874896	03/29/2022	iTOPIA, INC	0109-5800	ADOBE/MS OFFICE		4,080.00
0874897	03/29/2022	Jeffers, Jody L	0100-5800	REIMB FOR GAS/MEALS/PARKING FOR CCSA CONF 3/14-3/17/22		463.88
0874898	03/29/2022	Jeffers, Jody L	0100-5900	CELL PHONE MARCH 2022	27.75	
			0109-5900	CELL PHONE MARCH 2022	11.25	
			0169-5900	CELL PHONE MARCH 2022	36.00	75.00
0874899	03/29/2022	Kelly, Kathryn	0109-5200	REIMB PER MEAL CCSA CONF 3/14-3/17/22		223.00
0874900	03/29/2022	Klang, Mindy C	0100-5200	REIMB FOR MEALS FOR CCSA CONF 3/14/2022-3/17/2022		223.00
0874901	03/29/2022	Klang, Mindy C	0100-5900	CELL PHONE MARCH 2022	53.25	
			0109-5900	CELL PHONE MARCH 2022	21.75	75.00
0874902	03/29/2022	Llanos, Brooke	0169-4300	REIMB FOR AMAZON		47.66
0874903	03/29/2022	MADERA COUNTY SCHL FOUNDATION	0100-5800	REGISTRATION FEE		150.00
0874904	03/29/2022	Oliphant, Dawniele	0100-5200	REIMB FOR MEAL FOR CCSA CONF 3/14/2022-3/17/2022		223.00
0874905	03/29/2022	PEARSON	0100-4300	Account # 186264	437.79	
			0109-4300	Account # 186264	178.81	616.60
0874906	03/29/2022	PURCHASE POWER PITNEY BOWES	0100-5900	METER REFILL SN-6033313		200.00
0874907	03/29/2022	Reeve, Grace	0169-5200	REIMB FOR MEALS FOR CCSA CONF 3/14/22-3/17/22		223.00
0874908	03/29/2022	TRUE VALUE	0100-4300	KEROSENE JUG/OIL	43.06	
				MAINTENANCE SUPPLIES	177.64	
				SUPPLIES	177.19	
				WEED CONTROL/MIX	133.57	531.46
0874909	03/29/2022	Vaccaro, Diane	0169-5200	CONTAINER/PLASTER OF PARIS REIMB FOR MEALS FOR CCSA CONF 3/14/22-3/17/22		223.00
0874910	03/29/2022	VALLEY WIDE VENDING INC.	0100-5800	SERVICE CALL		197.00
0874911	03/29/2022	VocoVision LLC	0169-5800	JACQUELINE DUFFY TELE SLP 3/13/2022		1,338.75
0875411	04/05/2022	C.A. REDING CO., INC.	0100-5800	CONTRACT 16651-01 3/18/2022-4/17/22	66.86	
			0109-5800	CONTRACT 16651-01 3/18/2022-4/17/22	27.10	
			0169-5800	CONTRACT 16651-01 3/18/2022-4/17/22	86.73	180.69
0875412	04/05/2022	CAPITOL PIPE & SUPPLY INC.	0100-4300	WESTERN PF TANK LEVER	37.56	
			0109-4300	WESTERN PF TANK LEVER	9.39	46.95
0875413	04/05/2022	CDW GOVERNMENT	0169-4300	SMART APP UPS 1500 WATT		538.21

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ESCAPE ONLINE

Page 5 of 13

## Checks Dated 03/03/2022 through 05/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0875414	04/05/2022	Garcia, Nancy	0169-5200	REIMB FOR MEALS FOR CCSA CONF 3/14/2022-3/17/22		223.00
0875415	04/05/2022	Hagen, Eric A	0169-4300	REIMB FOR GAS/MEALS/PARKING FEE FOR CCSA CONF 3/14/22	144.19	
			0169-5200	REIMB FOR GAS/MEALS/PARKING FEE FOR CCSA CONF 3/14/22	223.00	
			0169-5800	REIMB FOR GAS/MEALS/PARKING FEE FOR CCSA CONF 3/14/22	48.00	415.19
0875416	04/05/2022	Hammond, Sandra E	0169-5200	REIMB FOR MEALS FOR CCSA CONF 3/14/22-3/17/22		223.00
0875417	04/05/2022	HOFFMAN ELETRONIC SYSTEMS	0100-5800	MONTHLY SERVICES APR 2022	21.30	
			0109-5800	MONTHLY SERVICES APR 2022	8.70	30.00
0875418	04/05/2022	KAYAK CONNECTIONS INC.	0109-5800	3 HOUR KAYAK TOUR		520.00
0875419	04/05/2022	Lord, Marianne M	0169-4300	REIMB FOR LOWES-LIGHT BULBS FOR ATTIC		23.79
0875420	04/05/2022	MATE Inspiration for Innovation	0169-4300	TRIGGER FISH		80.44
0875421	04/05/2022	Meeks, Kimberly A	0100-5200	REIMB FOR MILEAGE MAR 2022		46.80
0875422	04/05/2022	PACIFIC GAS & ELECTRIC	0100-5500	MONTHLY SERVICES 389862031-0	8.41	
			0109-5500	MONTHLY SERVICES 389862031-0	2.10	
			0169-5500	MONTHLY SERVICES 389862031-0	1,622.19	1,632.70
0875423	04/05/2022	REGINA CRUMP	0100-5800	REIMB FOR LIVE SCAN FEE		25.00
0875424	04/05/2022	Rumohr, John W	0100-5200	REIMB FOR MILEAGE FOR MAR 2022	42.66	
				REIMB FOR REG FEE FOR COMPETITION	350.00	
				REIMB FOR ROV PROGRAM	633.51	1,026.17
				-HDMI/CAMERA/REMOTE		
0875425	04/05/2022	SAFEGUARD SOLUTIONS	0169-4300	TEES/SHIRTS/TANK TOPS	571.00	
				Unpaid Sales Tax	3.17-	567.83
0875426	04/05/2022	The Office City	0100-4300	CORD 6 "	41.86	
			0109-4300	CORD 6 "	10.46	
			0169-4300	PAPER/BOARD	165.41	
				SUPPLIES	1,293.05	1,510.78
0875427	04/05/2022	TRUE VALUE	0100-4300	BLEACH/CLEANER/GRAPHIC SS	67.20	
				BUBBLER/PLANT FOOD/HEDGE/HOSE	74.61	
				NOZZLE		
				DRYWALL/IMPACT BIT/BROWN STAKES	58.46	
				LATCH/HINGE	96.50	
				PLASTIC SUPPORT STAKE/BARB	22.64	
				ADAPTER		

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ESCAPE ONLINE

Page 6 of 13

## Checks Dated 03/03/2022 through 05/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0875427	04/05/2022	TRUE VALUE	0100-4300	SOAP/WEED	82.34	
				CONTROL/BOUNTY/VINEGAR		
				VINEGAR	28.40	
			0109-4300	BLEACH/CLEANER/GRAPHIC SS	16.80	
				BUBBLER/PLANT FOOD/HEDGE/HOSE	18.65	
				NOZZLE		
				DRYWALL/IMPACT BIT/BROWN STAKES	14.61	
				LATCH/HINGE	24.12	
				PLASTIC SUPPORT STAKE/BARB	5.66	
				ADAPTER		
				SOAP/WEED	20.58	
				CONTROL/BOUNTY/VINEGAR		
				VINEGAR	7.10	
			0169-4300	SUPPLIES FOR ROBOTICS	128.86	666.53
0875428	04/05/2022	VocoVision LLC	0169-5800	JACQUELINE DUFFY 3/20/2022	1,338.75	
				JACQUELINE DUFFY 3/6/2022	1,338.75	2,677.50
0875900	04/12/2022	CA DEPARTMENT OF TAX & FEE ADMINISTRATION	0100-9580	2021 USE TAX	1,202.94	
			0109-9580	2021 USE TAX	494.30	
			0169-9580	2021 USE TAX	1,968.76	3,666.00
0875901	04/12/2022	CDW GOVERNMENT	0100-4300	AVID AE-42 STEREO HS GRN	310.96	
			0109-4300	AVID AE-42 STEREO HS GRN	126.07	
			0169-4300	AVID AE-42 STEREO HS GRN	403.42	840.45
0875902	04/12/2022	COOK'S COMMUNICATIONS	0169-4300	REISSUE 0867032 BATTERY		429.64
0875903	04/12/2022	EMADCO DISPOSAL SERVICE INC.	0100-5800	WASTE DISPOSAL	200.72	
			0109-5800	WASTE DISPOSAL	81.99	282.71
0875904	04/12/2022	ENTERPRISE RENT-A-CAR	0100-5600	RENTAL FOR E. HAGEN 3/11/22-3/17/22	132.35	
				RENTAL FOR J.JEFFERS 3/11/22-3/17/22	284.57	
			0109-5600	RENTAL FOR E. HAGEN 3/11/22-3/17/22	53.66	
				RENTAL FOR J.JEFFERS 3/11/22-3/17/22	115.37	
			0169-5600	RENTAL FOR E. HAGEN 3/11/22-3/17/22	529.42	
				RENTAL FOR J.JEFFERS 3/11/22-3/17/22	369.18	1,484.55
0875905	04/12/2022	FERNANDA JOHNSON	0109-4300	RMB FOR TEXTBOOK FOR MERCEDES GONZALEZ		80.33
0875906	04/12/2022	HYATT REGENCY MISSION SPA AND MARINA	0100-5200	RES FOR M.COX/J.JEFFERS/E.HAGEN	425.53	
			0109-5200	RES FOR M.COX/J.JEFFERS/E.HAGEN	172.51	
			0169-5200	RES FOR M.COX/J.JEFFERS/E.HAGEN	782.05	1,380.09
0875907	04/12/2022	Llanos, Brooke	0169-4300	REIMB FOR BALLOONS/STAR		9.48
				FOIL/TABLECLOTH FOR KINDER GRAD		

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ESCAPE ONLINE

Page 7 of 13

## Checks Dated 03/03/2022 through 05/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0875908	04/12/2022	LOR'S JANITORIAL	0169-5800	CLEANING SERVICES FOR MARCH 2022		4,415.00
0875909	04/12/2022	Meeks, Kimberly A	0100-4300	REIMB FOR SHIRTS FOR MATH TEAM		231.96
0875910	04/12/2022	Mendoza, Ramon N	0100-4300	RMB FOR GASOLINE	16.33	
			0100-5200	MILEAGE REIMB FOR APRIL 2022-RECYCLING A COMPUTER	14.95	
			0109-4300	RMB FOR GASOLINE	6.67	
			0109-5200	MILEAGE REIMB FOR APRIL 2022-RECYCLING A COMPUTER	6.11	44.06
0875911	04/12/2022	Protzman Enterprises	0100-5800	DISTRIBUTION OPERATION, GRADE 2 MAR 2022	167.56	
			0109-5800	DISTRIBUTION OPERATION, GRADE 2 MAR 2022	68.44	236.00
0875912	04/12/2022	RALEYS INC IN STORE CHARGE	0100-4300	MARSHMALLOS/SNACKS FOR BOOKFAIR	17.51	
			0109-4300	CAPRI SUN/CINNAMON BUNS/CROISSANT/CHEESE COOKIES/CAPRI SUN/NAPKINS	35.10	
					44.86	97.47
0875913	04/12/2022	SAFEGUARD SOLUTIONS	0109-4300	MENS JERSEY/MALE SHORTS	112.19	
				Unpaid Sales Tax	5.15-	107.04
0875914	04/12/2022	SIERRA TELEPHONE, INC.	0100-5900	SERVICES FOR APRIL 2022	478.51	
			0109-5900	SERVICES FOR APRIL 2022	195.45	673.96
0875915	04/12/2022	THE LAMPO GROUP, LLC ATTN RAMSEY EDUCATION	0109-4300	FIPF HS PRNT/STUDENT 3RD ED/CLASSROOM PRINT/WEBINAR	784.54	
			0109-5200	FIPF HS PRNT/STUDENT 3RD ED/CLASSROOM PRINT/WEBINAR	244.11	1,028.65
0875916	04/12/2022	TRUE VALUE	0100-4300	JUG/NOZZLE/PVC	41.29	
				KEROSENE JUG 1 GAL	11.47	
				LOPPER TELESCOPIC POWER	27.53	
				PIPE INSUL/DISPBRD	31.77	
				TAPE/PIPE/FUSE AUTO	24.45	
			0100-5800	FINANCE CHARGES	4.47	
			0109-4300	JUG/NOZZLE/PVC	16.86	
				KEROSENE JUG 1 GAL	4.68	
				LOPPER TELESCOPIC POWER	11.25	
				PIPE INSUL/DISPBRD	12.98	
				TAPE/PIPE/FUSE AUTO	9.98	
			0109-5800	FINANCE CHARGES	1.83	198.56
0875917	04/12/2022	VocoVision LLC	0169-5800	JACQUELINE DUFFY SCHOOL TELE SLP 3/27/2022		1,338.75

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ESCAPE ONLINE

Page 8 of 13

## Checks Dated 03/03/2022 through 05/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0875918	04/12/2022	WILLIAM SMITH PLUMBING	0100-5800	MAINTENANCE ON PLUMBING	2,130.00	
			0109-5800	MAINTENANCE ON PLUMBING	870.00	3,000.00
0875919	04/12/2022	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	CLOUD RECORDING 500 GB	37.00	
			0109-5800	CLOUD RECORDING 500 GB	15.00	
			0169-5800	CLOUD RECORDING 500 GB	48.00	100.00
0876423	04/19/2022	SELF INSURED SCHOOLS OF CALIFO	0100-9514	Apr 22 SISC Billing	19,312.27	
			0109-9514	Apr 22 SISC Billing	8,275.17	
			0169-9514	Apr 22 SISC Billing	25,075.56	52,663.00
0877059	04/27/2022	Blas, Phillip L	0100-5200	REIMB MILEAGE MAR 2022	83.77	
			0109-5200	REIMB MILEAGE MAR 2022	147.16	
			0169-5200	REIMB MILEAGE MAR 2022	221.86	452.79
0877060	04/27/2022	Blas, Phillip L	0100-5900	CELL PHONE APRIL 2022	13.87	
			0109-5900	CELL PHONE APRIL 2022	24.38	
			0169-5900	CELL PHONE APRIL 2022	36.75	75.00
0877061	04/27/2022	CALCHAMBER	0100-4300	LABOR LAW POSTER/PAMPHLETS KIT	129.88	
			0109-4300	LABOR LAW POSTER/PAMPHLETS KIT	53.05	182.93
0877062	04/27/2022	CDW GOVERNMENT	0109-4400	LENOVO THINK PAD		898.19
0877063	04/27/2022	Cox, Michael S	0100-5200	REIMB FOR ALASKA AIRLINES 5/11/22-5/13/22 36 SAN DIEGO	341.88	
			0109-5200	REIMB FOR ALASKA AIRLINES 5/11/22-5/13/22 36 SAN DIEGO	138.60	
			0169-5200	REIMB FOR ALASKA AIRLINES 5/11/22-5/13/22 36 SAN DIEGO	443.52	924.00
0877064	04/27/2022	Cox, Michael S	0100-5900	CELL PHONE APRIL 2022	27.75	
			0109-5900	CELL PHONE APRIL 2022	11.25	
			0169-5900	CELL PHONE APRIL 2022	36.00	75.00
0877065	04/27/2022	CRMA	0100-5400	PROPERTY& LIABILITY COVERAGE 2021-2022	10,386.23	
			0109-5400	PROPERTY& LIABILITY COVERAGE 2021-2022	4,210.63	
			0169-5400	PROPERTY& LIABILITY COVERAGE 2021-2022	13,474.02	28,070.88
0877066	04/27/2022	DEPARTMENT OF JUSTICE	0109-5800	FINGERPRINTS-RCRUMP/DMUMPER		64.00
0877067	04/27/2022	Garcia, Nancy	0169-5900	CELL PHONE APRIL 2022		75.00
0877068	04/27/2022	GOODFELLOW OCCUPATIONAL THERAPY, INC.	0169-5800	OT TREATMENT TONG CHII LOR MAR 2022		770.00
0877069	04/27/2022	Hagen, Eric A	0100-5200	REIMB MILEAGE MAR 2022	93.07	
			0109-5200	REIMB MILEAGE MAR 2022	37.73	

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ESCAPE ONLINE

Page 9 of 13

## Checks Dated 03/03/2022 through 05/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0877069	04/27/2022	Hagen, Eric A	0169-5200	REIMB MILEAGE MAR 2022	372.30	503.10
0877070	04/27/2022	Hagen, Eric A	0100-5900	CELL PHONE APRIL 2022	13.87	
			0109-5900	CELL PHONE APRIL 2022	5.63	
			0169-5900	CELL PHONE APRIL 2022	55.50	75.00
0877071	04/27/2022	HARRY R. SAWL VANCOUVER COMPANY	0169-5600	RENT FOR MAY 2022		11,350.00
0877072	04/27/2022	Hill, Greg	0109-5200	REIMB MILEAGE MAR 2022	276.71	
			0169-5200	REIMB MILEAGE MAR 2022	276.70	553.41
0877073	04/27/2022	Hill, Greg	0109-5900	CELL PHONE APRIL 2022	37.50	
			0169-5900	CELL PHONE APRIL 2022	37.50	75.00
0877074	04/27/2022	IMAGE 2000 INC.	0169-5900	FREIGHT FEE CONTRACT C10084-FN-08		10.50
0877075	04/27/2022	Jeffers, Jody L	0100-5300	REIMB FOR ANNUAL MEMBERSHIP FEE-AGA	49.95	
			0109-5300	REIMB FOR ANNUAL MEMBERSHIP FEE-AGA	20.25	
			0169-5300	REIMB FOR ANNUAL MEMBERSHIP FEE-AGA	64.80	135.00
0877076	04/27/2022	Jeffers, Jody L	0100-5900	CELL PHONE APRIL 2022	27.75	
			0109-5900	CELL PHONE APRIL 2022	11.25	
			0169-5900	CELL PHONE APRIL 2022	36.00	75.00
0877077	04/27/2022	JOSTENS INC	0109-4300	GRADUATION OUTFIT		675.59
0877078	04/27/2022	Klang, Mindy C	0100-5900	CELL PHONE APRIL 2022	53.25	
			0109-5900	CELL PHONE APRIL 2022	21.75	75.00
0877079	04/27/2022	MEET THE MASTERS INC	0100-4300	POWERPOINT CD		40.33
0877080	04/27/2022	OAKHURST LOCKSMITH	0169-4300	LOCKET SET/LOCKOUT SERVICES	134.68	
			0169-5800	LOCKET SET/LOCKOUT SERVICES	265.00	399.68
0877081	04/27/2022	SAVE MART SUPERMARKETS	0169-4300	CUPCAKES FOR KINDER GRAD	55.96	
				FUSD VISIT/SODA/CUPS/CANDY/VEGGIES	87.14	143.10
0877082	04/27/2022	SCHOOL PATHWAYS LLC	0100-5800	QUARTERLY INV SUBS 7/1/21-6/30/22		11,184.01
0877083	04/27/2022	TRUE VALUE	0100-4300	HANDLE FLEX 1/4" DRIVE	9.17	
			0109-4300	HANDLE FLEX 1/4" DRIVE	3.75	12.92
0877084	04/27/2022	Vaccaro, Diane	0169-5200	REIMB FOR MEALS FOR REAGAN LIBRARY SIMI VALLEY		55.50
0877085	04/27/2022	VocoVision LLC	0169-5800	JACQUELINE DUFFY SCHOOL TELE SLP 4-03-2022	1,338.75	
				JACQUELINE DUFFY SCHOOL TELE SLP 4-10-2022	1,338.75	2,677.50
0877086	04/27/2022	VYVE	0100-5900	MONTHLY SERVICES APRIL 2022	528.95	
			0109-5900	MONTHLY SERVICES APRIL 2022	216.05	745.00

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ESCAPE ONLINE

Page 10 of 13

## Checks Dated 03/03/2022 through 05/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0877625	05/03/2022	C.A. REDING CO., INC.	0100-5800	CONTRACT NUMBER 16651-01 4/18/22-5/17/22	66.86	
			0109-5800	CONTRACT NUMBER 16651-01 4/18/22-5/17/22	27.10	
			0169-5800	CONTRACT NUMBER 16651-01 4/18/22-5/17/22	86.73	180.69
0877626	05/03/2022	CARRIE JENKINS PHOTOGRAPHY	0100-5800	YEARBOOK CD/ID CARD/PHOTOGRAPHY	420.38	
			0109-5800	YEARBOOK CD/ID CARD/PHOTOGRAPHY	171.71	592.09
0877627	05/03/2022	CDW GOVERNMENT	0100-4300	LENOVO THINKPAD USB-C	77.94	
				VERBATIM CORDED NOTEBOOK	131.56	
			0109-4300	LENOVO THINKPAD USB-C	31.60	
				VERBATIM CORDED NOTEBOOK	53.34	
			0169-4300	LENOVO THINKPAD USB-C	101.11	
				VERBATIM CORDED NOTEBOOK	170.68	566.23
0877628	05/03/2022	FRESNO CO SUPT. OF SCHOOLS	0169-5800	21-22 AUDIOLOGY SERVICES LEGAL DOC#134945 2ND INSTALL	253.28	
				21-22 DEAF/HEARD OF HEARING LEGAL DOC #134946 3RD INSTALL	306.95	
				21-22 DEAF/HEARD OF HEARING LEGAL DOC#134946 2ND INSTALL	429.73	
				21-22 ORTHOPEDICALLY IMPAIRED DOC#131532 3RD INSTALL	307.27	1,297.23
0877629	05/03/2022	GOLD STAR FOODS	0100-4700	1% WHITE MILK GOSSNER	92.70	
			0109-4700	1% WHITE MILK GOSSNER	37.86	130.56
0877630	05/03/2022	Hagen, Eric A	0100-5800	RMB FOR SURVEY MONKEY	71.04	
			0109-5800	RMB FOR SURVEY MONKEY	28.80	
			0169-5800	RMB FOR SURVEY MONKEY	284.16	384.00
0877631	05/03/2022	HOFFMAN ELETRONIC SYSTEMS	0100-5800	SECURITY SERVICES MAY 2022	21.30	
			0109-5800	SECURITY SERVICES MAY 2022	8.70	30.00
0877632	05/03/2022	IMAGE 2000 INC.	0100-5900	CONTRACT C100084-FN-07 FREIGHT	10.65	
			0109-5900	CONTRACT C100084-FN-07 FREIGHT	4.35	15.00
0877633	05/03/2022	Jeffers, Jody L	0100-5200	RMB FOR YMC AUDIT WEBINAR 4/20/22	14.80	
			0109-5200	RMB FOR YMC AUDIT WEBINAR 4/20/22	6.00	
			0169-5200	RMB FOR YMC AUDIT WEBINAR 4/20/22	19.20	40.00
0877634	05/03/2022	JOSTENS INC	0109-4300	GLACIER/ENDEAVOR DIPLOMA	147.89	
			0169-4300	GLACIER/ENDEAVOR DIPLOMA	71.54	219.43
0877635	05/03/2022	PACIFIC GAS & ELECTRIC	0100-5500	MONTH SERVICES 3898652031-01	2.30	
			0109-5500	MONTH SERVICES 3898652031-01	.94	

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ESCAPE ONLINE

Page 11 of 13



## Checks Dated 03/03/2022 through 05/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0877635	05/03/2022	PACIFIC GAS & ELECTRIC	0169-5500	MONTH SERVICES 3898652031-01	1,407.68	1,410.92
0877636	05/03/2022	PAYMENT PROCESSING SERVICES	0169-5800	INSEPECTION		204.00
0877637	05/03/2022	PRO-ED, INC.	0109-4300	LIFE SKILLS BOOK	114.97	
				Unpaid Sales Tax	.75-	114.22
0877638	05/03/2022	Rumohr, John W	0100-4300	RMB FOR GASOLINE/HOLIDAY	31.78	
				INN/MEALS-ROV COMP-4/22-4/24/22		
			0100-5200	RMB FOR GASOLINE/HOLIDAY	637.96	669.74
				INN/MEALS-ROV COMP-4/22-4/24/22		
0877639	05/03/2022	The Office City	0100-4300	SUPPLIES	1,454.11	
			0109-4300	SUPPLIES	593.95	2,048.06
0877640	05/03/2022	TRUE VALUE	0100-4300	GLOVES	45.11	
				INSECT KILLER/LANDSCAPE	96.40	
				FARBIC-SUPPLIES		
				RAPE/CABLE TIE/GLUE/CABLETIE	40.66	
				RIVER ROCK BULK	397.81	
				TOILET BOWL CLNR/SOAP/AIR	27.02	
				FRESHER/MOP HEAD		
			0109-4300	GLOVES	18.42	
				INSECT KILLER/LANDSCAPE	39.38	
				FARBIC-SUPPLIES		
				RAPE/CABLE TIE/GLUE/CABLETIE	16.61	
				RIVER ROCK BULK	162.49	
				TOILET BOWL CLNR/SOAP/AIR	11.04	854.94
				FRESHER/MOP HEAD		
Total Number of Checks					160	291,015.83

	Count	Amount
Cancel	1	1,564.66
Net Issue		289,451.17

## Fund Summary

Fund	Description	Check Count	Expensed Amount
0100	GENERAL FUND	93	92,703.47
0109	INDEPEDENT CHARTER	98	51,129.82
0169	Endeavor Charter School	90	147,444.85

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ESCAPE ONLINE

Page 12 of 13

## Checks Dated 03/03/2022 through 05/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
			Total Number of Checks	159	291,278.14	
			Less Unpaid Sales Tax Liability		1,044.64	
			<b>Net (Check Amount)</b>		<b>290,233.50</b>	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 13 of 13

## **A-G Completion Improvement Grant Program Plan**

### **Background and Funding:**

Funds allocated for the A-G Access Grant

Endeavor        \$4,515

Glacier         \$7,171

Funds allocated for the A-G Learning Loss Mitigation Grant

Endeavor        \$1,804

Glacier         \$2,865

Funds allocated for both grants

Endeavor        \$6,319

Glacier         \$10,036

These funds are available for expenditure or encumbrance through the 2025-26 fiscal year.

### **Grants Details:**

#### **A-G Success Grant**

The allocation under this paragraph shall be known as an **A-G Success Grant**.

(1) **A-G Access Grants and A-G Success Grants** shall be used for activities that directly support pupil access to, and successful completion of, the A-G course requirements. Eligible activities may include, but are not limited to, any of the following:

(A) Providing teachers, administrators, and counselors with professional development opportunities to improve the local educational agency's A-G completion rate.

(B) Developing comprehensive advising plans and pupil supports, including tutoring programs, to improve the local educational agency's A-G completion rate.

(C) Expanding access to coursework or other opportunities to satisfy A-G course requirements to all pupils, including, but not necessarily limited to, unduplicated pupils. These opportunities may include, but shall not be limited to, course development, course review, incorporating A-G course requirements into the local educational agency's graduation requirements, and new or expanded partnerships with other secondary or postsecondary educational institutions.

(D) Advanced Placement and International Baccalaureate fees for unduplicated pupils.

(2) The Legislature encourages local educational agencies to direct **A-G Success Grant funds** towards pupils in danger of not achieving a grade of "C" or better in A-G courses.

#### **A-G Learning Loss Mitigation Grant**

The allocation under this subdivision shall be known as an **A-G Learning Loss Mitigation Grant**.

(i) A-G Learning Loss Mitigation Grants shall be used to allow pupils who receive a grade of "D," "F," or "Fail" in an A-G approved course in the spring semester of 2020 or the 2020-21 school year to retake those A-G courses.

(ii) The method of offering pupils the opportunity to retake courses provided in clause (i) shall be determined by the local educational agency.

(B) If sufficient funds are available after implementing the above, a local educational agency may also use grant funds to offer credit recovery opportunities to all pupils to ensure pupils are able to graduate high school on time.

A grant recipient shall develop a plan on or before April 1, 2022, describing;

Requirement: How the funds received under this section will increase or improve services for unduplicated pupils to improve A-G eligibility, including information about the number of pupils identified for opportunities to retake courses pursuant to paragraph (2) of subdivision (e).

Response: The funds received under this section will increase or improve services for unduplicated pupils by providing for opportunities to retake courses pursuant to paragraph (2) of subdivision (e) and making tutoring available as needed. The number of students identified for Glacier High School is 7 and for Endeavor Charter School is 4.

Requirement: The plan shall include information regarding how the plan and described services supplement, and do not supplant, those services identified in the school district's local control and accountability plan required pursuant to Section 52060, the charter school's local control and accountability plan required pursuant to Section 47605 or 47605.6 and Section 47606.5, and the local educational agency's learning recovery program plan adopted pursuant to Section 43522.

Response: The schools will provide tutoring to those students identified to retake A-G courses. Tutoring is not discussed in the LCAP.

Requirement: The plan shall also include a description of the extent to which all pupils within the local educational agency, particularly unduplicated pupils, will have access to A-G courses approved by the University of California.

Response: The 2 schools have a full catalogue of A-G approved courses. Those courses provide the backbone of the school's course scheduling for all students. The guidance counselor works closely with the student's advising teacher and with each student to ensure that students are knowledgeable of available A-G courses. All students, including unduplicated, are encouraged throughout their high school tenure to enroll in our school's A-G courses.

In order to ensure community and stakeholder input, the plan shall be discussed at a regularly scheduled meeting by the governing body of the charter school and adopted at a subsequent regularly scheduled meeting.

(g) A grant recipient shall report to the Superintendent on or before December 31, 2023, on how they are measuring the impact of the funds received under this section on their A-G completion rate, as identified within their plan, and the outcomes based on those measurements.

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(i) For purposes of this section, the following definitions apply:

(1) "A-G completion rate" means the percentage of pupils who have satisfied the A-G subject matter requirements for admission to the California State University and the University of California with a grade of "C" or better in each of the required courses upon graduation for the prior year.

(2) "A-G course" means a course that may be used to satisfy the A-G subject matter requirements for admission to the California State University and the University of California.

(3) "A-G eligibility" means the pupil has satisfied the A-G subject matter requirements for admission to the California State University and the University of California with a grade of "C" or better in each of the required courses.

(4) "Local educational agency" means a school district, county office of education, or charter school.

(5) "Unduplicated pupil" has the same meaning as in Sections 42238.01 and 42238.02.

Ca. Educ. Code § 41590

**Development and Approval:**

The draft version of this plan was discussed at the March 8, 2022 Board meeting.

The plan development was completed on March 31, 2022.

The plan is scheduled to be approved at the next regularly scheduled Board meeting.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Endeavor Charter School

CDS Code: 10-62166-0140038

School Year: 2022-23

LEA contact information:

Michael Cox

Director

mcox@wscsfamily.org

(559)642-1422

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source

Total LCFF funds  
\$0  
0 %

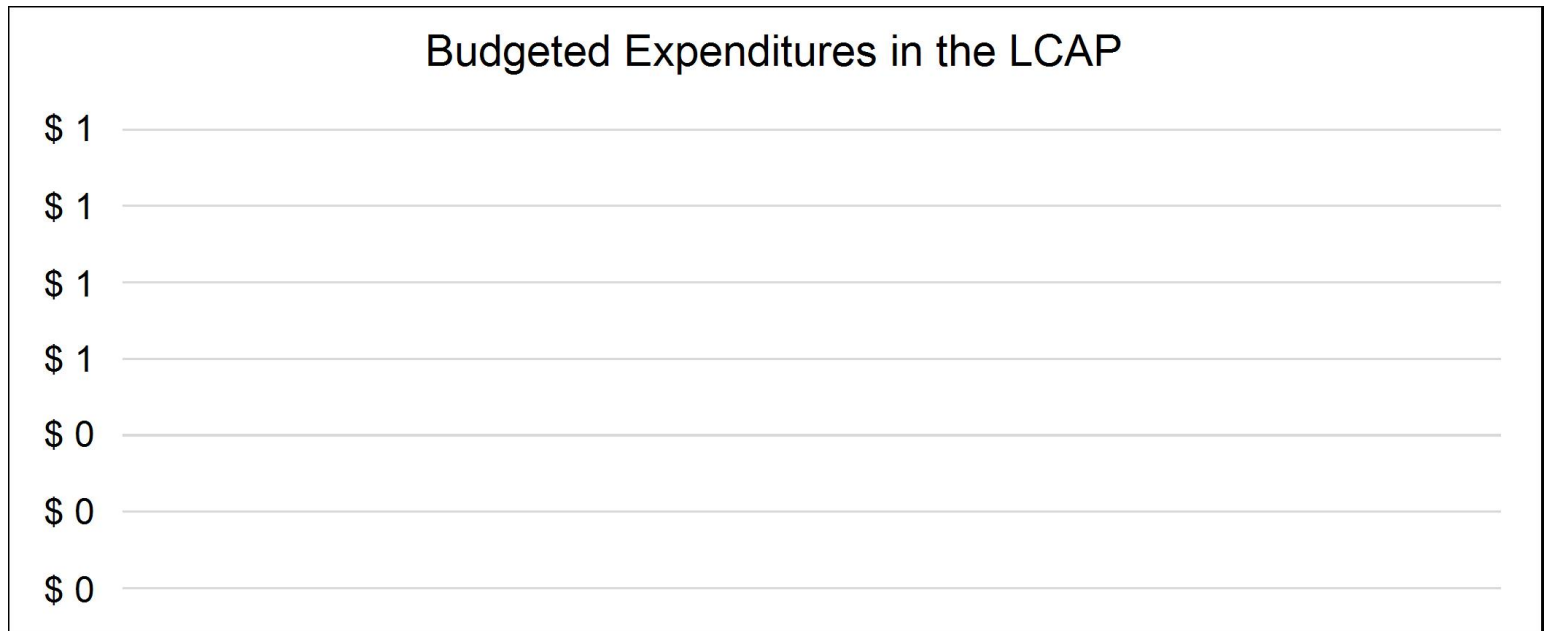
This chart shows the total general purpose revenue Endeavor Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Endeavor Charter School is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal

funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Endeavor Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Endeavor Charter School plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

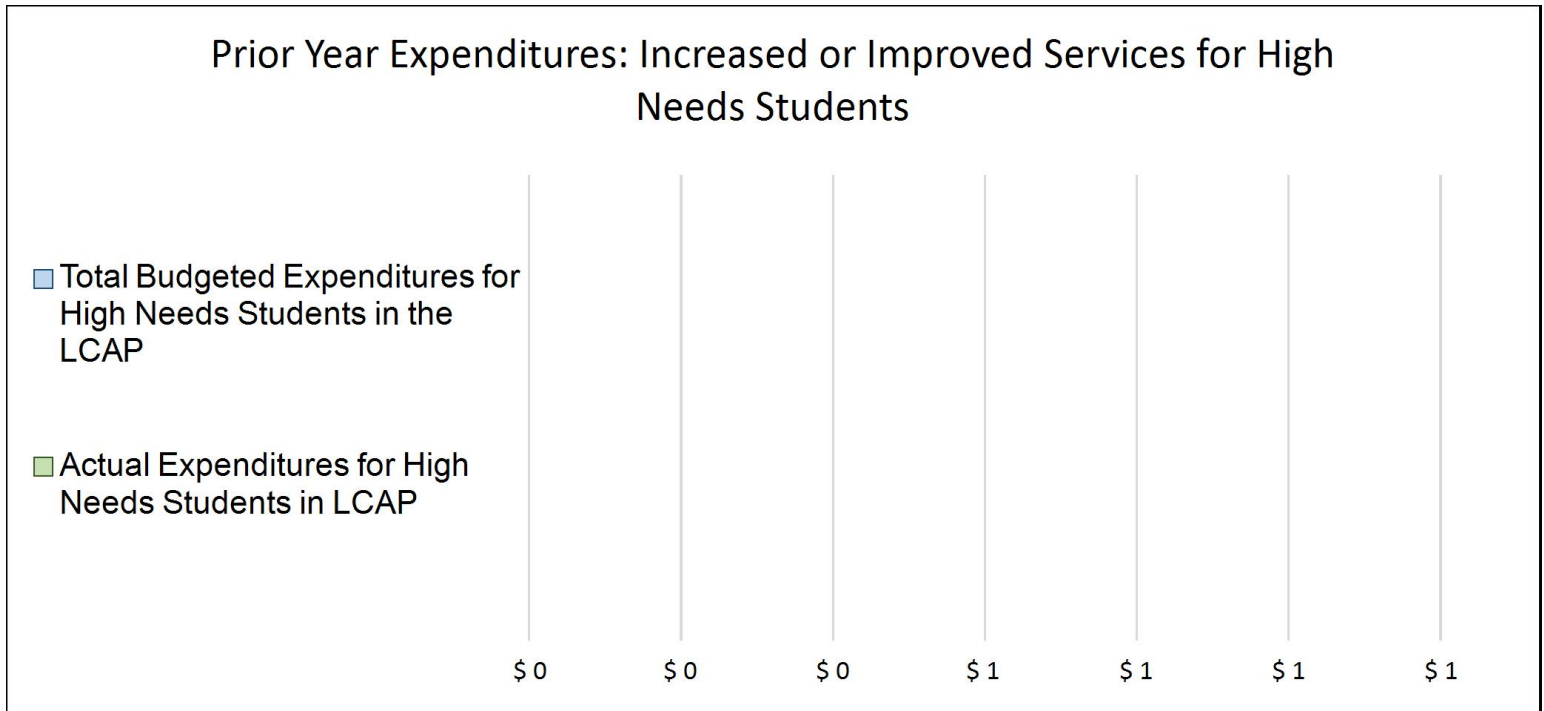
### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Endeavor Charter School is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Endeavor Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Endeavor Charter School plans to spend \$ towards meeting this requirement, as described in the LCAP.



## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Endeavor Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Endeavor Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Endeavor Charter School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Endeavor Charter School actually spent \$ for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The only additional funding we received not already included in the 21-22 LCAP is the Educator Effectiveness Grant. A link to the Plan is [\(here\)](#)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

ECS did not receive concentration funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ECS did not receive any additional federal funding not already included in prior LCAP's.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

ECS did not receive any ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

ECS did not receive ESSER III funding or concentration grant funding. The Educator Effectiveness grant funding that was received will be utilized in future years according to the requirements of the plan. These funds will not be expended in the 21-22 fiscal year.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Endeavor Charter School opened in July 2020 and operates a TK-12 program that has come to be known as “personalized learning”. Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. As a school we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the school works with them as individuals. This methodology, both curricular and instructional, is built around each student’s needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student’s educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student’s academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student’s needs. The PLP process is a thorough, formal but personal system that meets each student's academic needs in a very precise, individual, and responsive way.

#### Enrollment Data for 2021-22:

Our student enrollment this year is 318 students (91 in 9-12 and 227 in TK-8) with a waiting list for the 2022-23 SY. Our students reside in the Central Valley of Fresno County.

The ethnic make-up of our students: 6% Black or African American, 6% American Indian or Alaska Native, 3% Asian, 1% Chinese, .6% Colombian, 3% Filipino, 42% Hispanic or Latino, 1% Hmong, .6% Hawaiian, 15% Mexican American, .3% Other Pacific Islander, 4% Declined to State, and 55% White.

Of this population, 28% of total enrollment is Socioeconomically Disadvantaged, 9.7% are Students with Disabilities, 0.9% are Homeless or Foster Youth, and 1.6% are English Learners.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

### Successes:

As a second year CA Public Charter School, Endeavor Charter is proud of what we have accomplished as a TK-12 charter school in Fresno County.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. We do have local data.

Successes include, but are not limited to:

In response to the Covid-19 emergency and the health and safety mitigation protocols in place during the 2020-21 SY, Endeavor Charter was essentially able to continue its normal school operation, that of personalized learning through independent study. The core of our program, providing high-quality educational options to students, stayed intact even though a few of our practices changed. Recent parent/student survey indicated that an average of 98% of students and parents felt safe when on campus with the COVID safety measures that had been implemented by Endeavor Charter.

Endeavor Charter School continued providing effective support to all students. Teachers continued to meet the needs of students, together with their parents/guardians, creating effective and successful educational plans for every student. In addition, all students participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need so that we can support the student where they are in achievement. The results of the 2020-21 NWEA testing showed no learning loss in both Math and ELA from Fall to Spring. 2021-22 Benchmark testing is currently in progress.

We are proud of our Advising teachers and Support Staff who provide All students, including those with diverse learning needs, and their parent/guardian, excellent support and assistance on a frequent and regular basis. All students were provided with appropriate curriculum, a variety of additional learning materials, and Chromebooks. Endeavor kept students engaged in extra-curricular pursuits whenever possible, such as a variety of academic competitions, field trips, community service, and activities.

Overwhelmingly, responses from our school climate surveys given to students and parents were positive. Most parents and students felt the school supported their needs, including educational-related technology needs and access to educational materials. The majority of parents (90%) also rated our school "above average" and "excellent" in how well we communicated to them about school events and procedures.



## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. With our school being newer there is very little data on the dashboard.

Based on Local Data:

### IDENTIFIED NEEDS:

1. The need to increase support in math.
2. The need to increase support in educational technology.
3. The need to increase Educational Partner engagement in more purposeful means.
4. The need to increase College/Career student preparedness.
5. The need to develop and implement an additional CTE pathway for students.
6. 30.8% of our student population are high need (unduplicated): 28% of total enrollment is Socioeconomically Disadvantaged, 1.2% are Homeless or Foster Youth, and 1.6% are English Learners.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Highlights include, but are not limited to:

- Celebrating our 2nd year in education as a CA Public Charter School
- Our enrollment has stayed strong with Teacher-Student ratio at capacity
- Students have access to a wider selection of A-G Courses.
- All students in K-8 have access to the Next Generation Science Standards curriculum
- All 9th-12th grade students have access to the Next Generation Science Standards curriculum in Biology and Chemistry.
- Resources are in place for any EL and Special Education students
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner engagement are at the forefront of the LCAP
- All students in K-8 have access to the Next Generation Science Standards curriculum

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

School Administrators

Teachers

Classified Staff

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

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

LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis and WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement.

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.

Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent throughout the 2021-22 school year. Formal and informal progress monitoring meetings were usually conducted in-person but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Key takeaways from our Educational Partners influenced Endeavor's Local Control and Accountability Plan's Goals and Actions. These included:

1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning.
2. Increasing the percentage of students who are "prepared" for College/Career.

3. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
4. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.

# Goals and Actions

## Goal

Goal #	Description
1	All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 9 Actions that we plan to accomplish during 2022-23 SY.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.			A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.
Local Indicator (Priority 2-Implementation of	A. The implementation of state adopted academic content and performance	A. The implementation of state adopted academic content and performance			A. The implementation of state adopted academic content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Academic Standards) Local Indicator: Benchmark NWEA Test Results	standards for all students B. Local Indicator: N/A due to the establishment of a new charter in July 2020.	standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using the same cohort of students.  READING RESULTS 2020-21                      2021-22 High                      40%. 30% High Avg 26%. 25% Avg                      17%. 20% Low Avg 11%. 15% Low                      6% 9%  MATH RESULTS 2020-21 2021-22 High                      29% 21% High Avg 19% 17% Avg                      18% 19% Low Avg 17% 21% Low                      12% 22%			standards for all students B. Demonstrated student improvement in math and reading on NWEA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator (Priority 4-Pupil Achievement) CA Dashboard College/Career Results Local Indicator (Priority 6-School Climate)	State Indicators: N/A due to the establishment of a new charter in July 2020. Local Indicator for CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 64% of high school students responded that the school provided them with the knowledge and support needed for future (college/career)	A. Students participated in SBAC Testing in May 2022 for the first time since Endeavor became a Charter school.  B. Due to establishing charter in 2020, we do not currently have CA Dashboard data for College & Career Indicators.  CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022: 57% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.			1. Improvement in the percent of students meeting or exceeding standard on the Smarter Balanced Summative Assessments and NWEA for math and ELA 2. Improvement in the percentage of students meeting "Prepared" for C/C on the CA Dashboard. 3. We will see a 10% improvement of the student survey question asking if our school provided them with the knowledge and support for future College/Career academic goals and planning.
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021:	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022:			We will see a 10% improvement of high school student responses to these 3 survey questions of academic advising,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>92% of elementary students and 75% of high school students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent.</p> <p>92% of elementary students and 64% of high school students responded that the school provided them with textbooks and learning materials to meet their educational needs.</p> <p>96% of elementary students and 64% of high school students responded that the school supported their educational-related technology needs.</p>	<p>86% of elementary students and 76% of high school students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent.</p> <p>89% of elementary students and 78% of high school students responded that the school provided them with textbooks and learning materials to meet their educational needs.</p> <p>79% of elementary students and 66% of high school students responded that the school supported their educational-related technology needs.</p>			textbook and learning material needs, and technology support.
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.			All students will have access to a broad course of study in all required subject areas.



## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	\$282,096.43	No
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan will be built around the student's ongoing needs and academic performance data.	\$282,096.43	No
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas. These classes may include on-site, hybrid, and/or virtual settings.	\$705,241.08	No
1.4	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	\$705,241.08	No
1.5	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$56,419.29	No
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$141,048.22	No
1.7	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	\$282,096.43	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.8</b>	College/Career Readiness Guidance	Provide 7-12th grade students with grade-appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	\$141,048.22	No
<b>1.9</b>	Developing Additional CTE Pathway	Research and develop a new CTE pathway.	\$141,048.22	No
<b>1.10</b>			\$28,209.64	No
<b>1.11</b>			\$28,209.64	No
<b>1.12</b>			\$28,209.64	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021-22 Goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The identified needs for which this goal was created have been effectively met.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will remain as is for the 2022-23 LCAP year. The following Actions from 2021-22 LCAP: Action 1 completed and removed. Action 7 removed due to redundancy with Action 2. Action 10 remains, but with rewording to focus on 7th-12th grade levels rather than stating All Grade Levels with College and Career Readiness Guidance. Action 11 is ongoing, but has been removed which stated, Guide, monitor, and encourage student enrollment in and completion of CTE courses. Finally, Action 12 has been reworded and become Action 9 for the 2022-23 LCAP which states we will Research and develop a new CTE Pathway.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.

An explanation of why the LEA has developed this goal.

We believe that ensuring a safe, clean, secure, and healthy school enhances student engagement and leads to a positive school climate. State and Local Indicator Metrics will be used to support the 5 Actions associated with this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.	School facilities are maintained in good repair.			School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	State Indicator: N/A due to the establishment of a new charter in July 2020.	State Indicator: N/A due to the establishment of a new charter in July 2020.			Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results: 100% of elementary students and 71% of high school students rated school is clean and in good condition; 85%	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results: 91% of elementary students and 88% of high school students rated school is clean and in good condition; 85%			We will see a 10% improvement of high school students responding to the survey question for feeling a sense of safety and school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of elementary students and 71% of high school students felt a sense of safety while 92% of elementary and 64% of high schoolers felt welcomed and connected in our school community.	of elementary students and 57% of high school students felt a sense of safety while 88% of elementary and 63% of high schoolers felt welcomed and connected in our school community.			

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$30,000.00	No
<b>2.2</b>	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$173,221.00	No
<b>2.3</b>	Addressing Safety Issues	Address all critical safety issues in a timely manner.	\$1,000.00	No
<b>2.4</b>	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.		No
<b>2.5</b>	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	\$1,000.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021-22 Goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The identified needs for which this goal was created have been effectively met.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will remain as is for the 2022-23 LCAP. The only change we made was to Action 5 which is to now Maintain (keep it up-to-date) our published list of community-based mental health supports for our families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in all aspects of the educational environment to support and enhance student success.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our stakeholders. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 6 Actions that we plan to accomplish during 2022-23 SY.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021.	<p>A. Engaging parents in decision-making March 2021 Parent Survey Results: 89% of parents in our elementary program and 81% of parents in our high school program rated that our school supports their needs as parent/guardian teacher</p> <p>B. Promoting parent participation in programs that meet the needs of students</p>	<p>A. Engaging parents in decision-making March 2022 Parent Survey Results: 88% of parents in our elementary program and 72% of parents in our high school program rated that our school supports their needs as parent/guardian teacher</p> <p>B. Promoting parent participation in programs that meet the needs of students</p>			Continue to work towards improved parent involvement measures of participation in decision-making for the education of their student; working collaboratively with staff; participation on our governing board; and participation in advisory meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	March 2021 Parent Survey Results: 83% of parents in our elementary program and 72% of parents in our high school program rated feeling welcomed, valued, and connected in our school community.	March 2022 Parent Survey Results: 77% of parents in our elementary program and 64% of parents in our high school program rated feeling welcomed, valued, and connected in our school community.			

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	\$14,392.68	No
<b>3.2</b>	Educational Partner Opportunities	Provide opportunities for our Educational Partners that facilitate involvement and shared purpose.	\$14,392.68	No
<b>3.3</b>	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$14,392.68	No
<b>3.4</b>	Educational Partner Feedback	Provide opportunities for input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	\$2,878.53	No



Action #	Title	Description	Total Funds	Contributing
3.5	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as: Technology development Professional development for staff School Safety Curriculum LCAP goals Community impact and increased diversity	\$5,757.07	No
3.6	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	\$2,878.53	No
3.7			\$2,878.53	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All intended Actions for the implementation of this goal completed with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021 Goal will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The identified needs for which this goal was created have been effectively met with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will remain as is for the 2022-23 LCAP year. All actions associated with this goal will remain with the exception of the 2021-22 LCAP Action, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups. We feel that this Action is redundant because Action 2 already covers our intent to facilitate Educational Partner engagement. Action 2 remains, but with slight rewording for better clarification and Action 5 remains, but we added Curriculum as another possible Advisory Group.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
		\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action 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 goals for these students.

Endeavor Charter School generally uses LCFF funding in a "school wide" manner. All students in Endeavor Charter 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 what 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.

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

The detrimental impact of the Covid-19 shut down this last year has been born uniquely by Endeavor's "Unduplicated" students. Therefore, we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. For our "Unduplicated" students we will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data. Please see Goal 1, Action 7.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,628,142.63	\$255,446.39	\$200,167.00		\$3,083,756.02	\$2,172,583.99	\$911,172.03

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	All	\$236,535.09	\$25,544.64	\$20,016.70		\$282,096.43
1	1.2	Customized Personalized Learning Plans	All	\$236,535.09	\$25,544.64	\$20,016.70		\$282,096.43
1	1.3	Providing Class Offerings	All	\$591,337.73	\$63,861.60	\$50,041.75		\$705,241.08
1	1.4	Teacher Professional Development	All	\$591,337.73	\$63,861.60	\$50,041.75		\$705,241.08
1	1.5	Administer Academic Assessments	All	\$47,307.02	\$5,108.93	\$4,003.34		\$56,419.29
1	1.6	Ongoing Staff Development	All	\$118,267.55	\$12,772.32	\$10,008.35		\$141,048.22
1	1.7	Administration to Assess Student Needs	English Learners Foster Youth Low Income	\$236,535.09	\$25,544.64	\$20,016.70		\$282,096.43
1	1.8	College/Career Readiness Guidance	All	\$118,267.55	\$12,772.32	\$10,008.35		\$141,048.22
1	1.9	Developing Additional CTE Pathway	All	\$118,267.55	\$12,772.32	\$10,008.35		\$141,048.22
1	1.10		All	\$23,653.51	\$2,554.46	\$2,001.67		\$28,209.64
1	1.11		All	\$23,653.51	\$2,554.46	\$2,001.67		\$28,209.64
1	1.12		All	\$23,653.51	\$2,554.46	\$2,001.67		\$28,209.64
2	2.1	Janitorial Service	All	\$30,000.00				\$30,000.00
2	2.2	Building Grounds Maintenance	All	\$173,221.00				\$173,221.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Addressing Safety Issues	All	\$1,000.00				\$1,000.00
2	2.4	Building Modifications	All					
2	2.5	Community-Based Family Resources	All	\$1,000.00				\$1,000.00
3	3.1	Parent Workshops	All	\$14,392.68				\$14,392.68
3	3.2	Educational Partner Opportunities	All	\$14,392.68				\$14,392.68
3	3.3	Communication	All	\$14,392.68				\$14,392.68
3	3.4	Educational Partner Feedback	All	\$2,878.53				\$2,878.53
3	3.5	Educational Partner Engagement	All	\$5,757.07				\$5,757.07
3	3.6	Community Engagement Opportunities for Students	All	\$2,878.53				\$2,878.53
3	3.7		All	\$2,878.53				\$2,878.53

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
					\$236,535.09	0.00%		Total:	\$236,535.09
								LEA-wide Total:	\$236,535.09
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Administration to Assess Student Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,535.09	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,083,756.02	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Resuming On-Site Instruction	No	\$282,096.43	
1	1.2	Monitoring Personalized Learning Plans	No	\$282,096.43	
1	1.3	Customized Personalized Learning Plans	No	\$705,241.08	
1	1.4	Providing Class Offerings	No	\$705,241.08	
1	1.5	Teacher Professional Development	No	\$56,419.29	
1	1.6	Administer Academic Assessments	No	\$141,048.22	
1	1.7	Differentiating Instruction	Yes	\$282,096.43	
1	1.8	Ongoing Staff Development	No	\$141,048.22	
1	1.9	Administration to Assess Student Needs	No	\$141,048.22	
1	1.10	College/Career Readiness Guidance	No	\$28,209.64	



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	CTE Course Guidance	No	\$28,209.64	
1	1.12	Developing Additional CTE Pathway	No	\$28,209.64	
2	2.1	Janitorial Service	No	\$30,000.00	
2	2.2	Building Grounds Maintenance	No	\$173,221.00	
2	2.3	Addressing Safety Issues	No	\$1,000.00	
2	2.4	Building Modifications	No		
2	2.5	Community-Based Family Resources	No	\$1,000.00	
3	3.1	Parent Workshops	No	\$14,392.68	
3	3.2	Stakeholder Event Opportunities	No	\$14,392.68	
3	3.3	Communication	No	\$14,392.68	
3	3.4	Stakeholder Feedback	No	\$2,878.53	
3	3.5	Stakeholder Engagement	No	\$5,757.07	
3	3.6	Developing Community Partners	No	\$2,878.53	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Community Engagement Opportunities for Students	No	\$2,878.53	

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$236,535.09	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Differentiating Instruction	Yes	\$236,535.09			

## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Glacier High School Charter

CDS Code: 20 76414 2030237

School Year: 2022-23

LEA contact information:

Michael Cox

Director

mcox@wscsfamily.org

(559) 642-1422

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source

Total LCFF funds  
\$0  
0 %

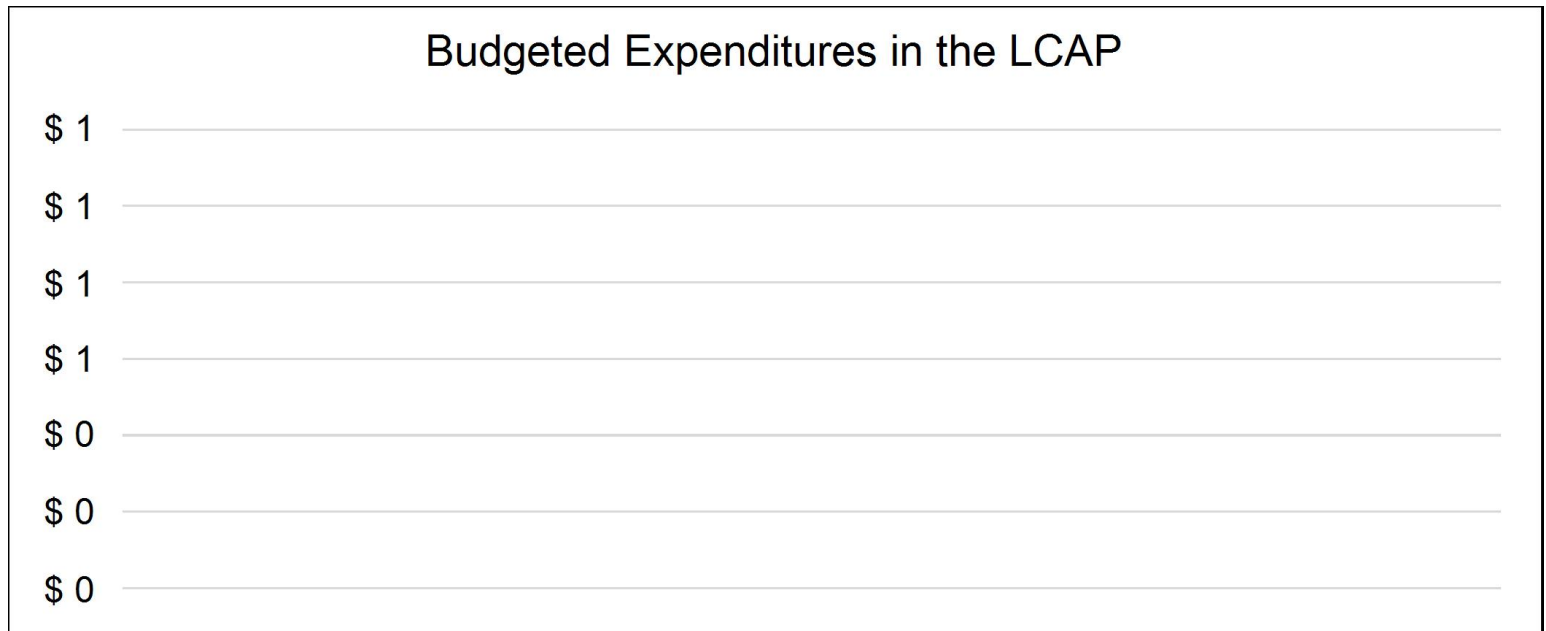
This chart shows the total general purpose revenue Glacier High School Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Glacier High School Charter is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal

funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Glacier High School Charter plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

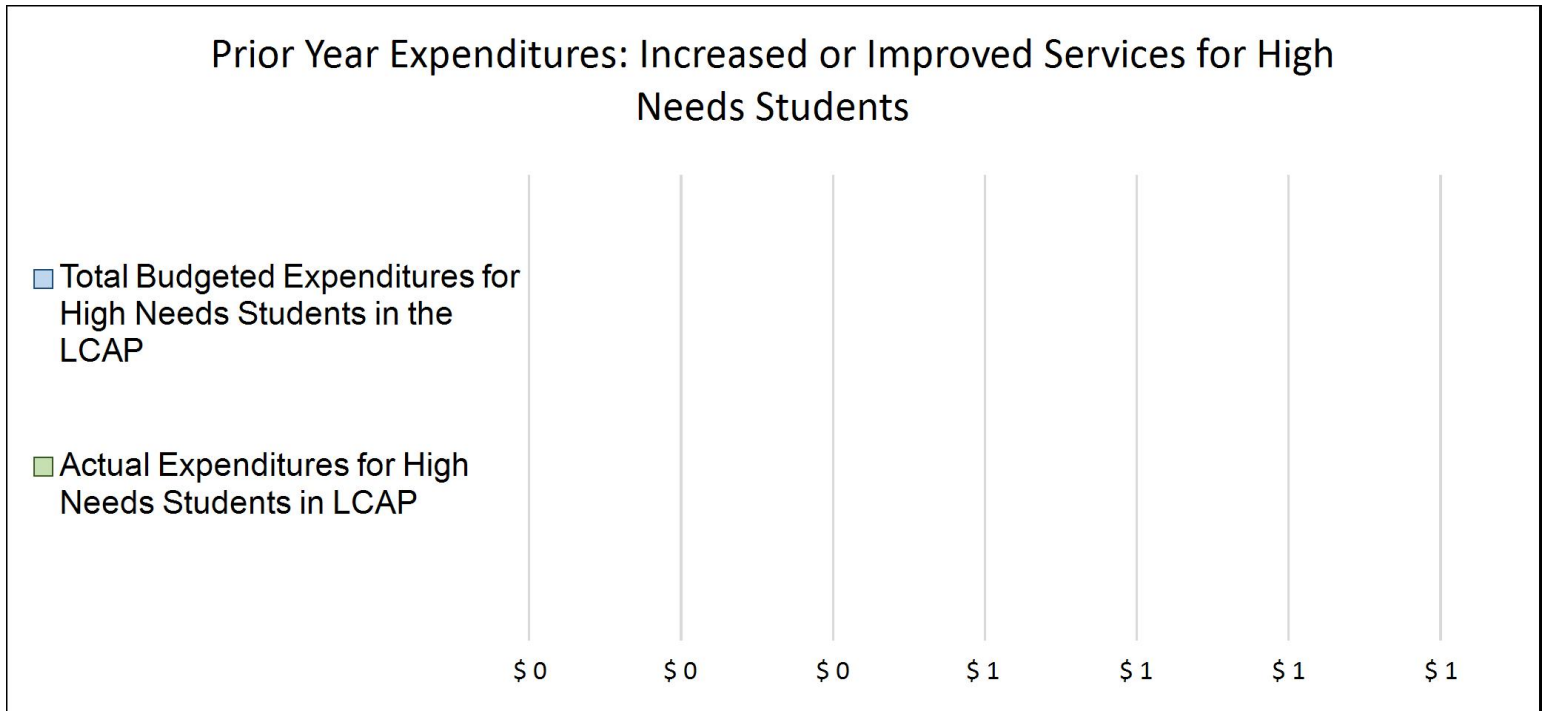
The text description of the above chart is as follows: Glacier High School Charter plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Glacier High School Charter is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Glacier High School Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Glacier High School Charter plans to spend \$ towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Glacier High School Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Glacier High School Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Glacier High School Charter's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Glacier High School Charter actually spent \$ for actions to increase or improve services for high needs students in 2021-22.



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The only additional funding we received not already included in the 21-22 LCAP is the Educator Effectiveness Grant. A link to the Plan is [\(Here\)](#).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

GHS did not receive concentration funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

GHS did not receive any additional federal funding not already included in prior LCAP's.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

GHS did not receive ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

GHS did not receive ESSER III funding or concentration grant funding. The Educator Effectiveness grant funding that was received will be utilized in future years according to the requirements of the plan. These funds will not be expended in the 21-22 fiscal year.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Glacier High School operates a program that has come to be known as “personalized learning”. Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. As a school we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the school works with them as individuals. This methodology, both curricular and instructional, is built around each student’s needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student’s educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student’s academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student’s needs. The PLP process is a thorough, formal but personal system that meets each student's academic needs in a very precise, individual, and responsive way.

#### Enrollment Data from 2021-22:

Our student enrollment was 95 students, a slight increase from the previous year of 88 students. Our students reside in the mountain area of Madera County representing Oakhurst, Coarsegold, Bass Lake, Ahwahnee, Raymond, Mariposa, and North Fork. The ethnic make-up mirrors the town from which it draws its students: 1.1% Black or African American, 6.3% American Indian or Alaska Native, 2.1% Asian, 4.2% Other Asian, 1.1% Salvadoran, 1.1% Filipino, 1.1% Argentinean, 1.1% Vietnamese, 4.2% Hispanic or Latino, 3.2% Mexican American, 1.1% Declined to State, and 73.7% White. 33.7% of this population is identified as Unduplicated, all being economically disadvantaged as we did not have any students identified Homeless/Foster Youth or English Learners in 2021-22. 23% are Students with Disabilities.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Glacier High School Charter is proud of what we have accomplished as a 9-12 charter school in Madera County.

Successes include, but are not limited to:

In response to the Covid-19 emergency and the health and safety mitigation protocols in place during the 2020-21 SY, Glacier High School Charter was essentially able to continue its normal school operation, that of personalized learning through independent study. The core of our program, providing high-quality educational options to students, stayed intact even though a few of our practices changed, including how we offered classes. Distance Learning, open to all 9-12 students, replaced our in-person classes. At the start of the 2021-22 school year, we were able to fully bring students back to campus, with safety protocols in place, for onsite course instruction, the first Action of Goal 1. Recent parent/student survey indicated that an average of 93% of students and parents felt safe when on campus with the COVID safety measures that had been implemented.

Glacier High continued providing effective support to all students. Teachers continued to meet the needs of students, together with their parents/guardians, creating effective and successful educational plans for every student. In addition, all students in grades 9-11 participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need to support students where they are in achievement. With end-of-year NWEA testing still underway, we did report NWEA results comparing the same cohort of students in Fall 2020 with Fall 2021 to assess learning loss. The results showed no learning loss in both Math and Reading.

While our CA Dashboard Data has not changed since 2019, all 11th grade students participated in SBAC testing and some 10-12th grade students took the CAST in May 2022.

We are proud of our Advising teachers and Support Staff who provide All students, including those with diverse learning needs, and their parent/guardian, excellent support and assistance on a frequent and regular basis. All students were provided with appropriate curriculum, a variety of additional learning materials, and Chromebooks. Glacier High kept students engaged in extra-curricular pursuits whenever possible, such as a variety of academic competitions, field trips, community service, and "socials."

Overwhelmingly, responses from our school climate surveys given to students and parents were positive. Most parents and students felt the school supported their needs, including educational-related technology needs and access to educational materials. Most parents also rated our school "above average" and "excellent" in how well we communicated to them about school events and procedures.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### IDENTIFIED NEEDS:

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. The last state data is 2019. Therefore, the following is based on local data.

1. The importance of continuing to provide ALL students with in-person instruction, activities, and field trip opportunities.
2. The need to increase support in educational technology.
3. The need to increase Educational Partner engagement in more purposeful means.
4. We continue to see the need to help students improve in math.
5. The need to increase College/Career student preparedness.
6. The need to develop and implement a new CTE pathway for students.
7. 33% of our student population are high need (unduplicated): 33% of total enrollment is Socioeconomically Disadvantaged, 0% are Homeless or Foster Youth, and 0% are English Learners. 23% of our student population have identified disabilities.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Highlights include, but are not limited to:

- Celebrating our 20th year in education as a CA Public Charter School.
- Our enrollment is strong with Teacher-Student ratio at capacity.
- A wider selection of A-G Courses are taught onsite, rather than only as an Independent Study model to provide further student support.
- All students have access to the Next Generation Science Standards curriculum and onsite classes in Earth, Biology, and Chemistry.
- Resources are in place for any EL and Special Education students.
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner engagement are at the forefront of the LCAP.



# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

School Administrators

Teachers

Classified Staff

Western Sierra Charter Schools Board made up of parents and community members, and non-voting teachers.

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

LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement.

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.

Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities.

Outreach to students and parents/guardians was extensive and frequent throughout the 2021-22 school year. Formal and informal progress monitoring meetings were usually conducted in-person but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Key takeaways from our Educational Partners influenced Glacier's Local Control and Accountability Plan's Goals and Actions. These included:

1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning.
2. Increasing the percentage of students who are "prepared" for College/Career.

3. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
4. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.

# Goals and Actions

## Goal

Goal #	Description
1	All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 9 Actions that we plan to accomplish during 2022-23 SY.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they teach and advise. B. Students had sufficient access to the standards-aligned instructional materials. C. School facilities were maintained in good repair.			A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.
Local Indicator (Priority 2-Implementation of	A. The implementation of state adopted academic content and performance	A. The implementation of state adopted academic content and performance			A. The implementation of state adopted academic content and performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Academic Standards) Local Indicator: Benchmark NWEA Test Results	standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2018 to Spring 2019. All students in grades 9-11 made above average growth in math compared to the same grades across the U.S. on NWEA In reading, 9th and 10th grade students made above average growth in reading while 11th grade students showed below average growth.	standards for all students B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using the same cohort of students.  READING RESULTS 2020-21      2021-22 High      42% 24% High Avg 34% 54% Avg      20% 8% Low Avg 3% 14% Low      1% 0%  MATH RESULTS 2020-21 2021-22 High      5% 16% High Avg 26% 21% Avg      32% 26% Low Avg 26% 32% Low      11% 5%			standards for all students B. Demonstrated student improvement in math and reading on NWEA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Indicator (Priority 4-Pupil Achievement) CA Dashboard Fall 2019 CAASPP Results CA Dashboard Fall 2019 College/Career Results Local Indicator (Priority 6-School Climate)</p>	<p>Smarter Balanced Summative Assessments for math and ELA in 2019: All Students: 58.8 points above Standard in ELA All Students: 67.5 points below Standard in Math</p> <p>For CA Dashboard 2019 College/Career Indicator: 43.3% of our students met "prepared," an increase of 6.2% from 2018.</p> <p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 74% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.</p>	<p>A. Students participated in SBAC Testing in May 2022, the first time since 2019.</p> <p>B. For CA Dashboard 2019 College/Career Indicator: 43.3% of our students met "prepared," an increase of 6.2% from 2018.</p> <p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022: 71% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.</p>			<p>1. We will see an improvement in the percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for math and ELA</p> <p>2. Improvement in the percentage of students meeting "Prepared" for C/C on the CA Dashboard.</p> <p>3. We will see a 10% improvement of the student survey question asking if our school provided them with the knowledge and support for future College/Career academic goals and planning.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 79% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 88% of students responded that the school provided them with textbooks and learning materials to meet their educational needs. 85% of students responded that the school supported their educational-related technology needs.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022: 86% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 76% of students responded that the school provided them with textbooks and learning materials to meet their educational needs with 78% of students responded that the school supported their educational-related technology needs.			We will see a 5-10% improvement of student responses to these 3 survey questions of academic advising, textbook and learning material needs, and technology support.
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.	CA Dashboard Priority 7 Self-Reflection Tool: Students have access to a broad course of study.			All students will have access to a broad course of study in all required subject areas that prepare them for college and careers.

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	\$98,047.07	No
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan will be built around the student's ongoing needs and academic performance data.	\$98,047.07	No
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas. These classes may include on-site, hybrid, and/or virtual settings.	\$245,117.68	No
1.4	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	\$245,117.68	No
1.5	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$19,609.42	No
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$49,023.54	No
1.7	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	\$98,047.07	Yes



Action #	Title	Description	Total Funds	Contributing
<b>1.8</b>	College/Career Readiness Guidance	Provide 7th-12 grade students with grade appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	\$49,023.54	No
<b>1.9</b>	Developing Additional CTE Pathway	Research and develop a new CTE pathway.	\$49,023.54	No
<b>1.10</b>			\$9,804.71	No
<b>1.11</b>			\$9,804.71	No
<b>1.12</b>			\$9,804.71	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021-22 Goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The identified needs for which this goal was created have been effectively met.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will remain as is for the 2022-23 LCAP year. The following Actions from 2021-22 LCAP: Action 1 completed and removed. Action 7 removed due to redundancy with Action 2. Action 10 remains, but with rewording to focus on 7th-12th grade levels rather than stating All Grade Levels with College and Career Readiness Guidance. Action 11 is ongoing, but has been removed which stated, Guide, monitor, and encourage student enrollment in and completion of CTE courses. Finally, Action 12 has been reworded and become Action 9 for the 2022-23 LCAP which states we will Research and develop a new CTE Pathway.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.

An explanation of why the LEA has developed this goal.

We believe that ensuring a safe, clean, secure, and healthy school enhances student engagement and leads to a positive school climate. State and Local Indicator Metrics will be used to support the 5 Actions associated with this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.	School facilities are maintained in good repair.			School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	CA Dashboard Priority 5 for Pupil Attendance and Chronic Absenteeism rates.	CA Dashboard Priority 5 for Pupil Attendance and Chronic Absenteeism rates.			Maintain Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results: 98% of students rated school is clean and in good condition; rated sense of safety at 71% and School	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results: 84% of students rated school is clean and in good condition. Students rated sense of safety at 71%. Students			We will see a 15% improvement of student surveys for sense of safety and school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Connectedness at 66%	rated School Connectedness at 77%.			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$19,549.18	No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$13,325.28	No
2.3	Addressing Safety Measures	Address all critical safety issues in a timely manner.	\$1,941.33	No
2.4	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.		No
2.5	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	\$1,941.33	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021-22 Goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The identified needs for which this goal was created have been effectively met.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will remain as is for the 2022-23 LCAP. The only change we made was to Action 5 which is to now Maintain (keep it up-to-date) our published list of community-based mental health supports for our families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in all aspects of the educational environment to support and enhance student success.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our Educational Partners. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 6 Actions that we plan to accomplish during 2022-23 SY.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021	A. Engaging parents in decision-making March 2021 Parent Survey Results: 89% of parents rated that our school supports their needs as parent/guardian teacher B. Promoting parent participation in programs that meet the needs of students March 2021 Parent Survey Results: 76% of parents rated feeling welcomed,	A. Engaging parents in decision-making. Our March 2022 Parent Survey Results: 91% of parents rated that our school supports their needs as parent/guardian teacher. B. Promoting parent participation in programs that meet the needs of students. Our March 2022 Parent Survey Results: 86% of			Continue to work towards improved parent involvement measures of participation in decision-making for the education of their student; working collaboratively with staff; participation on our governing board; and participation in advisory meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	valued, and connected in our school community.	parents rated feeling welcomed, valued, and connected in our school community.			

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	\$4,573.79	No
3.2	Educational Partner Opportunities	Provide opportunities for our Educational Partners that facilitate involvement and shared purpose.	\$4,573.79	No
3.3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$4,573.79	No
3.4	Educational Partner Feedback	Provide opportunities for input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	\$914.75	No
3.5	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future advisory groups could focus on issues such as: Technology development Professional development for staff School Safety	\$1,829.52	No

Action #	Title	Description	Total Funds	Contributing
		Curriculum LCAP goals Community impact and increased diversity		
<b>3.6</b>	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	\$914.75	No
<b>3.7</b>			\$914.75	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All intended Actions for the implementation of this goal completed with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021 Goal will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The identified needs for which this goal was created have been effectively met with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.



A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will remain as is for the 2022-23 LCAP year. All actions associated with this goal will remain with the exception of the 2021-22 LCAP Action, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups. We feel that this Action is redundant because Action 2 already covers our intent to facilitate Educational Partner engagement. Action 2 remains, but with slight rewording for better clarification and Action 5 remains, but we added Curriculum as another possible Advisory Group.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
		\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action 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 goals for these students.

Glacier High School uses all LCFF 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 what 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.

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

The detrimental impact of the Covid-19 shut down this last year has been born uniquely by Glacier's "Unduplicated" students. Therefore, we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. For our "Unduplicated" students we will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data. Please see Goal 1, Action 7.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$904,943.00	\$91,696.00	\$38,884.00		\$1,035,523.00	\$794,478.00	\$241,045.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	All	\$84,989.07	\$9,169.60	\$3,888.40		\$98,047.07
1	1.2	Customized Personalized Learning Plans	All	\$84,989.07	\$9,169.60	\$3,888.40		\$98,047.07
1	1.3	Providing Class Offerings	All	\$212,472.68	\$22,924.00	\$9,721.00		\$245,117.68
1	1.4	Teacher Professional Development	All	\$212,472.68	\$22,924.00	\$9,721.00		\$245,117.68
1	1.5	Administer Academic Assessments	All	\$16,997.82	\$1,833.92	\$777.68		\$19,609.42
1	1.6	Ongoing Staff Development	All	\$42,494.54	\$4,584.80	\$1,944.20		\$49,023.54
1	1.7	Administration to Assess Student Needs	English Learners Foster Youth Low Income	\$84,989.07	\$9,169.60	\$3,888.40		\$98,047.07
1	1.8	College/Career Readiness Guidance	All	\$42,494.54	\$4,584.80	\$1,944.20		\$49,023.54
1	1.9	Developing Additional CTE Pathway	All	\$42,494.54	\$4,584.80	\$1,944.20		\$49,023.54
1	1.10		All	\$8,498.91	\$916.96	\$388.84		\$9,804.71
1	1.11		All	\$8,498.91	\$916.96	\$388.84		\$9,804.71
1	1.12		All	\$8,498.91	\$916.96	\$388.84		\$9,804.71
2	2.1	Janitorial Service	All	\$19,549.18				\$19,549.18
2	2.2	Building Grounds Maintenance	All	\$13,325.28				\$13,325.28

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Addressing Safety Measures	All	\$1,941.33				\$1,941.33
2	2.4	Building Modifications	All					
2	2.5	Community-Based Family Resources	All	\$1,941.33				\$1,941.33
3	3.1	Parent Workshops	All	\$4,573.79				\$4,573.79
3	3.2	Educational Partner Opportunities	All	\$4,573.79				\$4,573.79
3	3.3	Communication	All	\$4,573.79				\$4,573.79
3	3.4	Educational Partner Feedback	All	\$914.75				\$914.75
3	3.5	Educational Partner Engagement	All	\$1,829.52				\$1,829.52
3	3.6	Community Engagement Opportunities for Students	All	\$914.75				\$914.75
3	3.7		All	\$914.75				\$914.75

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
					\$84,989.07	0.00%		Total:	\$84,989.07
								LEA-wide Total:	\$84,989.07
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Administration to Assess Student Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,989.07	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,035,523.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Resuming On-Site Instruction	No	\$98,047.07	
1	1.2	Monitoring Personalized Learning Plans	No	\$98,047.07	
1	1.3	Customized Personalized Learning Plans	No	\$245,117.68	
1	1.4	Providing Class Offerings	No	\$245,117.68	
1	1.5	Teacher Professional Development	No	\$19,609.42	
1	1.6	Administer Academic Assessments	No	\$49,023.54	
1	1.7	Differentiating Instruction	Yes	\$98,047.07	
1	1.8	Ongoing Staff Development	No	\$49,023.54	
1	1.9	Administration to Assess Student Needs	No	\$49,023.54	
1	1.10	College/Career Readiness Guidance	No	\$9,804.71	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	CTE Course Guidance	No	\$9,804.71	
1	1.12	Developing Additional CTE Pathway	No	\$9,804.71	
2	2.1	Janitorial Service	No	\$19,549.18	
2	2.2	Building Grounds Maintenance	No	\$13,325.28	
2	2.3	Addressing Safety Measures	No	\$1,941.33	
2	2.4	Building Modifications	No		
2	2.5	Community-Based Family Resources	No	\$1,941.33	
3	3.1	Parent Workshops	No	\$4,573.79	
3	3.2	Stakeholder Event Opportunities	No	\$4,573.79	
3	3.3	Communication	No	\$4,573.79	
3	3.4	Stakeholder Feedback	No	\$914.75	
3	3.5	Stakeholder Engagement	No	\$1,829.52	
3	3.6	Developing Community Partners	No	\$914.75	



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Community Engagement Opportunities for Students	No	\$914.75	

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$84,989.07	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Differentiating Instruction	Yes	\$84,989.07			

## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain Home School Charter

CDS Code: 20-76414-6110076

School Year: 2022-23

LEA contact information:

Michael Cox

Director

mcox@wscsfamily.org

559--642--1422

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source

Total LCFF funds  
\$0  
0 %

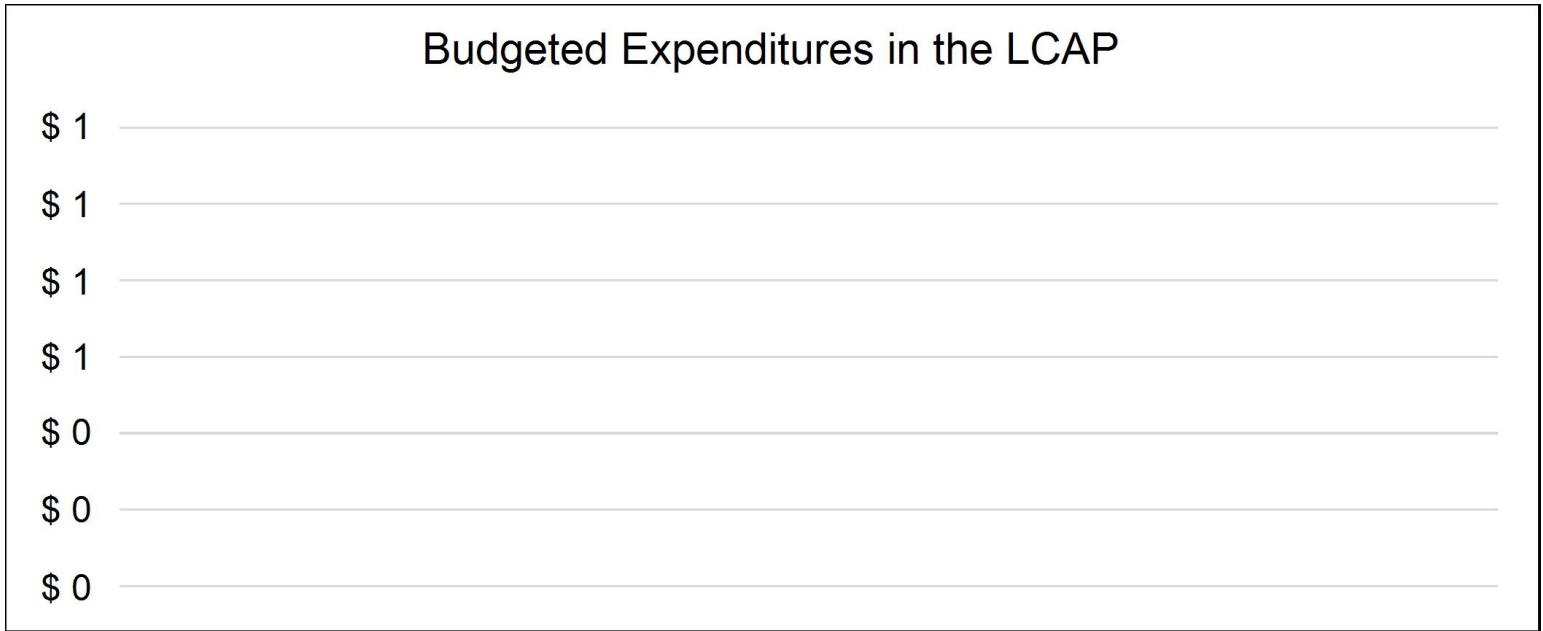
This chart shows the total general purpose revenue Mountain Home School Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain Home School Charter is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is

federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mountain Home School Charter plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

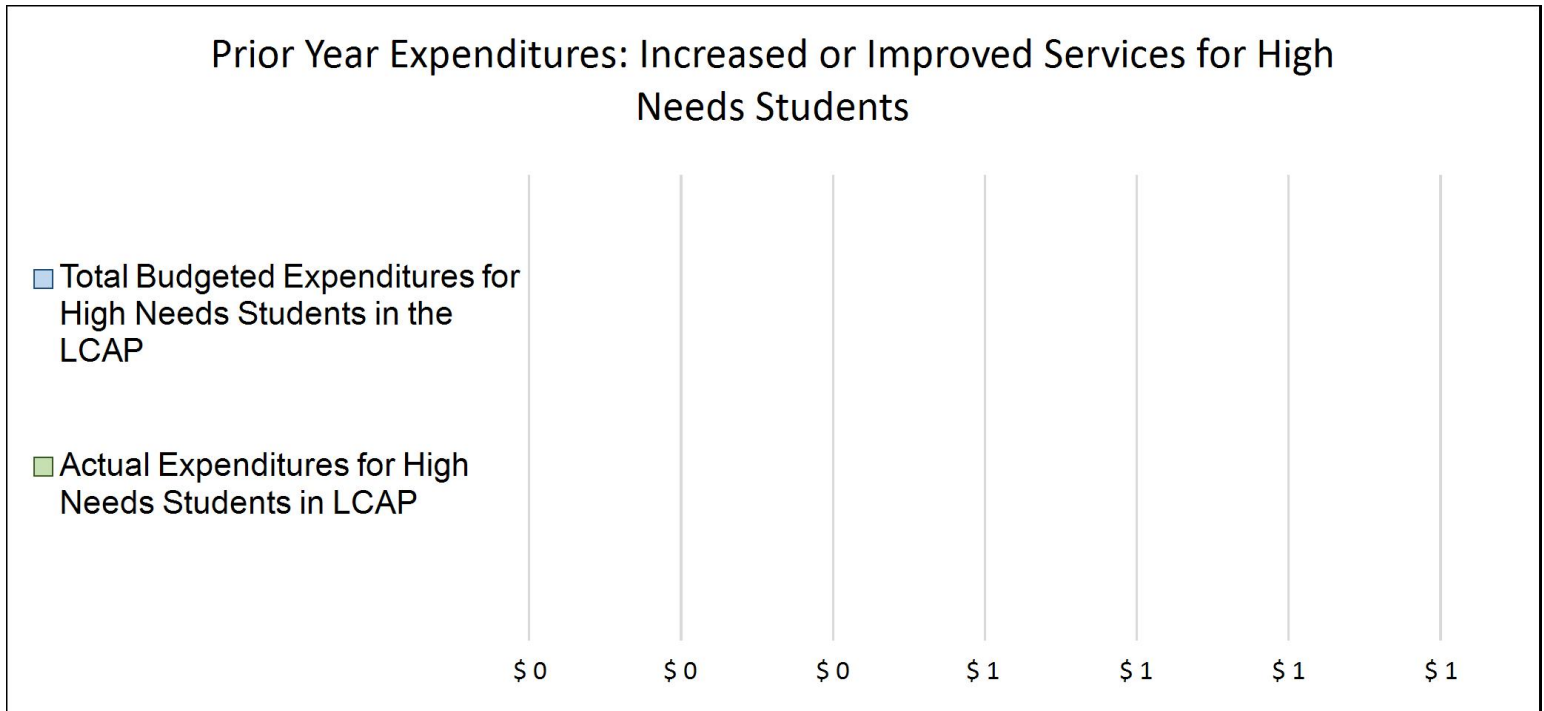
The text description of the above chart is as follows: Mountain Home School Charter plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Mountain Home School Charter is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Mountain Home School Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain Home School Charter plans to spend \$ towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Mountain Home School Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain Home School Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Mountain Home School Charter's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Mountain Home School Charter actually spent \$ for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain Home School Charter	Michael Cox Director	mcox@wscsfamily.org 559-642-1422

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The only additional funding we received not already included in the 21-22 LCAP is the Educator Effectiveness Grant. A link to the Plan is [\(here\)](#)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MHS did not receive concentration funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

MHS did not receive any additional federal funding not already included in prior LCAP's.



A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MHS did not receive ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

MHS did not receive ESSER III funding or concentration grant funding. The Educator Effectiveness grant funding that was received will be utilized in future years according to the requirements of the plan. These funds will not be expended in the 21-22 fiscal year.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Mountain Home School Charter operates a program that has come to be known as “personalized learning.” Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. Voluntary enrollment provides our program with a natural venue for parent and student prerogative. As a school, we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the Charter School works with them as individuals. This methodology, both curricular and instructional, is built around each student’s needs, abilities and interests. All students meet with their teacher and parents together to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings the student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student’s educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student’s academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student’s needs. The PLP process is a thorough, formal, but personal system that meets each student’s academic needs in a very precise, individualized and responsive way.

#### Enrollment Data from 2021-22:

Our average student enrollment this year was 239 students, slightly higher than previous years. Our students reside in the mountain area of Madera County representing Oakhurst, Coarsegold, Bass Lake, Ahwahnee, Raymond, Mariposa, and North Fork. The ethnic make-up mirrors the town from which it draws its students: 3.3% Black or African American, 2.5% American Indian or Alaska Native, 1.7% Asian, 1.3% Chinese, .4% Filipino, 1.3% Salvadoran, 5.9% Hispanic or Latino, 1.7% Mexican American, 2.1% Unspecified, 1.7% Declined to State, and 78.2% White. Of this population, 51.5% of total enrollment is Socioeconomically Disadvantaged, 0.4% English Learners, 2% are Homeless/Foster Youth and 10% are Students with Disabilities.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Mountain Home School Charter is proud of what we have accomplished as a TK-8 charter school in Madera County.

Successes include, but are not limited to:

In response to the Covid-19 emergency and the health and safety mitigation protocols in place during the 2020-21 SY, Mountain Home School Charter was essentially able to continue its normal school operation, that of personalized learning through independent study. The core of our program, providing high-quality educational options to students, stayed intact even though a few of our practices changed, including how we offered classes. Distance Learning, open to all TK-8 students, replaced our in-person math and enrichment classes. At the start of the 2021-22 school year, we were able to fully bring students back to campus, with safety protocols in place, for onsite instruction, the first Action of Goal 1. Recent parent/student survey indicated that an average of 87% of students and parents felt safe when on campus with the COVID safety measures that had been implemented.

Mountain Home continued providing effective support to all students. Teachers continued to meet the needs of students, together with their parents/guardians, creating effective and successful educational plans for every student. In addition, all students in grades TK-8 participated in Benchmark NWEA MAP Testing at the beginning of the school year, during midyear when warranted, and again at the end of the school year to assess areas of growth and continued areas of need to support students where they are in achievement. With end-of-year NWEA testing still underway, we did report NWEA results comparing the same cohort of students in Fall 2020 with Fall 2021 to assess learning loss. The results showed a slight dip in Reading and a slight improvement in Math.

While our CA Dashboard Data has not changed since 2019, all 3rd-8th grade students participated in SBAC testing and all 5th and 8th grade students took the CAST in May 2022.

We are proud of our Advising teachers and Support Staff who provide All students, including those with diverse learning needs, and their parent/guardian, excellent support and assistance on a frequent and regular basis. All students were provided with appropriate curriculum, a variety of additional learning materials, and Chromebooks. Mountain Home kept students engaged in extra-curricular pursuits whenever possible, such as a variety of academic competitions, field trips, community service, and activities.

Overwhelmingly, responses from our school climate surveys given to students and parents were positive. Most parents and students felt the school supported their needs, including educational-related technology needs and access to educational materials. Most parents also rated our school "above average" and "excellent" in how well we communicated to them about school events and procedures.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

IDENTIFIED NEEDS:  
Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. The last state data is 2019. Therefore, the following is based on local data.  
1. The importance of continuing to provide ALL students with in-person instruction, activities, and field trip opportunities.  
2. The need to increase support in educational technology.  
3. The need to increase Educational Partner engagement in more purposeful means.  
4. We continue to see the need to help students improve in math.  
5. The need to increase College/Career student preparedness in grades 7th and 8th as they begin transitioning to high school.  
6. We serve a student population with high needs (unduplicated): 51.5% of total enrollment is Socioeconomically Disadvantaged, 2% are Homeless or Foster Youth, .4% are English Learners, and 10% of our student population have identified disabilities.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Highlights include, but are not limited to:

- Celebrating our 28th year in education as a CA Public Charter School.
- Our enrollment has stayed strong with Teacher-Student ratio at capacity.
- 5th-8th grade Math Courses were taught onsite, rather than only as an Independent Study model to provide further student support.
- All students in K-8 have access to the Next Generation Science Standards curriculum.
- Resources are in place for any EL and Special Education students
- Improving student academic achievement, College/Career preparedness, and Student and Educational Partner Engagement are at the forefront of the LCAP.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

School Administrators

Teachers

Classified Staff

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

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

LCAP Planning Focus Group which included Parents, Students, Teachers, and Administrative personnel

Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP. Students, along with their parent/guardian, have frequent interactions with teachers and classified support staff. Regularly scheduled staff meetings are held each month, sometimes more, and administrative personnel meet on a regular basis. WSCS Board meetings occur throughout the school year. The members of our LCAP Focus Group shared their observations and ideas for student and school-wide improvement.

A summary of the feedback provided by specific educational partners.

Student and Parent Feedback: Feedback occurred during the course of frequent interactions with teachers and represented on our local parent and student survey responses.

Teachers, Classified Staff, and Administrator Feedback: Feedback occurred throughout the school year and discussed at regularly-scheduled meetings and professional development opportunities:

Outreach to students and parents/guardians was extensive and frequent, even though much of the 2021-22 school year. Formal and informal progress monitoring meetings were usually conducted in-person, but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Key takeaways from our stakeholders influenced Mountain Home's Local Control and Accountability Plan's Goals and Actions. These included:

1. Improving our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning and transitioning 7th and 8th grade students to high school.

2. Improving student engagement, with particular attention to students feeling a positive connection within our school and in the greater community.
3. Providing more opportunities for Educational Partner engagement in our school community to benefit all students.

# Goals and Actions

## Goal

Goal #	Description
1	All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 8 Actions that we plan to accomplish during 2022-23 SY.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching for 2020-21. B. Students have sufficient access to the standards-aligned instructional materials for 2020-21. C. School facilities are maintained in good repair for 2020-21.	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they taught and advised in 2021-22. B. Students had sufficient access to the standards-aligned instructional materials for 2021-22. C. School facilities were maintained in good repair for 2021-22.			A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. B. Students have sufficient access to the standards-aligned instructional materials. C. School facilities are maintained in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 2-Implementation of State Academic Standards) Local Indicator: Benchmark NWEA Test Results	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2018 to Spring 2019. Students in grades 6-8 made above average growth in math compared to the same grades across the U.S. on NWEA. In reading, 6th and 8th grade students made above average growth in reading while 7th grade students showed below average growth.	A. The implementation of state adopted academic content and performance standards for all students. B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using data from the same cohort of students.  READING RESULTS 2020-21 2021-22 High      42%    32% High Avg   27%   26% Avg        16%   20% Low Avg   11% 15% Low        4%    7%  MATH RESULTS 2020-21 2021-22 High      28%    24% High Avg   21%   21% Avg        18%   20% Low Avg   19%   25% Low        13%   10%			A. The implementation of state adopted academic content and performance standards for all students B. Demonstrated student improvement in math and reading on NWEA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator (Priority 4-Pupil Achievement) CA Dashboard Fall 2019 CAASPP Results	Smarter Balanced Summative Assessments for math and ELA in 2019: All Students: 1.7 points below Standard in ELA, an increase of 11.7 points from 2018. All Students: 59.3 points below Standard in Math	A. Students participated in SBAC Testing in May 2022, the first time since 2019.			We will see an improvement in the percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for math and ELA.
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021: 82% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 84% of students responded that the school provided them with textbooks and learning materials to meet their educational needs.	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022: 91% of students responded that their Advising teacher took the time to discuss their grades, academic progress and success, including areas of improvement with them and their parent. 96% of students responded that the school provided them with textbooks and learning materials to meet their educational needs.			We will see a 5-10% improvement of student responses to these 3 survey questions of academic advising, textbook and learning material needs, and technology support.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	87% of students responded that the school supported their educational-related technology needs.	86% of students responded that the school supported their educational-related technology needs.			
Local Indicator (Priority 7-Course Access)	CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a Broad Course of Study	CA Dashboard Priority 7 Self-Reflection Tool: Students have access to a Broad Course of Study			All students will have access to a broad course of study in all required subject areas that prepare them for college and careers.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan.	\$190,053.33	No
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, curriculum, technology, etc. This plan will be built around the student's ongoing needs and and academic performance data.	\$190,053.33	No
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas. These classes may include on-site, hybrid, and/or virtual settings.	\$475,133.33	No

Action #	Title	Description	Total Funds	Contributing
<b>1.4</b>	Teacher Professional Development	Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success.	\$475,133.33	No
<b>1.5</b>	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	\$38,010.66	No
<b>1.6</b>	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.	\$95,026.67	No
<b>1.7</b>	Administration to Assess Student Needs	Administrative meetings and other administrative training devoted to assessing & refining our staff professional development planning and process and to identify critical areas of student needs.	\$190,053.33	Yes
<b>1.8</b>	College/Career Readiness Guidance	Provide 7th-12th grade students with grade-appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness means as measured and reported on the CA Dashboard percentage of graduating students.	\$95,026.67	No
<b>1.9</b>			\$95,026.67	No
<b>1.10</b>			\$19,005.34	No
<b>1.11</b>			\$19,005.34	No

Action #	Title	Description	Total Funds	Contributing
1.12			\$19,005.34	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All intended Actions for the implementation of this goal completed, with the exception of Actions 11 and 12 of LCAP 2021-22. These two Actions refer to high school students and were mistakenly included in our elementary program and thus, have been removed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021-22 Goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The identified needs for which this goal was created have been effectively met.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will remain as is for the 2022-23 LCAP year. The following changes made to Actions from 2021-22 LCAP: Action 1 completed and removed. Action 7 removed due to redundancy with Action 2. Action 10 remains, but with rewording to focus on 7th-12th grade levels rather than stating All Grade Levels with College and Career Readiness Guidance. Actions 11 and 12 have been removed because they refer to high school students and were mistakenly included in our elementary program.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
2	All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.

An explanation of why the LEA has developed this goal.

We believe that ensuring a safe, clean, secure, and healthy school enhances student engagement and leads to a positive school climate. State and Local Indicator Metrics will be used to support the 5 Actions associated with this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services)	School facilities are maintained in good repair.	School facilities are maintained in good repair.			School facilities are maintained in good repair.
State Indicator (Priority 5-Student Engagement)	CA Dashboard Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates	CA Dashboard Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates			Maintain Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results: 93% of students rated school is clean and in good condition; rated sense of safety at 81% and	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results: 87% of students rated school is clean and in good condition; rated sense of safety at 77% and			We will see a 10% improvement of student surveys for sense of safety and school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Connectedness at 81%	School Connectedness at 73%			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	\$44,570.78	No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	\$26,410.42	No
2.3	Addressing Safety Issues	Address all critical safety issues in a timely manner.	\$2,228.54	No
2.4	Building Modifications	Plan and perform building modifications to better serve our school's mission as needed.		No
2.5	Community-Based Family Resources	Maintain and publish a list of community-based mental health services and support as a resource for students and families.	\$2,228.54	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All intended Actions for the implementation of this goal completed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021-22 Goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The identified needs for which this goal was created have been effectively met.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will remain as is for the 2022-23 LCAP year. The only change we made was to Action 5 which is to now Maintain (keep it up-to-date) our published list of community-based mental health supports for our families.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in all aspects of the educational environment to support and enhance student success.

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our Educational Partners. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 6 Actions that we plan to accomplish during 2022-23 SY.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 3-Parent Involvement) on CA Dashboard self-reflection tool - Parent Survey March 2021	<p>A. Engaging parents in decision-making: March 2021 Parent Survey Results: 93% of parents rated that our school supports their needs as parent/guardian teacher</p> <p>B. Promoting parent participation in programs that meet the needs of students: March 2021 Parent Survey Results: 86% of parents rated feeling welcomed,</p>	<p>A. Engaging parents in decision-making: March 2022 Parent Survey Results: 88% of parents rated that our school supports their needs as parent/guardian teacher.</p> <p>B. Promoting parent participation in programs that meet the needs of students: March 2022 Parent Survey Results: 92% of parents rated</p>			Continue to work towards improved parent involvement measures of participation in decision-making for the education of their student; working collaboratively with staff; participation on our governing board; and participation in advisory meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	valued, and connected in our school community. C. School Communication March 2021 Parent Survey Results: 90% of parents responded that the school communicates well about school events and procedures.	feeling welcomed, valued, and connected in our school community.  C. School Communication: March 2022 Parent Survey Results: 92% of parents responded that the school communicates well about school events and procedures.			

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Provide parent training and workshops to support student achievement and their roll as an important leader in the life of their student. (This may include both specific workshops but also during the PLP meeting)	\$9,696.60	No
3.2	Educational Partner Opportunities	Provide opportunities for our Educational Partners that facilitate involvement and shared purpose.	\$9,696.60	No
3.3	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters.	\$9,696.60	No

Action #	Title	Description	Total Funds	Contributing
3.4	Educational Partner Feedback	Provide opportunities for input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.	\$1,939.32	No
3.5	Educational Partner Engagement	Develop, as needed, Advisory Groups and opportunities for Educational Partner engagement. Existing and future Advisory Groups could focus on issues such as: Technology development Professional development for staff School Safety Curriculum LCAP goals Community impact and increased diversity	\$3,878.64	No
3.6	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service)	\$1,939.32	No
3.7			\$1,939.32	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All intended Actions for the implementation of this goal completed with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021 Goal will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

The identified needs for which this goal was created have been effectively met with the exception of Action 6 of the 2021-22 LCAP which stated, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal will remain as is for the 2022-23 LCAP year. All actions associated with this goal will remain with the exception of the 2021-22 LCAP Action, Provide "Get to Know Us" Open House opportunities for community businesses, leaders, and organizations for the purpose of developing partnerships with these groups. We feel that this Action is redundant because Action 2 already covers our intent to facilitate Educational Partner engagement. Action 2 remains, but with slight rewording for better clarification and Action 5 remains, but we added Curriculum as another possible Advisory Group.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
		\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action 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 goals for these students.

Mountain Home School uses all LCFF funding in a "school wide" manner. All students in Mountain Home 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 what 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.



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

The detrimental impact of the Covid-19 shut down this last year has been born uniquely by Mountain Home School's "Unduplicated" students. Therefore, we have prioritized providing high quality, student centered, in-person instruction and tutoring for our students who need it the most. For our "Unduplicated" students we will evaluate & implement targeted instructional resources and technology for differentiated instruction based on test performance data. Please see Goal 1, Action 7.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,708,562.02	\$190,680.00	\$115,516.00		\$2,014,758.02	\$1,610,783.02	\$403,975.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Personalized Learning Plans	All	\$159,433.73	\$19,068.00	\$11,551.60		\$190,053.33
1	1.2	Customized Personalized Learning Plans	All	\$159,433.73	\$19,068.00	\$11,551.60		\$190,053.33
1	1.3	Providing Class Offerings	All	\$398,584.33	\$47,670.00	\$28,879.00		\$475,133.33
1	1.4	Teacher Professional Development	All	\$398,584.33	\$47,670.00	\$28,879.00		\$475,133.33
1	1.5	Administer Academic Assessments	All	\$31,886.74	\$3,813.60	\$2,310.32		\$38,010.66
1	1.6	Ongoing Staff Development	All	\$79,716.87	\$9,534.00	\$5,775.80		\$95,026.67
1	1.7	Administration to Assess Student Needs	English Learners Foster Youth Low Income	\$159,433.73	\$19,068.00	\$11,551.60		\$190,053.33
1	1.8	College/Career Readiness Guidance	All	\$79,716.87	\$9,534.00	\$5,775.80		\$95,026.67
1	1.9		All	\$79,716.87	\$9,534.00	\$5,775.80		\$95,026.67
1	1.10		All	\$15,943.38	\$1,906.80	\$1,155.16		\$19,005.34
1	1.11		All	\$15,943.38	\$1,906.80	\$1,155.16		\$19,005.34
1	1.12		All	\$15,943.38	\$1,906.80	\$1,155.16		\$19,005.34
2	2.1	Janitorial Service	All	\$44,570.78				\$44,570.78
2	2.2	Building Grounds Maintenance	All	\$26,410.42				\$26,410.42

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Addressing Safety Issues	All	\$2,228.54				\$2,228.54
2	2.4	Building Modifications	All					
2	2.5	Community-Based Family Resources	All	\$2,228.54				\$2,228.54
3	3.1	Parent Workshops	All	\$9,696.60				\$9,696.60
3	3.2	Educational Partner Opportunities	All	\$9,696.60				\$9,696.60
3	3.3	Communication	All	\$9,696.60				\$9,696.60
3	3.4	Educational Partner Feedback	All	\$1,939.32				\$1,939.32
3	3.5	Educational Partner Engagement	All	\$3,878.64				\$3,878.64
3	3.6	Community Engagement Opportunities for Students	All	\$1,939.32				\$1,939.32
3	3.7		All	\$1,939.32				\$1,939.32

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
					\$159,433.73	0.00%		Total:	\$159,433.73
								LEA-wide Total:	\$159,433.73
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Administration to Assess Student Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,433.73	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,014,758.02	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Resuming On-Site Instruction	No	\$190,053.33	
1	1.2	Monitoring Personalized Learning Plans	No	\$190,053.33	
1	1.3	Customized Personalized Learning Plans	No	\$475,133.33	
1	1.4	Providing Class Offerings	No	\$475,133.33	
1	1.5	Teacher Professional Development	No	\$38,010.66	
1	1.6	Administer Academic Assessments	No	\$95,026.67	
1	1.7	Differentiating Instruction	Yes	\$190,053.33	
1	1.8	Ongoing Staff Development	No	\$95,026.67	
1	1.9	Administration to Assess Student Needs	No	\$95,026.67	
1	1.10	College/Career Readiness Guidance	No	\$19,005.34	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	CTE Course Guidance	No	\$19,005.34	
1	1.12	Developing Additional CTE Pathway	No	\$19,005.34	
2	2.1	Janitorial Service	No	\$44,570.78	
2	2.2	Building Grounds Maintenance	No	\$26,410.42	
2	2.3	Addressing Safety Issues	No	\$2,228.54	
2	2.4	Building Modifications	No		
2	2.5	Community-Based Family Resources	No	\$2,228.54	
3	3.1	Parent Workshops	No	\$9,696.60	
3	3.2	Stakeholder Event Opportunities	No	\$9,696.60	
3	3.3	Communication	No	\$9,696.60	
3	3.4	Stakeholder Feedback	No	\$1,939.32	
3	3.5	Stakeholder Engagement	No	\$3,878.64	
3	3.6	Developing Community Partners	No	\$1,939.32	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Community Engagement Opportunities for Students	No	\$1,939.32	

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$159,433.73	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Differentiating Instruction	Yes	\$159,433.73			



## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

## Western Sierra Charter Schools

### Employee Budgeted Payroll Cost Summary for 2022-23

This summary reflects all employees being moved appropriately on the new salary schedules (if/when approved). The total compensation figure includes an estimate of total salary, STRS and PERS contribution, Health Benefit and all other payroll costs. FTE means Full-time Equivalent.

#### Mountain Home School Charter Employees

##### Certificated Teachers:

Advising FTE: 8 Total – 1 Davis, 1 Sloas, 1 Hill, 1 Replacement for Turner, 1 Meeks, 1 Oliphant, 1 Rumohr, 1 Vind

Adjunct FTE: .9 Total – .5 Heidebrecht, .2 Johnson, Graas .2

##### Certificated Administrative Staff:

FTE: Total 2.02 (all allocated partial) – .36 Cox (Exec Director), .74 Klang (Principal), .18 Hagen (IT Administrator), .74 Moons (SPED Coordinator)

##### Classified Administrative Staff:

FTE: Total 3.10 (all allocated partial) – .36 Jeffers (CBO), .36 Palmer (Admin), .36 Neulinger (Admin), .74 Jones (Reception), .36 New IT/Admin, .18 Blas (IT Tech), .74 Mendoza

**Certificated Salaries: \$814,074                      Classified Salaries: \$193,031**

**Total Salaries: \$1,007,104                      Total Benefits: \$477,575**

**Total Salaries and Benefits: \$1,484,680                      Total FTE 14.02**

#### Glacier High School Charter Employees

##### Certificated Teachers:

Advising FTE: Total 3.8 – 1 Alvarez, 1 Boe, .8 Friesen, 1 Kelly

Adjunct FTE: Total .5 - .2 Johnson, .2 L. Boe, Takanishi .1

##### Certificated Administrative Staff:

FTE: Total 1.2 (all allocated partial) – .12 Cox (Exec Director), .26 Klang (Principal), .06 Hagen (IT Admin), .5 Hill (Counselor), .26 Moons (SPED Coordinator)

##### Classified Teachers:

Adjunct FTE: Total .4 – .2 Eberle, .2 Richards

##### Classified Administrative Staff:

FTE: Total 1.31 (all allocated partial) – .12 Jeffers (CBO), .12 Palmer (Admin), .12 Neulinger (Admin), .26 Jones (Reception), .12 New IT/Admin, .31 Blas (IT Tech), .26 Mendoza

**Certificated Salaries: \$466,550                      Classified Salaries: \$76,803**

**Total Salaries: \$543,353                      Total Benefits: \$251,358**

**Total Salaries and Benefits: \$794,711                      Total FTE 7.3**

## **Endeavor Charter School Employees**

### **Certificated Teachers:**

Advising FTE: Total 13.4 – .6 Buca, 1 DenHartog, 1 Turner, 1 Hammond, .8 Hirata, 1 Huey, 1 Johnson, 1 Reeve, 1 Vaccaro, 1 Chugg, 1 Shiro, 1 Replacement for Ganzenhuber, 1 Replacement for Burton, 1 new employee

Adjunct FTE: Total 1.8 - .4 Llanos, .5 Mallard, .4 McGough, .4 Souza

### **Certificated Administrative Staff:**

FTE: Total 3.58 (all allocated partial) – .52 Cox (Exec Director), .76 Hagen (Co-Principal/IT Admin), .8 Garcia (Co-Principal), .5 G.Hill (Counselor), 1 Carter (SPED Coordinator).

### **Classified Teachers:**

Adjunct FTE: Total 1.7 – .1 Martin, .3 Gaviria, 1 Flynn, .2 Mulick, .1 Mendez,

### **Classified Administrative Staff:**

FTE: Total 5.0 (all allocated partial) – .52 Jeffers (CBO), 1 Carrasco (Reception), .52 Palmer (Admin), .52 Neulinger (Admin), 1 M. Lord (Admin), .4 K. Lord (Admin), .51 Blas (IT Tech), .52 New Employee

**Certificated Salaries: \$1,366,941          Classified Salaries: \$329,315**

**Total Salaries: \$1,696,256          Total Benefits: \$764,761**

**Total Salaries and Benefits: \$2,461,218          Total FTE 25.5**

**Western Sierra Charter Schools  
CERTIFICATED TEACHER SALARY SCHEDULE (Annual)**

**Current**

Step	Class 1 BA+30	Class 11 BA+42	Class 111 BA+54	Class 1V BA+66	Class V BA+78	Class V1 BA+90	Class V11 MA+100
1	44,188	45,926	47,664	49,403	51,140	52,878	54,328
2	45,637	47,375	49,114	50,852	52,589	54,328	55,777
3	47,087	48,825	50,563	52,301	54,039	55,777	57,226
4	48,536	50,274	52,012	53,751	55,488	57,226	58,676
5	49,985	51,723	53,462	55,200	56,937	58,676	60,125
6	51,435	53,173	54,911	56,649	58,387	60,125	61,574
7	52,884	54,622	56,360	58,099	59,836	61,574	63,024
8	54,333	56,072	57,810	59,548	61,285	63,024	64,473
9	54,333	57,521	59,259	60,997	62,735	64,473	65,922
10	54,333	58,970	60,708	62,447	64,184	65,922	67,372
11	54,333	58,970	62,158	63,896	65,633	67,372	68,821
12	54,333	58,970	63,607	65,345	67,083	68,821	70,270
13	54,333	58,970	63,607	66,795	68,532	70,270	71,720
14	54,333	58,970	63,607	68,244	69,981	71,720	73,169
15	54,333	58,970	63,607	68,244	71,432	73,169	74,618
16	54,333	58,970	63,607	68,244	72,881	74,618	76,068
17	54,333	58,970	63,607	68,244	74,330	76,068	77,517
18-22	54,333	58,970	63,607	68,244	74,330	77,546	78,966
23-27	54,333	58,970	63,607	68,244	74,330	77,546	80,672
28	54,333	58,970	63,607	68,244	74,330	77,546	82,377

Master's Degree Stipend: \$1,250

Doctorate Degree Stipend: \$1,750

Certificated Adjunct Teacher (Hourly Rate):	\$35.00
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**Western Sierra Charter Schools  
CERTIFICATED TEACHER SALARY SCHEDULE (Annual)**

**With Proposed 5% Increase**

Step	Class 1 BA+30	Class 11 BA+42	Class 111 BA+54	Class 1V BA+66	Class V BA+78	Class V1 BA+90	Class V11 MA+100
1	46,398	48,222	50,047	51,873	53,697	55,522	57,044
2	47,919	49,744	51,569	53,394	55,219	57,044	58,566
3	49,442	51,266	53,091	54,916	56,741	58,566	60,087
4	50,963	52,788	54,612	56,438	58,263	60,087	61,610
5	52,485	54,309	56,135	57,960	59,784	61,610	63,131
6	54,007	55,832	57,656	59,481	61,307	63,131	64,653
7	55,529	57,521	59,178	61,004	62,828	64,653	66,175
8	57,521	58,876	60,700	62,525	64,350	66,175	67,697
9	57,521	60,397	62,222	64,046	65,872	67,697	69,218
10	57,521	61,919	63,743	65,569	67,394	69,218	70,741
11	57,521	61,919	65,266	67,090	68,915	70,741	72,262
12	57,521	61,919	66,787	68,612	70,438	72,262	73,784
13	57,521	61,919	66,787	70,134	71,959	73,784	75,306
14	57,521	61,919	66,787	71,656	73,481	75,306	76,828
15	57,521	61,919	66,787	71,656	75,003	76,828	78,349
16	57,521	61,919	66,787	71,656	76,525	78,349	79,872
17	57,521	61,919	66,787	71,656	78,046	79,872	81,393
18-22	57,521	61,919	66,787	71,656	78,046	81,423	82,915
23-27	57,521	61,919	66,787	71,656	78,046	81,423	84,705
28	57,521	61,919	66,787	71,656	78,046	81,423	86,496

Master's Degree Stipend: \$1,250

Doctorate Degree Stipend: \$1,750

Certificated Adjunct Teacher (Hourly Rate):	\$35.00
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**Western Sierra Charter Schools  
ADMINISTRATIVE & SUPPORT SALARY SCHEDULE**

*Current*

Step	Site Administration		Shared Instructional Support		
	Principal	Assist Principal	SPED Coord	Counselor	IT Technician/CTE
1	\$84,000	\$71,400	\$71,400	\$71,400	\$71,400
2	\$87,360	\$74,256	\$74,256	\$74,256	\$74,256
3	\$90,854	\$77,226	\$77,226	\$77,226	\$77,226
4	\$94,489	\$80,315	\$80,315	\$80,315	\$80,315
5	\$98,268	\$83,528	\$83,528	\$83,528	\$83,528
6	\$102,199	\$86,869	\$86,869	\$86,869	\$86,869

*With Proposed 5% increase*

Step	Site Administration		Shared Instructional Support		
	Principal	Assist Principal	SPED Coord	Counselor	IT Technician/CTE
1	\$88,200	\$74,970	\$74,970	\$74,970	\$74,970
2	\$91,728	\$77,969	\$77,969	\$77,969	\$77,969
3	\$95,397	\$81,088	\$81,088	\$81,088	\$81,088
4	\$99,213	\$84,331	\$84,331	\$84,331	\$84,331
5	\$103,182	\$87,704	\$87,704	\$87,704	\$87,704
6	\$107,309	\$91,212	\$91,212	\$91,212	\$91,212

**MANAGEMENT SALARY SCHEDULE**

*Current*

WSCS Executive Management		
Step	Director	CBO
1	128,318	110,754
2	135,324	116,651
3	141,700	122,472
4	148,806	128,318
5	156,391	135,324
6	164,178	141,700

*With Proposed 5% Increase*

WSCS Executive Management		
Step	Director	CBO
1	134,734	116,292
2	142,090	122,483
3	148,785	128,596
4	156,246	134,734
5	164,211	142,090
6	172,387	148,785

## Classified Salary Schedule (Proposed)

Step	Operations Assistant	Operations Technician I	Operations Technician II
1	\$15.75	\$17.12	\$20.38
2	\$15.86	\$17.93	\$21.18
3	\$16.01	\$18.75	\$21.99
4	\$16.17	\$19.57	\$22.82
5	\$16.35	\$20.38	\$23.60
6	\$17.12	\$21.18	\$24.41
7	\$17.93	\$21.99	\$25.24
8	\$18.75	\$22.82	\$26.05
9	\$19.57	\$23.60	\$26.85
10	\$20.38	\$24.39	\$27.65

<u>Job Titles</u>	<u>Job Titles</u>	<u>Job Titles</u>
IT Assistant	Accounting Technician I	Accounting Technician II
Office Assistant	IT Technician I	IT Technician II
Receptionist	Office Technician I	Office Technician II
Maintenance Assistant	Maintenance Technician I	Maintenance Technician II

<b>Non-credentialed Instructional (Hourly):</b>	<b>\$25.00</b>
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**Western Sierra Charter Schools**  
**Executive Director Salary for 2022 - 2023**

WSCS Executive Director	
Step	Director
1	134,734
2	142,090
3	148,785
4	156,246
5	164,211
6	172,387

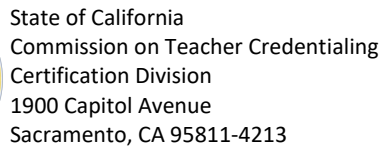
The Executive Director has been at Step 6 for the 2021-2022 fiscal year and will remain at that step and compensation for the 2022/2023 fiscal year. The Step 6 amount, with the newly adopted salary schedule is \$172,387.

Mountain Home School 2022-23 Projected Budget-Preliminary				
Category		Actual		Comments
<b>Revenue</b>		<b>Projected Budget</b>		
State Aid Block Grant (LCFF)	8011	1,073,966	240 Enroll/234 ADA	
Education Protection Account "EPA" (LCFF)	8012	46,800		
In Lieu Prop Tax (LCFF)	8096	1,200,430	Increase of \$138,325 over 21-22/ADA Up 5	
Lottery	8560	53,352		
Interest	8660	1,000		
Mandate Block Grant	8550	4,242		
One-time Funding LLMF	8550			
State STRS Contribution on Behalf - Paper Trans	7690-8590	53,597	Decrease of \$46,051 vs 21-22	
ELO	7510-8590	-	No One-time funds	
Other Local Revenue	8699	-		
SPED Revenue (6500)	8792	84,248	Decrease of \$50,167 vs 21-22	
<b>Total Revenue</b>		<b>2,517,635</b>	Total Revenue down \$57,114 vs 21-22	
Category		Actual		Comments
<b>Expense</b>		<b>Year-to-date</b>		
Salaries (Certificated and Classified)		1,007,105	Increase of \$30,474 vs 21-22	
Benefits (All Combined)		477,575	Increase of \$9,691 vs 21-22 (STRS on Behalf decrease)	
<b>Total Salary &amp; Benefits</b>		<b>1,484,680</b>		
<b>Instructional (Func.1000)</b>	<b>Object Code</b>			
Textbooks and Core Curricula	4100	2,400		
Books and Ref Mat	4200	11,550		
Instructional Supplies (>\$500)	4300	62,460	Decreased \$81,000 vs 21-22 due to ELO Chromebooks in 21-22	
Instructional Equipment (\$500-\$4900)	4400	26,153		
Travel & Conference	5200	4,150		
Contracted Services	5800	72,442		
Communications	5900	10,226		
Equipment	6400	-		
<b>Building (Func. 8100)</b>				
Supplies	4300	6,000		
Equipment	4400	3,255		
Utilities	5500	6,000		
Rentals, Leases & Repairs	5600	-		
Custodial/Site Expense	5800	15,647		
Equipment	6400	-		
<b>Facilities Construct(Func. 8500)</b>				
Site Improvement	6100	59,200	Construction Projects	
Building Improvements	6200	74,000	Construction Projects	
<b>Administrative (Func. 2700)</b>				
Admin. Supplies	4300	3,150		
Admin. Equipment	4400	420		
Travel & Conference	5200	11,550		
Service Memberships/ Fees	5300	11,400		
Insurance 7200	5400	13,189		
Contracted Services	5800	17,049		
Contracted Services-Business Svc Fees	5800	56,869		
Communications	5900	10,856		
Equipment	6400			
<b>Health Services (Func. 3120 &amp;3140)</b>				
Contracted Services	5800	8,000		
<b>Food (Func. 3700)</b>				
Food Costs	4700	3,675		
<b>Administrative (Func.7191)</b>				
Contracted Services -auditors	5800	7,239		
<b>General Administration (Func.7200/7300)</b>				
YUSD Oversight 1%	5800	23,212		
Business Services (3.5% of Rev)	5800	24,373		
<b>Fiscal Services (Func. 9200)</b>				
Special Education		-		
<b>Total Expense</b>		<b>2,029,144</b>	<b>Total Expenses are down \$12,878 vs 21-22</b>	
<b>Revenue Less Expenses</b>		<b>488,491</b>		
<b>Carryover from Prior Year</b>				
Carryover as a Percentage of Total Expenses				
<b>Ending Balance/Future Carryover</b>				
Carryover as a Percentage of Total Expenses				
<b>Net Income</b>				
<b>Net Income as a percentage of Total Revenue</b>				
<b>Extraordinary Items</b>				
One-time Expenditures				
One-time Funding Income				
<b>Total</b>				
<b>Net Income Adjusted for Extraordinary Items</b>				
Adjusted Net Income as a percentage of Total Revenue				



Glacier High School 2022-23 Projected Budget-Preliminary				
Category		Actual		Comments
		Projected Budget	Revision Notes	
<b>Revenue</b>				
State Aid Block Grant (LCFF)	8011	425,316	Enrollment 85/ADA 82.88	
Education Protection Account "EPA" (LCFF)	8012	39,262		
In Lieu Prop Tax (LCFF)	8096	473,351	Decrease of \$49,479 vs 21-22/ADA down 9	
Lottery	8560	18,896		
Interest	8660	1,000		
Mandate Block Grant	8550	4,176		
Other	8550	-		
State STRS Contribution on Behalf - Paper Transaction	8590	29,903	Decrease of \$22,197 vs 21-22	
ELO	7510-8590	-	No One-time funds	
Other Local Revenue	8699	-		
SPED Revenue (6500)	8792	33,221	Decrease of \$12,036 vs 21-22	
<b>Total Revenue</b>		<b>1,025,125</b>	Total Revenue down \$140,462	
Category		Actual		Comments
<b>Expenses</b>		<b>Year-to-date</b>		
Salaries (Certificated and Classified)		543,353		
Benefits (All Combined)		251,358		
<b>Total Salary &amp; Benefits</b>		<b>794,711</b>	Payroll decreased \$18,232 due to shared cost decrease for Admin	
<b>Instructional (Func.1000)</b>	<b>Object Code</b>			
Textbooks and Core Curricula	4100	7,000		
Books and Ref Mat	4200	3,525		
Instructional Supplies (>\$500)	4300	23,147	Decreased \$41,000 under 21-22 due to ELO Chromebooks in 21/22	
Instructional Equipment (\$500-\$4900)	4400	4,000		
Travel & Conference	5200	3,500		
Contracted Services	5800	39,365		
Communications	5900	3,500		
Equipment	6400	-		
<b>Building (Func. 8100)</b>				
Supplies	4300	3,570		
Equipment	4400	1,300		
Utilities	5500	1,600		
Rentals, Leases & Repairs	5600	-		
Custodial/Site Expense	5800	5,775		
Equipment	6400	-		
<b>Facilities Construct (Func. 8500)</b>				
Site Improvement	6100	20,800	Construction Projects	
Building Improvements	6200/6250	26,000	Construction Projects	
<b>Administrative (Func. 2700)</b>				
Admin. Supplies	4300	1,500		
Admin. Equipment	4400	200		
Travel & Conference	5200	5,000		
Service Memberships/ Fees	5300	4,500		
Insurance	5400	4,000		
Contracted Services	5800	4,515		
Contracted Services-Business Svcs	5800	19,697		
Communications	5900	4,500		
Equipment	6400	-		
<b>Health Services (Func. 3120/3140)</b>				
Contracted Services	5800	4,000		
<b>Food (Funct. 3700)</b>				
Food Costs	4700	1,000		
<b>Administrative (Func.7191)</b>				
Contracted Services -auditors	5800	5,250		
<b>General Administration (Func.7200/7300)</b>				
YUSD Oversight 1%	5800	9,379		
Business Services (3.5% of Rev)	5800	8,441		
<b>Fiscal Services (Func. 9200)</b>				
SPED-Costs		-		
<b>Total Expense</b>		<b>1,009,775</b>	<b>Total Expenses are down \$53,283</b>	
<b>Revenue Less Expenses</b>		<b>15,350</b>		
<b>Carryover from Prior Year</b>				
Carryover as a Percentage of Total Expenses				
<b>Ending Balance/Future Carryover</b>				
Carryover as a Percentage of Total Expenses				
<b>Net Income</b>				
<b>Net Income as a percentage of Total Revenue</b>				
<b>Extraordinary Items</b>				
One-time Expenditures				
One-time Funding Income				
Total				
<b>Net Rev. Adjusted for Extraordinary Items</b>				
Adjusted Net Income as a percentage of Total Revenue				

Endeavor Charter School 2022-23 Projected Budget-Preliminary		
Category	Actual	Comments
	<b>Projected Budget</b>	Revision Notes
<b>Revenue</b>		
State Aid Block Grant (LCFF)	8011 3,053,705	350 Enroll/341.25 ADA
Education Protection Account "EPA" (LCFF)	8012 68,250	
In Lieu Prop Tax (LCFF)	8096 297,308	Increase of \$533,000 over 21-22/ADA Up 39
Lottery	8560 77,805	
Interest	8660 500	
Mandate Block Grant	8550 9,259	
One-time	8550 -	No one-time funds
State STRS Contribution on Behalf - Paper Trans	7690-8590 78,637	Decrease of \$51,000 vs 21-22
Other	7510-8590 -	
Other Local Revenue	8699 -	
SPED Revenue (6500)	8792 286,900	Increase of \$50,000 over 21-22
<b>Total Revenue</b>	<b>3,872,364</b>	Total Revenue up \$459,000
Category	Actual	Comments
<b>Expense</b>	<b>Year-to-date</b>	
Salaries (Certificated and Classified)	1,696,256	
Benefits (All Combined)	764,961	
<b>Total Salary &amp; Benefits</b>	<b>2,461,218</b>	Payroll Increased \$234,000 over 21-22
<b>Instructional (Func.1000)</b>	<b>Object Code</b>	
Textbooks and Core Curricula	4100 5,773	
Books and Ref Mat	4200 9,145	
Instructional Supplies (>\$500)	4300 138,508	Decreased 118,000 under 21-22 due to ELO Chromebooks
Instructional Equipment (\$500-\$4900)	4400 15,169	
Travel & Conference	5200 8,636	
Contracted Services	5800 86,194	
Communications	5900 5,995	
Equipment	6400 -	
<b>Building (Func. 8100)</b>		
Supplies	4300 12,942	
Equipment	4400 5,000	
Utilities	5500 19,921	
Rentals, Leases & Repairs	5600 160,200	Increase \$24,000 over 21-22, possible additional space
Custodial/Site Expense	5800 40,471	
Equipment	6400 -	
<b>Facilities Construct(Func. 8500)</b>		
Site Improvement	6100 -	
Building Improvements	6200 -	
<b>Administrative (Func. 2700)</b>		
Admin. Supplies	4300 5,279	
Admin. Equipment	4400 20,727	
Travel & Conference	5200 18,967	
Service Memberships/ Fees	5300 14,077	
Insurance 7200	5400 19,052	
Contracted Services	5800 22,084	
Contracted Services-Business Svc Fees	5800 83,772	
Communications	5900 11,000	
Equipment	6400 -	
<b>Health Services (Func. 3120 &amp;3140)</b>		
Contracted Services	5800 -	
<b>Food (Func. 3700)</b>		
Food Costs	4700 1,000	
<b>Administrative (Func.7191)</b>		
Contracted Services -auditors	5800 7,296	
<b>General Administration (Func.7200/7300)</b>		
District Oversight Fee (1% of LCFF Rev)	5800 34,193	
Business Services (3.5% of Rev)	5800 35,902	
<b>Fiscal Services (Func. 9200)</b>		
Special Education	5750 114,677	
<b>Total Expense</b>	<b>3,357,198</b>	<b>Total Expenses are up \$175,115</b>
<b>Revenue Less Expenses</b>	<b>515,166</b>	
<b>Carryover from Prior Year</b>		
Carryover as a Percentage of Total Expenses		
<b>Ending Balance/Future Carryover</b>		
Carryover as a Percentage of Total Expenses		
<b>Net Income</b>		
<b>Net Income as a percentage of Total Revenue</b>		
<b>Extraordinary Items</b>		
One-time Expenditures		
One-time Funding Income		
<b>Total</b>		
<b>Net Income Adjusted for Extraordinary Items</b>		
Adjusted Net Income as a percentage of Total Revenue		



## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Page 1 of 4

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

### **EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

### **EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
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If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

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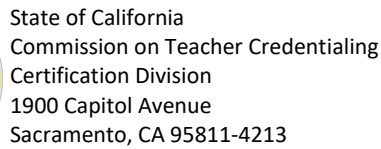
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If no, explain why you do not participate in an internship program.

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Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

Original Declaration of Need for year: \_\_\_\_\_

Revised Declaration of Need for year: \_\_\_\_\_

Name of District or Charter: \_\_\_\_\_ District CDS Code: \_\_\_\_\_

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

► ***Enclose a copy of the board agenda item***

Submitted by (Superintendent, Board Secretary, or Designee):

\_\_\_\_\_  
*Name*                      *Signature*                      *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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*Mailing Address*

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*E-Mail Address*

Name of County	County CDS Code
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Name of State Agency \_\_\_\_\_

Name of NPS/NPA	County of Location
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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

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Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

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- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
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### **EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?	Yes	No
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If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
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If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

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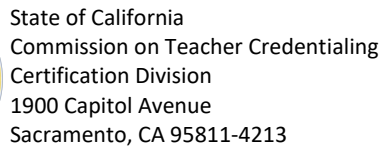
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If no, explain why you do not participate in an internship program.

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Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

Original Declaration of Need for year: \_\_\_\_\_

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Submitted by (Superintendent, Board Secretary, or Designee):

\_\_\_\_\_  
*Name*                      *Signature*                      *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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*Mailing Address*

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*E-Mail Address*

Name of County	County CDS Code
----------------	-----------------

Name of State Agency \_\_\_\_\_

Name of NPS/NPA	County of Location
-----------------	--------------------

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_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

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Bilingual Authorization (applicant already holds teaching credential)

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Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

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Special Education	
TOTAL	

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- An individual who is scheduled to complete initial preparation requirements within six months

### **EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

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If no, explain why you do not participate in an internship program.

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# Mountain Home School 2021-22 Financial Report As of 4/30/22

Category		Budget			Actual	Comments
		Adopted Budget (Annual)	Budget Adjustments (Annual)	Working Budget (Annual)	Actual Rev/Exp Year-to-date	Revision Notes
<b>Revenue</b>						
State Aid Block Grant (LCFF)	8011	935,826	26,158	961,984	750,502	LCFF Calculator ADA of 229.13
Education Protection Account "EPA" (LCFF)	8012	154,207	37,965	192,172	35,248	Current Enrollment 237
In Lieu Prop Tax (LCFF)	8096	1,035,475	(6,760)	1,028,715	898,542	P-2 ADA 235.44
Lottery	8560	39,203		39,203	24,027	
Interest	8660	1,000		1,000	2,296	
Mandate Block Grant	8550	3,962		3,962	3,395	
Educator Effectiveness Grant	8550	0	58,269	58,269	36,546	Educator Effectiveness Grant
State STRS Contribution on Behalf - Paper Trans	7690-8590	87,178	12,470	99,648	-	
Enhanced Learning Opportunity Grant	7425/6-8590	60,337	(6,956)	53,381	(29)	Change to source of funding to Federal Funding From ELO
Other Local Revenue	8699	2,000	0	2,000	6,006	
SPED Revenue (6500)	8792	112,516	21,899	134,415	80,143	
<b>Total Revenue</b>		<b>2,431,704</b>	<b>143,045</b>	<b>2,574,749</b>	<b>1,836,676</b>	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
<b>Expense</b>						
Salaries (Certificated and Classified)		989,776	(13,145)	976,631	802,580	
Benefits (All Combined)		469,018	(1,134)	467,884	313,834	
<b>Total Salary &amp; Benefits</b>		<b>1,458,794</b>	<b>-14,279</b>	<b>1,444,515</b>	<b>1,116,414</b>	
	<b>Object Code</b>					
<b>Instructional (Func.1000)</b>						
Textbooks and Core Curricula	4100	23,662	(6,509)	17,153	1,220	
Books and Ref Mat	4200	12,340		12,340	7,483	
Instructional Supplies (>\$500)	4300	65,852	89,260	155,112	158,725	Reclass between 4300 and 4400
Instructional Equipment (\$500-\$4900)	4400	108,657	(89,260)	19,397	8,775	Reclass between 4300 and 4400
Travel & Conference	5200	2,500	2,000	4,500	3,783	
Contracted Services	5800	89,272		89,272	67,713	
Communications	5900	6,391		6,391	7,076	
Equipment	6400	-		0	-	
<b>Building (Func. 8100)</b>						
Supplies	4300	20,000		20,000	5,984	
Equipment	4400	1,046	2,100	3,146	3,064	
Utilities	5500	8,805		8,805	3,501	
Rentals, Leases & Repairs	5600	0		0	804	
Custodial/Site Expense	5800	4,000	7,000	11,000	15,517	
Equipment	6400	0		0	-	
<b>Facilities Construct(Func. 8500)</b>						
Site Improvement	6100	0		0	-	
Building Improvements	6200	0	31,950	31,950	-	Oakhurst Interior façade and storage shed construction
<b>Administrative (Func. 2700)</b>						
Admin. Supplies	4300	10,000		10,000	2,912	
Admin. Equipment	4400	510		510	375	
Travel & Conference	5200	10,260		10,260	9,997	
Service Memberships/ Fees	5300	11,381		11,381	5,096	
Insurance 7200	5400	8,918		8,918	10,386	
Contracted Services	5800	2,951	4,000	6,951	7,753	
Contracted Services-Business Svc Fees	5800	51,221		51,221	-	
Communications	5900	4,673	1,000	5,673	7,592	
Equipment	6400	-		0		
<b>Health Services (Func. 3120 &amp;3140)</b>						
Contracted Services	5800	17,963		17,963	7,609	
<b>Food (Funct. 3700)</b>						
Food Costs	4700	2,280		2,280	2,544	
<b>Administrative (Func.7191)</b>						
Contracted Services -auditors	5800	28,880		28,880	6,032	
<b>General Administration (Func.7200/7300)</b>						
YUSD Oversight 1%	5800	20,907		20,907	2,160	
Business Services (3.5% of Rev)	5800	21,952		21,952	-	
<b>Fiscal Services (Func. 9200)</b>						
Special Education		21,545		21,545	9,433	
<b>Total Expense</b>		<b>2,014,760</b>	<b>27,262</b>	<b>2,042,022</b>	<b>1,471,948</b>	Total Expense
<b>Revenue Less Expenses</b>		<b>416,944</b>		<b>532,727</b>	<b>364,728</b>	
<b>Carryover from Prior Year</b>		<b>1,143,704</b>	<b>(210,205)</b>	<b>933,499</b>		
Carryover as a Percentage of Total Expenses		56.8%		45.7%		
<b>Ending Balance/Future Carryover</b>		<b>1,560,648</b>		<b>1,466,226</b>		
Carryover as a Percentage of Total Expenses		77.5%		71.8%		
<b>Net Income</b>		<b>416,944</b>		<b>532,727</b>		
<b>Net Income as a percentage of Total Revenue</b>		<b>17.1%</b>		<b>20.7%</b>		
<b>Extraordinary Items</b>						
One-time Expenditures		60,337	31,950	92,287		
One-time Funding Income		(60,337)	(58,269)	(118,606)		
Total		-	(26,319)	(26,319)		
<b>Net Income Adjusted for Extraordinary Items</b>		<b>416,944</b>		<b>506,408</b>		
<b>Adjusted Net Income as a percentage of Total Revenue</b>		<b>17.1%</b>		<b>19.7%</b>		

# Glacier High School 2021-22 Financial Report As of 4/30/22

Category	Budget			Actual	Comments
	Adopted Budget	Budget Adjustments	Working Budget	Actual Rev/Exp	Revision Notes
<b>Revenue</b>	(Annual)	(Annual)	(Annual)	Year-to-date	LCFF Calculator ADA of 92.63
State Aid Block Grant (LCFF)	8011 414,129	(194)	413,935	325,349	Current Enrollment 89
Education Protection Account "EPA" (LCFF)	8012 159,126	3,257	162,383	75,042	P-2 ADA 90.76
In Lieu Prop Tax (LCFF)	8096 413,791	(2,701)	411,090	355,891	
Lottery	8560 15,689		15,689	9,343	
Interest	8660 1,000		1,000	877	
Mandate Block Grant	8550 4,342		4,342	3,772	
Educator Effectiveness Grant	8550 0	32,927	32,927	26,329	Educator Effectiveness Grant
State STRS Contribution on Behalf - Paper Transaction	8590 43,886	8,214	52,100	-	
Enhanced Learning Opportunities Grant	8290 27,779	(3,165)	24,614	-	Change to source of funding to Federal Funding From ELO
Other Local Revenue	8699 0	2,250	2,250	2,346	
SPED Revenue (6500)	8792 37,884	7,373	45,257	29,898	
<b>Total Revenue</b>	<b>1,117,626</b>	<b>47,961</b>	<b>1,165,587</b>	<b>828,847</b>	Total Revenue
Category	Budget			Actual	Comments
	(Annual)	(Annual)	(Annual)	Year-to-date	
<b>Expenses</b>					
Salaries (Certificated and Classified)	551,896	10,677	562,573	434,910	
Benefits (All Combined)	242,583	7,787	250,370	159,338	
<b>Total Salary &amp; Benefits</b>	<b>794,479</b>	<b>18,464</b>	<b>812,943</b>	<b>594,248</b>	
<b>Instructional (Func.1000)</b>	<b>Object Code</b>				
Textbooks and Core Curricula	4100 11,976	(3,217)	8,759	6,580	
Books and Ref Mat	4200 2,976	237	3,213	2,749	
Instructional Supplies (>\$500)	4300 27,034	45,813	72,847	65,243	Reclass between 4300 and 4400
Instructional Equipment (\$500-\$4900)	4400 50,002	(45,813)	4,189	3,694	Reclass between 4300 and 4400
Travel & Conference	5200 3,000		3,000	3,123	
Contracted Services	5800 25,246	15,000	40,246	39,198	
Communications	5900 1,608	500	2,108	2,717	
Equipment	6400 -		-	-	
<b>Building (Func. 8100)</b>					
Supplies	4300 10,070	(8,000)	2,070	3,727	
Equipment	4400 950	500	1,450	1,242	
Utilities	5500 3,492	(2,000)	1,492	1,428	
Rentals, Leases & Repairs	5600 -		-	559	
Custodial/Site Expense	5800 4,422	-	4,422	5,262	
Equipment	6400 -		-	-	
<b>Facilities Construct (Func. 8500)</b>					
Site Improvement	6100 -		-	-	
Building Improvements	6200/6250 -	13,050	13,050		Oakhurst Interior façade and storage shed construction
<b>Administrative (Func. 2700)</b>					
Admin. Supplies	4300 6,000	(5,000)	1,000	1,243	
Admin. Equipment	4400 2,500	(2,500)	-	153	
Travel & Conference	5200 4,050	1,000	5,050	4,766	
Service Memberships/ Fees	5300 4,583		4,583	3,284	
Insurance	5400 3,486		3,486	4,211	
Contracted Services	5800 4,980		4,980	3,454	
Contracted Services-Business Svcs	5800 23,843		23,843	-	
Communications	5900 1,832	1,000	2,832	3,785	
Equipment	6400 -		-	-	
<b>Health Services (Func. 3120/3140)</b>					
Contracted Services	5800 10,430	(2,000)	8,430	3,041	
<b>Food (Funct. 3700)</b>					
Food Costs	4700 900	500	1,400	938	
<b>Administrative (Func.7191)</b>					
Contracted Services -auditors	5800 11,400		11,400	4,587	
<b>General Administration (Func.7200/7300)</b>					
YUSD Oversight 1%	5800 9,732		9,732	840	
Business Services (3.5% of Rev)	5800 10,218		10,218	-	
<b>Fiscal Services (Func. 9200)</b>					
SPED-Costs	6,315		6,315	5,555	
<b>Total Expense</b>	<b>1,035,524</b>	<b>27,534</b>	<b>1,063,058</b>	<b>765,625</b>	Total Expense
<b>Revenue Less Expenses</b>	<b>82,102</b>		<b>102,529</b>	<b>63,222</b>	
<b>Carryover from Prior Year</b>	<b>433,751</b>	<b>(170,025)</b>	<b>263,726</b>		
Carryover as a Percentage of Total Expenses	41.9%		24.8%		
<b>Ending Balance/Future Carryover</b>	<b>515,853</b>		<b>366,255</b>		
Carryover as a Percentage of Total Expenses	49.8%		34.5%		
<b>Net Income</b>	<b>82,102</b>		<b>102,529</b>		
<b>Net Income as a percentage of Total Revenue</b>	<b>7.3%</b>		<b>8.8%</b>		
<b>Extraordinary Items</b>					
One-time Expenditures	27,779	13,050	40,829		
One-time Funding Income	(27,779)	(32,927)	(60,706)		
Total	-	(19,877)	(19,877)		
<b>Net Rev. Adjusted for Extraordinary Items</b>	<b>82,102</b>		<b>82,652</b>		
Adjusted Net Income as a percentage of Total Revenue	7.3%		7.1%		



# Endeavor Charter School 2021-22 Financial Report As of 4/30/22

Category		Budget			Actual	Comments
		Adopted Budget (Annual)	Budget Adjustments (Annual)	Working Budget (Annual)	Actual Rev/Exp Year-to-date	
<b>Revenue</b>						LCFF Calculator ADA of 302.25 Current Enrollment 310 P-2 ADA 305.95
State Aid Block Grant (LCFF)	8011	2,066,221	(504,020)	1,562,201	1,160,984	
Education Protection Account "EPA" (LCFF)	8012	591,482	504,151	1,095,633	679,764	
In Lieu Prop Tax (LCFF)	8096	222,884	5,491	228,375	226,198	Change in LCFF Calculator
Lottery	8560	60,148	15,514	75,662	90,868	
Interest	8660	500	1,271	1,771	3,026	
Mandate Block Grant	8550	7,257		7,257	5,540	
Educator Effectiveness Grant	8550	0	58,269	58,269	46,615	Educator Effectiveness Grant
State STRS Contribution on Behalf - Paper Trans	7690-8590	115,077	15,003	130,080	-	STRS On Behalf Entry
Enhanced Learning Opportunities Grant	7425/6-8590	72,964	(8,559)	64,405	-	Change to source of funding to Federal Funding From ELO
Other Local Revenue	8699	0	1,220	1,220	2,448	
SPED Revenue (6500)	8792	199,667	(11,173)	188,494	123,405	
<b>Total Revenue</b>		<b>3,336,200</b>	<b>77,167</b>	<b>3,413,367</b>	<b>2,338,848</b>	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
<b>Expense</b>						
Salaries (Certificated and Classified)		1,461,938	86,519	1,548,457	1,237,296	
Benefits (All Combined)		710,647	(31,424)	679,223	459,049	
<b>Total Salary &amp; Benefits</b>		<b>2,172,585</b>	<b>55,095</b>	<b>2,227,680</b>	<b>1,696,345</b>	
<b>Instructional (Func.1000)</b>	<b>Object Code</b>					
Textbooks and Core Curricula	4100	19,208		19,208	4,811	
Books and Ref Mat	4200	59,027		59,027	7,621	
Instructional Supplies (>\$500)	4300	95,430	160,677	256,107	217,607	Reclass between 4300 and 4400
Instructional Equipment (\$500-\$4900)	4400	133,458	(126,540)	6,918	8,666	Reclass between 4300 and 4400
Travel & Conference	5200	9,000		9,000	7,769	
Contracted Services	5800	99,082		99,082	74,844	
Communications	5900	8,877		8,877	4,996	
Equipment	6400	-		0	-	
<b>Building (Func. 8100)</b>						
Supplies	4300	17,210		17,210	12,012	
Equipment	4400	6,234		6,234	3,974	
Utilities	5500	15,577		15,577	18,223	
Rentals, Leases & Repairs	5600	136,200		136,200	126,355	
Custodial/Site Expense	5800	30,000		30,000	38,406	
Equipment	6400	0		0	-	
<b>Facilities Construct(Func. 8500)</b>						
Site Improvement	6100	0		0	-	
Building Improvements	6200	0		0	-	
<b>Administrative (Func. 2700)</b>						
Admin. Supplies	4300	8,000		8,000	4,861	
Admin. Equipment	4400	510	2,000	2,510	2,272	
Travel & Conference	5200	15,734		15,734	18,269	
Service Memberships/ Fees	5300	14,077		14,077	9,219	
Insurance 7200	5400	10,709	3,912	14,621	27,327	
Contracted Services	5800	7,300	2,000	9,300	9,343	
Contracted Services-Business Svc Fees	5800	70,335		70,335	-	
Communications	5900	7,040		7,040	10,604	
Equipment	6400	-		0	-	
<b>Health Services (Func. 3120 &amp; 3140)</b>						
Contracted Services	5800	5,631		5,631	-	
<b>Food (Func. 3700)</b>						
Food Costs	4700	2,820		2,820	641	
<b>Administrative (Func.7191)</b>						
Contracted Services -auditors	5800	17,860		17,860	6,080	
<b>General Administration (Func.7200/7300)</b>						
District Oversight Fee (1% of LCFF Rev)	5800	28,708		28,708	18,494	
Business Services (3.5% of Rev)	5800	30,143		30,143	-	
<b>Fiscal Services (Func. 9200)</b>						
Special Education		63,001		63,001	59,549	
<b>Total Expense</b>		<b>3,083,756</b>	<b>97,144</b>	<b>3,180,900</b>	<b>2,388,288</b>	Total Expense
<b>Revenue Less Expenses</b>		<b>252,444</b>		<b>232,467</b>	<b>(49,440)</b>	
<b>Carryover from Prior Year</b>		<b>(53,006)</b>	<b>380,230</b>	<b>327,224</b>		
Carryover as a Percentage of Total Expenses		-1.7%		10.3%		
<b>Ending Balance/Future Carryover</b>		<b>199,438</b>		<b>559,691</b>		
Carryover as a Percentage of Total Expenses		6.5%		17.6%		
<b>Net Income</b>		<b>252,444</b>		<b>232,467</b>		
<b>Net Income as a percentage of Total Revenue</b>		<b>7.6%</b>		<b>6.8%</b>		
<b>Extraordinary Items</b>						
One-time Expenditures		72,964		72,964		
One-time Funding Income		(72,964)	(58,269)	(131,233)		
<b>Total</b>		<b>-</b>	<b>(58,269)</b>	<b>(58,269)</b>		
<b>Net Income Adjusted for Extraordinary Items</b>		<b>252,444</b>		<b>174,198</b>		
Adjusted Net Income as a percentage of Total Revenue		7.6%		5.1%		

# Western Sierra Charter Schools Combined 21-22 Financial Report As of 4/30/22

Category		Budget			Actual	Comments
		Adopted Budget	Budget Adjustments	Working Budget	Actual Rev/Exp	
		(Annual)	(Annual)	(Annual)	Year-to-date	
<b>Revenue</b>						LCFF ADA
State Aid Block Grant	8011	3,416,176	(478,056)	2,938,120	2,236,835	MHS-229.13/GHS-92.63/ECS-302.25
EPA	8012	904,815	545,373	1,450,188	790,054	Current Enrollment
In Lieu Prop Tax	8096	1,672,150	(3,970)	1,668,180	1,480,631	MHS-237/GHS-89/ECS-310
Lottery	8560	115,040	15,514	130,554	124,238	Educator Effectiveness Grant
Interest	8660	2,500	1,271	3,771	6,199	
Mandate Block Grant	8550	15,561	-	15,561	12,707	
Educator Effectiveness Grant	8550	-	149,465	149,465	109,490	
State STRS Contribution on Behalf - Paper Transaction	8590	246,141	35,687	281,828	-	
Enhanced Learning Opportunities Grant	8590	161,080	(18,680)	142,400	(29)	
Other Local Revenue	8699	2,000	3,470	5,470	10,799	
SPED Revenue (6500)	8792	350,067	18,099	368,166	233,446	
<b>Total Revenue</b>		<b>6,885,530</b>	<b>268,173</b>	<b>7,153,703</b>	<b>5,004,370</b>	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
<b>Expenses</b>						
Salaries (Certificated and Classified)		3,003,610	84,051	3,087,661	2,474,786	
Benefits (All Combined)		1,422,248	(24,771)	1,397,477	932,221	
<b>Total Salary &amp; Benefits</b>		<b>4,425,858</b>	<b>59,280</b>	<b>4,485,138</b>	<b>3,407,007</b>	
	<b>Object Code</b>					
<b>Instructional (Func.1000)</b>						
Textbooks and Core Curricula	4100	54,846	(9,726)	45,120	12,611	
Books and Ref Mat	4200	74,343	237	74,580	17,853	
Instructional Supplies (>\$500)	4300	188,316	295,750	484,066	441,575	
Instructional Equipment (\$500-\$4900)	4400	292,117	(261,613)	30,504	21,135	
Travel & Conference	5200	14,500	2,000	16,500	14,675	
Contracted Services	5800	213,600	15,000	228,600	181,755	
Communications	5900	16,876	500	17,376	14,789	
Equipment	6400	0	-	-	-	
<b>Building (Func. 8100)</b>						
Supplies	4300	47,280	(8,000)	39,280	21,723	
Equipment	4400	8,230	2,600	10,830	8,280	
Utilities	5500	27,874	(2,000)	25,874	23,152	
Rentals, Leases & Repairs	5600	136,200	-	136,200	127,718	
Custodial/Site Expense	5800	38,422	7,000	45,422	59,185	
Equipment	6400	0	-	-	-	
<b>Facilities Construct (Func. 8500)</b>						
Site Improvement	6100	0	-	-	-	
Building Improvements	6200	0	45,000	45,000	-	Oakhurst Interior façade and storage shed construction
<b>Administrative (Func. 2700)</b>						
Admin. Supplies	4300	24,000	(5,000)	19,000	9,015	
Admin. Equipment	4400	3,520	(500)	3,020	2,800	
Travel & Conference	5200	30,044	1,000	31,044	33,032	
Service Memberships/ Fees	5300	30,041	-	30,041	17,599	
Insurance	5400	23,113	3,912	27,025	41,923	
Contracted Services	5800	15,231	6,000	21,231	20,550	
Contracted Services-Business Svcs	5800	145,399	-	145,399	-	
Communications	5900	13,545	2,000	15,545	21,980	
Equipment	6400	0	-	-	-	
<b>Health Services (Func. 3140)</b>						
Contracted Services	5800	34,024	(2,000)	32,024	10,650	
<b>Food (Func. 3700)</b>						
Food Costs	4700	6,000	500	6,500	4,123	
<b>Administrative (Func.7100)</b>						
Contracted Services -auditors	5800	58,140	-	58,140	16,700	
<b>General Administration (Func.7200/7300)</b>						
District Oversight 1%	5800	59,347	-	59,347	21,494	
Business Services (3.5% of Rev)	5800	62,313	-	62,313	-	
<b>Fiscal Services (Func. 9200)</b>						
Special Education	7141	90,861	-	90,861	74,537	
<b>Total Expense</b>		<b>6,134,040</b>	<b>151,940</b>	<b>6,285,980</b>	<b>4,625,861</b>	Total Expense
<b>Revenue Less Expenses</b>		<b>751,490</b>		<b>867,723</b>	<b>\$ 378,509</b>	
<b>Carryover from Prior Year</b>		<b>1,524,449</b>	-	<b>1,524,449</b>		
Carryover as a Percentage of Total Expenses		24.9%		24.3%		
<b>Ending Balance/Future Carryover</b>		<b>2,275,939</b>		<b>2,392,172</b>		
Carryover as a Percentage of Total Expenses		37.1%		38.1%		
<b>Net Income</b>		751,490		867,723		
<b>Net Income as a percentage of Total Revenue</b>		<b>10.9%</b>		<b>12.1%</b>		
<b>Extraordinary Items</b>						
One Time Expenditures		161,080	45,000	206,080		
One-time Funding Income		(161,080)	(149,465)	(310,545)		
Total		-	(104,465)	(104,465)		
<b>Net Rev. Adjusted for Extraordinary Items</b>		<b>751,490</b>		<b>763,258</b>		
Adjusted Net Income as a percentage of Adj. Total Revenue		10.9%		10.7%		