

**Western Sierra Charter School
Board of Directors Meeting
Tuesday, May 16, 2023**

Open Session Board Meeting – 2:00 PM

Meeting Held At: 777 West Shaw Ave. Fresno, CA 93704

Members of the public may view and/or participate in the meeting at the Fresno address or virtually at our Oakhurst location at 41267 Highway 41, Oakhurst, CA 93644. Additionally, the meeting may be viewed virtually at:

<https://www.wscsfamily.org/live-broadcast.html>

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 Meeting Agenda for May 16, 2023
4. *Action: Minutes from March 7, 2023
5. Hearing of Persons Wishing to Address the Board
6. Written Communications (*if any*)
7. *Action: Warrant Reports for 3/3/23 – 5/9/23
8. **Closed Session**
 - a). Public Employee Discipline/ Non-Renewal of Contract
 - b). Public Employee Personnel Complaint Discussion

Open Session

9. Report from Closed Session
 - a). Report out of Item a.
 - b). Report out of Item b.
10. Current Budget Update and Presentation of Preliminary Budgets for 2023-2024
11. *Action: Salary Schedules for 2023-2024

12. *Action: Employee Contracts and Pay for 2023-2024
13. *Action: Executive Director Salary for 2023-2024
14. *Action: Approval of WSCS Safety Plan for 2023-2024
15. *Action: Approval Arts, Music and Instructional Materials Block Grant Plan
16. *Action: Approval WSCS Credit Card Policy
17. *Action: Amendment WSCS Admissions and Enrollment Policy
18. *Action: Approval Annual Declaration of Need for Fully Qualified Educators for MHS, GHS & ECS
19. **Public Hearing**
 - a). The 2022/2023 LCAP for MHSC, GHS, and ECS. *Mindy Klang*
20. Reports
 - a). Executive Directors Report – Michael Cox
 - b). Endeavor Staff Report – Grace Reeve
 - c). Mountain Home School/ Glacier High Staff Report – John Sloas
 - d). Endeavor Principal’s Report – Nancy Garcia
 - e). Mountain Home School/Glacier High Principal’s Report – Mindy Klang
21. Next Scheduled Board Meeting Tuesday, June 13, 2023 at 2:00 PM.
22. *Adjournment

Western Sierra Charter School

Board of Directors Meeting Minutes

Tuesday, March 7, 2023

Open Session Board Meeting – 2:00 PM

Meeting Held At: 777 West Shaw Ave. Fresno, CA 93704

1. Call to Order

Brian Fulce called the meeting to order at 2:02 PM.

2. Roll Call to Establish Quorum

Quorum established.

Board Members Present: Brian Fulce, Summer Thomas, Shantal Fosse, Lindsay Haussler, and Marc Gilchrist

Absent: none

WSCS Staff Present: Michael Cox, Jody Jeffers, Eric Hagen, Nancy Garcia, Mindy Klang, Marianne Lord

Liaisons Present: John Sloas, Grace Reeve

Guest: Ian Whitney

3. *Action: Board Meeting Agenda for March 7, 2023

Approved

Motion: Lindsay Haussler Second: Shantal Fosse Vote: 5 yes, 0 no

4. *Action: Minutes from January 10, 2023

Approved

Motion: Summer Thomas Second: Lindsay Haussler Vote: 5 yes, 0 no

5. Introduce Ian Whitney as potential new WSCS Board member from Endeavor

Michael Cox introduced potential board member Ian Whitney to the Board. Ian is a Fresno native. He is a Deputy Attorney General with the California Department of Justice. He is married and has two children.

Closed Session – Closed Session opened @ 2:06 PM

a). **Consideration of new board member**

Open Session – Close session concluded @ 2:16 PM

6. Report from Closed Session

Brian Fulce reported from Closed Session that the members have unanimously agreed to approve Ian Whitney as a new board member commencing with the May 16, 2023 Board Meeting.

7. *Action: Regarding New WSCS Board Member

Approved

Motion: Lindsay Haussler Second: Shantal Fosse Votes: 5 yes, 0 no

8. Hearing of Persons Wishing to Address the Board

None

9. Written Communications (if any)

None

10. *Action: Warrant Reports for 1/5/23 – 3/2/23

Jody gave an overview and was available to answer questions.

Approved

Motion: Summer Thomas Second: Shantal Fosse Votes: 4 yes, 1 abstain

11. Report on WSCS 2021-2022 Non-Profit Corp. Tax Filing Form 990

Gustavo Corona of Borchardt, Corona, Faeth and Zakarian

Presentation and review of Tax Filing Form 990 and Audit Report by Gustavo Corona.

12. *Action: Acceptance of the WSCS 2021-2022 Non-Profit Corp. Tax Filing form 990

Approved

Motion: Summer Thomas Second: Marc Gilchrist Votes: 5 yes, 0 no

13. Proposed WSCS Credit Card Policy

Michael Cox presented a proposed WSCS Credit Card Policy. He explained that some vendors cannot accept purchase orders. This card can be used for travel expenses and online services also. Jody Jeffers found a credit card company that issues to non-profits. This will not change normal purchasing, but will lessen the number of reimbursements to staff. This credit card will have limited application and will not be used without Michael Cox's approval. Balance will be paid in full every month. No action for this meeting; will be an action item at the next Board Meeting on May 16, 2023.

14. 2nd Interim Overview and Budget Update – Jody Jeffers

See printed budget worksheets. Jody Jeffers gave an overview and was available to answer questions.

15. *Action: List of Obsolete Equipment

Approved

Motion: Lindsay Haussler Second: Shantal Fosse Votes: 5 yes, 0 no

16. *Action: Audit Engagement Letter with Borchardt, Corona, Faeth & Zakarian for Fiscal Year 2022-23

Approved

Motion: Summer Thomas Second: Marc Gilchrist Votes: 5 yes, 0 no

17. Reports

a). Executive Directors Report – Michael Cox

1). Thoughts Regarding WSCS Staff Salary for 2023/2024

Michael Cox recommends that the Board looks at a cost-of-living adjustment (COLA) for next year relative to what the state determines. Michael Cox and Jody Jeffers will bring proposed pay scales to May 16, 2023 Board Meeting.

2). Safety Assessments

A third-party company, Knowledge Saves Lives, did safety assessments at each campus and will facilitate De-escalation Training for all staff on March 17, 2023. Michael Cox is awaiting final report on company findings.

3). Form 700 Signing

Michael Cox requested that Board Members complete the Form 700 form as required.

b). Endeavor Staff Report – Grace Reeve

Grace Reeve reported on Endeavor Charter's activities.

See Power Point printout.

c). Mountain Home School/ Glacier High Staff Report – John Sloas

John Sloas reported on Mountain Home School and Glacier High activities.

See Power Point printout.

d). Endeavor Principal's Report – Nancy Garcia

Nancy Garcia reported on Endeavor Charter activities. See Power Point printout.

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

Mindy Klang reported on Mountain Home School and Glacier High activities.

See Power Point printout.

18. Next Scheduled Board Meeting Tuesday, May 16, 2023 at 2:00 PM.

Confirmed

19. *Adjournment @ 4:30 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 Board of Directors held on March 7, 2023.

Diane Neulinger

Minutes prepared and submitted by: Marianne Lord

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0901137	03/07/2023	360 ACCELERATOR	0100-5800	99 ACCELERATOR PROGRAM FEE	1,080.00	
			0109-5800	99 ACCELERATOR PROGRAM FEE	360.00	
			0169-5800	99 ACCELERATOR PROGRAM FEE	1,560.00	3,000.00
0901138	03/07/2023	COMMERCE BANK	0100-4300	BROTHER LABEL MARKER/SYRINGE	34.44	
				COLORED PENCILS/CALCULATOR	105.47	
				DESKTOP POWER SUPPLY	172.35	
				FIRST RESPONDER BAG	201.18	
				INSTANT COLD PACK	11.88	
				SPOTLIGHT DISPLAY BOARD-ROV	44.28	
				VINYL HOSE	44.84	
				YARD SIGNS	27.78	
			0109-4300	BROTHER LABEL MARKER/SYRINGE	34.43	
				CABLE WIRE	41.60	
				DESKTOP POWER SUPPLY	172.35	
				FIRST RESPONDER BAG	70.69	
				INSTANT COLD PACK	4.17	
				JOYSTICK	58.94	
				JOYSTICK POTENTIOMETER-ROV	21.08	
				PIN CABLE KIT	18.84	
				SPOTLIGHT DISPLAY BOARD-ROV	44.27	
				VINYL HOSE	44.83	
				YARD SIGNS	27.77	
			0169-4300	DESKTOP POWER SUPPLY	172.35	
			0169-5800	REG FEE FOR ROV COMP MONETERY BAY	375.00	1,728.54
0901139	03/07/2023	Culver, Melissa A	0100-5200	MILEAGE REIMB FEB 2023	99.51	
			0109-5200	MILEAGE REIMB FEB 2023	48.81	
			0169-5200	MILEAGE REIMB FEB 2023	133.33	281.65
0901140	03/07/2023	GOODFELLOW OCCUPATIONAL THERAPY, INC.	0169-5800	OT TREATMENT IEP		480.00
0901141	03/07/2023	IMAGE 2000 INC.	0100-5800	CONTRACT 6621-01 12/5/22-1/4/23	133.21	
			0109-5800	CONTRACT 6621-01 12/5/22-1/4/23	46.80	
			0169-5800	CONTRACT 6621-01 12/5/22-1/4/23	274.26	454.27
0901142	03/07/2023	LOR'S JANITORIAL	0169-5800	FEB 2023 CLEANING SERVICES		2,895.00
0901143	03/07/2023	PACIFIC GAS & ELECTRIC	0100-5500	ACCOUNT 3898652031-0	7.29	
			0109-5500	ACCOUNT 3898652031-0	2.56	
			0169-5500	ACCOUNT 3898652031-0	2,608.50	2,618.35
0901144	03/07/2023	PURCHASE POWER	0169-5900	ACCT 8000-9090-0976-2126		241.40

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 1 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0901145	03/07/2023	RALEYS INC IN STORE CHARGE	0100-4300	SNACKS/PLATES/CANDY PARENT WORKSHOP 1/27/2023		95.21
0901146	03/07/2023	SELF INSURED SCHOOLS OF CALIFO	0100-3402	Mar23 SISC Billing	.02	
			0100-9514	Mar23 SISC Billing	20,270.14	
			0109-9514	Mar23 SISC Billing	8,629.94	
			0169-9514	Mar23 SISC Billing	27,754.60	56,654.70
0901147	03/07/2023	SOLIANIANT HEALTH, LLC	0169-5800	2/19/2023 DARLING, FELICIA		1,800.00
0901661	03/14/2023	Blas, Phillip L	0100-5200	REIMB FOR MILEAGE FEB 2023	76.05	
			0109-5200	REIMB FOR MILEAGE FEB 2023	25.35	
			0169-5200	REIMB FOR MILEAGE FEB 2023	180.25	281.65
0901662	03/14/2023	BORCHARDT CORONA FAETH & ZAKARIAN	0100-5800	FINAL BILLING FY JUNE 30 2022	1,117.55	
			0109-5800	FINAL BILLING FY JUNE 30 2022	1,017.55	
			0169-5800	FINAL BILLING FY JUNE 30 2022	1,285.93	3,421.03
0901663	03/14/2023	C.A. REDING CO., INC.	0100-5800	CONTRACT 16651-01 2/18/23-3/17/23	133.71	
			0109-5800	CONTRACT 16651-01 2/18/23-3/17/23	46.98	180.69
0901664	03/14/2023	CAPITOL PIPE & SUPPLY INC.	0100-4300	CENTOCO WH PLAS OFLC ELG	26.57	
				TAPE/TAKE	40.49	
			0109-4300	CENTOCO WH PLAS OFLC ELG	9.34	
				TAPE/TAKE	14.23	90.63
0901665	03/14/2023	CDW GOVERNMENT	0169-4400	INDOOR DOME CAMERA	1,209.76	
			0169-5800	INDOOR DOME CAMERA	411.20	1,620.96
0901666	03/14/2023	DISCOUNT SCHOOL SUPPLY	0100-4300	PAPER/WASHABLE MARKER/GLUE STICK		196.20
0901667	03/14/2023	EMADCO DISPOSAL SERVICE INC.	0100-5800	DISPOSAL SERVICES ACCT 7108-002	239.39	
			0109-5800	DISPOSAL SERVICES ACCT 7108-002	84.11	323.50
0901668	03/14/2023	Hill, Greg	0109-5200	REIMB FOR MILEAGE FEB 2023	168.98	
			0169-5200	REIMB FOR MILEAGE FEB 2023	169.00	337.98
0901669	03/14/2023	HOFFMAN ELETRONIC SYSTEMS	0100-5800	SECURITY SERVICES MAR 2023	22.20	
			0109-5800	SECURITY SERVICES MAR 2023	7.80	30.00
0901670	03/14/2023	IMAGE 2000 INC.	0169-4100	MITA STAPLE		133.26
0901671	03/14/2023	IMAGINE LEARNING LLC	0109-5800	DRIVER ED ENROLLMENT	374.62	
			0169-5800	DRIVER ED ENROLLMENT	374.63	749.25
0901672	03/14/2023	Jones, Denise T	0100-4300	REIMB FOR SNACKS FOR VENDINE MACHINE	91.00	
			0109-4300	REIMB FOR SNACKS FOR VENDINE MACHINE	30.33	
			0169-4300	REIMB FOR SNACKS FOR VENDINE MACHINE	131.44	252.77
0901673	03/14/2023	KONICA MINOLTA	0100-4400	AC BACKUP DATTO DEVICE	1,357.65	

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 2 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0901673	03/14/2023	KONICA MINOLTA	0100-5800	MONTHY FEE COVERED CARE	1,715.40	
			0109-4400	AC BACKUP DATTO DEVICE	452.55	
			0109-5800	MONTHY FEE COVERED CARE	571.80	
			0169-4400	AC BACKUP DATTO DEVICE	1,961.05	
			0169-5800	MONTHY FEE COVERED CARE	2,477.80	8,536.25
0901674	03/14/2023	MADERA COUNTY SCHL FOUNDATION	0100-5800	REG FEE FOR MATH TOURNAMENT		150.00
0901675	03/14/2023	Reeve, Grace	Cancelled	REIMB FOR THE LITTLE SEAGULL		112.16 *
		Cancelled on 04/04/2023				
0901676	03/14/2023	SAVE MART SUPERMARKETS DEPT. 33486-01	0169-4300	SANDWICHES/CHIPS FOR SR MEETING 2/3/23	98.21	
				SNACK/COOKIES FOR INFORMATIONAL MEETING 2/13/23	90.91	189.12
0901677	03/14/2023	SCHOOL SPECIALTY, INC	0169-4300	BINDER/MAGAZINE BINDER	257.27	
				Unpaid Sales Tax	.89-	256.38
0901678	03/14/2023	SIERRA TELEPHONE, INC.	0100-5900	MARCH 2023 ACCT 00008284-8	525.91	
			0109-5900	MARCH 2023 ACCT 00008284-8	184.78	710.69
0901679	03/14/2023	SOLIAN HEALTH, LLC	0169-5800	2/12/2023 DARLING, FELICIA SCHOOL		1,800.00
				TELE SLP		
0901680	03/14/2023	The Office City	0169-4300	MEGAPHONE/PAPER TOWEL		419.89
0901681	03/14/2023	THE TALK TEAM	0169-5800	SLPA ARREOLA, TITUS	375.00	
				SLPA CAMERON, DECLAN	125.00	
				SLPA CISNEROS, ARIA	125.00	
				SLPA DOMIGUEZ, DAVID	175.00	
				SLPA ERLANDSEN, ISABELLE	250.00	
				SLPA FOTH, ADRIAN	187.50	
				SLPA GUSTIN, GRAHAM	375.00	
				SLPA HAGOPIAN, AUBRIE, BAISDON	700.00	
				SABRINA		
				SLPA HAUSSLER, GRAHAM CA	125.00	
				SLPA HIDALGO, EVAN	187.50	
				SLPA LOR, TONGCHI	235.00	
				SLPA PEDRO, CANO	187.50	
				SLPA RODRIGUEZ, EMILY	62.50	
				SLPA SERRATO, BENJAMIN	250.00	
				SLPA TIJERINA, JAKE	165.00	
				SLPA VALDEZ, SOPHIA	375.00	
				SLPA VANG, IDEN	187.50	
				SLPA YANG, JUDE "JUJU"	300.00	4,387.50

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 3 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0901682	03/14/2023	THOMSON REUTERS - WEST PAYMENT CENTER	0100-4200	CA ED CODE 2023 BOOK	239.21	484.88
			0109-4200	CA ED CODE 2023 BOOK	84.04	
			0169-4200	CA ED CODE 2023 BOOK	161.63	
0901683	03/14/2023	TRUE VALUE	0100-4300	CLEANER/BRUSH/TRIM TRAY	37.97	
				CLOROX CLNR BLCH/LYSOL/TOILET/ DISH	97.17	
				FOGGER/PLANT GROUP/TAPE/RAKE	134.89	
			0109-4300	LED A19 SCISSORS/FOGGER/CLEANING CLOTH	117.28	
				RETURN LED A19	7.17-	
				RETURN RLR VR& FRAME	7.64-	
				SMALL WALK BARK	62.99	
				STUBBY/TENNY/JERSEY WORK GLUE	23.96	
				TOWEL/GLOVE/PUTTY KNIFE	39.52	
				CLEANER/BRUSH/TRIM TRAY	13.34	
				CLOROX CLNR BLCH/LYSOL/TOILET/ DISH	34.14	
				FOGGER/PLANT GROUP/TAPE/RAKE	47.39	
				LED A19 SCISSORS/FOGGER/CLEANING CLOTH	41.20	
				RETURN LED A19	2.52-	
				RETURN RLR VR& FRAME	2.69-	
				SMALL WALK BARK	22.13	
0901684	03/14/2023	Turner, Nancy	0169-5200	STUBBY/TENNY/JERSEY WORK GLUE	8.42	674.26
				TOWEL/GLOVE/PUTTY KNIFE	13.88	
				REIMB FOR MILEAGE FEB 2023	87.12	
0901685	03/14/2023	YM&C	0100-5800	LEGAL SERVICES	1,876.86	5,213.50
			0109-5800	LEGAL SERVICES	625.62	
			0169-5800	LEGAL SERVICES	2,711.02	
0901686	03/14/2023	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	CLOUD RECORDING 3/3/23-4/2/2023	36.00	100.00
			0109-5800	CLOUD RECORDING 3/3/23-4/2/2023	12.00	
			0169-5800	CLOUD RECORDING 3/3/23-4/2/2023	52.00	
0902315	03/21/2023	CAMPORA INC	0100-5500	HAZMAT FEE/PROPANE FUEL	1,029.31	1,390.96
			0109-5500	HAZMAT FEE/PROPANE FUEL	361.65	
0902316	03/21/2023	CDW GOVERNMENT	0100-4300	CABLE/SOUNDBAR/PANEL	26.21	
				MOUSE	27.77	
				OWL LAB CAMERA CASE	75.03	
				PRINT/DRUM/CARTRIDGE/TONER/CABLE	299.84	

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 4 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0902316	03/21/2023	CDW GOVERNMENT	0100-4400	OWL LAB CAMERA CASE	386.93	
			0109-4300	CABLE/SOUNDBAR/PANEL	8.74	
				MOUSE	9.26	
				OWL LAB CAMERA CASE	25.01	
				PRINT/DRUM/CARTRIDGE/TONER/CABLE	99.94	
			0109-4400	OWL LAB CAMERA CASE	128.97	
			0169-4300	CABLE/SOUNDBAR/PANEL	37.86	
				MOUSE	40.12	
				OWL LAB CAMERA CASE	108.37	
				PRINT/DRUM/CARTRIDGE/TONER/CABLE	433.09	
			0169-4400	OWL LAB CAMERA CASE	558.90	2,266.04
0902317	03/21/2023	DMV	0100-5800	PULL NOTICE 12/1/22-12/31/22	1.44	
			0109-5800	PULL NOTICE 12/1/22-12/31/22	.48	
			0169-5800	PULL NOTICE 12/1/22-12/31/22	2.08	4.00
0902318	03/21/2023	DPS MEDIA	0100-5800	PONDEROSA MAR 2023	86.58	
			0109-5800	PONDEROSA MAR 2023	30.42	117.00
0902319	03/21/2023	FAGEN FRIEDMAN & FULFROST LLP	0100-5800	LEGAL SERVICES RENDER THROUGH 11/30/2022	25.56	
			0109-5800	LEGAL SERVICES RENDER THROUGH 11/30/2022	8.52	
			0169-5800	LEGAL SERVICES RENDER THROUGH 11/30/2022	36.92	71.00
0902320	03/21/2023	HOFFMAN ELETRONIC SYSTEMS	0100-5800	SECURITY SYSTEM 1/1/23-1/31/23	22.20	
			0109-5800	SECURITY SYSTEM 1/1/23-1/31/23	7.80	30.00
0902321	03/21/2023	HOUGHTON MIFFLIN HARCOURT PUBL	0169-4300	JOURNEYS READING STUDENT ED GRADE 3	37.36	
				MATH STUDENT ED BOOK B GRADE 3	141.02	
				Unpaid Sales Tax	.62-	177.76
0902322	03/21/2023	IMAGE 2000 INC.	0100-5800	CONTRACT 6621-01 2/5/23-3/4/23	171.18	
			0109-5800	CONTRACT 6621-01 2/5/23-3/4/23	60.14	
			0169-5800	CONTRACT 6621-01 2/5/23-3/4/23	459.55	690.87
0902323	03/21/2023	Johnson, Tanya R	0169-5200	REIMB MILEAGE FEB 2023		87.77
0902324	03/21/2023	Klang, Mindy C	0100-5200	REIMB MILEAGE FEB 2023	131.84	
			0109-5200	REIMB MILEAGE FEB 2023	46.32	178.16
0902325	03/21/2023	Llanos, Brooke	0169-5200	REIMB MILEAGE FEB 2023		85.15
0902326	03/21/2023	Oliphant, Dawniele	0100-5200	REIMB FOR MILEAGE DEC 22 JAN 23 FEB 23	120.16	

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 5 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0902326	03/21/2023	Oliphant, Dawniele	0109-5200	REIMB FOR MILEAGE DEC 22 JAN 23 FEB 23	42.22	162.38
0902327	03/21/2023	PITNEY BOWES GLOBAL FINANCIAL	0100-5900	BILLING PERIOD 12/30/2022-3/29/2023	119.97	
			0109-5900	BILLING PERIOD 12/30/2022-3/29/2023	42.15	162.12
0902328	03/21/2023	RAINBOW RESOURCE CENTER INC.	0100-4300	BOOKS		504.14
0902329	03/21/2023	SOLIAANT HEALTH, LLC	0169-5800	3/5/2023 FELICIA DARLING -SCHOOL		1,800.00
0902330	03/21/2023	The Office City	0169-4300	TELE SLP		
0902331	03/21/2023	TRUE VALUE	0100-4300	SUPPLIES		1,873.98
				BATTERY/LED PLUG/PLAY WW 75W 48"	47.81	
				KEROSENEJUG/SOAP	48.54	
				LED PLUG/PLAY WW75W 48"	27.09-	
			0100-5800	FINANCE CHARGE FROM INV 318522	2.22	
			0109-4300	BATTERY/LED PLUG/PLAY WW 75W 48"	16.80	
				KEROSENEJUG/SOAP	17.06	
				LED PLUG/PLAY WW75W 48"	9.52-	
			0109-5800	FINANCE CHARGE FROM INV 318522	.78	96.60
0903120	03/29/2023	ANITA COCKRUM	0169-5800	RMB FOR COLLEGE TEXTBOOK THE		112.16
				LITTLE SEAGULL		
0903121	03/29/2023	BIOLOGICAL TECHNOLOGY INC	0100-5800	SEPTIC CERTIFICATION	786.25	
			0109-5800	SEPTIC CERTIFICATION	276.25	1,062.50
0903122	03/29/2023	Blas, Phillip L	0100-5900	CELL PHONE MARCH 2023	13.50	
			0109-5900	CELL PHONE MARCH 2023	23.25	
			0169-5900	CELL PHONE MARCH 2023	38.25	75.00
0903123	03/29/2023	Boe, Bruce	0109-5200	RMB FOR MILEAGE FOR MAR 2023	56.33	
				RMB FOR MILEAGE FOR SEPT 2022-FEB 2023	286.06	342.39
0903124	03/29/2023	CAROLINA BIOLOGICAL SUPPLY CO.	0169-4300	LADY BUG AMAZING KIT	50.87	
				Unpaid Sales Tax	.18-	50.69
0903125	03/29/2023	CDW GOVERNMENT	0169-4400	SECURITY CAMERA		2,089.30
0903126	03/29/2023	COLBERN COMMUNICATIONS, INC CENTRAL CAL COMMUNICATIONS	0169-5800	LABOR HR TO RUN DATA LINES		1,207.00
0903127	03/29/2023	COMCAST	0169-5900	ACCT 932782554 MAR 2023		858.00
0903128	03/29/2023	COMMERCE BANK	0100-4300	GASOLINE FOR CCSA CONF	24.67	
				LUNCH SERVICES FOR STAFF SAFETY MTG3/17/23	368.10	
			0100-5200	RES FOR E HAGEN CCSA CONF 3/13/23-3/16/23	409.05	

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 6 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0903128	03/29/2023	COMMERCE BANK	0100-5200	RES FOR J JEFFERS FOR CCSA CONF 3/13/23-3/16/23	204.53	
				RES FOR M COX CCSA CONF 3/13/23-3/16/23	449.01	
			0109-4300	COLLET CLIPS FOR BOWDEN TUBE	17.01	
				GASOLINE FOR CCSA CONF	8.22	
				LUNCH SERVICES FOR STAFF SAFETY MTG3/17/23	122.70	
			0109-5200	RES FOR E HAGEN CCSA CONF 3/13/23-3/16/23	136.35	
				RES FOR J JEFFERS FOR CCSA CONF 3/13/23-3/16/23	68.18	
				RES FOR K KELLY FOR CCSA CONF 3/13/23-3/16/23	1,136.26	
				RES FOR M COX CCSA CONF 3/13/23-3/16/23	149.67	
			0169-4300	GASOLINE FOR CCSA CONF	35.63	
				LUNCH SERVICES FOR STAFF SAFETY MTG3/17/23	531.70	
			0169-5200	RES FOR E HAGEN CCSA CONF 3/13/23-3/16/23	590.86	
				RES FOR J JEFFERS FOR CCSA CONF 3/13/23-3/16/23	863.55	
				RES FOR M COX CCSA CONF 3/13/23-3/16/23	648.58	5,764.07
0903129	03/29/2023	Cox, Michael S	0100-5900	CELL PHONE MARCH 2023	27.00	
			0109-5900	CELL PHONE MARCH 2023	9.00	
			0169-5900	CELL PHONE MARCH 2023	39.00	75.00
0903130	03/29/2023	DEPARTMENT OF JUSTICE	0169-5800	FINGERPRINT FEB 2023		32.00
0903131	03/29/2023	Garcia, Nancy	0169-5900	CELL PHONE MARCH 2023		75.00
0903132	03/29/2023	GOLD STAR FOODS	0169-4700	BREAKFAST CEREAL	74.61	
				MILK/CHOCOLATE MILK	151.60	226.21
0903133	03/29/2023	GUIDED DISCOVERIES, INC.	0100-5800	CONTRACT FEES/TUITION	4,263.59	
			0169-5800	CONTRACT FEES/TUITION	3,780.91	8,044.50
0903134	03/29/2023	Hagen, Eric A	0100-5900	CELL PHONE MARCH 2023	13.50	
			0109-5900	CELL PHONE MARCH 2023	4.50	
			0169-5900	CELL PHONE MARCH 2023	57.00	75.00
0903135	03/29/2023	HARRY R. SAWL C/O SIEGEL & CO.	0169-5600	RENT FOR APRIL 2023		11,350.00
0903136	03/29/2023	Hill, Greg	0109-5900	CELL PHONE MARCH 2023	37.50	

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 7 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0903136	03/29/2023	Hill, Greg	0169-5900	CELL PHONE MARCH 2023	37.50	75.00
0903137	03/29/2023	Jeffers, Jody L	0100-5900	CELL PHONE MARCH 2023	27.00	
			0109-5900	CELL PHONE MARCH 2023	9.00	
			0169-5900	CELL PHONE MARCH 2023	39.00	75.00
0903138	03/29/2023	Klang, Mindy C	0100-5900	CELL PHONE MARCH 2023	55.50	
			0109-5900	CELL PHONE MARCH 2023	19.50	75.00
0903139	03/29/2023	KONICA MINOLTA	0100-4300	VIDEO CONF KIT/SERVICE AGREEMENT/MOUNTING KIT	189.69	
			0100-4400	VIDEO CONF KIT/SERVICE AGREEMENT/MOUNTING KIT	3,630.41	
			0100-5800	VIDEO CONF KIT/SERVICE AGREEMENT/MOUNTING KIT	407.37	
			0109-4300	VIDEO CONF KIT/SERVICE AGREEMENT/MOUNTING KIT	63.23	
			0109-4400	VIDEO CONF KIT/SERVICE AGREEMENT/MOUNTING KIT	1,210.14	
			0109-5800	VIDEO CONF KIT/SERVICE AGREEMENT/MOUNTING KIT	135.79	
			0169-4300	VIDEO CONF KIT/SERVICE AGREEMENT/MOUNTING KIT	274.00	
			0169-4400	VIDEO CONF KIT/SERVICE AGREEMENT/MOUNTING KIT	5,243.93	
			0169-5800	VIDEO CONF KIT/SERVICE AGREEMENT/MOUNTING KIT	588.42	
				Unpaid Sales Tax	40.65-	11,702.33
0903140	03/29/2023	Moons, Angela	0100-5200	RMB FOR MAR 2023 MILEAGE	101.56	
			0109-5200	RMB FOR MAR 2023 MILEAGE	32.06	133.62
0903141	03/29/2023	Neulinger, Diane	0100-5200	RMB FOR MAR 2023 MILEAGE	20.28	
			0109-5200	RMB FOR MAR 2023 MILEAGE	6.76	
			0169-5200	RMB FOR MAR 2023 MILEAGE	29.29	56.33
0903142	03/29/2023	Palmer, Tiffany A	0100-5200	RMB FOR MAR 2023 MILEAGE	20.28	
			0109-5200	RMB FOR MAR 2023 MILEAGE	6.76	
			0169-5200	RMB FOR MAR 2023 MILEAGE	29.29	56.33
0903143	03/29/2023	PEARSON	0100-4300	USB/SCORING MANUAL	186.76	
			0109-4300	USB/SCORING MANUAL	65.61	
				Unpaid Sales Tax	.15-	252.22
0903144	03/29/2023	PETUNIA'S PLACE	0100-4300	BOOKS		395.00
0903145	03/29/2023	SAFEGUARD BUSINESS SYSTEMS LOCKBOX 229	0109-4300	JACKETS	767.66	
				Unpaid Sales Tax	6.90-	760.76

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 8 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0903146	03/29/2023	SOLIAN HEALTH, LLC	0100-5800	3/12/23 FELICIA DARLING SCHOOL TELE SLP	1,566.00	
			0109-5800	3/12/23 FELICIA DARLING SCHOOL TELE SLP	234.00	1,800.00
0903147	03/29/2023	The Office City	0100-4300	TOP MODERN WALNUT/FILE BOX/BLACK BASE	224.21	
			0100-4400	TOP MODERN WALNUT/FILE BOX/BLACK BASE	243.21	
			0109-4300	TOP MODERN WALNUT/FILE BOX/BLACK BASE	74.74	
			0109-4400	TOP MODERN WALNUT/FILE BOX/BLACK BASE	81.07	
			0169-4300	TOP MODERN WALNUT/FILE BOX/BLACK BASE	323.85	
			0169-4400	TOP MODERN WALNUT/FILE BOX/BLACK BASE	351.31	1,298.39
0903148	03/29/2023	TRUE VALUE	0100-4300	CHAIN SAW/BAR/GEAR ASSY	95.41	
				POWER BIT/ACRYLIC SHEET/SPRY/CABLE TIE	84.75	
			0109-4300	CHAIN SAW/BAR/GEAR ASSY	33.52	
				POWER BIT/ACRYLIC SHEET/SPRY/CABLE TIE	29.77	243.45
0903149	03/29/2023	Turner, Nancy	0169-5800	RMB FOR HUSBAND'S FINGERPRINTING FOR CATALINA FIELD TRIP		20.00
0903635	04/04/2023	C.A. REDING CO., INC.	0100-5800	CONTRACT 16651-01 3/18/2023-4/17/2023	65.05	
			0109-5800	CONTRACT 16651-01 3/18/2023-4/17/2023	21.68	
			0169-5800	CONTRACT 16651-01 3/18/2023-4/17/2023	93.96	180.69
0903636	04/04/2023	CA CHARTER SCHOOLS ASSOCIATION	0100-5200	REG E HAGEN FOR CA CHARTER CONF 2023 CONF 14684100	100.62	
				REG J JEFFERS FOR CA CHARTER CONF 2023 CONF 14684078	215.64	
				REG M COX FOR CA CHARTER CONF 2023 CONF 14684114	215.64	
				REG M KLANG FOR CA CHARTER CONF 2023 CONF 14684143	419.30	
			0109-5200	REG E HAGEN FOR CA CHARTER CONF 2023 CONF 14684100	33.54	

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 9 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0903636	04/04/2023	CA CHARTER SCHOOLS ASSOCIATION	0109-5200	REG J JEFFERS FOR CA CHARTER CONF 2023 CONF 14684078	71.88	
				REG M COX FOR CA CHARTER CONF 2023 CONF 14684114	71.88	
				REG M KLANG FOR CA CHARTER CONF 2023 CONF 14684143	179.70	
			0169-5200	REG E HAGEN FOR CA CHARTER CONF 2023 CONF 14684100	464.84	
				REG J JEFFERS FOR CA CHARTER CONF 2023 CONF 14684078	311.48	
				REG M COX FOR CA CHARTER CONF 2023 CONF 14684114	311.48	2,396.00
0903637	04/04/2023	CA DEPARTMENT OF TAX & FEE ADMINISTRATION	0100-9580	USE TAX 2022 ACCT 101-557122	593.02	
			0109-9580	USE TAX 2022 ACCT 101-557122	257.70	
			0169-9580	USE TAX 2022 ACCT 101-557122	1,192.28	2,043.00
0903638	04/04/2023	Cox, Michael S	0100-5200	RMB FOR FEB/MAR 2023 MILEAGE	189.11	
			0109-5200	RMB FOR FEB/MAR 2023 MILEAGE	63.04	
			0169-5200	RMB FOR FEB/MAR 2023 MILEAGE	273.16	525.31
0903639	04/04/2023	Greenwood Enterprises Heating and Air	0100-5800	SERVICE CALL 1/16/23-BAD ROLL OUT SWITCH PART	148.00	
			0109-5800	SERVICE CALL 1/16/23-BAD ROLL OUT SWITCH PART	52.00	200.00
0903640	04/04/2023	Heidebrecht, JoAnn	0100-5200	RMB FOR MAR 2023 MILEAGE		56.33
0903641	04/04/2023	Hill, April L	0100-5200	RMB FOR MAR 2023 MILEAGE		56.33
0903642	04/04/2023	HOFFMAN ELETRONIC SYSTEMS	0100-5800	SECURITY SYSTEM 4/1/23-4/30/23	22.20	
			0109-5800	SECURITY SYSTEM 4/1/23-4/30/23	7.80	30.00
0903643	04/04/2023	Jeffers, Jody L	0100-5200	RMB FOR FEB 2023 MILEAGE	19.81	
				RMB FOR JAN 2023 MILEAGE	21.13	
				RMB FOR MAR 2023 MILEAGE	20.33	
			0109-5200	RMB FOR FEB 2023 MILEAGE	6.60	
				RMB FOR JAN 2023 MILEAGE	7.04	
				RMB FOR MAR 2023 MILEAGE	6.78	
			0169-5200	RMB FOR FEB 2023 MILEAGE	28.61	
				RMB FOR JAN 2023 MILEAGE	30.52	
				RMB FOR MAR 2023 MILEAGE	29.35	170.17
0903644	04/04/2023	KAYAK CONNECTIONS INC.	0109-5800	3HRS SCHOOL KAYAK TOUR		644.00
0903645	04/04/2023	KONICA MINOLTA	0100-5800	SERVICE AGREEMENT	402.94	
			0109-5800	SERVICE AGREEMENT	134.32	

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 10 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0903645	04/04/2023	KONICA MINOLTA	0169-5800	SERVICE AGREEMENT	582.00	
				Unpaid Sales Tax	3.88-	1,115.38
0903646	04/04/2023	Meeks, Kimberly A	0100-5200	RMB FOR MAR 2023 MILEAGE		56.33
0903647	04/04/2023	Mendoza, Ramon N	0100-5200	RMB FOR MAR 2023 MILEAGE	41.68	
			0109-5200	RMB FOR MAR 2023 MILEAGE	14.65	56.33
0903648	04/04/2023	METALMARK CLIMBING + FITNESS	0169-5800	MONTHLY MEMBERSHIP APR 2023		620.00
0903649	04/04/2023	PACIFIC GAS & ELECTRIC	0100-5500	ACCT 3898652031-0	7.78	
			0109-5500	ACCT 3898652031-0	2.73	
			0169-5500	ACCT 3898652031-0	2,202.97	2,213.48
0903650	04/04/2023	Proto, Rachel L	0100-5200	RMB FOR MAR 2023 MILEAGE		112.66
0903651	04/04/2023	Rumohr, John W	0100-5200	RMB FOR MAR 2023 MILEAGE		56.33
0903652	04/04/2023	SAFEGUARD BUSINESS SYSTEMS LOCKBOX 229	0169-4300	LADIES SHIRTS/MEN SHIRTS	487.58	
				Unpaid Sales Tax	2.89-	484.69
0903653	04/04/2023	SELF INSURED SCHOOLS OF CALIFO	0100-3402	April23 SISC Billing	.02	
			0100-9514	April23 SISC Billing	20,270.14	
			0109-9514	April23 SISC Billing	8,629.94	
			0169-9514	April23 SISC Billing	27,754.60	56,654.70
0903654	04/04/2023	SOLIANT HEALTH, LLC	0100-5800	3/19/2023 DARLING, FELICIA SCHOOL TELE SLP	1,542.86	
			0109-5800	3/19/2023 DARLING, FELICIA SCHOOL TELE SLP	257.14	1,800.00
0903655	04/04/2023	TRUE VALUE	0100-4300	BLEACH/TOILET BOWL CLEANER/DISH SOAP	117.12	
				SPRY PAINT-BLACK/ GLUE STICKS	8.61	
				STIHIL AUTOCUT	19.13	
			0109-4300	BLEACH/TOILET BOWL CLEANER/DISH SOAP	41.15	
				SPRY PAINT-BLACK/ GLUE STICKS	8.61	
				STIHIL AUTOCUT	6.72	
			0169-4300	COUPLE/BUSHING	15.42	216.76
0904086	04/11/2023	Cox, Michael S	0100-5200	REIMB FOR MEALS FOR 2023 CCSA CONF	74.70	
			0100-5800	REIMB FOR FILING STATEMENT OF INFORMATION	9.00	
			0109-5200	REIMB FOR MEALS FOR 2023 CCSA CONF	24.90	
			0109-5800	REIMB FOR FILING STATEMENT OF INFORMATION	3.00	

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 11 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0904086	04/11/2023	Cox, Michael S	0169-5200	REIMB FOR MEALS FOR 2023 CCSA CONF	107.90	
			0169-5800	REIMB FOR FILING STATEMENT OF INFORMATION	13.00	232.50
0904087	04/11/2023	Culver, Melissa A	0100-5200	MILEAGE REIMB MAR 2023	119.41	
			0109-5200	MILEAGE REIMB MAR 2023	58.57	
			0169-5200	MILEAGE REIMB MAR 2023	160.00	337.98
0904088	04/11/2023	DYNAMIC FIRE SAFETY	0169-5800	FIRE EXTINGUISHER ANNUAL INSPECTION/ SIX YR SERVICE		565.00
0904089	04/11/2023	Garcia, Nancy	0169-5200	RMB MEALS 23 SCHOOL PATHWAYS 3/22/23-3/25/23		172.00
0904090	04/11/2023	Hill, Greg	0100-4300	RMB FOR MEALS/GASOLINE/PARKING 23 SCHOOL PATHWAYS	74.80	
			0100-5200	RMB FOR MEALS/GASOLINE/PARKING 23 SCHOOL PATHWAYS	82.50	
			0169-4300	RMB FOR MEALS/GASOLINE/PARKING 23 SCHOOL PATHWAYS	74.80	
			0169-5200	RMB FOR MEALS/GASOLINE/PARKING 23 SCHOOL PATHWAYS	82.50	314.60
0904091	04/11/2023	Jeffers, Jody L	0100-5200	REIMB FOR MEAL FOR 2023 CCSA CONF	74.70	
				RMB MEALS/MILEAGE/PARKING 23 SCHOOL PATHWAYS	227.57	
			0100-5300	REIMB FOR AGA ANNUAL MEMBERSHIP	52.20	
			0109-5200	REIMB FOR MEAL FOR 2023 CCSA CONF	24.90	
				RMB MEALS/MILEAGE/PARKING 23 SCHOOL PATHWAYS	75.86	
			0109-5300	REIMB FOR AGA ANNUAL MEMBERSHIP	17.40	
			0169-5200	REIMB FOR MEAL FOR 2023 CCSA CONF	107.90	
				RMB MEALS/MILEAGE/PARKING 23 SCHOOL PATHWAYS	328.71	
			0169-5300	REIMB FOR AGA ANNUAL MEMBERSHIP	75.40	984.64
0904092	04/11/2023	Jones, Denise T	0100-5200	MILEAGE REIMB MAR 2023	41.68	
				REIMB FOR MEALS FOR 2023 SCHOOL PATHWAYS SPRING CONF	85.10	
			0109-5200	MILEAGE REIMB MAR 2023	14.65	
				REIMB FOR MEALS FOR 2023 SCHOOL PATHWAYS SPRING CONF	29.90	171.33
0904093	04/11/2023	Kelly, Kathryn	0109-5200	MEALS REIMB FOR 2023 CCSA CONF	207.50	
				MILEAGE REIMB MAR 2023	56.33	263.83

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 12 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0904094	04/11/2023	Klang, Mindy C	0100-5200	MILEAGE REIMB MAR 2023	39.43	
			0109-5200	MILEAGE REIMB MAR 2023	16.90	56.33
0904095	04/11/2023	KNOWLEDGE SAVES LIVES, INC.	0100-5200	COMM & DE-ESCALATION TRAINING	1,078.20	
			0109-5200	COMM & DE-ESCALATION TRAINING	359.40	
			0169-5200	COMM & DE-ESCALATION TRAINING	1,557.40	2,995.00
0904096	04/11/2023	Lord, Marianne M	0169-5200	RMB MILEAGE/MEALS/PARKING		579.74
0904097	04/11/2023	Moons, Angela	0100-5200	MILEAGE REIMB MAR 2023		56.33
0904098	04/11/2023	Neulinger, Diane	0100-5200	RMB MEALS 23 SCHOOL PATHWAYS 3/22/23-3/25/23	61.92	
			0109-5200	RMB MEALS 23 SCHOOL PATHWAYS 3/22/23-3/25/23	20.64	
			0169-5200	RMB MEALS 23 SCHOOL PATHWAYS 3/22/23-3/25/23	89.44	172.00
0904099	04/11/2023	PRO-ED, INC.	0169-4300	STUDY & EXEC FUNC SKILL BOOK	48.86	
				Unpaid Sales Tax	.49-	48.37
0904100	04/11/2023	Protzman Enterprises	0100-5800	GRADE 2 MAR 2023 LAB FEE+	460.28	
			0109-5800	GRADE 2 MAR 2023 LAB FEE+	161.72	622.00
0904101	04/11/2023	SOLIANI HEALTH, LLC	0100-5800	3/26/23 FELICIA, DARLING SCHOOL TELE SLP	1,542.86	
			0109-5800	3/26/23 FELICIA, DARLING SCHOOL TELE SLP	257.14	1,800.00
0904102	04/11/2023	SYNTHETIC GRASS SOLUTIONS	0169-6200	COMPLETE INSTALLTION OF TIGER TURF DIAMOND SPRING		14,000.00
0904103	04/11/2023	TRUE VALUE	0100-4300	KEROSENE JUG/PAPER TOWEL/MOP HEAD/SPRAY	77.29	
				ROOF CEMENT/BRUSH/CAULK GUN	52.25	
				ROV- CABLE TIES/SPLIT	12.15	
				SINKER/SKEWER PEGS/PIPE		
			0109-4300	KEROSENE JUG/PAPER TOWEL/MOP HEAD/SPRAY	27.15	
				ROOF CEMENT/BRUSH/CAULK GUN	23.76	
				ROV- CABLE TIES/SPLIT	12.14	204.74
				SINKER/SKEWER PEGS/PIPE		
0904554	04/18/2023	360 ACCELERATOR	0100-5800	3/4 PAYMENT 22/23 99 ACCELERATOR	540.00	
			0109-5800	3/4 PAYMENT 22/23 99 ACCELERATOR	180.00	
			0169-5800	3/4 PAYMENT 22/23 99 ACCELERATOR	780.00	1,500.00
0904555	04/18/2023	AAA BUSINESS SUPPLIES & INTERIORS	0100-4300	BATTERIES/ENVELOPES/CONST PAPER	69.66	
				REFUND FOR ADHESIVE PADS	42.42-	
				SOAP	43.73	

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 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0904555	04/18/2023	AAA BUSINESS SUPPLIES & INTERIORS	0109-4300	BATTERIES/ENVELOPES/CONST PAPER	24.47	
				REFUND FOR ADHESIVE PADS	14.90-	
				SOAP	15.36	
			0169-4300	PAPER FLR	16.03	111.93
0904556	04/18/2023	CA CHARTER SCHOOLS ASSOCIATION	0109-5200	REG FOR K KELLY CONF 14688787		599.00
0904557	04/18/2023	CAMPORA INC	0100-5500	PROPANE FUEL	409.75	
			0109-5500	PROPANE FUEL	143.97	553.72
0904558	04/18/2023	EMADCO DISPOSAL SERVICE INC.	0100-5800	5 YARD LOCKS	239.39	
			0109-5800	5 YARD LOCKS	84.11	323.50
0904559	04/18/2023	GOODFELLOW OCCUPATIONAL THERAPY, INC.	0169-5800	OT SERVICES	675.00	
				OT SERVICES-2/27/2023	120.00	795.00
0904560	04/18/2023	Hagen, Eric A	0100-5200	REIMB FOR 2023 CCSA CONF	37.26	
				3/13/23-3/16/2023		
				REMB FOR 2023 SCHOOL PATHWAYS	113.79	
				CONF 3/22/23-3/25/23		
			0109-5200	REIMB FOR 2023 CCSA CONF	12.42	
				3/13/23-3/16/2023		
				REMB FOR 2023 SCHOOL PATHWAYS	37.93	
				CONF 3/22/23-3/25/23		
			0169-5200	REIMB FOR 2023 CCSA CONF	157.82	
				3/13/23-3/16/2023		
				REMB FOR 2023 SCHOOL PATHWAYS	480.42	839.64
				CONF 3/22/23-3/25/23		
0904561	04/18/2023	HAMPTON INN & SUITES WATSONVILLE	0100-5200	RES E HAGEN/R JOHNSON/ J RUMOHR	293.38	
				FOR MATE ROV COMP		
			0109-5200	RES E HAGEN/R JOHNSON/ J RUMOHR	103.48	
				FOR MATE ROV COMP		
			0169-5200	RES E HAGEN/R JOHNSON/ J RUMOHR	793.72	1,190.58
				FOR MATE ROV COMP		
0904562	04/18/2023	Hill, Greg	0109-5200	MILEAGE REIMB FOR MAR 2023	225.32	
			0169-5200	MILEAGE REIMB FOR MAR 2023	225.32	450.64
0904563	04/18/2023	IMAGE 2000 INC.	0100-5800	CONTRACT 6621-01 3/5/23-4/4/23	196.99	
			0109-5800	CONTRACT 6621-01 3/5/23-4/4/23	69.21	
			0169-5800	CONTRACT 6621-01 3/5/23-4/4/23	464.63	730.83
0904564	04/18/2023	Jeffers, Jody L	0100-5900	REISSUE CELL PHONE SEPT 2022	27.00	
			0109-5900	REISSUE CELL PHONE SEPT 2022	9.00	
			0169-5900	REISSUE CELL PHONE SEPT 2022	39.00	75.00
0904565	04/18/2023	KIMBERLY ELLIS	0100-5800	SHIRTS FOR MATH TEAM		198.00
0904566	04/18/2023	KONICA MINOLTA	0100-5800	CREDIT FOR DELAY W/ INSTALLATION	393.48-	

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 14 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0904566	04/18/2023	KONICA MINOLTA	0100-5800	MONTHLY FEE FOR APR 2023	1,715.40	
			0109-5800	CREDIT FOR DELAY W/ INSTALLATION	131.16-	
				MONTHLY FEE FOR APR 2023	571.80	
			0169-5800	CREDIT FOR DELAY W/ INSTALLATION	568.36-	
				MONTHLY FEE FOR APR 2023	2,477.80	3,672.00
0904567	04/18/2023	LOR'S JANITORIAL	0169-5800	CLEANING SERVICES FOR MAR 2023		4,170.00
0904568	04/18/2023	Mendoza, Ramon N	0100-4300	RMB FOR SPRAY GRIP RUS	9.61	
			0109-4300	RMB FOR SPRAY GRIP RUS	3.37	12.98
0904569	04/18/2023	OAK MEADOW INCORPORATED	0109-4200	CHEMISTRY COURSE PKG//TEACHER ED	1,054.86	
				Unpaid Sales Tax	67.43-	987.43
0904570	04/18/2023	PETUNIA'S PLACE	0169-4100	BOOKS		88.30
0904571	04/18/2023	PITNEY BOWES INC.	0100-4300	RED INK CARTRIDGE	218.38	
			0109-4300	RED INK CARTRIDGE	76.71	295.09
0904572	04/18/2023	PRO-ED, INC.	0100-4300	BOOKS	2,063.52	
				Unpaid Sales Tax	12.01-	2,051.51
0904573	04/18/2023	RAINBOW RESOURCE CENTER INC.	0169-4300	WORKBOOKS		1,655.73
0904574	04/18/2023	RALEYS INC IN STORE CHARGE	0109-4300	TESTING FOR ACADEMIC DECATHLON		48.41
0904575	04/18/2023	Rumohr, John W	0100-4300	RMB FOR REPLACEMENT MODULES FOR CONTROL BOX ROV	67.90	
			0109-4300	RMB FOR REPLACEMENT MODULES FOR CONTROL BOX ROV	67.90	135.80
0904576	04/18/2023	SCHOOL PATHWAYS HOLDINGS, LLC	0109-5800	ANNUAL SUBSCRIPTION QUATERLY INV	3,326.09	
			0169-5800	ANNUAL SUBSCRIPTION QUATERLY INV	4,944.56	8,270.65
0904577	04/18/2023	SIERRA TELEPHONE, INC.	0100-5900	APR 2023	459.57	
			0109-5900	APR 2023	161.47	621.04
0904578	04/18/2023	Sloas, John L	0100-5200	REIMB FOR MILEAGE JAN-MAR 2023		244.97
0904579	04/18/2023	SOLIAN HEALTH, LLC	0100-5800	4/2/2023 FELICIA DARLING SCHOOL TELE SLP	1,332.00	
			0109-5800	4/2/2023 FELICIA DARLING SCHOOL TELE SLP	468.00	1,800.00
0904580	04/18/2023	THE TALK TEAM	0169-5800	SLP SCHOOL SITE SUPPORT MAR 2023		6,600.00
0904581	04/18/2023	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	4/3/23-5/2/2023 CLOUD RECORDING	36.00	
			0109-5800	4/3/23-5/2/2023 CLOUD RECORDING	12.00	
			0169-5800	4/3/23-5/2/2023 CLOUD RECORDING	52.00	100.00
0905386	04/26/2023	3 DAY BLINDS LLC	0169-4300	BLINDS FOR CLASSROOM/OFFICE	1,186.21	
				Unpaid Sales Tax	2.89-	1,183.32
0905387	04/26/2023	Blas, Phillip L	0100-5900	CELL PHONE APRIL 2023	13.50	
			0109-5900	CELL PHONE APRIL 2023	23.25	

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 15 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0905387	04/26/2023	Blas, Phillip L	0169-5900	CELL PHONE APRIL 2023	38.25	75.00
0905388	04/26/2023	BOOKSHARK, LLC	0169-4300	LEVEL PRE K ALL SUB PCK	366.32	
				Unpaid Sales Tax	1.23-	365.09
0905389	04/26/2023	CAPITOL PIPE & SUPPLY INC.	0100-4300	HOSE/TAPE/SPRAY	34.82	
			0109-4300	HOSE/TAPE/SPRAY	12.23	47.05
0905390	04/26/2023	COMCAST	0169-5900	APR 2023 ACCT 932782554		715.00
0905391	04/26/2023	COMMERCE BANK	0100-4300	INK FOR J JEFFERS	26.06	
				VACUUM CLEANER	369.13	
			0109-4300	INK FOR J JEFFERS	8.69	
				VACUUM CLEANER	129.70	
			0169-4300	INK FOR J JEFFERS	155.29	688.87
0905392	04/26/2023	Cox, Michael S	0100-5900	CELL PHONE APRIL 2023	27.00	
			0109-5900	CELL PHONE APRIL 2023	9.00	
			0169-5900	CELL PHONE APRIL 2023	39.00	75.00
0905393	04/26/2023	DE LAGE LANDEN FINANCIAL SERVICES, INC.	0100-5900	APR 2023 CONTRACT 500-50358303	272.73	
				MAR 2023 CONTRACT 500-50358303	272.73	
			0109-5900	APR 2023 CONTRACT 500-50358303	95.82	
				MAR 2023 CONTRACT 500-50358303	95.82	
			0169-5900	APR 2023 CONTRACT 500-50358303	468.47	
				MAR 2023 CONTRACT 500-50358303	468.47	1,674.04
0905394	04/26/2023	Garcia, Nancy	0169-5900	CELL PHONE APRIL 2023		75.00
0905395	04/26/2023	Hagen, Eric A	0100-5900	CELL PHONE APRIL 2023	13.50	
			0109-5900	CELL PHONE APRIL 2023	4.50	
			0169-5900	CELL PHONE APRIL 2023	57.00	75.00
0905396	04/26/2023	HARRY R. SAWL C/O SIEGEL & CO.	0169-5600	RENT FOR MAY 2023		11,350.00
0905397	04/26/2023	HEWITT LEARNING	0169-4300	WORKBOOKS	283.80	
				Unpaid Sales Tax	20.02-	263.78
0905398	04/26/2023	Hill, Greg	0109-5900	CELL PHONE APRIL 2023	37.50	
			0169-5900	CELL PHONE APRIL 2023	37.50	75.00
0905399	04/26/2023	HUDSON DAN FISK	0100-6200	SECTION DOWN LEANING	962.00	
				BULLPINE/STACK BRUSH		
			0109-6200	SECTION DOWN LEANING	638.00	1,600.00
				BULLPINE/STACK BRUSH		
0905400	04/26/2023	Jeffers, Jody L	0100-5900	CELL PHONE APRIL 2023	27.00	
			0109-5900	CELL PHONE APRIL 2023	9.00	
			0169-5900	CELL PHONE APRIL 2023	39.00	75.00
0905401	04/26/2023	Klang, Mindy C	0100-5900	CELL PHONE APRIL 2023	55.50	
			0109-5900	CELL PHONE APRIL 2023	19.50	75.00

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 16 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0905402	04/26/2023	Moons, Angela	0100-5200	RMB FOR MILEAGE APR 2023	43.43	
			0109-5200	RMB FOR MILEAGE APR 2023	15.26	58.69
0905403	04/26/2023	MOUNTAIN CHRISTIAN CENTER	0100-5800	8TH GRADE PROMOTION/GLACIER HIGH CEREMONY 5/26/23	650.00	
			0109-5800	8TH GRADE PROMOTION/GLACIER HIGH CEREMONY 5/26/23	650.00	1,300.00
0905404	04/26/2023	OAK MEADOW INCORPORATED	0169-4300	COURSE PACKAGES	845.13	
				Unpaid Sales Tax	3.76-	841.37
0905405	04/26/2023	RAINBOW RESOURCE CENTER INC.	0169-4300	BOOKS/WORKBOOKS		181.90
0905406	04/26/2023	SAVE MART SUPERMARKETS DEPT. 33486-01	0100-4300	SNACKS FOR BOARD MEETING 3/7/2023	7.49	
				SNACKS/SUPPLIES/DRINKS FOR STAFF TRAINING 3/16/23	83.90	
				SNACKS/SUPPLIES/DRINKS FOR STAFF TRAINING 3/17/23	63.56	
			0109-4300	SNACKS FOR BOARD MEETING 3/7/2023	2.50	
				SNACKS/SUPPLIES/DRINKS FOR STAFF TRAINING 3/16/23	27.97	
				SNACKS/SUPPLIES/DRINKS FOR STAFF TRAINING 3/17/23	21.19	
			0169-4300	SNACKS FOR BOARD MEETING 3/7/2023	2.49	
				SNACKS FOR ECS STREAM FAIR 3/23/2023	59.45	
				SNACKS/SUPPLIES/DRINKS FOR STAFF TRAINING 3/16/23	27.96	
				SNACKS/SUPPLIES/DRINKS FOR STAFF TRAINING 3/17/23	21.19	317.70
0905407	04/26/2023	SCHOOL PATHWAYS HOLDINGS, LLC	0100-5800	QUATERLY ANNUAL SUBSCRIPTION 7/1/22-6/30/23		3,976.06
0905408	04/26/2023	TEACHING TEXTBOOKS	0100-5800	ONLINE SUBSCRIPTION GRADE 6		58.95
0905409	04/26/2023	TRUE VALUE	0100-4300	AIR FILTER/SPARK PLUG/GEAR GREASE	83.66	
				BREAKER VACUUM	7.64	
				COUPLER COMPRESSION	7.13	
				LUBE OIL/GLOVES/CHAIN OIL/LIGHTER	29.94	
				PIPE INSUL	6.37-	
				RETURN RDC COUPLER BLK	7.93-	
				RETURN SANDING SHEET	13.55-	
				SOAP/COMET/GLOVES	59.59	
				SUPPLIES	141.70	
			0109-4300	AIR FILTER/SPARK PLUG/GEAR GREASE	29.39	

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 17 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0905409	04/26/2023	TRUE VALUE	0109-4300	BREAKER VACUUM	2.69	
				COUPLER COMPRESSION	2.51	
				LUBE OIL/GLOVES/CHAIN OIL/LIGHTER	10.52	
				PIPE INSUL	2.24-	
				RETURN RDC COUPLER BLK	2.79-	
				RETURN SANDING SHEET	4.76-	
				SOAP/COMET/GLOVES	20.93	
				SUPPLIES	49.78	407.84
0905410	04/26/2023	Vind, Joyce A	0100-5200	RMB FOR MILEAGE MAR 2023		56.33
0905899	05/02/2023	AAA BUSINESS SUPPLIES & INTERIORS	0100-4300	CREDIT FOR SOAP	43.73-	
				SUPPLIES	1,674.04	
			0109-4300	CREDIT FOR SOAP	15.36-	
				SUPPLIES	588.17	2,203.12
0905900	05/02/2023	C.A. REDING CO., INC.	0100-5800	CONTRACT 16651-01 4/18/23-5/17/23	65.05	
			0109-5800	CONTRACT 16651-01 4/18/23-5/17/23	21.68	
			0169-5800	CONTRACT 16651-01 4/18/23-5/17/23	93.96	180.69
0905901	05/02/2023	FRESNO UNIFIED SCHOOL DISTRICT	0169-5600	FACILITY RENTAL		775.00
0905902	05/02/2023	Hagen, Eric A	0100-5200	RMB MILEAGE/MEALS FOR 2023 MATE	67.13	
				ROV COMPP 4/21/23-4/23/23		
			0109-5200	RMB MILEAGE/MEALS FOR 2023 MATE	22.38	
				ROV COMPP 4/21/23-4/23/23		
			0169-5200	RMB MILEAGE/MEALS FOR 2023 MATE	283.42	372.93
				ROV COMPP 4/21/23-4/23/23		
0905903	05/02/2023	Heidebrecht, JoAnn	0100-5200	REIMB FOR MILEAGE APR 2023		40.61
0905904	05/02/2023	Johnson, Tanya R	0169-5200	RMB MILEAGE/MEALS FOR 2023 MATE		348.04
				ROV COMPP 4/21/23-4/23/23		
0905905	05/02/2023	MOUNTAIN HOME SCHOOL CHARTER	0100-5800	REIMB FOR REG FEE FOR PEACH		48.00
				BLOSSOM FESTIVAL		
0905906	05/02/2023	OAKHURST LOCKSMITH	0169-5800	REPAIR		200.00
0905907	05/02/2023	PACIFIC GAS & ELECTRIC	0100-5500	ACCT 3898652031	7.05	
			0109-5500	ACCT 3898652031	2.48	
			0169-5500	ACCT 3898652031	1,693.76	1,703.29
0905908	05/02/2023	PURCHASE POWER	0169-5900	ACCT 8000-9090-0976-2126-MAR 2023		182.41
0905909	05/02/2023	Rumohr, John W	0100-4300	GASOLINE/MEALS FOR 2023 MATE ROV	67.70	
				COMPP 4/21/23-4/23/23		
			0100-5200	GASOLINE/MEALS FOR 2023 MATE ROV	127.65	
				COMPP 4/21/23-4/23/23		

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 18 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0905909	05/02/2023	Rumohr, John W	0109-4300	GASOLINE/MEALS FOR 2023 MATE ROV COMPP 4/21/23-4/23/23	23.78	
			0109-5200	GASOLINE/MEALS FOR 2023 MATE ROV COMPP 4/21/23-4/23/23	44.85	263.98
0905910	05/02/2023	SCHOOL MATE INC.	0100-4300	HIGH SCHOOL PLANNERS	262.70	
			0109-4300	HIGH SCHOOL PLANNERS	110.92	
				Unpaid Sales Tax	26.87-	346.75
0905911	05/02/2023	SOLIAN HEALTH, LLC	0100-5800	DARLING, FELICIA-SCHOOL TELE SLP	1,332.00	
			0109-5800	DARLING, FELICIA-SCHOOL TELE SLP	468.00	1,800.00
0905912	05/02/2023	TRUE VALUE	0100-4300	CABLE TIE/GLUE STICKS/EPOXY GEL	15.93	
				GOPHER BASKET/ROOT GUARD BASKET	40.12	
				PLANTS	61.38	
				SHOVEL/PLANTS	147.45	
				TUBE	173.66	
				PLOY/ADAPTER/SPRAY/SPRINKLER/POTTING SOIL		
				TUBE PLOY/HOLE	100.04	
				PUNCH/GLOVES/TREES/GUARD BASKET		
			0109-4300	CABLE TIE/GLUE STICKS/EPOXY GEL	15.93	
				GOPHER BASKET/ROOT GUARD BASKET	14.10	
				PLANTS	21.56	
				SHOVEL/PLANTS	51.81	
				TUBE	61.01	
				PLOY/ADAPTER/SPRAY/SPRINKLER/POTTING SOIL		
				TUBE PLOY/HOLE	35.15	738.14
				PUNCH/GLOVES/TREES/GUARD BASKET		
0905913	05/02/2023	WESTERN SIERRA NURSERY, INC	0100-4300	GOPHER BASKET/SHRUBS/POTTING SOIL/FLOWERS	289.30	
			0109-4300	GOPHER BASKET/SHRUBS/POTTING SOIL/FLOWERS	101.64	390.94
0906421	05/09/2023	AAA BUSINESS SUPPLIES & INTERIORS	0169-4300	CONST PAPER/AIR FRESH REFILLS	82.82	
				SUPPLIES	1,422.67	1,505.49
0906422	05/09/2023	AUTHORABLE, INC.	0169-4100	CHILDREN'S BOOKS "WHERE'S MY WISH?"	226.75	
				Unpaid Sales Tax	16.75-	210.00
0906423	05/09/2023	CAL STATE UNIVERSITY FRESNO ATTN: MUSIC DEPT.	0169-5800	PROMOTION FOR 8TH GRADE/HIGH SCHOOL		862.50
0906424	05/09/2023	CAPITOL PIPE & SUPPLY INC.	0100-4300	VACUUM BREAKER	4.05	

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 19 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0906424	05/09/2023	CAPITOL PIPE & SUPPLY INC.	0109-4300	VACUUM BREAKER	1.42	5.47
0906425	05/09/2023	Carter, Katelyn P	0169-5800	REIMB FOR MILEAGE FOR APRIL 2023	10.48	
				REIMB FOR PARKING FEE	6.00	16.48
0906426	05/09/2023	Culver, Melissa A	0100-5200	MILEAGE REIMB FOR APRIL 2023	99.51	
			0109-5200	MILEAGE REIMB FOR APRIL 2023	48.81	
			0169-5200	MILEAGE REIMB FOR APRIL 2023	133.33	281.65
0906427	05/09/2023	Davis, Juliet E	0100-5200	MILEAGE REIMB MAR 2023		112.66
0906428	05/09/2023	DE LAGE LANDEN FINANCIAL SERVICES, INC.	0100-5900	CONTRACT 500 50358303 MAY 2023	272.73	
			0109-5900	CONTRACT 500 50358303 MAY 2023	95.82	
			0169-5900	CONTRACT 500 50358303 MAY 2023	428.61	797.16
0906429	05/09/2023	EMADCO DISPOSAL SERVICE INC.	0100-5800	5 YARDS LOCKS	239.39	
			0109-5800	5 YARDS LOCKS	84.11	323.50
0906430	05/09/2023	ENTERPRISE RENT-A-CAR	0100-5600	RENTAL FOR J JEFFERS CCSA CONF 3/10/23-3/16/2023	412.97	
				RENTAL FOR J RUMOHR ROV 4/21/23-4/24/23	484.98	
			0109-5600	RENTAL FOR G HILL 2023 SCHOOL PATHWAYS 3/22/23-3/27/23	523.56	
				RENTAL FOR J JEFFERS CCSA CONF 3/10/23-3/16/2023	137.66	
				RENTAL FOR J RUMOHR ROV 4/21/23-4/24/23	170.40	
				RENTAL FOR K KELLY GLACIER FIELD TRIP 4/19/2023-4/20/23	92.74	
			0169-5600	RENTAL FOR G HILL 2023 SCHOOL PATHWAYS 3/22/23-3/27/23	523.55	
				RENTAL FOR J JEFFERS CCSA CONF 3/10/23-3/16/2023	596.50	2,942.36
0906431	05/09/2023	FLINN SCIENTIFIC INC.	0169-4300	SODIUM SULFATE/AGUARIUM 1GAL	61.41	
				Unpaid Sales Tax	.21-	61.20
0906432	05/09/2023	Hill, Greg	0109-5200	MILEAGE REIMB FOR APRIL 2023	169.00	
			0169-5200	MILEAGE REIMB FOR APRIL 2023	168.98	337.98
0906433	05/09/2023	HOFFMAN ELETRONIC SYSTEMS	0100-5800	SECURITY SERVICES 5/1/23-5/31/23	22.20	
			0109-5800	SECURITY SERVICES 5/1/23-5/31/23	7.80	30.00
0906434	05/09/2023	Jeffers, Jody L	0100-5200	REIMB FOR MILEAGE FOR APRIL 2023	21.51	
			0109-5200	REIMB FOR MILEAGE FOR APRIL 2023	7.17	
			0169-5200	REIMB FOR MILEAGE FOR APRIL 2023	31.06	59.74
0906435	05/09/2023	JOSTENS INC	0109-4300	GRADUATION OUTFIT	602.16	

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 20 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0906435	05/09/2023	JOSTENS INC	0169-4300	GRADUATION OUTFIT	570.46	1,172.62
0906436	05/09/2023	Klang, Mindy C	0100-5200	MILEAGE REIMB FOR APRIL 2023	35.76	
			0109-5200	MILEAGE REIMB FOR APRIL 2023	15.33	51.09
0906437	05/09/2023	KONICA MINOLTA	0100-5800	MONTHLY CARE FEE	1,715.40	
			0109-5800	MONTHLY CARE FEE	571.80	
			0169-5800	MONTHLY CARE FEE	2,477.80	4,765.00
0906438	05/09/2023	Mendoza, Ramon N	0100-4300	GASOLINE FOR MAINT EQUIPTMENT	18.50	
			0109-4300	GASOLINE FOR MAINT EQUIPTMENT	6.50	25.00
0906439	05/09/2023	RALEYS INC IN STORE CHARGE	0100-4300	SNACKS FOR STATE TESTING	128.14	
				SPELLING BEE/FOOD PROGRAM	66.49	
			0109-4300	SNACKS FOR STATE TESTING	45.02	
				SPELLING BEE/FOOD PROGRAM	14.94	254.59
0906440	05/09/2023	SCHOOL MATE INC.	0100-4300	MIDDLE SCHOOL PLANNERS	884.90	
				Unpaid Sales Tax	63.65-	821.25
0906441	05/09/2023	SELF INSURED SCHOOLS OF CALIFO	0100-3402	May23 SISC Billing	.02	
			0100-9514	May23 SISC Billing	20,270.11	
			0109-9514	May23 SISC Billing	8,629.96	
			0169-9514	May23 SISC Billing	27,754.61	56,654.70
0906442	05/09/2023	SIERRA TELEPHONE, INC.	0100-5900	SERVICES FOR MAY 2023 ACCT	466.77	
				00008284-8		
			0109-5900	SERVICES FOR MAY 2023 ACCT	164.00	630.77
				00008284-8		
0906443	05/09/2023	SOLIAANT HEALTH, LLC	0100-5800	4/23/2023 FELICIA, DARLING SCHOOL	1,332.00	
				TELE SLP		
			0109-5800	4/23/2023 FELICIA, DARLING SCHOOL	468.00	1,800.00
				TELE SLP		
0906444	05/09/2023	THE TALK TEAM	0169-5800	SERVICES APRIL 2023		5,425.00
0906445	05/09/2023	TRUE VALUE	0100-4300	CREDIT FOR ADAPTER	2.23-	
				PLANTS/FLOOR LIQUID STRIP/KNEEPAD	104.40	
				POTTING SOIL/HOZE NOZZLE/TREES	80.65	
			0109-4300	CREDIT FOR ADAPTER	.78-	
				PLANTS/FLOOR LIQUID STRIP/KNEEPAD	36.68	
				POTTING SOIL/HOZE NOZZLE/TREES	28.34	247.06
0906446	05/09/2023	WESTMINSTER PRESBYTERIAN CHURCH	0169-5600	KINDER GRADUATION 5/12/23		87.50
0906447	05/09/2023	ZOOM VIDEO COMMUNICATIONS, INC	0100-5800	ZOOM ROOMS 4/28/23-5/2/23	2.94	
				ZOOM ROOMS 5/3/23-6/2/23 CLOUD	53.64	
				RECORDING		
			0109-5800	ZOOM ROOMS 4/28/23-5/2/23	.98	

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 21 of 22

Checks Dated 03/03/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0906447	05/09/2023	ZOOM VIDEO COMMUNICATIONS, INC	0109-5800	ZOOM ROOMS 5/3/23-6/2/23 CLOUD RECORDING	17.88	
			0169-5800	ZOOM ROOMS 4/28/23-5/2/23	4.25	
				ZOOM ROOMS 5/3/23-6/2/23 CLOUD RECORDING	77.48	157.17
Total Number of Checks					218	<u>405,298.43</u>

	Count	Amount
Cancel	1	112.16
Net Issue		<u>405,186.27</u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
0100	GENERAL FUND	144	123,076.98
0109	INDEPEDENT CHARTER	136	53,983.02
0169	Endeavor Charter School	133	228,397.74
Total Number of Checks		217	405,457.74
Less Unpaid Sales Tax Liability			271.47
Net (Check Amount)			<u>405,186.27</u>

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 22 of 22

Mountain Home School 2022-23 Financial Report as of 4/30/23

Category	Budget			Actual	Comments
	Adopted Budget (Annual)	Budget Adjustments (Annual)	Working Budget (Annual)	Actual Rev/Exp Year-to-date	
Revenue					Current Enrollment 206 Current Projected ADA for LCFF 200.64
State Aid Block Grant (LCFF)	8011	1,073,966	(222,830)	851,136	605,108
Education Protection Account "EPA" (LCFF)	8012	46,800	36,021	82,821	198,082
In Lieu Prop Tax (LCFF)	8096	1,200,430	11,793	1,212,223	1,006,167
Lottery	8560	53,352		53,352	55,006
Interest	8660	1,000		1,000	12,786
Mandate Block Grant	8550	4,242		4,242	4,311
One-time Funding	8550	0	402,756	402,756	323,999
State STRS Contribution on Behalf - Paper Trans	7690-8590	53,597		53,597	-
Universal Pre-K (Being returned)	6053-8590	0		0	54,746
Other Local Revenue	8699	0		0	5,518
SPED Revenue (6500)	8792	84,248		84,248	78,003
Total Revenue		2,517,635	227,740	2,745,375	2,343,726
					Total Revenue
Category	Budget			Actual	Comments
	(Annual)	(Annual)	(Annual)	Year-to-date	
Expense					
Salaries (Certificated and Classified)		1,045,001		1,045,001	901,375
Benefits (All Combined)		484,601		484,601	352,313
Total Salary & Benefits		1,529,602	0	1,529,602	1,253,687
Instructional (Func.1000)	Object Code				
Textbooks and Core Curricula	4100	2,400		2,400	(6)
Books and Ref Mat	4200	11,550		11,550	6,936
Instructional Supplies (>\$500)	4300	56,960		56,960	51,009
Instructional Equipment (\$500-\$4900)	4400	26,153		26,153	23,319
Travel & Conference	5200	4,150		4,150	3,695
Contracted Services	5800	47,442	35,000	82,442	82,105
Communications	5900	10,226		10,226	7,147
Equipment	6400	-		0	-
Building (Func. 8100)					
Supplies	4300	6,000	11,000	17,000	16,809
Equipment	4400	3,255	13,000	16,255	15,585
Utilities	5500	6,000		6,000	4,927
Rentals, Leases & Repairs	5600	0	1,600	1,600	1,550
Custodial/Site Expense	5800	15,647	5,000	20,647	20,347
Equipment	6400	0		0	-
Facilities Construct(Func. 8500)					
Site Improvement	6100	59,200	5,550	64,750	-
Building Improvements	6200	74,000	34,000	108,000	40,801
Administrative (Func. 2700)					
Admin. Supplies	4300	3,150		3,150	3,013
Admin. Equipment	4400	420	400	820	731
Travel & Conference	5200	11,550	5,000	16,550	14,585
Service Memberships/ Fees	5300	11,400		11,400	6,861
Insurance 7200	5400	13,189	(2,000)	11,189	10,654
Contracted Services	5800	17,049	(3,000)	14,049	10,813
Contracted Services-Business Svc Fees	5800	56,869	(4,288)	52,581	-
Communications	5900	10,856	(2,000)	8,856	6,067
Equipment	6400	-		0	-
Health Services (Func. 3120 &3140)					
Contracted Services	5800	8,000		8,000	6,679
Food (Func. 3700)					
Food Costs	4700	3,675		3,675	1,770
Administrative (Func.7191)					
Contracted Services -auditors	5800	7,239		7,239	7,844
General Administration (Func.7200/7300)					
YUSD Oversight 1%	5800	23,212		23,212	-
Business Services (3.5% of Rev)	5800	24,373	(1,838)	22,535	1,080
Fiscal Services (Func. 9200)					
Special Education Professional Services		30,500		30,500	27,626
Total Expense		2,074,067	97,424	2,171,491	1,625,635
					Total Expense
Revenue Less Expenses		443,568	130,316	573,884	718,091
Carryover from Prior Year		1,421,619		1,421,619	
Carryover as a Percentage of Total Expenses		68.5%		65.5%	
Ending Balance/Future Carryover		1,865,187		1,995,503	
Carryover as a Percentage of Total Expenses		89.9%		91.9%	
Net Income (Revenue Less Expense)		443,568		573,884	
Net Income as a percentage of Total Revenue		17.6%		20.9%	
Extraordinary Items					
One-time Expenditures		133,200	39,550	172,750	
One-time Funding Income		-	(402,756)	(402,756)	
Total		133,200	(363,206)	(230,006)	
Net Income Adjusted for Extraordinary Items		576,768		343,878	
Adjusted Net Income as a percentage of Total Revenue		22.9%		12.5%	

Glacier High School 2022-23 Financial Report as of 4/30/23

Category		Budget			Actual	Comments
		Adopted Budget	Budget Adjustments	Working Budget	Actual Rev/Exp	Current Enrollment 90 Current Projected ADA for LCFF 87.56
		(Annual)	(Annual)	(Annual)	Year-to-date	
Revenue						
State Aid Block Grant (LCFF)	8011	425,316	(51,169)	374,147	253,422	
Education Protection Account "EPA" (LCFF)	8012	39,262	134,028	173,290	131,982	
In Lieu Prop Tax (LCFF)	8096	473,351	(5,739)	467,612	414,995	
Lottery	8560	18,896		18,896	20,509	
Interest	8660	1,000		1,000	4,639	
Mandate Block Grant	8550	4,176		4,176	4,622	
One-time Funding	8550	0	127,531	127,531	99,594	Arts/Music/Instruct Grant And Learning Rec Emerg Block Grant
State STRS Contribution on Behalf - Paper Transaction	7690-8590	29,903		29,903	-	
Universal Pre-K (N/A)	6053-8590	0		-	-	N/A
Other Local Revenue	8699	0		-	1,856	
SPED Revenue (6500)	8792	33,221		33,221	30,005	
Total Revenue		1,025,125	204,651	1,229,776	961,624	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expenses						
Salaries (Certificated and Classified)		540,169		540,169	443,132	
Benefits (All Combined)		246,592		246,592	163,068	
Total Salary & Benefits		786,761	0	786,761	606,201	
Instructional (Func.1000)	Object Code					
Textbooks and Core Curricula	4100	7,000	(5,000)	2,000	-	
Books and Ref Mat	4200	3,525	(1,000)	2,525	1,381	
Instructional Supplies (>\$500)	4300	18,527	(3,000)	15,527	12,433	
Instructional Equipment (\$500-\$4900)	4400	4,000	4,000	8,000	7,818	
Travel & Conference	5200	3,500	3,000	6,500	5,861	
Contracted Services	5800	31,865	16,500	48,365	47,125	
Communications	5900	3,500		3,500	2,405	
Equipment	6400	-		-	-	
Building (Func. 8100)						
Supplies	4300	3,570	2,500	6,070	5,800	
Equipment	4400	1,300	4,500	5,800	5,476	
Utilities	5500	1,600	100	1,700	1,689	
Rentals, Leases & Repairs	5600	-	500	500	305	
Custodial/Site Expense	5800	5,775	1,781	7,556	7,108	Tree work for Oakhurst Site
Equipment	6400	-		-	-	
Facilities Construct (Func. 8500)						
Site Improvement	6100	20,800	1,950	22,750	-	
Building Improvements	6200/6250	26,000	11,946	37,946	14,636	See site work schedule
Administrative (Func. 2700)						
Admin. Supplies	4300	1,500		1,500	962	
Admin. Equipment	4400	200	100	300	244	
Travel & Conference	5200	5,000	2,000	7,000	6,024	
Service Memberships/ Fees	5300	4,500		4,500	3,739	
Insurance	5400	4,000		4,000	3,551	
Contracted Services	5800	4,515	5,000	9,515	8,005	
Contracted Services-Business Svcs	5800	19,697	5,172	24,869	-	
Communications	5900	4,500		4,500	2,874	
Equipment	6400	-		-	-	
Health Services (Func. 3120/3140)						
Contracted Services	5800	4,000		4,000	2,347	
Food (Func. 3700)						
Food Costs	4700	1,000		1,000	620	
Administrative (Func.7191)						
Contracted Services -auditors	5800	5,250	2,000	7,250	6,984	
General Administration (Func.7200/7300)						
YUSD Oversight 1%	5800	9,379		9,379	360	
Business Services (3.5% of Rev)	5800	8,441	2,217	10,658	-	
Fiscal Services (Func. 9200)						
Special Education Professional Services		12,120		12,120	11,809	
Total Expense		1,001,825	54,266	1,056,091	765,754	Total Expense
Revenue Less Expenses		23,300	150,385	173,685	195,869	
Carryover from Prior Year		395,085		395,085		
Carryover as a Percentage of Total Expenses		39.4%		37.4%		
Ending Balance/Future Carryover		418,385		568,770		
Carryover as a Percentage of Total Expenses		41.8%		53.9%		
Net Income (Revenue Less Expense)		23,300		173,685		
Net Income as a percentage of Total Revenue		2.3%		14.1%		
Extraordinary Items						
One-time Expenditures		46,800	11,946	58,746		
One-time Funding Income		-	(127,531)	(127,531)		
Total		46,800	(115,585)	(68,785)		
Net Rev. Adjusted for Extraordinary Items		70,100		104,900		
Adjusted Net Income as a percentage of Total Revenue		6.8%		8.5%		

Endeavor Charter School 2022-23 Financial Report as of 4/30/23

Category		Budget			Actual	Comments
		Adopted Budget (Annual)	Budget Adjustments (Annual)	Working Budget (Annual)	Actual Rev/Exp Year-to-date	
Revenue						Current Enrollment 329 Current Projected ADA for LCFF 325.74
State Aid Block Grant (LCFF)	8011	3,053,705	(682,161)	2,371,544	1,343,725	
Education Protection Account "EPA" (LCFF)	8012	68,250	814,357	882,607	740,253	
In Lieu Prop Tax (LCFF)	8096	297,308	5,674	302,982	153,520	
Lottery	8560	77,805		77,805	80,340	
Interest	8660	500		500	11,729	
Mandate Block Grant	8550	9,259		9,259	8,432	
One-time Funding	8550	0	423,047	423,047	213,657	Arts/Music/Instruct Grant And Learning Rec Emerg Block Grant
State STRS Contribution on Behalf - Paper Trans	7690-8590	78,637		78,637	-	
Universal Pre-K (Being returned)	6053-8590	0		0	25,000	7690-8590
Other Local Revenue	8699	0		0	13	6053-8590
SPED Revenue (6500) (State and Fed)	8792	286,900		286,900	237,059	
Total Revenue		3,872,364	560,917	4,433,281	2,813,728	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expense						
Salaries (Certificated and Classified)		1,750,467		1,750,467	1,425,789	
Benefits (All Combined)		790,861		790,861	538,730	
Total Salary & Benefits		2,541,328	0	2,541,328	1,964,519	
	Object Code					
Instructional (Func.1000)						
Textbooks and Core Curricula	4100	5,773		5,773	4,606	
Books and Ref Mat	4200	9,145		9,145	8,995	
Instructional Supplies (>\$500)	4300	138,508	4,000	142,508	141,487	
Instructional Equipment (\$500-\$4900)	4400	15,169	17,500	32,669	32,736	
Travel & Conference	5200	8,636		8,636	6,790	
Contracted Services	5800	86,194	21,000	107,194	106,726	
Communications	5900	5,995		5,995	4,116	
Equipment	6400	-		0	-	
Building (Func. 8100)						
Supplies	4300	12,942	(5,000)	7,942	6,201	
Equipment	4400	5,000	(1,000)	4,000	3,312	
Utilities	5500	19,921	5,000	24,921	23,219	
Rentals, Leases & Repairs	5600	160,200	(24,000)	136,200	127,847	Delay in renting additional classroom space
Custodial/Site Expense	5800	40,471		40,471	33,601	
Equipment	6400	0		0	-	
Facilities Construct(Func. 8500)						
Site Improvement	6100	0		0	-	
Building Improvements	6200	0	14,000	14,000	14,000	
Administrative (Func. 2700)						
Admin. Supplies	4300	5,279	2,500	7,779	7,451	
Admin. Equipment	4400	20,727	(15,000)	5,727	5,035	
Travel & Conference	5200	18,967	13,000	31,967	30,390	
Service Memberships/ Fees	5300	14,077		14,077	10,918	
Insurance 7200	5400	19,052	(2,000)	17,052	15,389	
Contracted Services	5800	22,084	-	22,084	18,882	Security Service added to other costs
Contracted Services-Business Svc Fees	5800	83,772	3,378	87,150	-	
Communications	5900	11,000		11,000	7,471	
Equipment	6400	-		0		
Health Services (Func. 3120 &3140)						
Contracted Services	5800	0		0	-	
Food (Func. 3700)						
Food Costs	4700	1,000		1,000	1,743	
Administrative (Func.7191)						
Contracted Services -auditors	5800	7,296		7,296	8,012	
General Administration (Func.7200/7300)						
District Oversight Fee (1% of LCFF Rev)	5800	34,193		34,193	14,361	
Business Services (3.5% of Rev)	5800	35,902	1,448	37,350	1,560	
Fiscal Services (Func. 9200)						
Special Education Professional Services		114,677		114,677	59,667	
Total Expense		3,437,308	34,826	3,472,134	2,659,034	Total Expense
Revenue Less Expenses		435,056	526,091	961,147	154,694	
Carryover from Prior Year		710,131	-	710,131		
Carryover as a Percentage of Total Expenses		20.7%		20.5%		
Ending Balance/Future Carryover		1,145,187		1,671,278		
Carryover as a Percentage of Total Expenses		33.3%		48.1%		
Net Income (Revenue Less Expense)		435,056		961,147		
Net Income as a percentage of Total Revenue		11.2%		21.7%		
Extraordinary Items						
One-time Expenditures		-		-		
One-time Funding Income		-	(423,047)	(423,047)		
Total		-	(423,047)	(423,047)		
Net Income Adjusted for Extraordinary Items		435,056		538,100		
Adjusted Net Income as a percentage of Total Revenue		11.2%		12.1%		

WSCS Combined 2022-23 Financial Report as of 4/30/23

Category		Budget			Actual	Comments
		Adopted Budget	Budget Adjustments	Working Budget	Actual Rev/Exp	
		(Annual)	(Annual)	(Annual)	Year-to-date	
Revenue						
State Aid Block Grant	8011	4,552,987	(956,160)	3,596,827	2,202,255	See school specific budget
EPA	8012	154,312	984,406	1,138,718	1,070,317	
In Lieu Prop Tax	8096	1,971,089	11,728	1,982,817	1,574,682	
Lottery	8560	150,053	-	150,053	155,855	
Interest	8660	2,500	-	2,500	29,153	
Mandate Block Grant	8550	17,677	-	17,677	17,365	
One-time Funding	8550	-	953,334	953,334	637,250	Arts/Music/Instruct Grant Approx \$667 per ADA 632.15 (prior year ADA)
State STRS Contribution on Behalf - Paper Transaction	7690-8590	162,137	-	162,137	-	
Universal Pre-K (Being returned)	6053-8590	-	-	-	79,746	
Other Local Revenue	8699	-	-	-	7,387	Universal Pre-K (Being returned)
SPED Revenue (6500)	8792	404,369	-	404,369	345,067	
Total Revenue		7,415,124	993,308	8,408,432	6,119,078	Total Revenue
Category		Budget			Actual	Comments
		(Annual)	(Annual)	(Annual)	Year-to-date	
Expenses						See school specific budget
Salaries (Certificated and Classified)		3,335,637	-	3,335,637	2,770,296	
Benefits (All Combined)		1,522,054	-	1,522,054	1,054,111	
Total Salary & Benefits		4,857,691	0	4,857,691	3,824,407	
		Object Code				
Instructional (Func.1000)						
Textbooks and Core Curricula	4100	15,173	(5,000)	10,173	4,601	
Books and Ref Mat	4200	24,220	(1,000)	23,220	17,312	
Instructional Supplies (>\$500)	4300	213,995	1,000	214,995	204,928	
Instructional Equipment (\$500-\$4900)	4400	45,322	21,500	66,822	63,873	
Travel & Conference	5200	16,286	3,000	19,286	16,346	
Contracted Services	5800	165,501	72,500	238,001	235,955	
Communications	5900	19,721	-	19,721	13,668	
Equipment	6400	0	-	-	-	
Building (Func. 8100)						
Supplies	4300	22,512	8,500	31,012	28,811	
Equipment	4400	9,555	16,500	26,055	24,372	
Utilities	5500	27,521	5,100	32,621	29,835	
Rentals, Leases & Repairs	5600	160,200	(21,900)	138,300	129,702	
Custodial/Site Expense	5800	61,893	6,781	68,674	61,056	
Equipment	6400	0	-	-	-	
Facilities Construct (Func. 8500)						
Site Improvement	6100	80,000	7,500	87,500	-	
Building Improvements	6200	100,000	59,946	159,946	69,437	
Administrative (Func. 2700)						
Admin. Supplies	4300	9,929	2,500	12,429	11,425	
Admin. Equipment	4400	21,347	(14,500)	6,847	6,010	
Travel & Conference	5200	35,517	20,000	55,517	50,999	
Service Memberships/ Fees	5300	29,977	-	29,977	21,519	
Insurance	5400	36,241	(4,000)	32,241	29,594	
Contracted Services	5800	43,648	2,000	45,648	37,701	
Contracted Services-Business Svcs	5800	160,338	4,262	164,600	-	
Communications	5900	26,356	(2,000)	24,356	16,412	
Equipment	6400	0	-	-	-	
Health Services (Func. 3140)						
Contracted Services	5800	12,000	-	12,000	9,025	
Food (Func. 3700)						
Food Costs	4700	5,675	-	5,675	4,134	
Administrative (Func.7100)						
Contracted Services -auditors	5800	19,785	2,000	21,785	22,839	
General Administration (Func.7200/7300)						
District Oversight 1%	5800	66,784	-	66,784	14,721	
Business Services (3.5% of Rev)	5800	68,716	1,827	70,543	2,640	
Fiscal Services (Func. 9200)						
Special Education Professional Services	7141	157,297	-	157,297	99,103	
Total Expense		6,513,200	186,516	6,699,716	5,050,424	Total Expense
Revenue Less Expenses		901,924	806,792	1,708,716	\$ 1,068,654	
Carryover from Prior Year		2,526,835	-	2,526,835		
Carryover as a Percentage of Total Expenses		38.8%		37.7%		
Ending Balance/Future Carryover		3,428,759		4,235,551		
Carryover as a Percentage of Total Expenses		52.6%		63.2%		
Net Income (Revenue Less Expense)		901,924		1,708,716		
Net Income as a percentage of Total Revenue		12.2%		20.3%		
Extraordinary Items						
One Time Expenditures		180,000	51,496	231,496		
One-time Funding Income		-	(953,334)	(953,334)		
Total		180,000	(901,838)	(721,838)		
Net Rev. Adjusted for Extraordinary Items		1,081,924		986,878		
Adjusted Net Income as a percentage of Adj. Total Revenue		14.6%		11.7%		

2023-24 Preliminary Budget Overview

Major Elements Affecting Budget

- Revenue** - 5.38% Increase in LCFF Calculator rate (per ADA)
- Enrollment projections
- Expense** - 7% increase in payroll costs due Salary Schedule changes and step increases
(4.5% for MHS, 3% for GHS, 10% for ECS. Difference due to shifting ADA based allocation toward ECS)
- 5% increase in other costs due to inflation
- One -time Oakhurst Site Capital Projects costing \$415,000 for MHS and GHS combined

Revenue Projection

Projected Enrollment/ADA

	Mountain Home	Glacier	Endeavor	Total	
Enrollment	205	85	341	631	<i>MHS/GHS Flat and ECS Growing</i>
ADA	199.9	82.9	332.5	615.2	
Percentage of Total	33%	13%	54%	100%	<i>*22-23 is 36%/12%/52%</i>

LCFF Estimated COLA	5.38%
---------------------	-------

Notes:

- Cost of Living Adjustment (COLA) to the amount of revenue from the state Local Control Funding Formula (LCFF) for each unit of ADA (average daily attendance.)
- Enrollment less absences equals ADA

Expense Projection

Payroll Expense

- 7% (approx) overall increase in payroll expense due to Salary Schedule adjustment and normal year-to-year Step increases

Proposed Changes to Salary Schedules

Certificated Teacher Salary Schedule

- 5% increase to entire schedule
- 5% increase to hourly rate for certificated adjunct teachers
- Addition of Longevity Stipend
 - \$750 Per Year Beginning of 6th year through end of 10th year
 - \$1,500 Per Year Beginning of 11th year through end of 15th year
 - \$2,250 Per Year Beginning of 16th year forward

Cost of Longevity Stipend in 23-24

MHS	\$6,000
GHS	\$2,250
ECS	\$5,250

- 6% approximate increase in pay for Teachers in 6th thru 10th year (when Longevity Stipend included)
- 7% approximate increase in pay for Teachers in 11th thru 15th year (when Longevity Stipend included)
- 8% approximate increase in pay for Teachers in 16+ year (none for 23-24) (when Longevity Stipend included)
- \$2,000 in new Annual Stipends for SPED Teachers

Classified Salary Schedule

- 5% increase to entire schedule
- 5% increase to hourly rate for classified adjunct teachers

Administrative & Support Salary Schedule

- Increase of number of Steps from 6 to 8
- Realignment and differentiation of Value of Steps
- Increases in Average Value of Steps (Taking the average of the old range to the new range.)
- Various adjustments - See Schedule for Details

Management Salary Schedule

- Increase of number of Steps from 6 to 8
- Realignment of Value of Steps
- Average Increase in Schedule 3.76% (Taking the average of the old range to the new range.)
- Average Increase in Value of Steps for CBO 5%
- Average Increase in Value of Steps for Exec. Dir. 2.52%

New/Changed Positions

- Mindy Klang and Bruce Boe retiring
- Eric Hagen transferring to MHS/GHS as Principal
- Grace Reeve promoted to Assistant Principal of ECS
- New Teachers/IT to replace 22-23 employee positions (no new positions)

Capital Projects (All Oakhurst)

	MHS	GHS	Total
Build Restrooms	\$71,000	\$29,000	\$100,000
Concrete Ramps	\$10,650	\$4,350	\$15,000
Classroom and Office Addition	\$213,000	\$87,000	\$300,000
Total	<u>\$294,650</u>	<u>\$120,350</u>	<u>\$415,000</u>

Projected Net Increase in Fund Balance (Net Income) & Adjustment for One-time Costs

	Projected Net Increase	Less Capital Projects (One-time Costs)	Adjusted Net Income (Excluding One-time Costs)
MHS	\$169,679	\$294,650	\$464,329
GHS	\$60,331	\$120,350	\$180,681
ECS	\$668,007	\$0	\$668,007
Total	<u>\$898,018</u>	<u>\$415,000</u>	<u>\$1,313,018</u>

Mountain Home School 2023-24 Projected Budget-Preliminary				
Category		Actual		Comments
		Projected Budget		
Revenue				
State Aid Block Grant (LCFF)	8011	923,111		205 Enroll/199.8 ADA
Education Protection Account "EPA" (LCFF)	8012	144,449		
In Lieu Prop Tax (LCFF)	8096	1,212,223		LCFF calc shows 5.38% COLA in funding per ADA
Lottery	8560	47,552		
Interest	8660	4,000		
Mandate Block Grant	8550	3,979		
One-time Funding	8550			
State STRS Contribution on Behalf - Paper Trans	7690-8590	87,546		
Other	7510-8590	-		
Other Local Revenue	8699	-		
SPED Revenue (6500)	8792	95,054		
Total Revenue		2,517,913		
Category		Actual		Comments
Expense		Year-to-date		
Salaries (Certificated and Classified)		1,084,197		
Benefits (All Combined)		513,573		
Total Salary & Benefits		1,597,770		3.5% increase in costs (7% WSCS-wide)
		Object Code		
Instructional (Func.1000)				
Textbooks and Core Curricula	4100	2,520		General 5% Increase in costs
Books and Ref Mat	4200	11,870		
Instructional Supplies (>\$500)	4300	58,466		
Instructional Equipment (\$500-\$4900)	4400	29,017		
Travel & Conference	5200	4,358		
Contracted Services	5800	76,458		
Communications	5900	10,737		
Equipment	6400	-		
Building (Func. 8100)				
Supplies	4300	13,763		
Equipment	4400	16,364		
Utilities	5500	6,300		
Rentals, Leases & Repairs	5600	1,628		
Custodial/Site Expense	5800	18,879		
Equipment	6400	-		
Facilities Construct(Func. 8500)				
Site Improvement	6100	10,650		Construction Projects
Building Improvements	6200	284,000		Construction Projects
Administrative (Func. 2700)				
Admin. Supplies	4300	8,266		
Admin. Equipment	4400	843		
Travel & Conference	5200	12,142		
Service Memberships/ Fees	5300	11,970		
Insurance 7200	5400	13,848		
Contracted Services	5800	17,666		
Contracted Services-Business Svc Fees	5800	55,855		
Communications	5900	11,399		
Equipment	6400			
Health Services (Func. 3120 &3140)				
Contracted Services	5800	8,400		
Food (Func. 3700)				
Food Costs	4700	3,859		
Administrative (Func.7191)				
Contracted Services -auditors	5800	7,631		
General Administration (Func.7200/7300)				
YUSD Oversight 1%	5800	22,798		
Business Services (3.5% of Rev)	5800	26,206		
Fiscal Services (Func. 9200)				
Special Education		4,572		
Total Expense		2,348,234		
Revenue Less Expenses		169,679		
Carryover from Prior Year				
Carryover as a Percentage of Total Expenses				
Ending Balance/Future Carryover				
Carryover as a Percentage of Total Expenses				
Net Income				
Net Income as a percentage of Total Revenue				
Extraordinary Items				
One-time Expenditures		(294,650)		
One-time Funding Income		-		
Total				
Net Income Adjusted for Extraordinary Items		464,329		
Adjusted Net Income as a percentage of Total Revenue				

Glacier High School 2023-24 Projected Budget-Preliminary				
Category		Actual	Comments	
		Projected Budget	Revision Notes	
Revenue				
State Aid Block Grant (LCFF)	8011	395,972	85 Enroll/82.88 ADA	
Education Protection Account "EPA" (LCFF)	8012	199,878		
In Lieu Prop Tax (LCFF)	8096	467,612	LCFF calc shows 5.38% COLA in funding per ADA	
Lottery	8560	20,752		
Interest	8660	2,000		
Mandate Block Grant	8550	4,826		
Other	8550	-		
State STRS Contribution on Behalf - Paper Transactor	8590	47,544		
Other	7510-8590	-		
Other Local Revenue	8699	-		
SPED Revenue (6500)	8792	43,394		
Total Revenue		1,181,978		
Category		Actual	Comments	
Expenses		Year-to-date		
Salaries (Certificated and Classified)		548,170		
Benefits (All Combined)		258,571		
Total Salary & Benefits		806,741	4% increase in costs (7% WSCS-wide)	
Instructional (Func.1000)	Object Code			
Textbooks and Core Curricula	4100	7,218	General 5% Increase in costs	
Books and Ref Mat	4200	5,612		
Instructional Supplies (>\$500)	4300	22,232		
Instructional Equipment (\$500-\$4900)	4400	5,012		
Travel & Conference	5200	4,540		
Contracted Services	5800	41,726		
Communications	5900	3,675		
Equipment	6400	-		
Building (Func. 8100)				
Supplies	4300	4,724		
Equipment	4400	5,750		
Utilities	5500	1,680		
Rentals, Leases & Repairs	5600	515		
Custodial/Site Expense	5800	6,590		
Equipment	6400	-		
Facilities Construct (Func. 8500)				
Site Improvement	6100	4,350	Construction Projects	
Building Improvements	6200/6250	116,000	Construction Projects	
Administrative (Func. 2700)				
Admin. Supplies	4300	2,899		
Admin. Equipment	4400	281		
Travel & Conference	5200	5,250		
Service Memberships/ Fees	5300	4,725		
Insurance	5400	4,200		
Contracted Services	5800	3,749		
Contracted Services-Business Svcs	5800	26,055		
Communications	5900	4,785		
Equipment	6400			
Health Services (Func. 3120/3140)				
Contracted Services	5800	4,200		
Food (Funct. 3700)				
Food Costs	4700	1,000		
Administrative (Func.7191)				
Contracted Services -auditors	5800	6,264		
General Administration (Func.7200/7300)				
YUSD Oversight 1%	5800	10,635		
Business Services (3.5% of Rev)	5800	11,166		
Fiscal Services (Func. 9200)				
SPED-Costs		74		
Total Expense		1,121,647		
Revenue Less Expenses		60,331		
Carryover from Prior Year				
Carryover as a Percentage of Total Expenses				
Ending Balance/Future Carryover				
Carryover as a Percentage of Total Expenses				
Net Income				
Net Income as a percentage of Total Revenue				
Extraordinary Items				
One-time Expenditures		120,350		
One-time Funding Income		0		
Total				
Net Rev. Adjusted for Extraordinary Items		180,681		
Adjusted Net Income as a percentage of Total Revenue				

Endeavor Charter School 2023-24 Projected Budget-Preliminary				
Category		Actual		Comments
		Projected Budget		Revision Notes
Revenue				
State Aid Block Grant (LCFF)	8011	2,595,183		341 Enroll/332.48 ADA
Education Protection Account "EPA" (LCFF)	8012	946,721		
In Lieu Prop Tax (LCFF)	8096	302,982		LCFF calc shows 5.38% COLA in funding per ADA
Lottery	8560	77,200		
Interest	8660	4,000		
Mandate Block Grant	8550	10,336		
One-time funding	8550	-		
State STRS Contribution on Behalf - Paper Trans	7690-8590	101,514		
Other	7510-8590	-		
Other Local Revenue	8699	-		
SPED Revenue (6500)	8792	307,209		
Total Revenue		4,345,145		
Category		Actual		Comments
Expense		Year-to-date		
Salaries (Certificated and Classified)		1,875,642		
Benefits (All Combined)		842,174		
Total Salary & Benefits		2,717,816		10% increase in costs (7% WSCS-wide)
	Object Code			
Instructional (Func.1000)				
Textbooks and Core Curricula	4100	6,048		General 5% Increase in costs
Books and Ref Mat	4200	9,602		
Instructional Supplies (>\$500)	4300	151,827		
Instructional Equipment (\$500-\$4900)	4400	18,102		
Travel & Conference	5200	9,068		
Contracted Services	5800	93,120		
Communications	5900	6,295		
Equipment	6400	-		
Building (Func. 8100)				
Supplies	4300	15,621		
Equipment	4400	5,250		
Utilities	5500	20,917		
Rentals, Leases & Repairs	5600	142,071		
Custodial/Site Expense	5800	45,667		
Equipment	6400	-		
Facilities Construct(Func. 8500)				
Site Improvement	6100	-		
Building Improvements	6200	-		
Administrative (Func. 2700)				
Admin. Supplies	4300	7,479		
Admin. Equipment	4400	12,979		
Travel & Conference	5200	20,920		
Service Memberships/ Fees	5300	14,781		
Insurance 7200	5400	20,005		
Contracted Services	5800	21,607		
Contracted Services-Business Svc Fees	5800	94,200		
Communications	5900	11,823		
Equipment	6400	-		
Health Services (Func. 3120 &3140)				
Contracted Services	5800	1,242		
Food (Func. 3700)				
Food Costs	4700	1,593		
Administrative (Func.7191)				
Contracted Services -auditors	5800	7,661		
General Administration (Func.7200/7300)				
District Oversight Fee (1% of LCFF Rev)	5800	38,449		
Business Services (3.5% of Rev)	5800	40,371		
Fiscal Services (Func. 9200)				
Special Education		142,625		
Total Expense	5750	3,677,138		
Revenue Less Expenses		668,007		
Carryover from Prior Year				
Carryover as a Percentage of Total Expenses				
Ending Balance/Future Carryover				
Carryover as a Percentage of Total Expenses				
Net Income				
Net Income as a percentage of Total Revenue				
Extraordinary Items				
One-time Expenditures		-		
One-time Funding Income		-		
Total				
Net Income Adjusted for Extraordinary Items		668,007		
Adjusted Net Income as a percentage of Total Revenue				

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

2022-23

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**

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

23-24 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	48,717	50,633	52,549	54,466	56,382	58,298	59,897
2	50,315	52,231	54,148	56,064	57,980	59,897	61,494
3	51,914	53,830	55,745	57,661	59,578	61,494	63,092
4	53,511	55,427	57,343	59,260	61,176	63,092	64,690
5	55,109	57,025	58,942	60,858	62,773	64,690	66,288
6	56,707	58,623	60,539	62,455	64,372	66,288	67,885
7	58,305	60,397	62,137	64,054	65,970	67,885	69,484
8	60,397	61,819	63,735	65,651	67,567	69,484	71,082
9	60,397	63,417	65,333	67,249	69,166	71,082	72,679
10	60,397	65,015	66,930	68,847	70,763	72,679	74,278
11	60,397	65,015	68,529	70,445	72,361	74,278	75,875
12	60,397	65,015	70,127	72,042	73,960	75,875	77,473
13	60,397	65,015	70,127	73,641	75,557	77,473	79,072
14	60,397	65,015	70,127	75,239	77,155	79,072	80,669
15	60,397	65,015	70,127	75,239	78,753	80,669	82,267
16	60,397	65,015	70,127	75,239	80,351	82,267	83,865
17	60,397	65,015	70,127	75,239	81,948	83,865	85,463
18-22	60,397	65,015	70,127	75,239	81,948	85,494	87,060
23-27	60,397	65,015	70,127	75,239	81,948	85,494	88,940
28	60,397	65,015	70,127	75,239	81,948	85,494	90,820

Master's Degree Stipend: \$1,250

Doctorate Degree Stipend: \$1,750

Longevity Stipend:\$750 (6 thru 10)/\$1500 (11 thru 15) /\$2250 (16+)

Certificated Adjunct Teacher (Hourly Rate): **\$36.75**

Longevity Add on

Year	Amount	Date establishing Year of Svc 8/15 of current year
16+	\$2,250	Beginning of 16th year forward
11-15	\$1,500	Beginning of 11th year through end of 15th year
6-10	\$750	Beginning of 6th year through end of 10th year
0-5	\$0	
*Paid Proportionally to FTE		

CLASSIFIED PAY SCHEDULE (Hourly) (Adopted)

	A	B	C
Step	Operations Assist	Operations Tech I	Operations Tech 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

Job Titles

IT Assistant
Office Assistant
Receptionist
Maintenance Assistant

Job Titles

Accounting Technician I
IT Technician I
Office Technician I
Maintenance Technician I

Job Titles

Accounting Technician II
IT Technician II
Office Technician II
Maintenance Technician II

Non-credentialed Instructional (Hourly Rate): \$25.00

5% Increase for 23-24

CLASSIFIED PAY SCHEDULE (Hourly) (Proposed)

	A	B	C
Step	Operations Assist	Operations Tech I	Operations Tech II
1	\$16.54	\$17.97	\$21.40
2	\$16.65	\$18.83	\$22.24
3	\$16.81	\$19.69	\$23.09
4	\$16.98	\$20.55	\$23.96
5	\$17.17	\$21.40	\$24.78
6	\$17.97	\$22.24	\$25.63
7	\$18.83	\$23.09	\$26.50
8	\$19.69	\$23.96	\$27.35
9	\$20.55	\$24.78	\$28.19
10	\$21.40	\$25.61	\$29.03

Job Titles

IT Assistant
Office Assistant
Receptionist
Maintenance Assistant

Job Titles

Accounting Technician I
IT Technician I
Office Technician I
Maintenance Technician I

Job Titles

Accounting Technician II
IT Technician II
Office Technician II
Maintenance Technician II

Non-credentialed Instructional (Hourly Rate): \$26.25

Western Sierra Charter Schools
ADMINISTRATIVE & SUPPORT SALARY SCHEDULE

Note: Going to an 8 Step System rather than 6 Steps

2022-23 Schedule

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

Range Average	\$97,505	\$82,879	\$82,879	\$82,879	\$82,879
---------------	----------	----------	----------	----------	----------

Proposed 2023-24 Schedule

With Proposed increase and 2 new Steps

Step	Site Administration		Shared Instructional Support		
	Principal	Assist Principal	SPED Coord	Counselor	IT Coord
1	\$91,000	\$83,000	\$78,000	\$74,970	\$74,970
2	\$94,640	\$86,320	\$81,120	\$77,969	\$77,969
3	\$98,426	\$89,773	\$84,365	\$81,088	\$81,088
4	\$102,363	\$93,364	\$87,739	\$84,331	\$84,331
5	\$106,457	\$97,098	\$91,249	\$87,704	\$87,704
6	\$110,715	\$100,982	\$94,899	\$91,212	\$91,212
7	\$115,144	\$105,021	\$98,695	\$94,861	\$94,861
8	\$119,750	\$109,222	\$102,643	\$98,655	\$98,655

		*Realigned		2 added steps, no base increase	
Range Average	104,812	95,598	89,839	86,349	86,349
Average Incr	7.49%	15.35%	8.40%	4.19%	4.19%

MANAGEMENT SCHEDULE

Note: Going to an 8 Step System rather than 6 Steps

2022-23 Schedule

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

Average	\$153,075.50	\$132,163.33
---------	--------------	--------------

Proposed 2023-24 Schedule

With Proposed Adjustments and 2 Added Steps

WSCS Executive Management		
Step	Ex. Director	CBO
1	\$136,250	\$120,480
2	\$141,700	\$125,299
3	\$147,368	\$130,311
4	\$153,263	\$135,524
5	\$159,393	\$140,945
6	\$165,769	\$146,582
7	\$172,400	\$152,446
8	\$179,296	\$158,543

Range Average	\$156,930	\$138,766
Average Incr	2.52%	5.00%

Western Sierra Charter Schools

Employee Budgeted Payroll Cost Summary for 2023-24

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 Proto, 1 Meeks, 1 Oliphant, 1 Rumohr, 1 Vind

Adjunct FTE: .7 Total – .4 Heidebrecht, .2 Johnson, .1 Graas,

Classified Teachers:

Adjunct FTE: Total .2 – .2 Nichols (New)

Certificated Administrative Staff:

FTE: Total 1.75 (all allocated partial) – .33 Cox (Exec Director), .71 Hagen (Principal), .71 Moons (SPED Coordinator)

Classified Administrative Staff:

FTE: Total 3.07 (all allocated partial) – .33 Jeffers (CBO), .33 Palmer (Admin), .33 Neulinger (Admin), .71 Jones (Reception), .33 Culver (IT Coordinator), .33 (New, IT Tech), .71 Mendoza

Certificated Salaries: \$887,970 Classified Salaries: \$196,227

Total Salaries: \$1,084,197 Total Benefits: \$513,573

Total Salaries and Benefits: \$1,597,770 Total FTE 13.72

Glacier High School Charter Employees

Certificated Teachers:

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

Adjunct FTE: Total 1.1 - .8 Johnson, .2 L. Boe, Takanishi .1

Certificated Administrative Staff:

FTE: Total 1.21 (all allocated partial) – .13 Cox (Exec Director), .29 Hagen (Principal), .5 Hill (Counselor), .29 Moons (SPED Coordinator)

Classified Teachers:

Adjunct FTE: Total .2 – .2 New

Classified Administrative Staff:

FTE: Total 1.23 (all allocated partial) – .13 Jeffers (CBO), .13 Palmer (Admin), .13 Neulinger (Admin), .29 Jones (Reception), .13 Culver (IT Coordinator), .13 New (IT Tech), .29 Mendoza

Certificated Salaries: \$465,119 Classified Salaries: \$83,051

Total Salaries: \$548,170 Total Benefits: \$258,571

Total Salaries and Benefits: \$806,741 Total FTE 7.54

Endeavor Charter School Employees

Certificated Teachers:

Advising FTE: Total 14 – 1 Den Hartog, 1 Turner, 1 Hammond, 1 Hirata, 1 Shaw, 1 Johnson, 1 New, 1 Vaccaro, 1 Chugg, 1 Shiro, 1 Garrett, 1 Smith, 1 Kuhtz, 1 New

Adjunct FTE: Total 2.2 - .8 Llanos, .6 Mallard, .4 New, .4 Souza

Certificated Administrative Staff:

FTE: Total 4.04 (all allocated partial) – .54 Cox (Exec Director), 1 Garcia (Principal), 1 Reeve (Assistant Principal), .5 G.Hill (Counselor), 1 Carter (SPED Coordinator).

Classified Teachers:

Adjunct FTE: Total 1.9 – .2 New, .3 Gaviria, 1 Flynn, .4 Mulick

Classified Administrative Staff:

FTE: Total 4.7 (all allocated partial) – .54 Jeffers (CBO), 1 Carrasco (Reception), .54 Palmer (Admin), .54 Neulinger (Admin), 1 Lord (Admin), .54 (new, IT Tech), .54 Culver (IT Coordinator)

Certificated Salaries: \$1,521,419 Classified Salaries: \$354,223

Total Salaries: \$1,875,642 Total Benefits: \$842,174

Total Salaries and Benefits: \$2,717,816 Total FTE 26.84

Western Sierra Charter Schools
Executive Director Salary for 2023 - 2024

2022 - 2023

Step	Exec. Director
1	\$134,734
2	\$142,090
3	\$148,785
4	\$156,246
5	\$164,211
6	\$172,387

2023 -2024

Step	Exec. Director
1	\$136,250
2	\$141,700
3	\$147,368
4	\$153,263
5	\$159,393
6	\$165,769
7	\$172,400
8	\$179,296

For the 2022-23 school year, the Executive Director has been at Step 6 (\$172,387).

For the 2023-24 school year the Executive Director will move to Step 7 (\$172,400).

California Comprehensive School Safety Plan Implementation Plan For Western Sierra Charter Schools (WSCS)

Reviewed and approved 2/22/2023

**California Comprehensive School Safety Plan (CSSP)
Implementation Plan
WESTERN SIERRA CHARTER SCHOOLS**

Table of Contents

Description

Page(s)

PART 1: California Charter School Comprehensive School Safety Plan Program Overview	3
PART 2: What charter schools are required to include in their school safety plan	5
PART 3: Charter School Employee Criminal Record Summary Policy (EC 47605.6.F.i; EC 44237)	7
PART 4: Charter School Safety Procedures—Child Abuse Reporting [EC 47605(6)(F)(ii); EC 32282.(2)(A)]	8
PART 5: Charter School Safety Procedures—Routine and Emergency Disaster Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(B)]	15
PART 6: Charter School Safety Procedures—Suspension/Expulsion Policies and Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(C)]	21
PART 7: Charter School Safety Procedures—Procedures to Notify Teachers of Dangerous Pupils [EC 47605(6)(F)(ii); EC 32282.(2)(D)]	33
PART 8: Charter School Safety Procedures—Discrimination and Harassment Policy [EC 47605(6)(F)(ii); EC 32282.(2)(E)]	35
PART 9: Charter School Safety Procedures—Schoolwide Dress Code (if it exists), Including Prohibition of Gang-Related Apparel [EC 47605(6)(F)(ii); EC 32282.(2)(F)]	37
PART 10: Charter School Safety Procedures—Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School Site [EC 47605(6)(F)(ii); EC 32282.(2)(G)]	38
PART 11: Charter School Safety Procedures—A Safe and Orderly Environment Conducive to Learning at the School [EC 47605(6)(F)(ii); EC 32282.(2)(H)]	39
PART 12: Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)]	46

PART 1: California Charter School Comprehensive School Safety Plan Program Overview

What is the California Charter School Safety Plan Compliance Requirement?

Source: http://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201720180AB1747

Need for the Bill:

According to the author, “The California Constitution guarantees California children the right to attend public schools which are safe, secure and peaceful. The educational institutions of California, such as the CDE, public school districts, county offices of education, and the schools themselves are responsible for creating safe and secure learning environments.

According to a 2017 audit report conducted by the California State Auditor (CSA), schools face challenges in preparing and responding to incidents of school violence, including active shootings. Results from a statewide survey of districts and county offices conducted as part of the audit suggested that the frequency of active shooter threats and incidents in and around California schools is increasing.

“Comprehensive school safety plans are a collection of procedures for schools to utilize in the event of an emergency, and a policy guideline that promotes a safe learning space. Although the Department of Homeland Security and federal and state agencies recommend having procedures for responding to active shooter incidents, state law does not require that California schools include these procedures in their safety plans. Consequently, the CSA’s audit revealed that many districts and county offices do not independently require their schools to include these safety procedures, which results in schools being inadequately prepared to respond to violent incidents.”

Existing law specifies that school districts and county offices of education are responsible for the overall development of school safety plans. Each school is required to develop a school safety plan that includes procedures, and policies to ensure student and staff safety at a school site. The components of the plan range from procedures for safe ingress and egress of pupils, parents and school employees; to disaster and emergency procedures such as those during and after earthquakes; to behavioral policies such as discrimination and harassment policies.

State law does not currently require charter schools to have safety plans, but charter petitions must include procedures the school will follow to ensure the safety of pupils and staff. This bill requires charter schools to develop a school safety plan, including procedures for conducting tactical responses

to criminal incidents; requires comprehensive school safety plans to include procedures for conducting tactical responses to criminal incidents; increases the California Department of Education's (CDE's) responsibilities relating to school safety plans; and requires school site councils to also consult with the fire department and other first responder entities in the writing and development of the comprehensive school safety plan.

Specifically, this bill:

- 1) Adds classified employees to the language stating that is the intent of the Legislature that comprehensive school safety plans be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence.
- 2) States that it is the intent of the Legislature that all school staff be trained on the comprehensive school safety plan.
- 3) Requires the school site council to also consult with a representative from a fire department and other first responder entities in the writing and development of the comprehensive school safety plan. (Not required for charter schools, but is a best practice)
- 4) Requires the comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities. ((Not required for charter schools, but is a best practice)
- 5) Requires the comprehensive school safety plan to include procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.
- 6) Requires the procedures to prepare for active shooters or other armed assailants to be based on the specific needs and context of each school and community.
- 7) Requires the CDE to:
 - a) Provide general direction to school districts, county offices of education, and charter schools on what to include in the school building disaster plan.
 - b) Maintain and conspicuously post on its Internet Web site a compliance checklist for developing a comprehensive school safety plan, and shall update the checklist when necessary.
 - c) Develop and post on its Internet Web site best practices for reviewing and approving school safety plans.
- 8) Requires charter schools to develop a school safety plan, based on many of the components of a comprehensive school safety plan, and procedures for conducting tactical responses to criminal incidents.

PART 2: What charter schools are required to include in their school safety plan

AB1747 specifically states the following:

The Charter Schools Act of 1992 provides for the establishment and operation of charter schools, including countywide charter schools, and requires a petition for the establishment of a charter school to contain comprehensive descriptions of various matters and procedures, including procedures that the charter school will follow to ensure the health and safety of pupils and staff.

This bill would require these procedures to also require the development of a school safety plan, as provided, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school. To the extent the bill would impose additional duties on county boards of education, the bill would impose a state-mandated local program.

SEC. 5. (Establishment of a charter school within a school district)

Section 47605 of the Education Code is amended to read:

(6) Commencing January 1, 2003, a petition to establish a charter school shall not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

SEC. 6. (Establishment of a charter school with a County Board of Education)

Section 47605.6 of the Education Code is amended to read:

(G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(I) The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

(O) The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(k) If a county board of education denies a petition, the petitioner shall not elect to submit the petition for the establishment of the charter school to the state board.

SEC. 7.

If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Summary

In accordance with the amended language cited above, a Charter School Comprehensive School Safety Plan must therefore comply specifically with education code sections 44237, and subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282. In addition, the plan must include procedures for conducting tactical responses to criminal incidents

PART 3: Charter School Employee Criminal Record Summary Policy (EC 47605.6.F.i; EC 44237)

Criminal Background Check

Western Sierra Charter Schools (the “School” Mountain Home School, Glacier High School, and Endeavor Charter School inclusive) recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Western Sierra Charter Schools (WSCS) will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnish the school with a criminal record summary”.

All employees of WSCS, all volunteers who will be performing services that are not under the direct supervision of a School employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with state law. The Principal of each school site shall monitor compliance with this policy. WSCS will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. WSCS shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

All employees must have Live Scan fingerprint results on file with WSCS. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to WSCS prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve care of students, handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by WSCS may be taken into consideration in evaluating one’s suitability for employment, promotion, reassignment, or retention as an Employee.

WSCS shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

WSCS may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, WSCS will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees

subject to an investigation are required to cooperate with WSCS's lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with WSCS.

PART 4: Charter School Safety Procedures—Child Abuse Reporting [EC 47605(6)(F)(ii); EC 32282.(2)(A)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

Child Abuse Identification & Reporting Guidelines

In accordance with state law, all teachers and staff are mandated to report any suspected child abuse. The procedure for the mandated individual is to immediately make a call to the Department of Children and Family Services. The mandated reporter will then file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family services. The mandated individual will meet with the appropriate authorities accordingly and inform the administrator that a report has been made. Staff members will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

WSCS follows the guidelines issued by the California Department of Education (CDE), in conjunction with the California Department of Social Services, to help all persons who work at WSCS, to be able to identify signs of suspected cases of child abuse and/or child neglect and to have the tools to know how to make a report to the proper authorities. These guidelines are issued in conjunction with an extensive training module, specifically aimed at training school employees and educators on their obligations as mandated reporters of child abuse, which can be located online at [California Child Abuse Mandated Reporter Training](#)



Identification of Child Abuse and Neglect

Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential signs.

Child Abuse and/or Child Neglect Can Be Any of the Following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children

- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert" as if waiting for something bad to happen.

- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.


Warning Signs of Neglect in Children

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

- Trouble walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Doesn't want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

Reporting Child Abuse or Neglect

Community members have an important role in protecting children from abuse and neglect. While not mandated by law to do so, if child abuse or neglect is suspected, a report should be filed with qualified and experienced agencies that will investigate the situation. Examples of these agencies are listed below. Parents and guardians of pupils have the right to file a complaint against anyone they suspect has engaged in abuse or neglect of a child. **Community members do not need to provide their name when making a report of child abuse or neglect.** Telephone numbers for each county's emergency response for child abuse reporting are located at [California Emergency Response Child Abuse Reporting Telephone Numbers](#)  (PDF).

School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect. Additionally, school volunteers are highly encouraged by the law to have training in the identification and reporting of child abuse and neglect. The training offered online to mandated reporters, is equally available to school volunteers.

Obligations of Mandated Reporters

A list of persons whose profession qualifies them as “mandated reporters” of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. **It includes all WSCS school/district employees, administrators, and athletic coaches.** All persons hired into positions

included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:

- A Police or Sheriff's Department (not including a school district police department or school security department).
- A County Probation Department, if designated by the county to receive child abuse reports.
- A County Welfare Department/County Child Protective Services.


The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE). School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine if there are additional steps that must be taken.

These policies do not take the place of reporting to an appropriate local law enforcement or county child welfare agency.

New Required Training for School Employees

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students. LEAs must also develop a process to provide proof that employees received

training. An online training module has been developed specially for educators and is located at [California Child Abuse Mandated Reporter Training](#) .

Rights to Confidentiality and Immunity

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

Consequences of Failing to Report

A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (California Penal Code Section 11166[c]).

After the Report is Made

The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

California Mandated Reporting Easy Step Summary

California mandated reporting easy steps...

What must be reported and how to report!

What Must be Reported

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

The mandated reporter must only have *reasonable suspicion* that a child has been mistreated; no evidence or proof is required prior to making a report. The case will be further investigated by law enforcement and/or child welfare services.

How To Report



By Phone

Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff's department.

- | | |
|-----------------------------------|--|
| 1. Child Welfare Services Phone # | <u>Madera - (559) 675-7829; Fresno - (559) 255-8320</u> |
| 2. Police Department Phone # | <u>Madera Police (559) 675-4200 - Fresno - (559) 621-7000</u> |
| 3. Sheriff's Department Phone # | <u>Madera Sheriff (559) 675-7770 - Fresno - (559) 600-3111</u> |



In Writing

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at:

https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Other Information

Safeguards for Mandated Reporters:

- The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
- Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.

Failure to report:

- Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164-11174.3.

This document and Mandated Reporting information can be found at
www.mandatedreporter.ca.com

PART 5: Charter School Safety Procedures—Routine and Emergency Disaster Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(B)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(CDE School Safety Plan Compliance Checklist guidance: Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations.)

Fire Evacuation

Mountain Home School and Glacier High School (Oakhurst)

In the event of a fire: Alarm Sounds

Teachers will:

- Secure their roll books (As appropriate)
- Escort students out of the building to the fire drill location
- Help insure that all students are out of the building
- Take roll once all students have arrived at the assigned area
- Await further instructions from Director or Principal

Students will:

- File out of building in a quiet orderly manner as directed by teachers
- Assemble in the designated fire drill area
- Remain quiet and orderly
- Await further instructions from their teacher

Director and/ or Principal will:

- Sweep buildings to insure all people are exited
- Prepare materials for emergency response personnel (Logistics)

Emergency status is clear when:

- Conditions are deemed safe by the Director or Principal
- Teachers are given the “All Clear” signal

Fire Evacuation

Endeavor Charter School

In the event of a fire: Fire Watch monitor alerts staff and students through siren, walkie talkie, and phone speaker system and calls 911.

Teachers with a class will:

- Secure their roll books/clipboard (As appropriate)
- Escort students out of the building to the fire drill location
- Take roll once all students have arrived at the assigned area and alert Principal or Fire Watch of any missing students
- Await further instructions from the Principal or Fire Watch monitor.

Teachers and Staff with no class ☺ will:

- Check all designated areas to insure that all students/parents/guests are out of the each building
 - Teachers with offices on the second floor of the West Building will sweep upstairs bathrooms, classroom F, storage areas, and offices.
 - Teachers with offices on the first floor of the West building will sweep downstairs bathrooms, classrooms A-E, storage rooms, and offices.
 - Teachers with offices in East Building will check entire building to insure that all students/parents/guests are out of the East building
- Secretaries or Designee will secure sign in sheets from each building
- Radio Principal and/or Fire Watch that their designated area is clear
- Escort students out of the building to the fire drill location

Students will:

- File out of building in a quiet orderly manner as directed by teachers/staff
- Assemble in the designated fire drill area
- Remain quiet and orderly
- Await further instructions from their teacher or staff

Parents will:

- If parent has their child with them
 - parents are to file out of building **with** their child, in a quiet orderly manner as directed by teachers/staff
- If parent's child is not immediately with them but somewhere in building or on grounds
 - parents are to file out of building **without** their child, in a quiet orderly manner as directed by teachers/staff
- Assemble in the designated fire drill area and meet your children there
 - Notify Staff of any missing children
- Remain quiet and orderly
- Await further instructions from teachers/staff

Principal and/ or Fire Watch will:

- Sweep buildings to insure all people have exited
- Maintain radio communication with staff
- Prepare materials for emergency response personnel (Logistics)

Emergency status is clear when:

- Conditions are deemed safe by the Principal or Fire Watch
- Teachers are given the "All Clear" signal

Fire Watch for Endeavor Charter School

(updated 2-11-22)

In the absence of a fire alarm system for our Endeavor Charter School, WSCS has implemented a Fire Watch monitoring system.

WSCS Administration will ensure that at least one responsible Fire Watch staff is present in the Endeavor Charter School at all normal operating hours. The Fresno Administrator or designee will provide ongoing building surveillance of unwanted fire and will raise an alarm for the building occupants and notify the fire department should a fire occur.

1. The Fire Watch staff will be familiar with the building, knowing the location and operation of the following:
 - the address, cross streets and phone number of Endeavor Charter School
 - (777 and 723 West Shaw Ave, Fresno CA 93704 and 559-248-0471)
 - breaker box and main power to building for electrical shut off
 - main gas shut-off
 - fire extinguishers
2. On a weekly basis, the Fire Watch staff will conduct regular patrols of the entire building and facility. During these rounds the Fire Watch staff will confirm:
 - fire extinguishers are in place and not obstructed
 - aisles and exit ways are all clear
 - heating units are working properly
 - flammable materials are properly stored
3. Identify and report to WSCS Administration any fire, life, or property hazard
4. Have a cell phone for means of direct communication with fire department and carry a school issued Walkie Talkie for communication with staff
5. Maintain a log of Fire Watch activities
6. In the event of fire or smoke the Fire Watch staff will:
 - Immediately notify all building occupants of the need to evacuate.
 - (See the document: Fire Evacuation for Fresno Resource Center)
 - Notify the Fresno Fire Department
 - (Call 911)
 - (Endeavor Charter School-777 and 723 West Shaw Ave, Fresno CA 93704)

Duck, Cover and Hold

In the event of: Earthquake, Fallen Aircraft, Possible Explosion, Tornado/Severe Storm

Teachers will:

- Direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover their heads and faces with their arms
- Assume the same duck and cover position as the students
- Await further instructions from Director or Principal or “All Clear” signal
- After the “All Clear” signal, take roll and determine the condition of all students in the room
- Report injuries or other immediate safety concerns to the Director or Principal

Students will:

- Move quickly away from windows, bookshelves or unsecured carts or equipment
- If possible, duck under their desk or tables
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the “All Clear” signal

Director and/ or Principal will:

- Sweep buildings to determine safety of all people in buildings
- Prepare materials for emergency response personnel (Logistics)

Emergency status is clear when:

- Conditions are deemed safe by the Director or Principal
- Teachers are given the “All Clear” signal

Shelter in Place

To be used in the event of: Chemical spill (off Campus), Civil Disturbance, Gunfire/Police action in vicinity, Flood

Teachers will:

- Report to their building or classroom
- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door, close windows and curtains
- Take roll, and document the names of all students present
- Await further instructions from Director or Principal or “All Clear” signal

Students will:

- Report to the main building or their classroom

- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly
- Await further instructions from teacher or staff member

Director and/ or Principal will:

- Either make intercom contact with each building and classroom or physically sweep buildings to ensure safety of all people
- Prepare materials for emergency response personnel (Logistics)

Emergency status is clear when:

- Conditions are deemed safe by the Director or Principal
- Teachers are given the “All Clear” signal

Lockdown

To be used in the event of: Active Shooter, Hostage Crisis, Danger outside in area

Teachers will:

- Immediately lock all outside building doors or the classroom doors
- Instruct students to lie on the floor
- Close all blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Director, Principal, or Police

Students will:

- Immediately drop to the floor, away from doors or windows
- Remain silent
- Await further instructions from teacher

Director and/ or Principal will:

- Establish communication with appropriate law enforcement agency
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)

Emergency status is clear when:

- Conditions are deemed safe by the Director, Principal or ranking law enforcement official
- Teachers are given the “All Clear” signal

PART 6: Charter School Safety Procedures— Suspension/Expulsion Policies and Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(C)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

I. Discipline Policy

WSCS believes that students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, WSCS has developed a comprehensive set of student discipline policies which in many respects are consistent with California Education Code Section 48900’s requirements for school districts. As a group of public charter schools, WSCS will develop its own specific procedures for student suspension and expulsion.

Policies regarding suspension or expulsion conform to applicable state and federal laws regarding all students, including the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, and the ADA. WSCS’s Site Principals bears primary responsibility for overseeing all student discipline, though the Executive Director also has the authority to suspend students.

The Discipline, Suspension and Expulsion Policy (“Policy”) has been established to align in most material respects with Education Code Section 48900 *et seq.*, although WSCS is exempt from those and several other statutory provisions applicable to school districts (Ed. Code section 47610.). WSCS will review policies and procedures surrounding suspensions and expulsions at least once annually and, as necessary, modify our Policy accordingly. The Policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion, and may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

WSCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its procedures will be printed and distributed as part of the Parent and Student Handbook and will clearly describe discipline expectations. WSCS will terminate a student’s enrollment for the following reasons:

1. Non-compliance: If the parent/guardian or student is not fulfilling the requirements of the written agreement.

- No work samples supplied.
- Missing scheduled meetings.
- Student not accomplishing a reasonable amount of work.
- Attendance Sheet not returned by the due date.

Student/parent will be given reasonable opportunities to correct any non-compliance issues. If the issue is not corrected and continues, a second non-compliance will be given. If the issue still continues, the student will be dismissed prior to receiving a third notice.

2. Plagiarism Policy: if the student is caught cheating, the following disciplinary procedure applies:

- student will receive a failing grade on that assignment and further disciplinary action as deemed appropriate.

3. WSCS has a Student Behavioral Expectations Policy that every student and their parent/guardian must agree to and sign.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Each incident is addressed individually, though previous activities may be taken into account in order to determine the severity of the discipline assigned. Discipline begins with a meeting between the student and the Principal or his/her designee. Following this meeting, several actions may occur, including but not limited to:

- Warning, both verbal and written
- Loss of privileges (e.g. extra-curricular activities)
- Notices to parents by telephone or letter
- Request for parent conference (including teachers, counselors, or administrators)
- Behavior contract
- Detention
- Suspension
- Expulsion

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

II. Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- while on school grounds
- while going to or coming from school
- during the lunch period, whether on or off the school campus
- during, going to, or coming from a school-sponsored activity.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

A. Enumerated Offenses

Discretionary Suspension or Expellable Offenses: Students *may* be suspended or recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so

unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible

impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- y) Any other serious violation of WSCS’s student rules of conduct or behavioral expectations.

Non-Discretionary Suspension Offenses: Students *must* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive

If it is determined by an Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

B. In-School Suspension

As in Independent Study school, WSCS does not plan to use in-school suspension.

III. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

B. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

C. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the pupil and

the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

D. Suspension Appeal

At the time the parent/guardian is informed of the decision to suspend, information is provided about their right to appeal a suspension, along with information about the appeal process. To initiate an appeal, the student or parent or guardian must contact WSCS's Executive Director in writing within three days of the date of the suspension. The Executive Director will gather information from the Principal/designee, student, parent or guardian to determine whether or not the Principal/designee suspended the student properly and followed all applicable procedures. The Executive Director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension.

1. Uphold the suspension
2. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
3. Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Executive Director will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also emailed to the school Executive Director. The Executive Director's decision is final.

IV. Expulsion Procedures

A. Authority to Expel

A student may be expelled following a hearing before an Administrative Panel on the recommendation from the Executive Director. The Administrative Panel will consist of up to three members, who are certificated and neither a teacher of the pupil nor a member of the Board of Directors. The Board or the Directors will appoint an Administrative Panel. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

B. Hearing Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director determines that the pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in a confidential setting.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

C. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

WSCS may determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board of Directors and/or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The Administrative Panel shall be guided by the following principles:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The school will also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the school shall present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

D. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

E. Presentation of Evidence

While judicial rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the school.

F. Written Notice to Expel

The Executive Director or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

G. Expulsion Appeal

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 10 calendar days following the written notice to expel, file a written appeal, requesting the Board reconsider the expulsion determination. The Board of Directors will consider the appeal in closed session at its next regularly scheduled board meeting or as soon as practicable. The Board will consider all information and evidence contained in the record from the expulsion hearing. The Board will inform the parent and student in writing within five (5) days of its decision. The decision of the Board of Directors is final.

1. Closed session

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the Charter School, the Board shall, at the same time, admit representatives from the opposing party.

2. Evidence admissible at hearing

The Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered.

3. Scope of review

The review by the Board shall be limited to the following questions:

1. Whether the Administrative Panel acted without or in excess of its jurisdiction.
2. Whether there was a fair hearing before the Administrative Panel.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

A Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Board also determines that the abuse of discretion was prejudicial.

4. Decision of the Board

The decision of the Board shall be limited as follows:

- (a) If the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Board may reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
- (b) In all other cases, they shall either affirm or reverse the decision of the Administrative Panel. The decision of the Board will be final.

H. Expelled Pupils/Alternative Education

The school will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

V. Disciplinary Records

WSCS shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

VI. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

WSCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who WSCS or SELPA would be deemed to have knowledge that the student had a disability.

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, WSCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If WSCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If WSCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that WSCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and WSCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If WSCS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or WSCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and WSCS agree otherwise.

WSCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PART 7: Charter School Safety Procedures—Procedures to Notify Teachers of Dangerous Pupils [EC 47605(6)(F)(ii); EC 32282.(2)(D)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) At times, dangerous students may be part of the WSCS student body. When a student that has a history of displaying dangerous behavior or is developing patterns of dangerous behavior, the staff member who becomes aware of the student shall notify the school administration. Administration shall then notify all staff that may have contact with the student of the history of the student, dangers posed by the student, and discuss appropriate response strategies. If a student that has not had a history of dangerous behavior acts in a dangerous manner toward anyone in the school community, the matter shall be investigated by school staff, as time permits. If the behavior is determined by school staff to need intervention by law enforcement, law enforcement shall be contacted by the school in an expeditious manner. If appropriate, an expulsion hearing may be conducted.

PART 8: Charter School Safety Procedures—Discrimination and Harassment Policy [EC 47605(6)(F)(ii); EC 32282.(2)(E)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(CDE School Safety Plan Compliance Checklist guidance: Include complaint and investigation procedure.)

WSCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military or veteran status or any other characteristic protected by state or federal law. WSCS has developed a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with WSCS policy.

Sexual Harassment Policy

Sexual harassment of or by any student or member of the **Western Sierra Charter Schools** (the "School" Mountain Home School, Glacier High School, Endeavor Charter School inclusive) staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while staff and students are under the jurisdiction of the School.

Staff and students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at

the School. Copies of this policy, implementing administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies shall be available at the School's Administrative Office.

Any staff or student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or to the School's Sexual Harassment Investigator. The Investigator will promptly investigate all such incidents in a confidential manner. The Sexual Harassment Investigator will be each School's Administrator or his/her appointee.

Hate Crime Policy -Hate Crime Reporting Procedures and Policies-Hate crimes shall not be tolerated at WSCS, in accordance with State and Federal law. Any hate crime should be reported to as specified in the school's Uniform Complaint procedure.

- Immediately step in and stop behavior, interview witnesses

- Notify school administrators, law enforcement, request assistance if necessary.

- Follow through by using appropriate disciplinary action consistent with the school district policy and the Education Code. Law enforcement may proceed with a concurrent investigation based on Penal Code violations.

- Provide comfort to victims, inform family, provide medical attention.

PART 9: Charter School Safety Procedures—Schoolwide Dress Code (if it exists), Including Prohibition of Gang-Related Apparel [EC 47605(6)(F)(ii); EC 32282.(2)(F)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.

(CDE School Safety Plan Compliance Checklist guidance: Comments.)

(F) Dress Code (EC 35183)

Students must dress modestly. Students will ensure that they are properly covered and neat. Students may not wear any clothing with profanity or violent images or messages.

Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, hats, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic, religious prejudice, or gang related activity.

PART 10: Charter School Safety Procedures—Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School Site [EC 47605(6)(F)(ii); EC 32282.(2)(G)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(CDE School Safety Plan Compliance Checklist guidance: Reference campus visitor policies. Other items may include: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety, etc.)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The school shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property which are ADA compliant. Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Additionally, the school shall maintain a visitor record at both locations to assist in site security.

PART 11: Charter School Safety Procedures—A Safe and Orderly Environment Conducive to Learning at the School [EC 47605(6)(F)(ii); EC 32282.(2)(H)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(H) A safe and orderly environment conducive to learning at the school.

(CDE School Safety Plan Compliance Checklist guidance: Comments.)

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

WSCS will develop a Safe School Plan. The Safe School Plan will outline safety procedures for fire, earthquake, and harmful intruders (lockdown drills). All staff are trained on emergency and first aid response according to state standards and training programs.

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the County for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

The health and safety of WSCS staff and students is the highest priority for the school.

WSCS will adopt comprehensive, site-specific Health and Safety Policies and Emergency Policies and Procedures (collectively, Policies and Procedures), including policies regarding the acquisition and maintenance of adequate onsite emergency supplies. These Policies and Procedures will be in place prior to beginning operation of the school. WSCS will train all staff at least once annually in these Policies and Procedures. Emergency response drills will be held regularly for all students and staff. WSCS will periodically review, and modify as necessary, its Health and Safety Policies and Emergency Policies and Procedures, and keep these documents readily available for use and review upon request.

The Health and Safety Policy will address the following areas, at a minimum:

- Child Abuse Reporting
- Child predators (gates, walls, child pick-up and drop-off, etc.)

- Sexual/Other Harassment Reporting
- Blood borne pathogens
- FERPA
- Immunizations
- TB Testing
- Medication in school
- Vision, hearing, and scoliosis screening, per code
- Student Illness & Injury Policies

Emergency Policies and Procedures will address the following areas, at a minimum:

- Earthquake
- Fire
- Terror threats
- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills

PROCEDURES FOR BACKGROUND CHECKS

All employees of WSCS, all volunteers who will be performing services that are not under the direct supervision of a School employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with state law. The Principal of WSCS shall monitor compliance with this policy. WSCS will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. WSCS shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

In accordance with state law, all teachers and staff are mandated to report any suspected child abuse. The procedure for the mandated individual is to immediately make a call to the Department of Children and Family Services. The mandated reporter will then file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family services. The mandated individual will meet with the appropriate authorities accordingly and inform the administrator that a report has been made. Staff members will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

BLOOD-BORNE PATHOGENS

WSCS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. WSCS will establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses,

including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

TB TESTING

Faculty and staff will be assessed or examined for tuberculosis ("TB") prior to commencing employment and working with students, in the manner required by Education Code Section 49406, as amended.

IMMUNIZATIONS

WSCS will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code §120325-120375, and Title 17, California Code of Regulations §6000-6075.

MEDICATION IN SCHOOL

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medications are needed.

VISION/HEARING/SCOLIOSIS

WSCS shall adhere to Education Code §49450, et seq, to provide screening of students' vision and hearing and for scoliosis to the same extent required of non-charter public schools.

EMERGENCY PREPAREDNESS

WSCS shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school site. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The handbook shall be prepared prior to anyone working on the site; all staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Fire Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (I.E. EARTHQUAKE)

Disaster drills will be conducted at least once a year. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are in an outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, a designated evacuation code word will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Lock-Downs

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time. A designated Lock Down code word will be given over the intercom and Lock Down procedures will be followed. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus. The office personnel will coordinate information requests to and/or from law enforcement and parents.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the designated evacuation code word over the intercom.

Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

STAFF RESPONSIBILITIES

All employees are responsible for their own safety, as well as that of others in the workplace. WSCS will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on WSCS's premises, or in a product, facility, piece of equipment, process, or business practice for which WSCS is responsible, the employee will bring it to the attention of their supervisor, the Principal, or Executive Director immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal regarding the problem.

Employees will be encouraged to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Periodically, WSCS may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

WSCS shall function as a drug, alcohol and tobacco-free workplace.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

WSCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military or veteran status or any other characteristic protected by state or federal law. WSCS has developed a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with WSCS policy.

FERPA

WSCS, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

STUDENT RECORDS

WSCS will establish and adhere to procedures related to confidentiality and privacy of student records. WSCS will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with Academy policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

PART 12: Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)]

Active Shooter:

Appendix I: Background Information

Education Code (EC § 32282) Relevant Sections Summary

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

Lockdown

To be used in the event of: Active Shooter, Hostage Crisis, Danger outside in area

Teachers will:

- Immediately lock all outside building doors or the classroom doors
- Instruct students to lie on the floor
- Close all blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Director, Principal, or Police

Students will:

- Immediately drop to the floor, away from doors or windows
- Remain silent
- Await further instructions from teacher

Director and/ or Principal will:

- Establish communication with appropriate law enforcement agency
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)

Emergency status is clear when:

- Conditions are deemed safe by the Director, Principal or ranking law enforcement official
- Teachers are given the “All Clear” signal

**ARTS, MUSIC, & INSTRUCTIONAL MATERIALS BLOCK GRANT PLAN for
Mountain Home School Charter, Glacier High School Charter, and Endeavor
Charter School**

This local plan for the ARTS, MUSIC, & INSTRUCTIONAL MATERIALS BLOCK GRANT PLAN funds will be heard in a public meeting held on January 10, 2023 of the WSCS governing board before its adoption in a subsequent public meeting.

Section I

Use of Funds:

The funds from this grant will be used for any of the following:

Pursuant to Section 134(a) of Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) as amended by Section 56 of AB 185 (Chapter 571, Statutes of 2022), funds are available to:

1. Obtain standards-aligned professional development and instructional materials, in the following subject areas:
 - A. Visual and performing arts
 - B. World languages
 - C. Mathematics
 - D. Science, including environmental literacy
 - E. English language arts, including early literacy
 - F. Ethnic studies
 - G. Financial literacy, including the content specified in Section 51284.5 of the *California Education Code*
 - H. Media Literacy
 - I. Computer Science
 - J. History-social science
2. Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on de-escalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.
3. Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

4. Operational costs, including but not limited, to retirement and health care cost increases.
5. As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Pursuant to Section 134(c), local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of Section 134(a) and to support arts and music education programs.

Section II

Availability of Funds:

These funds are available from the 2022-23 school year through the 2025-26 school year and will be utilized within that allowable time frame unless extended or changed through applicable law or regulation.

Section III

Reporting:

The reporting for the use of these funds will be implemented according to the terms required by the California Department of Education.

Discussed in Public Board Meeting on: 1/10/23

Approved in Public Board Meeting on: 5/16/23

Western Sierra Charter Schools – Credit Card Policy DRAFT

#2022-2023-02

Policy brief & purpose

Western Sierra Charter Schools may provide employees with credit cards that can be used for business-related expenses. Having these cards helps us track and process our expenses, prevent fraud and make payments more efficiently. We want to make sure that employees who hold company credit cards will use them properly and will know their limitations and responsibilities.

Scope

This policy applies to all employees who are eligible to use a company card.

Policy elements

Here we outline our general rules about company credit cards.

How does a company credit card work?

Usually, will take out a credit card in your name. You'll be able to use it for business-related expenses and our company will pay the card bills.

We have the right to withdraw a company credit card from an employee at any point.

What expenses are allowed on a company credit card?

You can use a company card to pay for work-related expenses only. This includes:

- *Accommodation during work-related travel*
- *Air, train, ship or other transportation fares*
- *Local transportation during trips (taxi fares, rental cars etc.)*
- *Other minor or per diem expenses that have been approved by the Executive Director (e.g. meals, business material)*
- *Training and educational material approved by the Executive Director*
- *Pre-approved school related materials and supplies*

You must not use the company credit card for non-authorized or personal expenses. Never withdraw cash using the company credit card.

Purchases

Credit cards shall only be used to purchase goods or services for the official business of Western Sierra Charter Schools.

Western Sierra Charter Schools – Credit Card Policy DRAFT

#2022-2023-02

☐ The following Purchases are not allowed:

- Alcoholic beverages/tobacco products
- Controlled substances
- Items or services on term contracts
- Maintenance agreements
- Personal items or loans
- Recurring rentals
- Any other items deemed inconsistent with the values Western Sierra Charter Schools
- Cash advances on credit cards

Procedures

1. Credit card statements shall be reconciled with the vendor receipts/invoices and submitted to accounts payable on a timely basis so that the City does not incur penalty and interest charges. If statements are submitted for payment without sufficient time to make a timely payment, interest and penalty, if any, will be charged to the cardholder's cost center.
2. Approving Officials shall review purchases and invoices to ensure compliance with these procedures.
3. The claim for payment should include all receipts/invoices.
 - a. If an original receipt has been misplaced, the cardholder must attach a signed memo containing the date, vendor, amount, and nature of purchase
4. In the case of meals and meeting related expenses, each receipt must include:
 - a. The names of all persons involved in the purchase
 - b. A description of the business purpose of the purchase, in accordance with Internal Revenue Service regulations.
5. Credit card will be paid off in full each billing cycle.

Authorized employees issued a credit card are responsible for its protection and custody and shall immediately notify the CBO or Executive Director if the Credit Card is lost or stolen.

Termination of Cardholder Accounts

Upon termination of employment Cardholder accounts will be immediately closed. Cardholder shall report any pending charges as of the surrendering of the card and shall assert that they have reported all charges.

Disputed Charges and Assistance.

In the event of disputed charges or other questions, cardholders should:

1. Contact merchant to seek resolution.
2. If no resolution, contact CBO or Executive Director

Western Sierra Charter Schools – Credit Card Policy DRAFT

#2022-2023-02

Returns

In the event of returned merchandise or other credits, cardholders must check subsequent statements for credit and attach the credit slip to the statement when submitting the statement for payment. If a credit slip was not obtained, other documentation explaining the return should be attached. If credit does not appear by the second subsequent statement, the cardholder should contact the APC.

Card Holder Responsibilities

If you have a company credit card, we expect you to:

- **Protect it to the best of your ability.** Don't leave it unattended or give it to unauthorized people (e.g. friends, family, colleagues) even just to hold.
- **Report it stolen or lost as soon as possible.** If, for example, there's a break-in at your home and your company card is taken, you need to file a police report and call our accounting department immediately.
- **Use it only for approved reasons.** Follow the instructions in this policy, and don't use the card for personal or unauthorized expenses, even if you intend to compensate the charges later.

Use of company credit card policy

When you're using the company credit card, you should:

- Confirm that the particular expense is allowed under this policy.
- Mind the credit card limit and the transaction limit so you can plan business expenses properly.
- Keep the credit card number and physical card secure.
- Use the card sensibly and avoid unnecessary expenses even if they're allowed under this policy.

Violating this policy

We Credit Card Holders to comply with this policy and we may need to take action if you violate them. For example:

- If you incur personal or unauthorized expenses, you'll need to pay them yourself. If you do this consistently, you may face disciplinary action that could include loss of the right to have a credit card or even termination depending on the amount and the type of expenses.
- If you lose a receipt, you'll need to inform the accounting department immediately. We may find a solution if this happens rarely, but if you fail to submit receipts consistently, you may lose the right to hold a company card.
- If you fail to submit expenses on time, and incur late fees, you'll need to pay them yourself. Doing this repeatedly will mean loss of the company credit card privileges.
- Giving a company credit card to unauthorized people or abusing the expense limits may result in suspension or termination.

Western Sierra Charter Schools – Credit Card Policy DRAFT

#2022-2023-02

- Making prohibited purchases as mentioned previously (e.g. weapons, drugs) will result in immediate termination, and possibly legal action.

Our company has the right to review credit card use and withdraw it if there's any inappropriate use.

Approved: 5/16/2023

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS AND ENROLLMENT POLICY

I. Introduction

The goal of the admissions policy of Western Sierra Charter Schools (hereinafter “Schools”) is to attract, enroll and retain children of parents (or guardians) who are seeking to be their child’s primary educator. This is sometimes called homeschooling, independent study, home based education, or non-classroom based education. Whatever the term, the fundamental matter is the primacy of the parent’s role and responsibility in the education of their child. The Schools will be nonsectarian in their programs, admissions policies, employment practices and all other operations. The Schools will not charge tuition and the Schools will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category pursuant to Education Code Section 220, including immigration status.

II. Admission and Requirements for Admission

The Schools are open to any student in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school’s capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

The School shall admit all pupils who wish to attend the School. No test or assessment shall be administered to students prior to acceptance and enrollment into the School. The School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the School shall not encourage a pupil currently attending the School to disenroll from the School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Admission Eligibility and Requirements

In order to be eligible for enrollment in the Schools, students must meet the following eligibility requirements:

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS AND ENROLLMENT POLICY

- All students must have successfully completed their education through the grade level prior to the grade in which they are seeking to enroll.
- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- All Transitional Kindergarten students must be age 5 between September 2 and December 2 of the current school year.
- All Kindergarten students must be age 5 on or before September 1 of the school year in which he/she seeks enrollment.
- No student may concurrently attend a private school that charges the student's family for tuition.
- All students and their parents or guardians must read, agree to and sign the Schools' Master Independent Study Agreement.
- All students shall be documented as residents of the county the school is authorized in or an adjacent county.
- ~~➤ No student will be admitted if he/she has been previously expelled from another educational institution unless, based on the specific facts of the situation in accordance with the Schools' discipline policy, the Executive Director of WSCS makes a determination to recommend for enrollment such student to the WSCS governing board. Such a student's admission to the school would be completely at the discretion of the governing board on a case-by-case basis.~~

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following ~~pre-admission procedures will be enforced~~documentation and procedures are required to complete registration and finalize student enrollment. Failure to comply with any of these procedures ~~will~~may result in denial of admission. An admitted student ~~will~~may be ~~removed involuntarily withdrawn~~ from the School if failure to comply with these procedures is discovered after admission has been granted.

- The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:
- ~~➤ All eligible students must meet the following requirements:~~

~~The application for admission shall include, but is not limited to, the following:~~

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Application for Free or Reduced-Price Meal
- Release of records¹

¹ In accordance with Education Code Section 47605(e)(4)(B), the School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the School before enrollment.

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS AND ENROLLMENT POLICY

- As applicable, current expulsion order
- As applicable, prior evaluation by any [previously-attended](#) school as to whether remaining in independent study is in the best interest of the student pursuant to Education Code Section 51747(b).

•

- Parents/guardians/caregivers shall attend an information meeting or its equivalent. At the Schools' discretion this meeting may be by phone.

The School shall follow any required procedures for the transfer of a program between SELPAs.

Upon a determination that a student selected in the lottery is under a current expulsion order from another local educational agency, registration of the student shall be strictly conditioned upon the requirements of Education Code Section 48915.2 and 48918. Upon a determination that a student selected in the lottery has been the subject of an evaluation pursuant to Education Code Section 51747(b), as to whether it is in the best interests of the student to remain in independent study, the Charter School will review the written records of the findings in the Student Record. If the Charter School or another local educational agency has determined that it is not in the best interest of the pupil to remain in independent study, registration will cease. The model of education within the Charter School is independent study and if independent study is not appropriate for an enrolling student, in accordance with Education Code Section 51746(b)(1), registration will not be in the student's best interest.

III. Preferences

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.~~In the event that there are more students applying for admission than available space, preferences shall be extended in the following order of priority:~~

~~➤ Pupils currently attending the School;~~

- Children of staff and governing board members;
- Siblings of students ~~currently enrolled in~~[admitted to or attending](#) the School;
- Pupils matriculating from one WSCS school to another;
- Students residing within the boundaries of the authorizing district.

IV. Enrollment Process and Guidelines

There will be an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS AND ENROLLMENT POLICY

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The Schools will determine class size/configuration for the school year;
- The Schools will solicit from current students and or their parents/guardians their intention to return the following year;
- The Schools will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- The Schools will host Information Open House Meeting(s) and record attendance;
- The Schools will schedule school tours;
- The Schools will establish and hold an open enrollment period so that all interested students may have an equal opportunity to apply for admission;
- The Schools will determine the number of returning students at each level;
- The Schools will determine the number of new students at each level;
- After the students in the preferred categories are placed, the remaining students will be placed pursuant to a random public drawing;
- The Schools will hold a random public drawing, if necessary (See WSCS Public Random Drawing Policy);
- The Schools will notify the families of the applicants who are drawn accepted as well as those who were not drawn and thereby not accepted;
- Non-accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing.

Once on the ranked, lottery wait list, a student will remain in that position until he/she is offered a spot in the school or expresses no further interest. If families from the wait list are offered a position, they must accept that position within 48 hours or if they decline or fail to respond within 48 hours they will be removed from the wait list.

Adopted: 1/20/2010

Amended: 9/14/21

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS AND ENROLLMENT POLICY

I. Introduction

The goal of the admissions policy of Western Sierra Charter Schools (hereinafter “Schools”) is to attract, enroll and retain children of parents (or guardians) who are seeking to be their child’s primary educator. This is sometimes called homeschooling, independent study, home based education, or non-classroom based education. Whatever the term, the fundamental matter is the primacy of the parent’s role and responsibility in the education of their child. The Schools will be nonsectarian in their programs, admissions policies, employment practices and all other operations. The Schools will not charge tuition and the Schools will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category pursuant to Education Code Section 220, including immigration status.

II. Admission and Requirements for Admission

The Schools are open to any student in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school’s capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

The School shall admit all pupils who wish to attend the School. No test or assessment shall be administered to students prior to acceptance and enrollment into the School. The School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the School shall not encourage a pupil currently attending the School to disenroll from the School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Admission Eligibility and Requirements

In order to be eligible for enrollment in the Schools, students must meet the following eligibility requirements:

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS AND ENROLLMENT POLICY

- All students must have successfully completed their education through the grade level prior to the grade in which they are seeking to enroll.
- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- All Transitional Kindergarten students must be age 5 between September 2 and December 2 of the current school year.
- All Kindergarten students must be age 5 on or before September 1 of the school year in which he/she seeks enrollment.
- No student may concurrently attend a private school that charges the student's family for tuition.
- All students and their parents or guardians must read, agree to and sign the Schools' Master Independent Study Agreement.
- All students shall be documented as residents of the county the school is authorized in or an adjacent county.

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following documentation and procedures are required to complete registration and finalize student enrollment. Failure to comply with any of these procedures may result in denial of admission. An admitted student may be involuntarily withdrawn from the School if failure to comply with these procedures is discovered after admission has been granted.

- The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:
 - Completion of a student enrollment form
 - Proof of Immunizations
 - Home Language Survey
 - Completion of Emergency Medical Information Form
 - Proof of minimum age requirements
 - Application for Free or Reduced-Price Meal
 - Release of records¹
 - As applicable, current expulsion order
 - As applicable, prior evaluation by any previously-attended school as to whether remaining in independent study is in the best interest of the student pursuant to Education Code Section 51747(b).
 -
- Parents/guardians/caregivers shall attend an information meeting or its equivalent. At the Schools' discretion this meeting may be by phone.

¹ In accordance with Education Code Section 47605(e)(4)(B), the School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the School before enrollment.

WESTERN SIERRA CHARTER SCHOOLS

ADMISSIONS AND ENROLLMENT POLICY

The School shall follow any required procedures for the transfer of a program between SELPAs.

Upon a determination that a student selected in the lottery is under a current expulsion order from another local educational agency, registration of the student shall be strictly conditioned upon the requirements of Education Code Section 48915.2 and 48918. Upon a determination that a student selected in the lottery has been the subject of an evaluation pursuant to Education Code Section 51747(b), as to whether it is in the best interests of the student to remain in independent study, the Charter School will review the written records of the findings in the Student Record. If the Charter School or another local educational agency has determined that it is not in the best interest of the pupil to remain in independent study, registration will cease. The model of education within the Charter School is independent study and if independent study is not appropriate for an enrolling student, in accordance with Education Code Section 51746(b)(1), registration will not be in the student's best interest.

III. Preferences

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.:

- Children of staff and governing board members;
- Siblings of students admitted to or attending the School;
- Pupils matriculating from one WSCS school to another;
- Students residing within the boundaries of the authorizing district.

IV. Enrollment Process and Guidelines

There will be an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The Schools will determine class size/configuration for the school year;
- The Schools will solicit from current students and or their parents/guardians their intention to return the following year;
- The Schools will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- The Schools will host Information Open House Meeting(s) and record attendance;
- The Schools will schedule school tours;

WESTERN SIERRA CHARTER SCHOOLS

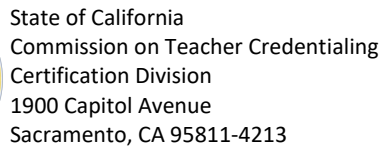
ADMISSIONS AND ENROLLMENT POLICY

- The Schools will establish and hold an open enrollment period so that all interested students may have an equal opportunity to apply for admission;
- The Schools will determine the number of returning students at each level;
- The Schools will determine the number of new students at each level;
- After the students in the preferred categories are placed, the remaining students will be placed pursuant to a random public drawing;
- The Schools will hold a random public drawing, if necessary (See WSCS Public Random Drawing Policy);
- The Schools will notify the families of the applicants who are drawn accepted as well as those who were not drawn and thereby not accepted;
- Non-accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing.

Once on the ranked, lottery wait list, a student will remain in that position until he/she is offered a spot in the school or expresses no further interest. If families from the wait list are offered a position, they must accept that position within 48 hours or if they decline or fail to respond within 48 hours they will be removed from the wait list.

Adopted: 1/20/2010

Amended: 5/16/23



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Revised Declaration of Need for year: _____

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 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
--	-----	----

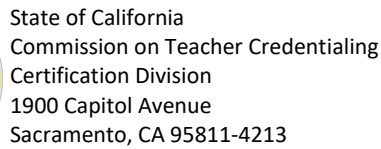
If no, explain. _____

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

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.

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



Email: credentials@ctc.ca.gov
Website: 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 of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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>
----------------------------	----------------------------------	----------------------

Mailing Address

E-Mail Address

- *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 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
--	-----	----

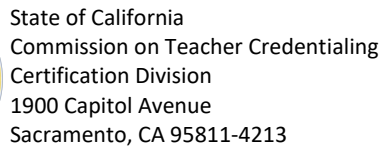
If no, explain. _____

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

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.

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



Email: credentials@ctc.ca.gov
Website: 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 of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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 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
---	-----	----

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.

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

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 [2023-24]

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 2022-23:

Our student enrollment this year was 352 students (113 in 9-12 and 239 in TK-8) with a waiting list for the 2023-24 SY. Our students reside in the Central Valley of Fresno County.

The ethnic make-up of our students: 2.8% Black or African American, 2.3% American Indian or Alaska Native, 1.7% Asian, 0.3% Chinese, .3% Colombian, 1.7% Filipino, 17.3% Hispanic or Latino, 0.6% Hmong, .6% Hawaiian, 10.8% Mexican American, .3% Other Pacific Islander, 0.3% Other Pacific Islander, 0.3% Samoan, 3.4% Declined to State, and 57.7% White.

Of this population, Our Unduplicated Population includes: 41.5% of total enrollment is Socioeconomically Disadvantaged, 0.3% are Homeless or Foster Youth, and 1.4% are English Learners. 12% of our students are in Special Education.

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

Successes include, but are not limited to:

The heart of our program, providing high-quality educational options to students and their parent/guardian is what we do best. Recent parent surveys indicated that over 97% of our parents would recommend our school to others.

Endeavor Charter School provided effective support to all students. Teachers met the needs of students, together with their parents/guardians, by creating effective and successful educational plans for every student. In addition, 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. Because end-of-year NWEA testing is still underway, we reported NWEA results comparing the same cohort of students in Fall 2021 with Fall 2022 to assess learning. The results showed a slight dip in Reading and Math scores remained about the same.

With a participation rate of 90%, our 3-8th and 11th grade students participated in SBAC testing in May 2022, the first time this was administered since 2019 due to the 2020-2021 Covid-19 emergency.

In addition, our CST Science test scores in all grades tested (5th, 8th and High School) were strong and our proficiency rates were higher than the state proficiency rates.

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 Charter School kept students engaged in extra-curricular pursuits whenever possible, such as a variety of academic competitions, field trips, onsite classes 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:

The following is based on state and 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. Based on SBAC results for ELA as well as parent feedback, we see the need to increase writing proficiency by offering more curriculum supports in the area of teaching writing as well as providing additional support to students in writing skills.
6. The need to procure speech and language teacher services.
7. The need to increase College/Career student preparedness in grades 7 through 12th grade.
8. The need to develop and implement an additional CTE pathway for students in high school.
9. We serve a student population with high needs (unduplicated): 41.5% of total enrollment is Socioeconomically Disadvantaged, 0.3% are Homeless or Foster Youth, and 1.4% are English Learners. 12% of our students are in Special Education.

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 3rd year in education as a CA Personalized Learning Public Charter School.
- Our enrollment has stayed strong with Teacher-Student ratio at capacity.
- Every student was provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan was built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs.
- 5th-8th grade and High School Math Courses were taught onsite to provide further student support.
- We increased our writing instructional guidance, materials & resources, and onsite class writing instruction to better serve our students.
- We have a strong science program and science test scores. All students in K-8 have access to Next Generation Science Standards curriculum with grades 9-12 students having access to NGSS curriculum 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.
- Our high school students have access to a wider selection of A-G Courses being taught on-site, not just in an independent study model.

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, including Site Principals

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. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising & special education 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. We also reviewed student and parent feedback from our March 2023 surveys.

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 2022-23 school year. Formal and informal progress monitoring meetings were conducted in-person, but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

A summary of the feedback was:

1. to improve our delivery of supports to students and their parent/guardian for future College/Career academic goals with planning and transitioning 7th and 8th grade students to high school (Goal 1, Action 8)
2. to improve student engagement, with particular attention to students feeling a positive connection within our school and in the greater community (Goal 2, Action 5 and Goal 3, Actions 3, 5)
3. to provide more opportunities for Educational Partner engagement in our school community to benefit all students (Goal 3, Actions 3, 4)

4. to increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students (Goal 1, Actions 1, 2, 3 and Goal 3, Action 1).

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

Key takeaways from our stakeholders 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 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.
4. Increasing writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to 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 2023-24 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	<p>A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p>B. Students have sufficient access to the standards-aligned instructional materials.</p> <p>C. School facilities are maintained in good repair.</p> <p>Data Year: Endeavor Charter First Year (No Data)</p>	<p>A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p>B. Students have sufficient access to the standards-aligned instructional materials.</p> <p>C. School facilities are maintained in good repair.</p> <p>Data Year: 2020/2021 Data Source: SARC Report</p>	<p>A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p>B. Students have sufficient access to the standards-aligned instructional materials.</p> <p>C. School facilities are maintained in good repair.</p> <p>Data Year: 2021/2022 Data Source: SARC Report</p>		<p>A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p>B. Students have sufficient access to the standards-aligned instructional materials.</p> <p>C. School facilities are maintained in good repair.</p> <p>Data Year: 2022/2023 Data Source: SARC Report</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: SARC Report				
Local Indicator (Priority 2- Implementation of State Academic Standards) Local Indicator: Benchmark NWEA Test Results	<p>A. The implementation of state adopted academic content and performance standards for all students</p> <p>Data Year: 2020 Endeavor Charter First Year (No Data)</p> <p>Data Source: NWEA Local Indicator</p>	<p>A. The implementation of state adopted academic content and performance standards for all students</p> <p>B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2020 to Fall 2021 using the same cohort of students.</p> <p>READING RESULTS 2020-21 2021-22</p> <p>40.0% 30.3% High 27.9% 25.3% HiAv 17.1% 20.3% Avg 8.8% 15.3% LoAv 6.3% 8.8% Low</p> <p>MATH RESULTS 2020-21 2021-22</p> <p>34.5% 21.5% High 17.2% 16.9% HiAv 19.2% 19.5% Avg 15.8% 22.1% LoAv 13.3% 20.0% Low</p>	<p>A. The implementation of state adopted academic content and performance standards for all students</p> <p>B. Student improvement in math and reading on NWEA Benchmark testing from Fall 2021 to Fall 2022 using the same cohort of students.</p> <p>READING RESULTS 2021-22 2022-23</p> <p>30.3% 26.1% High 25.3% 22.4% HiAv 20.3% 22.1% Avg 15.3% 16.9% LoAv 8.8% 12.5% Low</p> <p>MATH RESULTS 2021-22 2022-23</p> <p>21.5% 21.2% High 16.9% 17.1% HiAv 19.5% 21.6% Avg 22.1% 18.6% LoAv 20.0% 21.6% Low</p>		<p>A. The implementation of state adopted academic content and performance standards for all students</p> <p>B. Demonstrated student improvement in math and reading on NWEA</p> <p>Data Year: 2023-24 Source: NWEA Local Indicator</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 Source: NWEA Local Indicator	Data Year: 2022-23 Source: NWEA Local Indicator		
State Indicator (Priority 4-Pupil Achievement) CA Dashboard College/Career Results Local Indicator (Priority 6-School Climate)	<p>State Indicators: N/A due to the establishment of a new charter in July 2020.</p> <p>Data Year: 2020/2021 Data Source: CA School Dashboard</p> <p>Local Indicator for CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>64% of high school students responded that the school provided them with the knowledge and support needed for future (college/career)</p>	<p>1. Students did not participate in SBAC Testing in May 2021. Student test results are unavailable.</p> <p>Data Year: 2020/2021 Data Source: CA School Dashboard</p> <p>2. Due to establishing charter in 2020, we do not currently have CA Dashboard data for College & Career Indicators.</p> <p>Data Year: 2020/2021 Data Source: CA Dashboard</p> <p>3. CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent.</p>	<p>1. Students participated in SBAC Testing in May 2022 for the first time since Endeavor became a Charter school.</p> <p>a) 92% of our 3rd-8th and grade 11 students combined participated in SBAC testing. b) All Students: 34.5 points below ELA standards (41% Met or Exceeded ELA Standards) c) All Students: 74.2 points below standard in Math (27% Met or Exceeded Math Standards)</p> <p>For CA Dashboard 2022 College/Career Indicator: There has not been data on CCI since 2019. The following is based on the 2022 College/Career Measures Only Report</p>		<p>1. Improvement in the percent of students meeting or exceeding standard on the Smarter Balanced Summative Assessments and NWEA for math and ELA</p> <p>Data Year: 2022/2023 Data Source: CA School Dashboard</p> <p>2. Improvement in the percentage of students meeting "Prepared" for C/C on the CA Dashboard.</p> <p>Data Year: 2022-23 Data Source: California 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Data Year: 2020-21 Source: Local Indicators</p>	<p>It does not include those who rated us Satisfactory.</p> <p>57% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.</p> <p>Data Year: 2021-22 Source: Local Indicators</p>	<p>under Additional Reports for the following data.</p> <p>2.A.1) For CA Dashboard 2022 College/Career Indicator: There is no data for 2022 on CCI.</p> <p>A.2) percent of graduates who completed all courses required for UC/CSU admission: 37.50%</p> <p>A.3) Percent of pupils that completed a CTE program & earned a High School Diploma: %</p> <p>A.4) Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU & CTE sequences/programs of study: %</p> <p>A.5) English Learners: 1.6%</p> <p>A.6) Percentage of pupils who passed an advanced placement</p>		<p>College/Career academic goals and planning.</p> <p>Data Year: 2023-24 Source: Local Indicators</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>exam with a score of 3 or higher:0%</p> <p>A.7) Percentage of pupils who participate in, & demonstrate college preparedness pursuant to, the EAP, or any subsequent assessment of college preparedness: 0%</p> <p>Data Year: 2021/2022 Data Source: CA Dashboard</p> <p>3. CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average, or Excellent.</p> <p>100% of students responded that the school provided them with the knowledge and support needed for future (college/career)</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			academic goals and planning. Data Year: 2022-23 Source: Local Indicators		
Local Indicator (Priority 6-School Climate)	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>92% of elementary students responded 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>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>86% of elementary students responded 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>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average or Excellent.</p> <p>93% of elementary students and 100% 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>98% of elementary students and 100% of high school students responded that the</p>		<p>We will see a 10% improvement of high school student responses to these 3 survey questions of academic advising, textbook and learning material needs, and technology support.</p> <p>Data Year: 2023-24 Source: Local Indicators</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>92% responded 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>Data Year: 2020-21 Source: Local Indicators</p>	<p>89% responded 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> <p>Data Year: 2021-22 Source: Local Indicators</p>	<p>school provided them with textbooks and learning materials to meet their educational needs.</p> <p>96% of elementary students and 100% of high school students responded that the school supported their educational-related technology needs.</p> <p>Data Year: 2022-23 Source: Local Indicators</p>		
Local Indicator (Priority 7-Course Access)	<p>CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.</p> <p>Data Year: 2020-21 Source: Local Indicators</p>	<p>CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.</p> <p>Data Year: 2021-22 Source: Local Indicators</p>	<p>CA Dashboard Priority 7 Self-Reflection Tool: Students will have access to a broad course of study.</p> <p>Data Year: 2022-23 Source: Local Indicators</p>		<p>All students will have access to a broad course of study in all required subject areas.</p> <p>Data Year: 2023-24 Source: Local Indicators</p>

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.		Yes
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.		Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings.		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.		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.		No
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.		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.		No

Action #	Title	Description	Total Funds	Contributing
1.8	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.		No
1.9	Developing Additional CTE Pathway	Research and develop a new CTE pathway.		No

Goal Analysis [2022-23]

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.

Working alongside students' parents/guardians, staff continued providing every student with personalized academic support, offering onsite classes, and delivering academic assessments. Administrators, teachers, and support staff participated in a number of professional development trainings and meetings devoted to strengthening our effectiveness and improving student success. We also continued to work on strengthening our College and Career Readiness for students in grades 7 through 12.

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 2022-23 Goal will occur during the 2023-24 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.

The Metrics associated with the actions of this goal were effective, even though we did not see higher academic scores we had hoped for on the Metric State Indicator: Priority 4-Pupil Achievement - on the CA Dashboard's SBAC results from May 2022. Likely reasons that account for the lower student scores: this was the first time that many of our students had ever taken a state test and some learning loss as a result of

the school shut down beginning in March of 2020 where much learning happened in a virtual format. We have worked diligently to provide more academic support for struggling students in the areas of improved technology support, onsite classroom instruction, tutoring, and close monitoring of academic progress between the Advising Teacher, parent/guardian, and student.

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.

While this Goal basically remains, we did amend Action 3 to reflect that an emphasis of math and writing instruction improvements needed. We also made one clarifying change to one of the Metrics. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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. Data year: NA Endeavor's First Year Data Source: SARC - No Data	School facilities are maintained in good repair. Data Year: 2020/2021 Data Source: SARC	School facilities are maintained in good repair. Data Year: 2021/2022 Data Source: SARC		School facilities are maintained in good repair. Data Year: 2022/2023 Data Source: SARC
State Indicator (Priority 5-Student Engagement)	Data year: NA Endeavor's First Year Data Source: CA School Dashboard - No Data	Data year: 2020/2021 Endeavor's First Year Data Source: CA School Dashboard - No Data	Data year: 2021/2022 Endeavor's Second Year Data Source: CA School Dashboard 1) School Attendance Rate:		Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate Data Year: 2022/2023 Data Source: CA School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2) Chronic Absenteeism Rate(K-8): .8% 3) Drop Out Rate: 0% 4) 9-12 Graduation Rate: 100% 5) Suspensions/Expulsions: 0%		
Local Indicator (Priority 6-School Climate)	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>Student Survey Results--based on March 2021 survey results rated Above Average or Excellent.</p> <p>100% of elementary students and 71% of high school students rated school is clean and in good condition;</p>	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>91% of elementary students and 88% of high school students rated school is clean and in good condition.</p> <p>85% rated of elementary students and 57% of high school students felt a sense of safety while 88% of elementary</p>	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2023 survey results. The following results are based on students rating us Satisfactory, Above Average or Excellent.</p> <p>100% of elementary students and 100% of high school students rated school is clean and in good condition.</p> <p>99% of elementary students and 94% of high school students felt a sense of safety while 99% of elementary and 94% of high schoolers felt welcomed and</p>		<p>We will see a 10% improvement of high school students responding to the survey question for feeling a sense of safety and school connectedness.</p> <p>Data Year: 2023/2024 Data Source: Local Indicators</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>85% rated 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.</p> <p>Data Year: 2020/2021 Data Source: Local Indicators</p>	<p>and 63% of high schoolers felt welcomed and connected in our school community.</p> <p>Data Year: 2021/2022 Data Source: Local Indicators</p>	<p>connected in our school community.</p> <p>Data Year: 2022/2023 Data Source: Local Indicators</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.		No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.		No
2.3	Addressing Safety Issues	Address all critical safety issues in a timely manner.		No
2.4	Building Modifications	Plan & perform building modifications to better serve our school's mission as needed.		No

Action #	Title	Description	Total Funds	Contributing
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.		No

Goal Analysis [2022-23]

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 2022-23 Goal will occur during the 2023-24 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 2023-24 LCAP year. We made one clarifying change to our Metric. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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 various 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 5 Actions that we plan to accomplish during 2023-24 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. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 89% of parents in our elementary program and 81% of parents in our high school program rated that our	A. Engaging parents in decision-making: March 2021 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 88% of parents in our elementary program and 72% of parents in our high school program rated that our	A. Engaging parents in decision-making: March 2023 Parent Survey Results. The following results are based on parents rating us Satisfactory, Above Average or Excellent. 100% of parents in our elementary program and 98% of parents in our high school program rated that our school supports their needs		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. Data Year: 2023/2024 Data Source: Local Indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school supports their needs as parent/guardian teacher</p> <p>B. Promoting parent participation in programs that meet the needs of students. 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.</p> <p>Data Year: 2020/2021 Data Source: Local Indicators</p>	<p>school supports their needs as parent/guardian teacher.</p> <p>B. Promoting parent participation in programs that meet the needs of students. 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.</p> <p>Data Year: 2021/2022 Data Source: Local Indicators</p>	<p>as parent/guardian teacher.</p> <p>B. Promoting parent participation in programs that meet the needs of students. 97% of parents in our elementary program and 98% of parents in our high school program rated feeling welcomed, valued, and connected in our school community.</p> <p>Data Year: 2022/2023 Data Source: Local Indicators</p>		

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)		No
3.2	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising		No

Action #	Title	Description	Total Funds	Contributing
		and other meetings between teachers, parents/guardian, and students.		
3.3	Educational Partner Feedback	Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.		No
3.4	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		No
3.5	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)		No

Goal Analysis [2022-23]

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 2022-23 Goal will occur during the 2023-24 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. Educational Partner involvement occurs routinely and purposefully throughout the school year.

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 2023-24 LCAP year. We made two changes. First, we added information to clarify Metric, the Local Indicator (Priority 3-Parent Involvement) on CA Dashboard Self-Reflection Tool as it relates to our Parent Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of parents who rated us Above Average or Excellent. We had inadvertently not included parent ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome. Second, we had 6 Actions in the 2022-23 LCAP and these Actions associated with this goal will remain with the exception of the 2022-23 LCAP Action 2, "Provide opportunities for our Educational Partners that facilitate involvement and shared purpose." We felt that this Action was redundant because it was already covered in Action 4 stating our intent to involve all of our Educational Partners with opportunities for input and feedback. Action 2 removed and Action 6 became Action 5 for the 2023-24 LCAP year.

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.

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 [2023-24]

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 2022-23:

Our average student enrollment this year was 204 students, slightly lower 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: 2.3% Black or African American, 3.7% American Indian or Alaska Native, 2.3% Asian, 1.4% Chinese, .5% Filipino, 1.4% Hawaiian, .9% Salvadoran, 8.2% Hispanic or Latino, 2.7% Mexican American, .5% Unspecified, 1.4% Declined to State, and 74.0% White. Of this population, 48% of total enrollment is Socioeconomically Disadvantaged, 0% English Learners, .5% 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:

The heart of our program, providing high-quality educational options to students and their parent/guardian is what we do best and why we are beginning our 30th year of operation as a personalized learning, public charter school. Recent parent surveys indicated that 100% of our parents would recommend our school to others.

Mountain Home School provided effective support to all students. Teachers met the needs of students, together with their parents/guardians, by creating effective and successful educational plans for every student. In addition, 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. Because end-of-year NWEA testing is still underway, we reported NWEA results comparing the same cohort of students in Fall 2021 with Fall 2022 to assess learning. The results showed a slight dip in Reading and a slight improvement in Math.

With a participation rate of 97%, our 3-8th grade students participated in SBAC testing in May 2022, the first time this was administered since 2019 due to the 2020-2021 Covid-19 emergency.

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, onsite classes 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:

The following is based on state and 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. Based on SBAC results for ELA as well as parent feedback, we see the need to increase writing proficiency by offering more curriculum supports in the area of teaching writing as well as providing additional support to students in writing skills.
6. The need to procure speech and language teacher services.
7. The need to increase College/Career student preparedness in grades 7th and 8th as they begin transitioning to high school.
8. We serve a student population with high needs (unduplicated): 48% of total enrollment is Socioeconomically Disadvantaged, .5% are Homeless or Foster Youth, 0% 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:

- We celebrated our 29th year in education as a CA Personalized Learning Public Charter School.
- Our enrollment has stayed strong with Teacher-Student ratio at capacity.
- Every student was provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan was built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs.
- 5th-8th grade Math Courses were taught onsite to provide further student support.
- We increased our writing instructional guidance, materials & resources, and onsite class writing instruction to better serve our students.
- All students in K-8 have access to Next Generation Science Standards curriculum.
- Resources are in place for any EL and Special Education students.
- We hired a second special education teacher this year in order to provide additional support to students with disabilities.
- 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, including Site Principals

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. All students, including those with exceptional needs, along with their parent/guardian, have frequent interactions with Advising & special education 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. We also reviewed student and parent feedback from our March 2023 surveys.

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 2022-23 school year. Formal and informal progress monitoring meetings were conducted in-person, but sometimes held virtually on Zoom and included communications via Parent Square, phone calls, and email. Pupils with exceptional needs were provided their required services, such as tutoring, and the student and their parent met more frequently with their assigned Advising Teacher as well as the Special Education teacher.

A summary of the feedback was:

1. to improve our delivery of supports to students and their parent/guardian for future College/Career academic goals with planning and transitioning 7th and 8th grade students to high school (Goal 1, Action 8)
2. to improve student engagement, with particular attention to students feeling a positive connection within our school and in the greater community (Goal 2, Action 5 and Goal 3, Actions 3, 5)
3. to provide more opportunities for Educational Partner engagement in our school community to benefit all students (Goal 3, Actions 3, 4))

4. to increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students (Goal 1, Actions 1, 2, 3 and Goal 3, Action 1).

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.
4. Increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to 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 2023-24 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. Data Year: 2020/2021	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they taught and advised in 2022-23. B. Students had sufficient access to the standards-aligned instructional materials for 2022-23. C. School facilities were maintained in good repair for 2022-23. Data Year: 2021/2022		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
		Data Source: SARC Report	Data Source: SARC Report		
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 43.0% 33.3% High 29.5% 23.5% HiAv 15.0% 17.4% Avg 8.2% 16.0% LoAv 4.3% 9.9% Low MATH RESULTS 2020-21 2021-22 33.8% 26.1% High 21.2% 18.8% HiAv 18.7% 17.4% Avg 15.7% 21.6% LoAv 10.6% 12.8% Low	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 2021 to Fall 2022 using data from the same cohort of students. READING RESULTS 2021-22 2022-23 33.3% 29.2% High 23.5% 27.0% HiAv 17.4% 22.7% Avg 16.0% 13.5% LoAv 9.9% 7.6% Low MATH RESULTS 2021-22 2022-23 26.1% 19.1% High 18.8% 17.6% HiAv 17.4% 21.3% Avg 21.6% 19.7% LoAv		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
		Data Year: 2021-22 Source: NWEA Local Indicator	12.8% 22.3% Low Data Year: 2022-23 Source: NWEA Local Indicator		
State Indicator (Priority 4-Pupil Achievement) CA Dashboard Fall 2019 CAASPP Results SARC	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 did not participate in SBAC Testing in May of 2021. Student test results unavailable. Based on the most recent data from SARC 2020-21: B. English Learners: 0.4% C. English Learner Reclassification Rate: N/A D. Foster Youth: 0.4% E. Homeless: 0.4% F. Socioeconomically Disadvantaged: 45.4% G. Students with Disabilities: 9.6%	A. Students participated in SBAC Testing in May 2022, the first time since 2019. Student results are as follows: 1. 97% of our students participated in SBAC Tests. 2. All Students: 33.3 points below Standard in ELA (37% Met or Exceeded ELA Standards) 3. All Students: 56.5 points below standards (20% Met or Exceeded Math Standards) Based on most recent data from SARC 2021-22: B. English Learners: 0.4% C. English Learner Reclassification Rate: N/A D. Foster Youth: 0%		We will see an improvement in the percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for math and ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			E. Homeless: 1.7% F. Socioeconomically Disadvantaged: 49.6% G. Students with Disabilities: 9.6%		
Local Indicator (Priority 6-School Climate)	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>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.</p> <p>84% of students responded that the school provided them with textbooks and</p>	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>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.</p> <p>96% of students responded that the school provided them with textbooks and</p>	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average or Excellent.</p> <p>100% 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.</p> <p>100% of students responded that the school provided them with textbooks and learning materials to</p>		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
	<p>learning materials to meet their educational needs.</p> <p>87% of students responded that the school supported their educational-related technology needs.</p>	<p>learning materials to meet their educational needs.</p> <p>86% of students responded that the school supported their educational-related technology needs.</p>	<p>meet their educational needs.</p> <p>98% of students responded that the school supported their educational-related technology needs.</p>		
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 in English Language Arts, Mathematics, Social Sciences, Science, Visual & Performing Arts, Health, & Physical Education	CA Dashboard Priority 7 Self-Reflection Tool: Students have access to a Broad Course of Study in English Language Arts, Mathematics, Social Sciences, Science, Visual & Performing Arts, Health, & Physical Education		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. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.		Yes

Action #	Title	Description	Total Funds	Contributing
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 academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.		Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings.		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.		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.		No
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.		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.		No

Action #	Title	Description	Total Funds	Contributing
1.8	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.		No

Goal Analysis [2022-23]

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.

Working alongside students' parents/guardians, staff continued providing every student with personalized academic support, offering onsite classes, and delivering academic assessments. Administrators, teachers, and support staff participated in a number of professional development trainings and meetings devoted to strengthening our effectiveness and improving student success. We also continued to work on strengthening our College and Career Readiness for students in grades 7 and 8.

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 2022-23 Goal will occur during the 2023-24 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.

Metrics associated with the actions of this goal were effective, even though we did not see the academic progress we had hoped for with the Metric State Indicator: Priority 4-Pupil Achievement - on the CA Dashboard's SBAC results from May 2022. Likely reasons that account for the drop in student scores from 2019: this was the first time that many of our students had ever taken a state test and some learning loss as a result of the school shut down beginning in March of 2020 where much learning happened in a virtual format. We have worked diligently to provide more academic support for struggling students in the areas of improved technology support, onsite classroom instruction, tutoring, and close monitoring of academic progress between the Advising Teacher, parent/guardian, and student.

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.

While this Goal basically remains, we did amend Action 3 to reflect that an emphasis of math and writing instruction improvements needed. We also made one clarifying change to one of our Metrics. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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.		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 2021 Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates. Pupil Attendance Rates: 232.85 Chronic Absenteeism Rates: 0.4% Middle School Dropout Rate: 0%	CA Dashboard 2022 Priority 5 for Pupil Attendance rates, Chronic Absenteeism rates, and Middle School dropout rates. Pupil Attendance Rates: 257 Chronic Absenteeism Rates: 3.1% Middle School Dropout Rate: 0%		Maintain Blue Performance level on Dashboard for Pupil Attendance rates, Chronic Absenteeism and Middle School Dropout Rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 6-School Climate)	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>93% of students rated that school is clean and in good condition; rated sense of safety at 81% and School Connectedness at 81%.</p>	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>87% of students rated that school is clean and in good condition; rated sense of safety at 77% and School Connectedness at 73%.</p>	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2023 survey results. The following results are based on students rating us Satisfactory, Above Average or Excellent.</p> <p>100% of students rated school is clean and in good condition; rated sense of safety at 98% and School Connectedness at 98%.</p>		We will see a 10% improvement of student surveys for sense of safety and school connectedness.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.		No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.		No
2.3	Addressing Safety Issues	Address all critical safety issues in a timely manner.		No

Action #	Title	Description	Total Funds	Contributing
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.		No

Goal Analysis [2022-23]

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 2022-23 Goal will occur during the 2023-24 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 2023-24 LCAP year. We made one clarifying change to our Metric. We added information to clarify Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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 various 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 2023-24 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. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 93% of parents rated Above Average or Excellent that our school supports their needs as the	A. Engaging parents in decision-making: March 2022 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory: 88% of parents rated Above Average or Excellent that our school supports their needs as the	A. Engaging parents in decision-making: March 2023 Parent Survey Results. The following results are based on parents rating us Satisfactory, Above Average or Excellent. 100% of parents rated that our school supports their needs as the parent/guardian teacher.		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
	<p>parent/guardian teacher.</p> <p>B. Promoting parent participation in programs that meet the needs of students: 86% of parents rated Above Average or Excellent for feeling welcomed, valued, and connected in our school community.</p> <p>C. School Communication Results: 90% of parents responded Above Average or Excellent that the school communicates well about school events and procedures.</p>	<p>parent/guardian teacher.</p> <p>B. Promoting parent participation in programs that meet the needs of students: 92% of parents rated Above Average or Excellent for feeling welcomed, valued, and connected in our school community.</p> <p>C. School Communication: 92% of parents responded Above Average or Excellent that the school communicates well about school events and procedures.</p>	<p>B. Promoting parent participation in programs that meet the needs of students: 98% of parents rated feeling welcomed, valued, and connected in our school community.</p> <p>C. School Communication: 100% of parents responded that the school communicates well about school events and procedures.</p>		

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)		No

Action #	Title	Description	Total Funds	Contributing
3.2	Communication	Provide methods of communication between home and school via Parent Square, social media, school website, newsletters, advising and other meetings between teachers, parents/guardian, and students.		No
3.3	Educational Partner Feedback	Provide opportunities for involvement, input and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.		No
3.4	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		No
3.5	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)		No

Goal Analysis [2022-23]

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 2022-23 Goal will occur during the 2023-24 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. Educational Partner involvement occurs routinely and purposefully throughout the school year.

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 2023-24 LCAP year. We made two changes. First, we added information to clarify Metric, the Local Indicator (Priority 3-Parent Involvement) on CA Dashboard Self-Reflection Tool as it relates to our Parent Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of parents who rated us Above Average or Excellent. We had inadvertently not included parent ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome. Second, we had 6 Actions in the 2022-23 LCAP and these Actions associated with this goal will remain with the exception of the 2022-23 LCAP Action 2, "Provide opportunities for our Educational Partners that facilitate involvement and shared purpose." We felt that this Action was redundant because it was already covered in Action 4 stating our intent to involve all of our Educational Partners with opportunities for input and feedback. Action 2 removed and Action 6 became Action 5 for the 2023-24 LCAP year.

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.

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 [2023-24]

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 2022-23:

Our student enrollment has remained steady with 94 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: 2.1% Black or African American, 7.4% American Indian or Alaska Native, 2.1% Asian, 2.1% Other Asian, 2.1% Salvadoran, 1.1% Filipino, 1.1% Argentinean, 1.1% Vietnamese, 1.1% Hispanic or Latino, 2.1% Mexican American, 1.1% Declined to State, 1.1% Unspecified, and 75.5% White. For our Unduplicated Population, 45% of this population is identified as economically disadvantaged and 1.1% identified Homeless/Foster Youth. We did not have any English Learners in 2022-23. 16% are Students in Special Education.

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:

The heart of our program, providing high-quality educational options to students and their parent/guardian is what we do best and why we are beginning our 21st year of operation as a personalized learning, public charter school. Recent parent surveys indicated that 100% of our parents would recommend our school to others.

Glacier High School provided effective support to all students. Teachers met the needs of students, together with their parents/guardians, by creating effective and successful educational plans for every student. In addition, 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. Because end-of-year NWEA testing is still underway, we reported NWEA results comparing the same cohort of students in Fall 2021 with Fall 2022 to assess learning. The results showed a slight dip in Reading and slight increase in Math.

With a participation rate of 100%, our 11th grade students participated in SBAC testing in May 2022, the first time this was administered since 2019 due to the 2020-2021 Covid-19 emergency.

On the ELA, 68% of students Met or Exceeded the ELA Standards (40.5 points above DFS). On the CAST test, 50% of our students Met or Exceeded the science standards which was significantly higher than the district or state scores.

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:

The following is based on state and 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. The need to procure speech and language teacher services.
8. We serve a student population with high needs (unduplicated): 45% of total enrollment is Socioeconomically Disadvantaged, 1% are Homeless or Foster Youth, and 0% are English Learners. 16% of our student population are special education students.

LCAP Highlights

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

Highlights include, but are not limited to:

- Celebrated our 21st year in education as a CA Public Charter School.
- Our enrollment is strong with Teacher-Student ratio at capacity.
- Every student was provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan was built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs.
- A wider selection of A-G Courses are taught onsite, rather than only as an Independent Study model to provide further student support.
- We have a strong science program and all students given access to Next Generation Science Standards curriculum and onsite classes in Earth, Biology, and Chemistry.
- Resources are in place for any EL and Special Education students.
- We hired a second special education teacher this year in order to provide additional support to students with disabilities.
- We had a 96% graduation rate.
- 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 including Site Principals

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 2022-23 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 summary of the feedback was:

- 1) to improve our delivery of supports to students and their parent/guardian for future College/Career academic goals and planning (Goal 1, Action 8)
- 2) to increase the percentage of students who are "prepared" for College/Career (Goal 1, Action 8)
- 3) to improve student engagement, with particular attention to students feeling a positive connection within our school and in the greater community (Goal 2, Action 5 and Goal 3, Actions 3, 5)
- 4) to provide more opportunities for Educational Partner engagement in our school community to benefit all students (Goal 3, Actions 3, 4)

5) to increase writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to students (Goal 1, Actions 1, 2, 3 and Goal 3, Action 1)

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.
5. Increasing writing proficiency by offering more curriculum supports to parents/guardians in the area of teaching writing as well as providing more writing instruction and supports directly to 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 2023-24 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 teach 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. Data Year: 2020/2021	A. Teachers were appropriately assigned and fully credentialed in the subject area and for the students they teach and advised in 2022-23. B. Students had sufficient access to the standards-aligned instructional materials for 2022-23. C. School facilities were maintained in good repair for 2022-23. Data Year: 2021/2022		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
		Data Source: SARC Report	Data Source: SARC Report		
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. 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.	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 the same cohort of students. READING RESULTS 2020-21 2021-22 36.8% 20.9% High 29.4% 50.7% HiAv 23.5% 13.4% Avg 7.4% 13.4% LoAv 2.9% 1.5% Low MATH RESULTS 2020-21 2021-22 0% 16.7% High 16.7% 19.4% HiAv 16.7% 22.2% Avg 33.3% 33.3% LoAv 33.3% 8.3% Low	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 2021 to Fall 2022 using the same cohort of students. READING RESULTS 2021-22 2022-23 20.9% 22.4% High 50.7% 41.8% HiAv 13.4% 22.4% Avg 13.4% 4.5% LoAv 1.5% 9.0% Low MATH RESULTS 2021-22 2022-23 16.7% 23.5% High 19.4% 19.1% HiAv 22.2% 26.5% Avg 33.3% 20.6% LoAv 8.3% 10.3% Low		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
		Data Year: 2021-22 Source: NWEA Local Indicator	Data Year: 2022-23 Source: NWEA Local Indicator		
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>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. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p>	<p>A. Students did not participate in SBAC Testing in May 2021. Student test results are unavailable.</p> <p>B.1) For CA Dashboard 2019 College/Career Indicator: 43.3% of our students met "prepared," an increase of 6.2% from 2018.</p> <p>B.2) percent of graduates who completed all courses required for UC/CSU admission: 16.67%</p> <p>B.3) Percent of pupils that completed a CTE program & earned a High School Diploma: 5%</p> <p>B.4) Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the</p>	<p>A. Students participated in SBAC Testing in May 2022, the first time since 2019. Results are as follows: 1. 100% of our students took the SBAC Tests. 2. All Students: 40.5 points above standard in ELA (68% Met or Exceeded ELA Standards) 3. All Students: 77 points below standard in Math (27% Met or Exceeded Math Standards)</p> <p>B.1) For CA Dashboard 2022, there is no Baseline data comparison on CCI for 2022. Therefore, we used the College/Career Measures Only Report under Additional</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 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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	74% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.	<p>UC/CSU & CTE sequences/programs of study: 0%</p> <p>B.5) English Learners: no pupils</p> <p>B.6) Percentage of pupils who passed an advanced placement exam with a score of 3 or higher: 0%</p> <p>B.7) Percentage of pupils who participate in, & demonstrate college preparedness pursuant to, the EAP, or any subsequent assessment of college preparedness: 0%</p> <p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>71% of students responded that the school provided them</p>	<p>Reports for the following data.</p> <p>B.2) percent of graduates who completed all courses required for UC/CSU admission: 40%</p> <p>B.3) Percent of pupils that completed a CTE program & earned a High School Diploma: 4%</p> <p>B.4) Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU & CTE sequences/programs of study: 0%</p> <p>B.5) English Learners: 0%</p> <p>B.6) Percentage of pupils who passed an advanced placement exam with a score of 3 or higher: 0%</p> <p>B.7) Percentage of pupils who participate in, & demonstrate college preparedness pursuant to, the EAP,</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with the knowledge and support needed for future (college/career) academic goals and planning.	<p>or any subsequent assessment of college preparedness: 52%</p> <p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average, or Excellent.</p> <p>95% of students responded that the school provided them with the knowledge and support needed for future (college/career) academic goals and planning.</p>		
Local Indicator (Priority 6-School Climate)	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2021. The following results are based on students rating us Above Average or Excellent. It does not include	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2022. The following results are based on students rating us Above Average or Excellent. It does not include	CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results, based on March 2023. The following results are based on students rating us Satisfactory, Above Average, or Excellent.		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
	<p>those who rated us Satisfactory.</p> <p>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.</p> <p>88% of students responded that the school provided them with textbooks and learning materials to meet their educational needs.</p> <p>85% of students responded that the school supported their educational-related technology needs.</p>	<p>those who rated us Satisfactory.</p> <p>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.</p> <p>76% of students responded that the school provided them with textbooks and learning materials to meet their educational needs with</p> <p>78% of students responded that the school supported their educational-related technology needs.</p>	<p>99% 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.</p> <p>100% of students rated that the school provided them with textbooks and learning materials to meet their educational needs with</p> <p>99% of students responded that the school supported their educational-related technology needs.</p>		
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: All students have access to a broad course of study in English Language Arts, Mathematics, Social Sciences, Science, Visual &	CA Dashboard Priority 7 Self-Reflection Tool: All students have access to a broad course of study in English Language Arts, Mathematics, Social Sciences, Science, Visual &		All students will have access to a broad course of study in all required subject areas that prepare them for college and careers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Performing Arts, Health, & Physical Education	Performing Arts, Health, & Physical Education		

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. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.		Yes
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. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.		Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings.		No

Action #	Title	Description	Total Funds	Contributing
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.		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.		No
1.6	Ongoing Staff Development	Provide ongoing staff development & articulation to support Math, English Language Arts and Science state standards implementation and monitoring.		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.		No
1.8	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.		No
1.9	Developing Additional CTE Pathway	Research and develop a new CTE pathway.		No

Goal Analysis [2022-23]

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.

Working alongside students' parents/guardians, staff continued providing every student with personalized academic support, offering onsite classes, and delivering academic assessments. Administrators, teachers, and support staff participated in a number of professional development trainings and meetings devoted to strengthening our effectiveness and improving student success. We also continued to work on strengthening our College and Career Readiness for students for all students in grades 7 -12.

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 2022-23 Goal will occur during the 2023-24 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.

The Metrics associated with the actions of this goal were effective, even though we did not see the academic progress we had hoped for in Math with the Metric State Indicator: Priority 4-Pupil Achievement - on the CA Dashboard's SBAC results from May 2022. Likely reasons that account for the drop in student scores from 2019: this was the first time since 2019 that many of our students had taken a state test, and some learning loss as a result of the school shut down beginning in March of 2020 where much learning happened in a virtual format. We have worked diligently to provide more academic support for struggling students in the areas of improved technology support, onsite classroom instruction, tutoring, and close monitoring of academic progress between the Advising Teacher, parent/guardian, and student.

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.

While this Goal basically remains, we did amend Action 3 to reflect that an emphasis of math and writing instruction improvements needed. We also made one clarifying change to one of our Metrics. We added information to clarify the Metric, Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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.		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. 1) School attendance Rates: 86.06 2) Chronic Absenteeism Rates: 0% 3) High School Dropout Rates: 10% 4) High School Graduation Rates: 80%	CA Dashboard 2022 Priority 5 for Pupil Attendance and Chronic Absenteeism rates. 1) School attendance Rate: 2) Chronic Absenteeism Rate: 0% 3) High School Dropout Rate: 4% 4) High School Graduation Rate: 96%		Maintain Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 6-School Climate)	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2021 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>98% of students rated school is clean and in good condition; rated sense of safety at 71% and School Connectedness at 66%</p>	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2022 survey results. The following results are based on students rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>84% of students rated school is clean and in good condition. Students rated sense of safety at 71%. Students rated School Connectedness at 77%.</p>	<p>CA Dashboard Priority 6 Self-Reflection Tool: Student Survey Results ---based on March 2023 survey results. The following results are based on students rating us Satisfactory, Above Average, or Excellent.</p> <p>99% of students rated school is clean and in good condition. Students rated sense of safety at 95%. Students rated School Connectedness at 95%.</p>		We will see a 15% improvement of student surveys for sense of safety and school connectedness.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.		No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.		No
2.3	Addressing Safety Measures	Address all critical safety issues in a timely manner.		No

Action #	Title	Description	Total Funds	Contributing
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.		No

Goal Analysis [2022-23]

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 2022-23 Goal will occur during the 2023-24 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 2023-24 LCAP year. We made one clarifying change to our Metric. We added information to clarify our Metric, the Local Indicator (Priority 6-School Climate) on CA Dashboard Self-Reflection Tool as it relates to our Student Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of students who rated us Above Average or Excellent. We had inadvertently not included student ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome.

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 various 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 2023-24 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. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>89% of parents rated that our school supports their needs as parent/guardian teacher</p>	<p>A. Engaging parents in decision-making: March 2022 Parent Survey Results. The following results are based on parents rating us Above Average or Excellent. It does not include those who rated us Satisfactory.</p> <p>91% of parents rated that our school supports their needs as parent/guardian teacher.</p>	<p>A. Engaging parents in decision-making: March 2023 Parent Survey Results. The following results are based on parents rating us Satisfactory, Above Average, or Excellent.</p> <p>100% of parents responded that our school supports their needs as parent/guardian teacher.</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
	<p>B. Promoting parent participation in programs that meet the needs of students.</p> <p>76% of parents rated feeling welcomed, valued, and connected in our school community.</p>	<p>B. Promoting parent participation in programs that meet the needs of students.</p> <p>86% of parents rated feeling welcomed, valued, and connected in our school community.</p>	<p>B. Promoting parent participation in programs that meet the needs of students:</p> <p>100% of parents rated feeling welcomed, valued, and connected in our school community.</p>		

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)		No
3.2	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising and other meetings between teachers, parents/guardian, and students.		No
3.3	Educational Partner Feedback	Provide opportunities for involvement, input, and feedback from all Educational Partners on aspects of our school program, safety, and culture to enhance student success.		No

Action #	Title	Description	Total Funds	Contributing
3.4	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		No
3.5	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)		No

Goal Analysis [2022-23]

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 2022-23 Goal will occur during the 2023-24 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. Educational Partner involvement occurs routinely and purposefully throughout the school year.

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 2023-24 LCAP year. We made two changes. First, we added information to clarify our Metric, the Local Indicator (Priority 3-Parent Involvement) on CA Dashboard Self-Reflection Tool as it relates to our Parent Survey Results. Our Baseline and Year 1 Outcome survey results included only the percentages of parents who rated us Above Average or Excellent. We had inadvertently not included parent ratings of Satisfactory. We caught this error and therefore addressed the mistake in our Year 2 Outcome. Second, we had 6 Actions in the 2022-23 LCAP and these Actions associated with this goal will remain with the exception of the 2022-23 LCAP Action 2, "Provide opportunities for our Educational Partners that facilitate involvement and shared purpose." We felt that this Action was redundant because it was already covered in Action 4 stating our intent to involve all of our Educational Partners with opportunities for input and feedback. Action 2 removed and Action 6 became Action 5 for the 2023-24 LCAP year.

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.

GLACIER HIGH SCHOOL CHARTER
A California Public Charter School
Charter Petition

Approved by the Western Sierra Charter Schools Board: 9/28/2016

Approved by YUSD: 12/12/16

Term: July 1, 2024~~17~~-June 30, 20222

Assurances and ~~Affirmations~~Declaration

As the authorized lead petitioner, I, Michael Cox, hereby certify that the information submitted in this petition is true to the best of my knowledge and belief. Glacier High School Charter ("GHSC" or the "Charter School"), operated by Western Sierra Charter Schools ("WSCS"), and located within the boundaries of the Yosemite Unified School District (the "District" or "YUSD") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- ~~The~~ Glacier High School Charter (~~GHSC~~) shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- ~~GHSC It~~ shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- ~~GHSC It~~ shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- GHSC shall admit all ~~pupils-students~~ who wish to attend the Charter School, ~~and who submit a timely application;~~ unless the Charter School receives a greater number of applications than there are spaces for students, in which case ~~each application will be given equal chance of admission through it will hold~~ a public random drawing ~~process to~~ determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, a Admission to the Charter School shall not be determined by the place of residence of a pupil or ~~his or her of that student's~~ parent or legal guardian within the State except as provided by Education Code Section 47605(~~de~~)(2).

Preference in the public random drawing shall be given as required by Education Code Section 47605~~(de)~~(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605~~(ed)~~(2)(C). [Ref. Education Code Section 47605(de)(2)(A)-(C)]

- GHSC shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
- GHSC shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 4 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA").
- GHSC shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- Western Sierra Charter Schools declares that it shall be deemed the exclusive public school employer of all the employees of the Charter School for the purposes of the Education Employment Relations Act (EERA). WSCS shall comply with the EERA. [Ref. Education Code Section 47605(c)(6)]
- GHSC shall meet all state standards and conduct the pupil-student assessments required by California Education Code Sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- GHSC shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- GHSC ~~will shall~~ ensure that teachers in GHCS hold ~~a the~~ Commission on Teacher Credentialing certificate ("CTC"), permit or other document required for the teacher's certificated assignment-equivalent to that which a teacher in other public schools are required to hold. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. As allowed by law, flexibility may be

given to non-core, non-college preparatory teachers. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]

- GHSC will, at all times, maintain all necessary and appropriate insurance coverage.
- GHSC will comply with all laws related to the minimum age of public school enrollment.
- ~~Western Sierra Charter Schools (“WSCS”), a California non-profit public benefit corporation, shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.~~
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including ~~report cards or~~ a transcript of grades, ~~or report card~~ and health information. ~~If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]~~
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or require a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- GHSC shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [\[Ref. Education Code Section 47605\(d\)\]](#)
- GHSC shall comply with any jurisdictional limitations to locations of its facilities. [\[Ref. Education Code Sections 47605 and 47605.1\]](#)
- GHSC shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), [as reauthorized and amended by the Every Student Succeeds Act \("ESSA"\)](#).
- GHSC shall comply with the [California Public Records Act, Government Code Section 7920, et seq. \("CPRA"\)](#).
- GHSC shall comply with the Family Educational Rights and Privacy Act, [20 U.S.C. Section 1232g, 34 CFR Part 99 \("FERPA"\)](#).
- [The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 \("Section 1090"\)](#).
- [The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. \("PRA"\)](#).

GHSC shall meet or exceed the legally required minimum of school days per year.

Charter Renewal

[Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 \(2019\), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard \("Dashboard"\), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.](#)

[In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.](#)

[The three performance categories are as follows:](#)

- [High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607\(c\)\(2\).](#)

- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

Due to the suspension of the Dashboard in 2020 and 2021 for the COVID-19 pandemic, charter schools cannot be placed into performance categories as contemplated by AB 1505.

The CDE can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, the use of colors, or performance levels, using two years of data will not be reported. The 2022 Dashboard will use one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: K through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, Glacier High School Charter, like all other charter schools seeking renewal during the 2023-24 school year, fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of 5 years, as demonstrated below.

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of

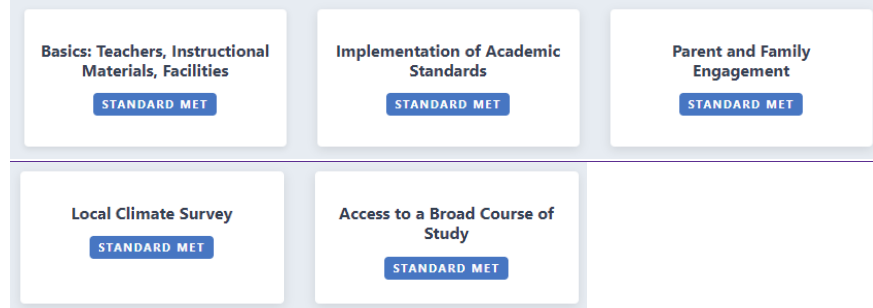
pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

GHSC Dashboard State and Local Indicators (2022)

The following chart(s) reflect the Charter School’s 2022 Dashboard [local indicators](#).



As demonstrated by the Dashboard indicators, [\[fill in narrative\]](#)

Measurements of Academic Performance – Verified Data

The law also requires middle performing charter schools to provide data showing measurable increases in academic achievement, via verified data:

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education ("SBE") approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes CAASPP and Measures of Academic Progress ("MAP") by NWEA to meet the verified data requirement.

Glacier High School Charter Verified Data:

CAASPP - Percentage of Students Meeting or Exceeding Standards (All Students):

	<u>Assessment</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
<u>Schoolwide</u>	<u>ELA</u>	<u>83.87</u>	<u>Data Not Available</u>	<u>Data Not Available</u>	<u>68.19</u>
	<u>Math</u>	<u>19.35</u>	<u>Data Not Available</u>	<u>Data Not Available</u>	<u>27.28</u>

*Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Student Annual Progress – Verified Data

[INSERT "verified data" to show "at least one year's progress" or strong postsecondary outcomes]

GHSC NWEA MAP Growth Test Results, 2021-22

<u>Assessment</u>	<u>Initial Assessment</u> <u>[Month/Year]</u>	<u>Interim Assessment</u> <u>[Month/Year]</u>	<u>Summative Assessment</u> <u>[Month/Year]</u>
<u>Reading</u>			
<u>Math</u>			
<u>Science</u>			

In addition, the Charter School has demonstrated strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

[INSERT “verified data” to show “strong postsecondary outcomes”]

Measurable Increases in Academic Performance

Other Dashboard Measures

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of 5 years. **As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years.**
~~The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal set forth in Education Code Section 47607(b): In 2013, the last year of the Academic Performance Index, GHSC had a 799 API. Additionally, GHSC met its growth target of 5 API points from the prior year and was ranked 7 on the 2013 API statewide comparison. (Education Code Section 47607(b))~~

Element I: Educational Program

Glacier High School Charter Vision and Mission Statement

Glacier High School Charter’s Vision:

The vision of GHSC is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, parent leadership, personalized student learning, and high academic standards for all students.- Glacier will accomplish these four complementary goals by

providing all students and parents with: personal, experienced teacher guidance and support; powerful and proven instruction; ongoing, multiple modality assessments; and a large and growing inventory of high quality, standards-aligned instructional resources that offer both breadth and depth in curriculum and auxiliary materials. As a result, students will develop the skills necessary to become responsible lifelong learners who understand personal dedication and desire as the keys for success.

Glacier High School Charter's Mission is to:

- Inspire students to learn and grow to their potential and become responsible contributing community members.
- Assist parents in the education of their students.
- Provide the community with a valid educational alternative.
- Equip rural high school students age 14-18 with two kinds of literacy necessary in the twenty-first century: the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. Glacier High School Charter will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students will be held to high academic and behavioral standards and work in collaborative relationships, both within and outside the school site and school calendar year.

GLACIER'S EXPECTED SCHOOL WIDE LEARNING RESULTS

To define who we are as a school and what we want to accomplish with students, Glacier High School Charter has adopted clearly defined S.L.O.s (Student Learner Outcomes). S.L.O.'s by definition are broad based educational goals for all students. We use the acronym "ACTS" to demonstrate what students will seek to achieve.

ACTS – "Glacier High School students will be equipped to become:"

Academic Achievers who...

- Plan for their educational future by setting goals and establishing priorities.
- Show proficiency in essential literacy, writing, and mathematical skills.

Communicators who...

- Communicate effectively by using appropriate verbal and written skills.
- Process information critically and respond appropriately.

Thinkers who...

- [Evaluate, discriminate, and deduce knowledge with accuracy and logic.](#)
- [Utilize a historical and informed understanding to develop their perspectives.](#)

[Self-Sufficient Individuals who...](#)

- [Learn independently and act as self-motivated responsible learners.](#)
- [Take individual responsibility for their lives and actions.](#)

We will seek to support this mission by:

- Serving as a liaison between the community and the home schooling family; demonstrating to the community the educational soundness and viability of publicly funded, parent-directed education for students.
- Providing a supportive, encouraging environment through high quality teaching resources, mentoring, opportunities for networking, and a structure to support their educational objectives.
- Providing students with learning resources and an environment for enrichment opportunities that encourage them to become self-motivated, life-long learners.

Purpose and Target Student Population

GHSC will meet the needs of students who, together with their families, have decided that a home-based, family-centered style of education best suits them. Research, history, and our own experience have shown that parent led education, with parents assuming the role of teachers, creates an effective and successful environment for educating children. Parents are natural teachers. Those who take a hands-on leadership role with their own children expand their loving, nurturing environments to facilitate their child's involvement in learning. These parents know and understand their children better than anyone else.

[On the 2022 California School Dashboard, the Charter School reported 94 students, with a demographic breakdown of: 1.1% African American, 5.3% Asian, 1.1% Filipino, 16% Hispanic, 6.4% of two or more races, and 69.1% White. GHSC serves 34% socioeconomically disadvantaged students and 18.1% students with disabilities. GHSC helps meet the specific academic needs of these students by \[Insert text here\].](#)

Community Impact

[As an established charter school that is not seeking expansion at this time, there will be no additional fiscal impact on the District. Therefore, no District](#)

services will be undermined and no programs will be duplicated in satisfaction of Education Code Section 47605(c)(7)-(8).

How Learning Best Occurs

GHSC believes that learning best occurs when parents exercise their necessary and proper role of authority, leadership, supervision and care in the life of their children. —Formal education is nothing more than a component part of the wider parental task of raising and preparing children for mature adulthood.—Parents, within the family, establish generational vision, cultural identity and personal belief commitments, life goals, and academic priorities. Additionally, it is best within the family to establish the personal character attributes of hard work, sacrifice, risk, deferred gratification, and perseverance. Therefore, GHSC's purpose is not to take over the parental task of educating their children but rather to come along side and support the parent in the academic process of ninth through twelfth grade schooling.— The parent provides the long-range personal goals for their child and facilitates the daily, hands-on learning process. The school provides support for the parent and the student in the form of goal setting, expert advice, learning assessments, rich and varied curriculum and many optional classroom/ group-learning opportunities.

Educated Person in the 21st Century

To be an educated person in the 21st century, one must have:

- The foundational skills - reading, writing, mathematics, speaking, and listening skills.
- Thinking skills - creative thinking, making decisions, solving problems, being able to look at issues from different perspectives, knowing how to learn, reasoning/logic skills.
- Personal qualities - personal responsibility, self-discipline, goal orientation, personal humility, commitment to truth, conviction of right and wrong and love and respect for others.

Concurrently with these foundational skills, a student must also learn how to:

- Manage resources - time, money, materials, and space.
- Develop interpersonal skills - work with teams, be able to teach others, lead others, work well with people from different backgrounds.
- Deal with information - acquire and evaluate data, organize and maintain files, interpret and communicate effectively, use computers to

process information.

- Use different systems - to understand social, organizational, and technological systems, monitor and correct performance, design or improve systems.
- Use technology - select appropriate equipment and tools, apply technology to specific tasks, maintain and troubleshoot technologies.

Educational Program:

Glacier High School Charter serves those California students residing in Madera County and its adjacent contiguous counties for ninth through twelfth grade. Parents of these students are seeking a unique educational environment with academic desires which may include:

- A supportive parent led, personalized learning experience.
- Belief that their child's academic needs, whether it be for a more challenging curriculum, a slower-paced curriculum, or a more integrated curriculum, can be met through an individualized education.
- Belief that individual social or emotional needs of their student are best met through a home based program.
- A unique educational philosophy.
- Feel that the acquisition of traditional family values is an integral part of their child's education.

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.

Glacier High School believes that incorporating and empowering parents within the educational process is critically important, and is an essential part of how we operate as a charter school. The parents' priorities, their leadership and their daily hands-on involvement are essential to the progress and success of each student. This involvement is guided by a credentialed teacher who has also been trained as an advisor, counselor, and curriculum specialist. The advising teacher works closely with both the student and the parents through frequently scheduled meetings. The advising teacher serves as an instructor, guide and counselor for the student's entire learning program. This provides great continuity for the student's overall educational program. The advising teacher insures that each student's learning needs are assessed appropriately, that their goals are both rigorous as well as reasonable and that the student is progressing toward the personalized learning goals.

This personalized learning methodology is implemented in a variety of ways. Students at GHSC are provided with options for Common Core State Standards ("CCSS") aligned direct instruction in Mathematics, Science, English/ Language Arts and Art. Students are also provided with high quality CCSS aligned curriculum and instructional materials which students utilize independently. Glacier High School Charter provides a multiple measures approach in assessing every student. Each student's progress is continually monitored through a variety of assessments. These assessments include the annual State Smarter Balanced Assessment and the ~~Let's Go Learn~~NWEA online assessment program. Many students also participate in the PSAT, the SAT, and the ACT. This information is regularly evaluated and shapes the student's personalized learning plans.

Our curricular program supports the ability to create programs that serve pupils of diverse learning needs, ability, and backgrounds. We offer a wide selection of CCSS-based curriculum that supports independent learning. This personalized curriculum emphasizes learning responsibility from students, multiple assessment methods, learning style, pace, and preferences. Our curriculum requires frequent one-on-one interaction with those instructing our students, greater parental involvement, and direct pupil

decision making participation. Our personalized learning model blends learning environments both within and beyond the classroom, including on-site classes, home-based instruction, online instruction, and community-based instruction.

Glacier High School is accredited by the Western Association of Schools and Colleges. All of [Glacier's GHSC's](#) courses are transferable to other California public schools. Glacier High School annually publishes a Student and Parent Handbook which provides information regarding Glacier's course offerings that are approved by the University of California as prerequisites to entrance to a University of California University or a California State University.

Students and their parents meet with their advising teacher on a regularly scheduled basis, at least once every twenty school days. At this meeting the student's learning objectives are established for the next learning period, assignments are given, the student's completed work is reviewed and assessed by the advising teacher, the parent is provided guidance as needed and the student is provided tutoring. At the beginning of the school year each student is assessed with the ~~Let's Go Learn~~ [NWEA](#) assessment program. The results of this assessment help guide the student's academic program for the year.

Students of GHSC will demonstrate the following skills upon graduation:

I. Core Academic Skills

Students will demonstrate appropriate age or grade-level mastery of:

History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects which the staff and school governing board deem appropriate.

Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will

comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

Underlying and utilized throughout each of the above stated core subject areas will be other important academic skills such as: critical thinking skills: e.g., problem-solving, analyzing, and applying knowledge) the ability to effectively use technology.

- Creative expression through various forms of the arts, e.g., music, visual/studio arts, drama, and dance.
- Knowledge of pertinent issues of health and the development of physical fitness.

2. Life-Long Learning Skills

Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

- Study skills and habits, e.g., note-taking, library research skills, studying strategies.
- Ability to plan, initiate, and complete a project.
- Ability to reflect on and evaluate one's own and others' learning.
- Job readiness and career development skills (e.g., developing resumes, job internship skills).
- Higher education continuance skills (e.g., college applications, financial aid forms).

3. Social Skills and Life Skills

Students will develop skills necessary for a healthy adult life, which may include:

- Strong citizenship and leadership skills by participating in student government or other areas of personal interest within the community.
- Ability to collaborate and work effectively with others in cooperative

groups.

- Personal financial management skills (e.g., budget development, balancing checkbooks).

The outcomes will be further subdivided into specific content area and "classroom-level" skills and that individual students' progress toward achieving the graduation outcomes will be measured by certain benchmarks as indicated by the type of Graduation standard desired.

Types of Matriculation

Glacier High School Charter will offer two graduation certifications as follows:

1. Certificate of completion:

The certificate of completion will be awarded to any student who completes four years of work as agreed upon by the parent, student, and charter teacher and completes at least 260 credits.

2. Graduation Diploma:

The graduation diploma will be awarded to any student who completes four years of work as agreed upon by the parent, student, and charter teacher, and completes at least 260 credits that includes:

- 4 years of English
- 3 years of Social Science (including World History, Cultures and Geography US History; and US Government/Economics)
- 3 years of Mathematics including Algebra
- 2 years of science including 1 year of Physical Science and 1 year of Life Science
- 1 year of Fine Arts – visual, performing arts (music or drama), or foreign language
- 2 years of Physical Education
- ~~1 semester of Health~~
- 3 years of electives to total 260 credits

Student to Teacher Ratio

The total "full time equivalent" (FTE) ratio of students (average daily attendance) to teachers for Glacier High School shall not exceed 25:1 as

defined by Education Code Section 51745.6(e). However, any individual full-time Charter School teacher's assigned student load will vary based upon Charter School and student needs.

Serving Students with Disabilities

GHSC provides special education instruction and related services in accordance with ~~shall comply with~~ all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

GHSC shall be categorized as the local educational agency (LEA) for the purposes of special education in accordance with Education Code Section 47641(a).

GHSC shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

GHSC shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by GHSC shall be accessible for all students with disabilities.

English Learner Students

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Commented [JR1]: We added a section on serving EL students, which is commonly expected by authorizers.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

[INSERT]

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

LCFF/ LCAP - 8 state priorities as related to the Educational Program:

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <https://www.glacierhighcharter.org/lcap.html> and in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the

Commented [AND2]: Please address integrated and designated ELD when discussing EL strategies.

See the following link to a CDE letter that provides further guidance on designated and integrated ELD:
<https://www.cde.ca.gov/nr/el/le/yr22ltr0111.asp>

Commented [AND3]: Section added here to ensure the charter meets the minimum legal requirements set forth in Ed Code, where the petition must include the school's goals, actions and outcomes related to the 8 state priorities. Most authorizers are comfortable with the petition simply referencing the LCAP, which we've done here. If you've heard differently from the District, or if you have any hesitation about the District's support for the charter renewal, please let me know as we should instead include a full narrative of the required LCAP components in the body of the charter itself. Please contact us if you have any questions.

right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

(Please refer to Attachment A)

Element 2: Measurable Pupil Outcomes

Annual individual goals and objectives for each student will be written collaboratively by student, parent and charter teacher. The basis for these will be Glacier High School Charter's high school graduation requirements. Those requirements shall be based upon the state standards and have been developed to align to the state standards. This will be accomplished with the understanding that the nature of homeschooling may require modification of the goals and objectives throughout the school year. Student progress toward completion of goals will be monitored every 1 to 4 weeks by the charter teacher.

Students wishing to enroll in a public university in California will have the opportunity to pursue a course of study at the Glacier High School Charter that meets the "A-G Requirements."

The measurable student outcomes of Glacier High School Charter include but shall not be limited to the following:

Goals	Measurement
Students will be encouraged to be self-motivated, competent, and lifelong learners through self-directed learning opportunities that are initiated and pursued by the student and parent. This sense of ownership will be enhanced through	<ul style="list-style-type: none">• Student Personalized Learning Plan (PLP) Portfolios• Class enrollments• Annual survey responses• School instructional schedule

activities, special classes, and field trips that reflect the parent and student interests.	
80% of students, school-wide and in all numerically significant pupil subgroups, will show one year's growth according to state testing data.	<ul style="list-style-type: none"> • CAASPP, CAST results
80% of students show ongoing progress toward meeting graduation requirements.	<ul style="list-style-type: none"> • Student PLP portfolios • Student transcripts
80% of our students participating in the Let's Go Learn NWEA assessment will show improvement through each academic year.	<ul style="list-style-type: none"> • Let's Go Learn NWEA results
Demonstration of knowledge and academic skills attained across major subject areas through integrated learning	<ul style="list-style-type: none"> • Student PLP portfolios • Journal summaries • Presentations • Teacher observations

Element 3: Methods of Measuring Student Progress

The methods by which student progress may be assessed are:

- Collection and review of student work every 1 to 4 weeks.
- Demonstration of skills (oral reading, oral and visual presentations, summative projects, acting, athletics, etc.).
- Parent/teacher and charter teacher observation and formal and informal assessments.
- ~~The Let's Go Learn assessment~~
- Participation in the required state testing.
- Annual Personalized Learning Portfolio.
- Monthly journals summarizing student learning (work, activities, practice, accomplishments, etc.) (optional).
- NWEA MAP
- Other tests (to be determined).

Charter School teachers will record the assessments of individual student work in the GHSC Personalized Learning Plan. These plans will be placed in the students' Personalized Learning Portfolio and kept on file in the Glacier High School Charter's office.

Element 4: Governance Structure

Western Sierra Charter Schools, a California Non-Profit Public Benefit Corporation, will govern the Glacier High School Charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The Charter School will be governed pursuant to the Bylaws adopted by WSCS's Board of Directors, and subsequently amended pursuant to the amendment process specified in the Bylaws. The Board of Directors' major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs, and hiring, firing and evaluating the top administrative staff. WSCS's Board of Directors will include parents and community members. This shall be the primary means of ensuring parental involvement in the governance structure of the Charter School. In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors.

The Board of Directors will be composed of representatives of the following constituencies:

- a. Two parents of Oakhurst students
- b. Two parents of Fresno students
- c. One community member from Oakhurst
- d. One community member from Fresno
- e. One representative of the Yosemite Unified School District

Board

The Board of Directors of the Charter School will meet regularly, and in accordance with the Brown Act and Education Code Section 47604.1(c). ~~The Board of Directors will evaluate the GHSC program annually. They~~ The Board of Directors will look at all aspects of the school program, its effectiveness, and its compliance with the charter. The WSCS Board of Directors will be responsible for recommending changes to the program and for recommending amendments to the charter. All recommended amendments to the charter will require a majority vote of the Board of Directors. Material amendments revisions to the charter must ultimately be approved by the Yosemite Unified School District Board of Trustees.

The Executive Director of Glacier High School Charter, or his or her designee, may report to Yosemite Unified School District Board of Trustees at its regular board meetings.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

As the Glacier High School Charter is a public entity and its officials are considered to be public officials with the State's public school system, Glacier High School will make every effort to avoid conflicts of interest in all of its actions. Given that the unique character and purpose of charter schools often results in employees serving on governing boards, the Charter School will not be expected to maintain an absolute ban on contracts between the Charter School and any Governing Board Members, which would preclude such service by employees. Rather, Glacier High School agrees that, at a minimum, it shall comply with the conflict of interest laws governing California non-profit public benefit corporations. (Under the non-profit corporation standards, for example, up to 49% of the governing board may be "interested", although they cannot vote on those matters in which they have an interest. Thus, if a teacher serves on the Charter School Governing Board, that teacher may not vote on or participate in decisions on teacher salaries, benefits, raises or conditions of employment.)

Commented [AND4]: Deleted and replaced with the language immediately above. Charter schools are now required to abide by Conflict of Interest laws per EC 47604.1.

Parent Involvement

GHSC is built from the ground up on parent leadership. We do not seek merely to recruit parents to help us accomplish our plans and purposes as a school. Rather we understand our role to be to help the parents accomplish their plans and purposes with their students. The GHSC methodology requires parents to be dedicated to their child's education in a daily, hands-on way. We maintain an open-door philosophy to encourage parent input in planning, teaching, and organizing the GHSC program. The Western Sierra Charter Schools Governing Board includes four parents on its seven-member board. Furthermore, as part of their agreement with the school, parents (or assigned responsible adult) will:

- Participate in an orientation meeting with the staff to discuss parent responsibility and to determine goals and objectives for their individual students.
- Oversee their children's education in all subject areas, keep a record of studies, and keep a file of student work.
- Schedule appointments and meet with the charter teacher and student at least once every one to four weeks, bringing record of studies and samples of work for each student.
- Be strongly encouraged to participate in a minimum of one school sponsored event or activity per semester.
- Stay informed of current events and activities offered at the school by any or all of the following means:
 - Reading GHSC monthly newsletter.
 - Checking the School website
 - Listening to the school "all call" phone messages.
 - Noting the school bulletin board for information.
 - Checking the individual family "mailbox" for messages.

Element 5: Employee Qualifications

All GHSC ~~core~~ teachers are required to hold the Commission on Teacher Credentialing certificate, permit, or other document appropriate for the teacher's certificated assignment, must hold a valid California teaching credential as well as a knowledge and experience base identified on the job description of a charter school teacher.

WSCS may also employ or retain non-certificated instructional support staff in any non-core, non-college preparatory course to support teachers where a prospective staff member has an appropriate mix of subject matter expertise,

professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. All non-instructional staff will possess experience and expertise appropriate for their position within the [Charter School](#) as outlined in the [Charter School's](#) staffing plan and the [Charter School's](#) adopted personnel policies.

Element 6: Health and Safety Procedures

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at

least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

How do we want to word this?

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

The Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level

of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

The Glacier High School Charter will comply with the provisions of Education Code 44237 and 45125.1 regarding fingerprint and background checks for employees and contractors. Employees and students will be required to maintain all health and immunization standards and records, and other records as required by Education Code Section 49406, Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Credentialed employees must be trained in first aid and CPR.

GHSC has adopted a set of Health and Safety policies that contain information about how the Charter School will provide health screenings required by law.

Element 7: -Student Population Balance Racial and Ethnic Balance

Glacier High School Charter will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district, will strive to maintain racial and ethnic balance among its pupils that is reflective of the general populations within the territorial jurisdiction of the District.

Element 8: Admissions Requirements Policies and Procedures

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require

mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment/registration form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records¹
7. As applicable, current expulsion order
8. As applicable, prior evaluation by any previously-attended school as to whether remaining in independent study is in the best interest of the student pursuant to Education Code Section 51747(b).

¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

GHSC requires enrolled students to be residents of California and residing in Madera County or its adjacent counties.

Admission will not be determined according to the place of residence of the students or parents, however, preference will be given to students residing within the Yosemite Unified School District.

Prior to students and parents being enrolled into Glacier High School Charter, they will be required to:

- a. Read the Glacier High School Charter philosophies as outlined in the GHSC Parent Handbook.
- b. Verify that their participation in the charter school is strictly voluntary.
- c. Sign an agreement that must stipulate all of the following:
 - 1) Parents, or other responsible adults, must be available to assist the student in reaching educational goals.
 - 2) Parent, or other responsible adults, will be involved in academic support.
 - 3) Parents, or other responsible adult, and student must attend scheduled progress meetings.
 - 4) Parent will sign and promptly submit monthly attendance records to school attendance clerk.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In the event that applications for enrollment exceed school's capacity a public random drawing for admission shall be held. Currently enrolled students will be exempt from the drawing and are guaranteed admission for the following year. Preference shall be extended to siblings of students currently attending the charter school and pupils who reside in the District.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section

47605(e)(2)(B)(i)-(iv).

Preferences shall be extended in the following order of priority:

- Children of staff and governing board members;
- Siblings of students admitted to or attending the Charter School;
- Pupils matriculating from one WSCS school to another;

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Upon a determination that a student selected in the lottery is under a current expulsion order from another local educational agency, registration of the student shall be strictly conditioned upon the requirements of Education Code Sections 48915.2 and 48918. Upon a determination that a student selected in the lottery has been the subject of an evaluation pursuant to Education Code Section 51747(b), as to whether it is in the best interests of the student to remain in independent study, the Charter School will review the written records of the findings in the Student Record. If the Charter School or another local educational agency has determined that it is not in the best interest of the pupil to remain in independent study, registration will cease and the student will not be enrolled in the Charter School. The model of education within the Charter School is independent study and if independent study is not appropriate for an enrolling student, in accordance with Education Code Section 51746(b)(1), registration will not be in the student's best interest.

Element 9: Independent Financial Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Western Sierra Charter Schools Board, on behalf of Glacier High School Charter, will arrange for an annual audit. The audit will be prepared by a qualified Certified Public Accountant who has educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment, accounting practices, and review the Charter School's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. WSCS administrative staff will review any audit exceptions or deficiencies and report to the WSCS Board with recommendations on how to resolve them. The WSCS Executive Director will report to YUSD regarding how the exceptions and deficiencies have been or will be resolved, to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Suspensions and Expulsions

Students of the GHSC may be disciplined, involuntarily removed, or expelled from the Charter School for persistent noncompliance with the suspension and expulsion policy and the independent study master agreement. The procedures for discipline and dismissal are set forth in the Charter School’s suspension and expulsion policy (Appendix XX).

Element 11: Retirement Systems

All certificated employees of Glacier High School Charter will participate with the State Teachers’ Retirement System (STRS) or the Public Employees’ Retirement System (PERS) as appropriate [and eligible](#). All non-certificated employees of Glacier High School Charter will participate in PERS and federal social security.

WSCS will ensure that appropriate arrangements for coverage have been made. Further, WSCS will ensure that all other employee and payroll related matters including: workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer will be processed appropriately.

Element 12: Public School Attendance Alternatives

No student may be required to attend the Charter School. Students who reside within the boundaries of YUSD who choose not to attend GHSC may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in GHSC will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Return Rights

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at GHSC will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution

- **Intent**

The intent of this dispute resolution process is to: (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

- **Disputes Arising from within the Charter School**

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School. If the District receives any complaints about the Charter School, it shall promptly forward them to GHSC.

The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

- **Disputes between the Charter School and the District**

In the event that the Charter School or the District have disputes regarding the terms of this charter, both parties agree to follow the process outlined below.

In the event of a dispute between the Charter School and the District, the staff and governing board members of the Charter School and District agree to first frame the issue in written format and refer the issue to the Superintendent of the District and Executive Director of GHSC.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of the Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be binding.

Element 15: Closure Procedures

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The Executive Director of the Charter School, or other person as determined by the Board, shall be responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Yosemite Unified School District, the Madera County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the

Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Miscellaneous Provisions

Budget and Financial Reporting

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Facilities

Glacier High School's primary location for all educational and administrative services is in Madera County within the geographical boundaries of Yosemite Unified School District. The address is: 41267 Highway 41, Oakhurst, CA.

Administrative Services

The GHSC will provide or procure its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Potential Civil Liability Effects

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Oversight and Renewal

The Yosemite Unified School District may inspect or observe Glacier High School Charter as necessary pursuant to Ed. Code Section 47604.32 and 47607. Glacier High School shall meet the minimum academic performance requirements for renewal pursuant to Ed. Code Sections 47607 or 47607.2.

Term of the Charter

The term of this charter shall begin on July 1, 2024 and expire five years June 30, 2029.

Material Revisions

Any material revisions to this charter shall be made upon the mutual agreement of the governing boards of the Charter School and the District. Material revisions shall be considered pursuant to the standards, criteria, and timelines in Education Code Section 47605.