



LAKE VIEW CHARTER SCHOOL

**Regular Scheduled Board Meeting
Lake View Charter School
March 4, 2020 – 5:00 pm
285 E 5th Street
Chico CA 95926**

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Principal's Report
 - a. WASC Visit
 - b. Student Achievement
 - c. Testing
5. Discussion and Potential Action on the February Board Meeting Minutes
6. Discussion and Potential Action on the Second Interim Report
7. Discussion and Potential Action on the Auditor Selection
8. Discussion and Potential Action on the MOU with other Schools
9. Discussion and Potential Action on the Proposal from Charter Impact
10. Discussion and Potential Action on the Growth Projections and Enrollment Windows
11. Discussion and Potential Action on the Instructional Funds Depreciation Chart
12. Discussion and Potential Action on the 2020-2021 School Calendar
13. Discussion and Potential Action on the Teacher Employment Contract
14. Discussion and Potential Action the Lottery Policy
15. Discussion and Potential Action on the Homeless Education Policy
16. Discussion and Potential Action on the Work Sample Policy
17. Discussion and Potential Action on the Identification of Individuals for 504 Policy
18. Discussion and Potential Action on the Identification of Individuals for Special Education Policy
19. Discussion and Potential Action on the Individual Education Program Policy
20. Discussion and Potential Action on the Individual Education Program Administrative Regulation



LAKE VIEW CHARTER SCHOOL

21. Discussion and Potential Action on the Procedural Safeguards and Complaint Policy
22. Discussion and Potential Action on the Procedural Safeguards and Complaint
Administrative Regulation
23. Discussion and Potential Action on the Transportation for Students with Disabilities
Policy
24. Discussion and Potential Action on the School Accountability Report Card (SARC)
25. Discussion and Potential Action on the Nomination and Appointment of Board
Members
26. Discussion and Potential Action on the Board Meeting Calendar
27. Announcement of Next Regular Scheduled Board Meeting
28. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Note: Lake View Charter School Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 818-207-3837 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).



LAKE VIEW CHARTER SCHOOL

Regular Scheduled Board Meeting - Lake View Charter School
February 20, 2020 – 5:00 pm
285 E 5th Street, Chico CA 95926

Attendance: Lindsay Mower, Billie Adkins

Absent: None

Also Present: Julie Haycock

Call to Order:

Lindsay Mower called the meeting to order at 5:01 pm.

Approval of the Agenda:

Lindsay Mower motioned to approve the agenda. Billie Adkins seconded.

-Unanimous.

Public Comments:

None.

Principal's Report:

The Principal gave an update on:

- LCAP Update
- January PD Meetings
- Summary of Insurance Coverage
- Form 700s
- SB 126

Discussion and Potential Action on November, December, and January Board Meeting Minutes:

Lindsay Mower motioned to approve the November, December, and January Board Meeting Minutes. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy:

Lindsay Mower motioned to approve the Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Residency Policy:

Lindsay Mower motioned to approve the Residency Policy. Billie Adkins seconded.

-Unanimous.



LAKE VIEW CHARTER SCHOOL

Discussion and Potential Action on the Kindergarten and Transitional Kindergarten Policy:

Lindsay Mower motioned to approve the Kindergarten and Transitional Kindergarten Policy.

Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Foster Youth Policy:

Lindsay Mower motioned to approve the Foster Youth Policy. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Transgender and Gender Nonconforming Students Policy:

Lindsay Mower motioned to approve the Transgender and Gender Nonconforming Students Policy. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Induction Policy:

Lindsay Mower motioned to approve the Induction Policy. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the School Closure Policy:

Lindsay Mower motioned to approve the School Closure Policy agenda. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Educational Materials and Restitution Policy:

Lindsay Mower motioned to approve the Educational Materials and Restitution Policy. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Vendor Agreement:

Lindsay Mower motioned to approve the Vendor Agreement. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Non-Compliance Policy:

Lindsay Mower motioned to approve the Non-Compliance Policy. Billie Adkins seconded.

-Unanimous.



LAKE VIEW CHARTER SCHOOL

Discussion and Potential Action on the Investigation Process Regarding Residency:

Lindsay Mower motioned to approve the Investigation Process Regarding Residency. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Withdrawal Policy and Disenrollment Letter:

Lindsay Mower motioned to approve the Withdrawal Policy and Disenrollment Letter. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Promotion, Acceleration and Retention Policy:

Lindsay Mower motioned to approve the Promotion, Acceleration and Retention Policy. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Appointment of Board Members:

Lindsay Mower motioned to table the Appointment of Board Members. Billie Adkins seconded.

-Unanimous.

Discussion and Potential Action on the Comprehensive School Safety Plan:

Lindsay Mower motioned to approve the Comprehensive School Safety Plan. Billie Adkins seconded.

-Unanimous.

Announcement of Next Regular Scheduled Board Meeting:

The next regular scheduled board meeting is March 4, 2020.

Adjournment:

Lindsay Mower motioned to adjourn the meeting at 6:09 pm. Billie Adkins seconded.

-Unanimous.

Prepared by:

Bryanna Brossman

Noted by:

Board Secretary

Lake View Charter School

Monthly Financial Presentation – January 2020

2nd Interim Report

LAKE VIEW - Highlights

- **2nd Interim Report due March 15th.**
- No significant change in projected revenues or expenses.
- Annual surplus forecasted at \$209k.
- SB740 requirements:
 - 40/80 Expense ratio- Compliant
 - Max (25:1) Pupil:Teacher ratio – Compliant

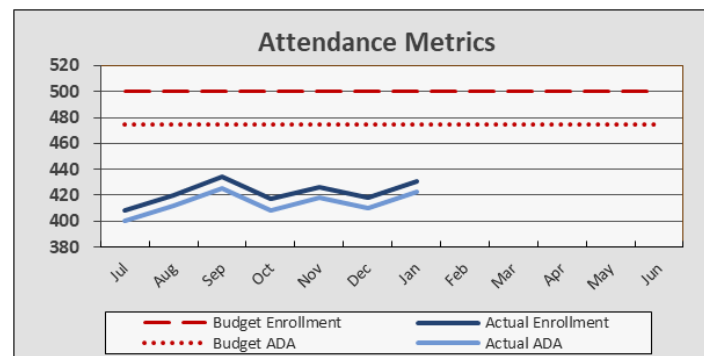
Cert.	Instr.
40%	84.5%
51,090	204,190

Pupil:Teacher Ratio
22.23 :1

LAKE VIEW - Enrollment

- Enrollment increased by 13 students.

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	422	431	500
ADA	414	414	475
Attendance Rate	98.0%	96.0%	95.0%
Unduplicated %	36.5%	36.5%	25.0%
Revenue per ADA		\$9,829	\$9,661
Expenses per ADA		\$9,696	\$9,354



LAKE VIEW - Revenue

- Revenue variances due to timing of federal and state payments (LCFF, Special Ed., & State Lottery).
- First PENSEC apportionment projected for February.

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 2,314,364	\$ (2,314,364)
Federal Revenue	32,785	(32,785)
Other State Revenue	142,709	(142,709)
Other Local Revenue	-	-
Total Revenue	\$ 2,489,858	\$ (2,489,858)

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 3,875,469	\$ 4,189,725	\$ (314,257)
49,232	56,525	(7,293)
299,944	342,950	(43,006)
-	-	-
\$ 4,224,645	\$ 4,589,200	\$ (364,556)

LAKE VIEW - Expenses

- YTD & Annual Forecasted Expenses remain favorable to budget.
- Negative variance in sub agreements due to:
 - Annualization of instructional service fee.
 - MOU (Staffing Allocation) spending.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 732,440	\$ 871,558	\$ 139,119	\$ 1,264,673	\$ 1,494,100	\$ 229,427
Classified Salaries	18,404	211,932	193,528	41,569	375,000	333,431
Benefits	189,857	356,771	166,915	379,931	613,674	233,743
Books and Supplies	256,460	344,035	87,574	477,049	637,664	160,614
Subagreement Services	570,582	367,979	(202,602)	1,303,663	754,300	(549,363)
Operations	14,849	31,154	16,305	33,957	58,978	25,021
Facilities	2,725	21,948	19,223	2,725	37,625	34,900
Professional Services	99,812	223,321	123,509	401,294	410,913	9,619
Depreciation	-	-	-	-	-	-
Interest	91,705	46,257	(45,448)	110,016	60,912	(49,104)
Total Expenses	\$ 1,976,833	\$ 2,474,955	\$ 498,123	\$ 4,014,876	\$ 4,443,165	\$ 428,289

LAKE VIEW - Fund Balance

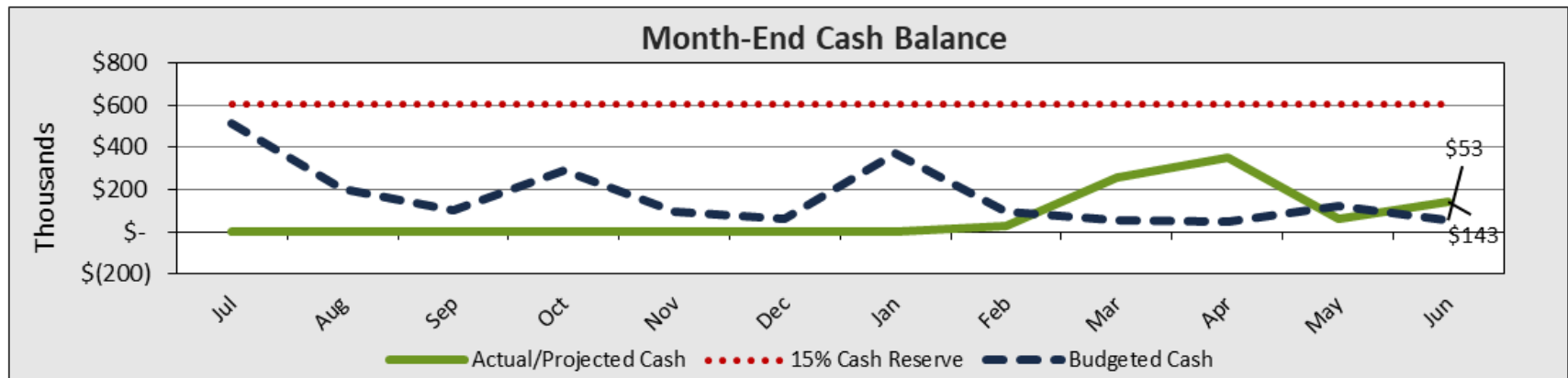
- YTD (Deficit) due to timing of revenue payments.
- Annual surplus projected at \$137k.
- Reserve for economic uncertainty above target.

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,976,833)	\$ 14,903	\$ (1,991,735)
Beginning Fund Balance	<u>-</u>	<u>-</u>	
Ending Fund Balance	<u>\$ (1,976,833)</u>	<u>\$ 14,903</u>	
<i>As a % of Annual Expenses</i>	-49.2%	0.3%	

	<i>Annual/Full Year</i>		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 209,769	\$ 146,035	\$ 63,734
Beginning Fund Balance	<u>-</u>	<u>-</u>	
Ending Fund Balance	<u>\$ 209,769</u>	<u>\$ 146,035</u>	
	5.2%	3.3%	

LAKE VIEW - Cash Balance

- Budgeted cash deviates from actual cash due to intercompany transfers (No independent bank account).
- Positive cash balance expected through year-end through factoring.



LAKE VIEW – 2nd Interim

- Projections show multi-year surplus, positive cash flow and growing reserves.
- ***Assumptions include:***
 - Steady enrollment with modest increase in FY23.
 - 8% increase in health care cost.
 - LCFF COLA.
 - 2% COLA in general expenses.

	2019-20	2020-2021	2021-22	2022-23	2023-24
Total Revenue	\$ 4,224,645	\$ 4,355,234	\$ 4,466,647	\$ 5,054,119	\$ 5,729,308
Total Expenses	<u>4,014,876</u>	<u>4,302,469</u>	<u>4,384,607</u>	<u>4,934,860</u>	<u>5,559,981</u>
Annual Surplus	<u>209,769</u>	<u>52,765</u>	<u>82,040</u>	<u>119,260</u>	<u>169,327</u>
Beginning Fund Balance	-	209,769	262,534	344,574	463,833
Ending Fund Balance	<u>\$ 209,769</u>	<u>\$ 262,534</u>	<u>\$ 344,574</u>	<u>\$ 463,833</u>	<u>\$ 633,160</u>
<i>As a % of Annual Expenses</i>	5.2%	6.1%	7.9%	9.4%	11.4%
Ending Cash Balance	<u>\$ 142,943</u>	<u>\$ 401,922</u>	<u>\$ 168,387</u>	<u>\$ 187,389</u>	<u>\$ 286,210</u>

LAKE VIEW - Compliance Reporting



Area	Date	Report	Description	Completed By	Board Approval	Inspire Signature Required
FINANCE	02/20/20	Certification of the First Principal Apportionment	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes
FINANCE	02/26/20	E-Rate FCC Form 470 Due date (FY2020)	E-Rate FCC Form 470 Due date (FY2020) - To request bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 26, 2020 is the deadline to certify an FY2020 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2020 filing window.	Inspire	No	No
FINANCE	03/15/20	2nd Interim Financial Report	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31.	Charter Impact	Yes	Yes
DATA TEAM	03/20/20	CALPADS - Fall 2 amendment deadline	CALPADS - Fall 2 amendment deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services.	Inspire	No	No
FINANCE	03/20/20	EI Dorado SELPA Pre-Test for Year-End Maintenance of Effort (Special Education)	EI Dorado SELPA Pre-Test for Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No

LAKE VIEW - Appendix

- Monthly Cash Flow / Forecast 19-20
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Due (To)/From All Inspire Charter School Locations

Lake View Charter School

Monthly Cash Flow/Forecast FY19-20

Revised 2/14/2020

ADA = 422.38



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	-	-	-	-	-	1,698,761	1,062,832	-	87,152	383,328	421,485	3,653,559	3,602,549	51,010
8012	Education Protection Account	-	-	-	-	-	-	-	-	62,243	-	-	23,752	85,995	95,000	(9,005)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	27,183	27,183	27,183	27,183	27,183	(0)	135,914	492,176	(356,262)

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	9,846	9,846	9,846	9,846	9,846	0	49,232	56,525	(7,293)
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Other State Revenue

8311	State Special Education	-	-	-	-	-	-	42,861	42,861	42,861	42,861	42,861	0	214,305	246,050	(31,745)
8560	State Lottery	-	-	-	-	-	-	-	-	-	-	-	85,639	85,639	96,900	(11,261)

Total Revenue

Expenses

Certificated Salaries

1100	Teachers' Salaries	55,379	56,421	56,299	55,864	188,816	46,298	82,479	83,259	83,259	83,259	83,259	83,259	-	957,848	1,242,000	284,152
1175	Teachers' Extra Duty/Stipends	250	5,490	8,652	8,418	23,832	2,873	10,418	4,163	4,163	4,163	4,163	4,163	-	80,749	62,100	(18,649)
1200	Pupil Support Salaries	-	-	-	-	-	29,000	4,833	4,833	4,833	4,833	4,833	4,833	-	58,000	35,000	(23,000)
1300	Administrators' Salaries	9,375	13,233	16,092	15,842	31,533	(3,150)	14,192	14,192	14,192	14,192	14,192	14,192	-	168,075	155,000	(13,075)

Classified Salaries

2100	Instructional Salaries	-	677	1,292	4,247	3,878	4,062	4,247	4,633	4,633	4,633	4,633	4,633	-	41,569	180,000	138,431
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	70,000	70,000
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75,000	75,000
2400	Clerical and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50,000	50,000

Benefits

3101	STRS	11,073	12,685	13,733	13,576	43,724	9,968	18,842	18,385	18,385	18,385	18,385	18,385	-	215,525	249,515	33,990
3301	OASDI	-	42	80	263	240	248	259	352	352	352	352	352	-	2,894	23,250	20,356
3311	Medicare	905	1,062	1,161	1,191	3,664	994	1,645	1,638	1,638	1,638	1,638	1,638	-	18,811	27,102	8,291
3401	Health and Welfare	(2,868)	8,052	6,818	7,714	(2,195)	16,255	6,517	15,000	15,000	15,000	15,000	15,000	-	115,293	270,000	154,707
3501	State Unemployment	2,123	1,109	283	349	2,401	(899)	3,814	2,352	1,176	588	588	588	-	14,472	17,640	3,168
3601	Workers' Compensation	-	1,240	620	620	620	1,296	633	1,581	1,581	1,581	1,581	1,581	-	12,935	26,167	13,233

Books and Supplies

4100	Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	47,500	47,500
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23,750	23,750
4302	School Supplies	12,540	19,888	29,546	44,387	47,572	44,387	45,450	28,591	28,591	28,591	28,591	28,591	-	386,725	444,885	58,160
4305	Software	-	4,588	1,581	1,354	1,659	1,975	1	3,448	3,448	3,448	3,448	3,448	-	28,397	47,500	19,103
4310	Office Expense	500	18	183	298	-	-	395	724	724	724	724	724	-	5,015	9,975	4,960
4311	Business Meals	-	-	-	-	-	-	-	333	333	333	333	333	-	1,667	499	(1,168)
4400	Noncapitalized Equipment	-	-	-	-	-	138	-	11,022	11,022	11,022	11,022	11,022	-	55,246	63,555	8,309

Subagreement Services

5102	Special Education	-	1,865	6,332	6,292	14,362	11,183	13,216	8,619	8,619	8,619	8,619	8,619	-	96,345	118,750	22,405
5106	Other Educational Consultants	3,894	16,849	33,531	39,500	23,765	60,865	79,698	100,707	100,707	100,707	100,707	100,707	-	761,638	635,550	(126,088)
5107	Instructional Services	-	-	111,099	37,033	37,033	37,033	37,033	37,290	37,290	37,290	37,290	37,290	-	445,679	-	(445,679)

Operations and Housekeeping

5201	Auto and Travel	-	595	64	858	2,014	260	467	581	581	581	581	581	-	7,163	7,999	836
5300	Dues & Memberships	108	108	108	108	-	-	-	218	218	218	218	218	-	1,520	3,002	1,482
5400	Insurance	-	2,592	1,296	1,296	1,296	620	3,057	1,724	1,724	1,724	1,724	1,724	-	18,777	23,750	4,973
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,850	2,850
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,375	2,375
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,500	2,500
5900	Communications	-	-	-	-	-	-	-	690	690	690	690	690	-	3,448	9,500	6,052
5901	Postage and Shipping	-	-	-	-	-	-	-	610	610	610	610	610	-	3,049	7,002	3,952

Lake View Charter School

Monthly Cash Flow/Forecast FY19-20

Revised 2/14/2020

ADA = 422.38



Facilities, Repairs and Other Leases

5601	Rent	-	-	-	-	-	-	-	-	-	-	-	-
5604	Other Leases	-	-	-	-	175	-	2,550	-	-	-	-	-
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-

Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	175	-	2,550	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	175	-	2,550	-	-	-	-	-	-

-
2,725
-
2,725

Original Budget Total	Favorable / (Unfav.)
35,625	35,625
-	(2,725)
2,000	2,000
37,625	34,900

Professional/Consulting Services

5801	IT	-	-	700	-	-	-	-	-	-	-	-
5802	Audit & Taxes	-	-	-	-	-	-	-	-	-	-	-
5803	Legal	-	-	-	-	99	1,502	726	726	726	726	-
5804	Professional Development	105	-	-	-	-	505	880	880	880	880	-
5805	General Consulting	-	150	-	-	-	750	207	207	207	207	-
5806	Special Activities/Field Trips	4,686	2,341	4,374	2,074	904	161	834	19,024	19,024	19,024	-
5807	Bank Charges	-	-	-	-	-	-	35	35	35	35	-
5808	Printing	-	-	-	-	-	-	52	52	52	52	-
5809	Other taxes and fees	-	-	160	-	-	20	800	207	207	207	-
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-
5811	Management Fee	-	-	33,813	11,271	11,271	11,271	11,349	11,349	11,349	11,349	-
5812	Oversight & Service Fees	-	-	-	-	-	-	-	-	-	-	116,264
5814	SPED Encroachment	-	-	-	-	-	-	4,217	4,217	4,217	4,217	0
5815	Public Relations/Recruitment	-	-	-	750	-	-	348	348	348	348	-

-	-	-	700	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	99	1,502	726	726	726	726	726	-
105	-	-	-	-	-	505	880	880	880	880	880	-
-	150	-	-	-	-	750	207	207	207	207	207	-
4,686	2,341	4,374	2,074	904	161	834	19,024	19,024	19,024	19,024	19,024	-
-	-	-	-	-	-	-	35	35	35	35	35	-
-	-	-	-	-	-	-	52	52	52	52	52	-
-	-	160	-	-	20	800	207	207	207	207	207	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	33,813	11,271	11,271	11,271	11,271	11,349	11,349	11,349	11,349	11,349	-
-	-	-	-	-	-	-	-	-	-	-	-	116,264
-	-	-	-	-	-	-	4,217	4,217	4,217	4,217	4,217	0
-	-	-	750	-	-	-	348	348	348	348	348	-
4,791	2,491	38,347	14,795	12,175	12,301	14,912	37,044	37,044	37,044	37,044	37,044	116,264

700
-
5,229
5,008
1,934
110,493
174
261
2,014
-
135,641
116,264
21,083
2,492
401,294

-	(700)
16,625	16,625
9,999	4,769
10,099	5,090
2,375	441
127,110	16,617
399	225
599	338
2,375	361
7,125	7,125
80,311	(55,330)
125,692	9,428
24,206	3,123
4,000	1,508
410,913	9,619

Interest

7438	Interest Expense	-	-	-	68,537	-	23,168	-	3,137	-	15,173	-	-
------	------------------	---	---	---	--------	---	--------	---	-------	---	--------	---	---

-	-	-	68,537	-	23,168	-	3,137	-	15,173	-	-	-
-	-	-	68,537	-	23,168	-	3,137	-	15,173	-	-	-

110,016
110,016

Total Expenses

98,071	149,004	327,119	322,543	436,563	298,874	344,659	385,125	380,811	395,397	380,223	380,223	116,264
--------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------

4,014,876

4,443,165	428,289
-----------	---------

Monthly Surplus (Deficit)

(98,071)	(149,004)	(327,119)	(322,543)	(436,563)	(298,874)	(344,659)	1,393,526	761,911	(253,264)	(213,181)	82,995	414,613
----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	---------	-----------	-----------	--------	---------

209,769

146,035	63,734
---------	--------

Cash Flow Adjustments

Monthly Surplus (Deficit)	(98,071)	(149,004)	(327,119)	(322,543)	(436,563)	(298,874)	(344,659)	1,393,526	761,911	(253,264)	(213,181)	82,995	414,613
Cash flows from operating activities													
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	(530,877)	(530,877)
Due To/From Related Parties	56,948	118,623	334,109	(1,136,650)	408,526	(252,471)	304,028	-	(27,781)	-	-	-	(194,668)
Prepaid Expenses	-	(3,832)	-	(4,967)	4,967	-	-	-	-	-	-	-	(3,832)
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	116,264	116,264
Accrued Expenses	41,123	34,213	(6,990)	20,260	23,070	14,645	40,631	-	-	-	-	-	166,951
Cash flows from financing activities													
Proceeds from Factoring	-	-	-	1,443,900	-	536,700	-	78,437	-	379,337	-	-	2,438,374
Payments on Factoring	-	-	-	-	-	-	-	(1,443,900)	(507,008)	(29,692)	(78,437)	-	(2,059,037)

(98,071)	(149,004)	(327,119)	(322,543)	(436,563)	(298,874)	(344,659)	1,393,526	761,911	(253,264)	(213,181)	82,995	414,613
-	-	-	-	-	-	-	-	-	-	-	-	(530,877)
56,948	118,623	334,109	(1,136,650)	408,526	(252,471)	304,028	-	(27,781)	-	-	-	-
-	(3,832)	-	(4,967)	4,967	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	116,264
41,123	34,213	(6,990)	20,260	23,070	14,645	40,631	-	-	-	-	-	-
-	-	-	1,443,900	-	536,700	-	78,437	-	379,337	-	-	-
-	-	-	-	-	-	-	(1,443,900)	(507,008)	(29,692)	(78,437)	-	-

5%
209,768
(530,877)
(194,668)
(3,832)
116,264
166,951
2,438,374
(2,059,037)

Cert.	Instr.
39.6%	84.5%
51,090	204,190

Pupil:Teacher Ratio
22.23 :1

Total Change in Cash

(0)	0	0	0	0	-	(0)	28,063	227,122	96,381	(291,618)	82,995
-----	---	---	---	---	---	-----	--------	---------	--------	-----------	--------

Cash, Beginning of Month

-	-	0	0	0	0	0	0	28,063	255,185	351,566	59,949
---	---	---	---	---	---	---	---	--------	---------	---------	--------

Cash, End of Month

(0)	0	0	0	0	0	0	28,063	255,185	351,566	59,949	142,943
-----	---	---	---	---	---	---	--------	---------	---------	--------	---------

Lake View Charter School

Budget vs Actual

For the period ended January 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ -	\$ 648,459	\$ (648,459)	\$ -	\$ 1,981,402	\$ (1,981,402)	\$ 3,602,548
Education Protection Account	-	-	-	-	47,500	(47,500)	95,000
In Lieu of Property Taxes	-	39,374	(39,374)	-	285,462	(285,462)	492,176
Total State Aid - Revenue Limit	-	687,833	(687,833)	-	2,314,364	(2,314,364)	4,189,724
Federal Revenue							
Special Education - Entitlement	-	4,522	(4,522)	-	32,785	(32,785)	56,525
Total Federal Revenue	-	4,522	(4,522)	-	32,785	(32,785)	56,525
Other State Revenue							
State Special Education	-	19,684	(19,684)	-	142,709	(142,709)	246,050
State Lottery	-	-	-	-	-	-	96,900
Total Other State Revenue	-	19,684	(19,684)	-	142,709	(142,709)	342,950
Total Revenues	\$ -	\$ 712,039	\$ (712,039)	\$ -	\$ 2,489,858	\$ (2,489,858)	\$ 4,589,199
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 82,479	\$ 103,500	\$ 21,021	\$ 541,555	\$ 724,500	\$ 182,945	\$ 1,242,000
Teachers' Extra Duty/Stipends	10,418	5,175	(5,243)	59,934	36,225	(23,709)	62,100
Pupil Support Salaries	4,833	2,917	(1,917)	33,833	20,417	(13,417)	35,000
Administrators' Salaries	14,192	12,917	(1,275)	97,117	90,417	(6,700)	155,000
Total Certificated Salaries	111,922	124,508	12,586	732,440	871,558	139,119	1,494,100
Classified Salaries							
Instructional Salaries	4,247	16,364	12,117	18,404	98,182	79,778	180,000
Support Salaries	-	5,833	5,833	-	40,833	40,833	70,000
Supervisors' and Administrators' Salaries	-	6,250	6,250	-	43,750	43,750	75,000
Clerical and Office Staff Salaries	-	4,167	4,167	-	29,167	29,167	50,000
Total Classified Salaries	4,247	32,614	28,367	18,404	211,932	193,528	375,000
Benefits							
State Teachers' Retirement System, certificated po	18,842	20,793	1,951	123,600	145,550	21,950	249,515
OASDI/Medicare/Alternative, certificated positions	259	2,022	1,763	1,133	13,140	12,007	23,250
Medicare/Alternative, certificated positions	1,645	2,278	634	10,622	15,711	5,089	27,102
Health and Welfare Benefits, certificated positions	6,517	22,500	15,983	40,293	157,500	117,207	270,000
State Unemployment Insurance, certificated positi	3,814	4,410	596	9,180	9,702	522	17,640
Workers' Compensation Insurance, certificated po	633	2,200	1,567	5,028	15,169	10,141	26,167
Total Benefits	31,710	54,203	22,493	189,857	356,772	166,915	613,674
Books & Supplies							
Textbooks and Core Materials	-	-	-	-	47,500	47,500	47,500
Books and Reference Materials	-	-	-	-	23,750	23,750	23,750
School Supplies	45,450	44,489	(961)	243,769	209,096	(34,673)	444,885
Software	1	3,958	3,957	11,158	27,708	16,550	47,500
Office Expense	395	831	436	1,395	5,819	4,424	9,975
Business Meals	-	42	42	-	291	291	499
Noncapitalized Equipment	-	6,356	6,356	138	29,871	29,733	63,555
Total Books & Supplies	45,846	55,675	9,829	256,460	344,035	87,574	637,664
Subagreement Services							
Special Education	13,216	9,896	(3,320)	53,250	69,271	16,021	118,750
Other Educational Consultants	79,698	63,555	(16,143)	258,101	298,709	40,607	635,550
Instructional Services	37,033	-	(37,033)	259,231	-	(259,231)	-
Total Subagreement Services	129,947	73,451	(56,496)	570,582	367,979	(202,602)	754,300
Operations & Housekeeping							
Auto and Travel	467	2,000	1,532	4,260	2,000	(2,260)	7,999
Dues & Memberships	-	250	250	431	1,751	1,320	3,002
Insurance	3,057	1,979	(1,078)	10,158	13,854	3,696	23,750
Utilities	-	238	238	-	1,663	1,663	2,850
Janitorial Services	-	198	198	-	1,385	1,385	2,375
Miscellaneous Expense	-	208	208	-	1,458	1,458	2,500
Communications	-	792	792	-	5,542	5,542	9,500
Postage and Shipping	-	700	700	-	3,501	3,501	7,001
Total Operations & Housekeeping	3,525	6,365	2,840	14,849	31,154	16,305	58,977

Lake View Charter School

Budget vs Actual

For the period ended January 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Facilities, Repairs & Other Leases							
Rent	-	2,969	2,969	-	20,781	20,781	35,625
Other Leases	2,550	-	(2,550)	2,725	-	(2,725)	-
Repairs and Maintenance	-	167	167	-	1,167	1,167	2,000
Total Facilities, Repairs & Other Leases	2,550	3,135	585	2,725	21,948	19,223	37,625
Professional/Consulting Services							
IT	-	-	-	700	-	(700)	-
Audit & Taxes	-	-	-	-	16,625	16,625	16,625
Legal	1,502	833	(669)	1,601	5,833	4,232	9,999
Professional Development	505	1,010	505	610	5,049	4,439	10,099
General Consulting	-	238	238	900	1,188	288	2,375
Special Activities/Field Trips	834	12,711	11,877	15,374	59,742	44,367	127,110
Bank Charges	-	40	40	-	200	200	399
Printing	-	60	60	-	299	299	599
Other Taxes and Fees	800	238	(563)	980	1,188	208	2,376
Payroll Service Fee	-	594	594	-	4,156	4,156	7,125
Management Fee	11,271	12,461	1,190	78,896	43,573	(35,324)	80,311
District Oversight Fee	-	20,635	20,635	-	69,431	69,431	125,692
SPED Encroachment	-	1,936	1,936	-	14,039	14,039	24,206
Public Relations/Recruitment	-	400	400	750	2,000	1,250	4,000
Total Professional/Consulting Services	14,912	51,155	36,242	99,812	223,321	123,509	410,914
Interest							
Interest Expense	-	-	-	91,705	46,257	(45,448)	60,912
Total Interest	-	-	-	91,705	46,257	(45,448)	60,912
Total Expenses	\$ 344,659	\$ 401,106	\$ 56,447	\$ 1,976,833	\$ 2,474,955	\$ 498,123	\$ 4,443,166
Change in Net Assets	(344,659)	310,933	(655,592)	(1,976,833)	14,902	(1,991,735)	146,034
Net Assets, Beginning of Period	(1,632,174)			-			
Net Assets, End of Period	\$ (1,976,833)			\$ (1,976,833)			

Lake View Charter School

Statement of Financial Position

January 31, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Factored Receivable	(1,980,600)	-	(1,980,600)	0%
Due To/From Related Parties	166,887	-	166,887	0%
Prepaid Expenses	3,832	-	3,832	0%
Total Current Assets	(1,809,881)	-	(1,809,881)	0%
Total Assets	\$ (1,809,881)	\$ -	\$ (1,809,881)	0%
Liabilities				
Current Liabilities				
Accrued Liabilities	166,951	-	166,951	0%
Total Current Liabilities	166,951	-	166,951	0%
Total Liabilities	166,951	-	166,951	0%
Net Assets	(1,976,833)	-	(1,976,833)	0%
Total Liabilities and Net Assets	\$ (1,809,881)	\$ -	\$ (1,809,881)	0%

Lake View Charter School

Statement of Cash Flows

For the period ended January 31, 2020

	Month Ended 01/31/20	YTD Ended 01/31/20
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (344,659)	\$ (1,976,833)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Grants, Contributions & Pledges Receivable	-	1,980,600
Due from Related Parties	304,028	(166,887)
Prepaid Expenses	-	(3,832)
(Decrease)/Increase in Operating Liabilities:		
Accrued Expenses	40,631	166,951
Total Cash Flows from Operating Activities	<u>-</u>	<u>-</u>
 Change in Cash & Cash Equivalents	 -	 -
 Cash and Cash Equivalents, End of Period	 <u><u>\$ -</u></u>	 <u><u>\$ -</u></u>

Inspire Charter School - Lake View Charter SchoolSummary of 9170-9183 *Due To/From All Inspire Locations*

As Of 1/31/2020

()= Credit

Statement of purpose for the account:To record entries due to and due from **Lake View Charter School*****Description of debit/credit activity that normally processes through the account:***

Debit balances are an asset while a credit balances are an obligation; ending balance should reconcile to the corresponding entity.

<u>Account</u>	<u>Account Description</u>	<u>Account Balance</u>
9173	Due to/from Inspire North	(185,933.29)
9174	Due to/from Inspire Kern	(30.02)
9176	Due to/from Inspire Central	(27,780.91)
9180	Due to/from Inspire District Office	380,631.31
		<hr/>
		\$ 166,887.09

**CONTRACT FOR ANNUAL AUDIT
OF K-12 CHARTER SCHOOLS
(Three Year Contract)**

LAKE VIEW CHARTER SCHOOL

This contract entered into this 19th day of February, 2020, between LAKE VIEW CHARTER SCHOOL of San Diego County, California, hereinafter called the School and Wilkinson Hadley King & Co. LLP hereinafter called the Accountant, witnesses that the parties hereto do mutually agree as follows:

Article 1. EMPLOYMENT OF ACCOUNTANT: The School, pursuant to Chapter 3 (commencing with Section 14500), Part 9, Division 1, Title 1, and Article 2 (commencing with Section 41020), Chapter 1, Part 24, Division 3, Title 2 of the Education Code of the State of California, hereby employs the Accountant to perform the necessary professional services, including but not limited to, those hereinafter set forth in connection with an audit of the books and accounts of the School.

Article 2. SCOPE OF AUDIT: The audit shall include all financial information of the School including the student body accounts, and any other funds under the control or jurisdiction of the School.

Article 3. AUDIT PERIOD: The audit shall cover the period of the 2019-20 through 2021-22 school years, to wit, the period commencing July 1, 2019, and ending June 30, 2022.

Article 4. VERIFICATION OF PRIOR YEAR'S FUNDS BALANCES: The audit shall include a verification of fund balances at the beginning of the audit period, provided there has been a responsible audit for the year prior to commencement of the audit period, from which such verification can be made; otherwise such verification may be excluded at the discretion of the School.

Article 5. AUDIT PROCEDURES: The audit shall be performed in accordance with general accounting office standards for financial and compliance audits, and shall include, to the extent applicable, the audit procedures recommended by the Education Audit Appeals Panel, as detailed in the most recent publication entitled Standards and Procedures for Audits of California Local Educational Agencies (Audit Guide). The Accountant shall provide the State Controller access to audit working papers to permit the Controller to complete a review upon request pursuant to Education Code Section 14504.

Article 6. FORM AND CONTENTS OF REPORT: The form and contents of the audit report shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State Controller under Section 41020 of the Education Code.

Article 7. EXTRA WORK AND SERVICES: In the event that circumstances disclosed by the audit indicate that more detailed verification is required in addition to that which would be sufficient under ordinary circumstances, the Accountant shall at once notify the School in writing of the fact, together with a written estimate of the additional work and services required and the estimated cost thereof. In the event the School authorizes and approves the performance of such extra work and services, it shall so notify the Accountant in writing. No claims of the Accountant for extra work or services shall be allowed or paid without such written consent and approval of the School first having been so obtained before such extra work and services are entered upon or undertaken.

Article 8. COMMENCEMENT OF WORK: Work by the Accountant under this contract shall commence April 20, 2020, or as soon thereafter as the School may deem practicable and feasible.

Article 9. COMPLETION AND DELIVERY OF REPORT: The audit report shall be completed and delivered to the School not later than December 15 annually. The Accountant will furnish the charter school copies of the audit in sufficient number for distribution to each member of the governing board plus 10 copies for the School's chief administrative officer and shall mail one copy to each of the following: County Superintendent of Schools, State Department of Education, State Controller's office.

Article 10. THE ACCOUNTANT FEES: The School agrees to pay and the Accountant agrees to accept for performance of all services rendered herein, exclusive of extra work and services, a fee in the sum of, not to exceed amounts notated below. It is understood and agreed that said fee is a maximum fee and is subject to corresponding reduction in the event that the actual cost of making the audit proves to be less than is now estimated at the time of entering into this contract. The cost estimates, which include a reasonable profit and constitute the basis upon which the maximum fee has been determined.

	SCHOOL AUDIT	INFORMATION RETURNS	TOTAL FEES
2019-20	\$8,500	\$1,200	\$9,700
2020-21	\$8,750	\$1,200	\$9,950
2021-22	\$9,000	\$1,200	\$10,200

Extra work and services duly ordered and approved as herein above provided and duly performed shall be computed and paid for at the rates below.

<u>Classification</u>	<u>Rate</u>
Senior Partner	\$ 175
Partner	\$ 150
Senior Manager	\$ 125
Manager	\$ 100
Senior Accountant	\$ 85
Staff Accountant	\$ 70
Clerical	\$ 45

Article 11. PAYMENT: Payment of ninety percent of the fee, including extra work and services, shall be made in progress payments as work is completed. The Accountant shall furnish the School on demand an itemized statement of the audit costs, if requested. The final ten percent of the value of work done under this contract shall be made after certification by the State Controller that the audit report conforms to the reporting provisions of the Audit Guide. Provision is hereby made to withhold fifty percent of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report by the same firm or individual failed to be certified as conforming to reporting requirements of the State Controller's Audit Guide.

Article 12. TERMINATION: The School hereby reserves the right to terminate this contract at any time. In the event of such termination, the Accountant shall be paid the reasonable value of all services rendered up to the date of such termination as may be determined by the School, and the Accountant hereby expressly waives any and all claims for damages or compensation arising under this contract, except as set forth herein, in the event of such termination. Additionally, this contract shall become null and void if the audit firm or individual is declared ineligible to perform LEA audits pursuant to Education Code Section 41020.5.

Article 13. ASSOCIATES: The Accountant shall have the option, with the written consent of the School, to associate with them and at their expense accountants or other qualified persons to render services in connection with the work, and to delegate to them such duties as they may delegate without relieving themselves from administrative or other responsibility under this contract.

Article 14. SUCCESSORS AND ASSIGNS: All terms, conditions, and provisions hereof shall inure to and shall bind the parties hereto, their, and each of their respective heirs, executors, administrators, successors, and assigns.

Except as provided above, the Accountant shall not sublet, assign, or transfer their interest in this contract without the written consent of the School.


Article 15. Workers' Compensation: We are aware of the provisions of Section 3700 of the Labor Code that requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that Code, and we will comply with such provisions before commencing the performance of the work of the contract.

Article 15. INSTRUCTIONS TO PROCEED: The Accountant is not to proceed with performance of any services under this contract without first securing written authorization from the School to do so.

IN WITNESS WHEREOF, we have hereunto set our hands the day and year first above written.

Wilkinson Hadley King & Co. LLP LAKE VIEW CHARTER SCHOOL
of Glenn County, California

Accountant

By _____
Kevin Sproul, Partner

By _____

Dated: February 19, 2020

Approved by the Governing Board

On _____



Proposal to Provide Audit Services to Lake View Charter School

February 2020



February 26, 2020

Dear Board Members:

We are honored by your request and appreciate the opportunity to submit this proposal to provide audit services for **Lake View Charter School ("Lake View")**.

We are uniquely qualified to serve your needs and the enclosed proposal will provide more details as to our deep knowledge-base serving independent and charter schools and our commitment to maintain a professional relationship based on proactive and informed services. We strive at all times to do what is in the best interest of our clients.

About Squar Milner

Squar Milner LLP ("Squar Milner") is one of the nation's Top 50 largest accounting firms, as well as one of the largest independent accounting and advisory firms in California. We have locations throughout Northern and Southern California, and an office in the Cayman Islands, which specializes in investment funds. As one of the region's leading professional services firms, our professionals have a broad range of experience. Our full-service concept extends beyond providing a single service and instead delivers extensive comprehensive solutions to a variety of needs.

We are an independent member of Allinial Global, a strong national and international alliance of over 100 independent accounting and consulting firms spanning across over 70 countries. Allinial Global offers international support by connecting member firms to providers and global networks worldwide. Our resources with Allinial Global are comparable to those of any national firm, allowing us to serve and grow with you wherever you do business.

Quality Control

At **Squar Milner**, we are dedicated to professional excellence and working towards the right answer. When presented with an issue, we have the experience to make the most appropriate decision. Our process involves deliberation between the team and senior client management and, when necessary, discussion with our Quality Control Committee. At all times, we are capable of making the decision locally. This not only accelerates the deliberation process, but also provides transparent decision-making.

Our clients appreciate that many of our partners and managers have Big 4 and US national firm experience. This results in a high level of expertise without bureaucratic burdens which often hinder larger firms. **In turn, this means you receive the expertise needed to professionally and efficiently serve your business while avoiding unexpected occurrences or delays often-times associated with larger firms.**

We are committed to quality in everything we do. We are members of the American Institute of Certified Public Accountants ("AICPA") and the California Society of Certified Public Accountants. We are also registered with the Public Company Accounting Oversight Board ("PCAOB").

Our Firm is built upon the fundamentals of providing excellent client service and timely and open communication. **Lake View** will receive a very experienced high-level team of professionals who are dedicated to the charter schools industry.

Our service approach is predicated on serving **Lake View** with attention and dedication. Consequently, we will devote the necessary resources to ensure that we exceed your service needs. Your client service team will be comprised of technically proficient and service-oriented individuals committed to meeting your needs on a daily basis.

At **Squar Milner**, ***we do not make excuses.*** We provide extraordinary client service.

Summary

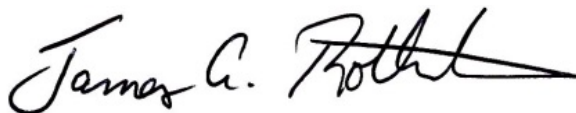
Overall, we pledge that **Lake View** will be a client of utmost importance to us. At **Squar Milner**, we care about your success and will dedicate the attention and time of experienced, senior-level professionals to serve your specific needs. We stand prepared to continue working with **Lake View** and delivering exceptional client service. If any additional questions remain, do not hesitate to contact us.

The accompanying proposal contains details regarding our team, references and the credentials of **Squar Milner**. It also describes the recognition we have garnered from our peers, regulatory bodies and the profession at large.

We appreciate the opportunity to submit this proposal and respectfully offer **Squar Milner** for your careful consideration.

Respectfully yours,

SQUAR MILNER LLP



James Rotherham
Partner, Audit Services

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Understanding of Your Needs

We understand that Lake View needs a provider with the following qualifications to meet your needs:

- ✓ A full service accounting firm with extensive experience serving independent and charter schools;
- ✓ Timely and decisive feedback on key accounting matters;
- ✓ Consultative with technical developments and emerging issues;
- ✓ Risk-focused;
- ✓ Cost conscious;
- ✓ Exceptional client service.

We have taken these observations into consideration as we believe they are essential to helping achieve **Lake View's** goals. We know every client is unique and that you need a firm who can identify and respond to your specific needs. Your **Squar Milner** team is committed to proactively addressing your issues and concerns.



Independent & Charter Schools Industry Expertise

Squar Milner has a team of professionals with significant experience in serving independent and charter schools. Our qualifications include tuition payment plans, deferred revenue, scholarships, faculty compensation plans, summer programs, capital campaigns, parent pledge programs and endowment funds. At **Squar Milner**, we also understand the need for sustaining enrollment, the importance of reliable data to plan for the future, changing demographics, increased competition, and fluctuation in enrollment that can have an adverse impact if not planned for in advance. Our dedicated professionals have extensive backgrounds serving on school boards which helps provide additional perspective to offer observations and recommendations most beneficial to you.

You can expect to be served by a team of qualified professionals who:

- Have significant experience servicing not-for-profit organizations, charter schools and independent schools
- Meet with you frequently and are available when needed
- Meet your specific audit and tax needs through our consultative approach to communicating technical developments and issues as they arise
- Commit to developing long-term relationships
- Have a thorough understanding of your business

The following are a sample of independent and charter schools that **Squar Milner** has served:

- | | |
|-----------------------------------|---------------------------------------|
| ▪ Bay Area Educational Institute | ▪ Plumas Charter School |
| ▪ Charles Armstrong School | ▪ Presidio Preschool |
| ▪ Discovery Charter School | ▪ REACH Leadership Academy |
| ▪ Escuela Popular | ▪ RePublic Schools Nashville |
| ▪ KEY Academy | ▪ Ronald C. Wornick Jewish Day School |
| ▪ Memphis Delta | ▪ Seven Hills School |
| ▪ Montclair Community Play Center | ▪ Strive Collegiate |
| ▪ Nashville Classical | ▪ Town School for Boys |

Our Audit Practice and Process

We go beyond a simple audit of financial statements. We believe a well-planned and properly conducted audit engagement can provide valuable insight into operational efficiencies, internal control weaknesses and business opportunities. To that end, our audits are designed to be a springboard for improved internal controls and procedures, as well as sound and proactive business and tax insight.

Audit Approach

Squar Milner performs audits quickly and thoroughly, while providing meaningful comments regarding your business and controls. We aim to complete the audit in a timely manner with minimal disruption to your business operations.

Squar Milner employs a risk-based audit approach, focused on the areas of greatest concern in your business. We will meet with you to discuss our understanding of the critical audit areas and develop a mutually agreed-upon timeline and audit plan to ensure that your needs are addressed.

Strategy for Initial Audit

Our approach is to dedicate a liberal amount of partner and manager time up front to properly identify issues, understand history and plan the engagement. It is imperative for partners and managers to gain this knowledge personally. Transition is where experience counts. With a focused and experienced team, we can get up-to-speed quickly.

Technology

We will maximize the functionality of computerized technology and audit software. Our audit workpapers are prepared and maintained in digital formats, thereby allowing us to achieve greater efficiency and utilize state-of-the-art electronic audit tools. We will work closely with your personnel in order to obtain the necessary documentation in electronic form.

Pre-Audit Planning

Our approach emphasizes planning and taking proactive action in order to anticipate issues and prevent surprises. Each year, as part of the audit planning process, we will meet with your key financial and executive managers to understand your strategic goals and objectives, business plan and critical areas of focus and risk that we believe to be important. These sessions are vital and will:

- Facilitate team building and co-development of expectations;
- Validate our understanding of key strengths and weaknesses of your organization and current systems;
- Refine the timeline and audit plan to ensure key objectives are met in a timely fashion;
- Define risk areas and specific issues; and
- Leverage internal resources to minimize audit costs and optimize efficiencies.

Audit Practice

Please refer to the Audit Five Step Implementation on the following page.

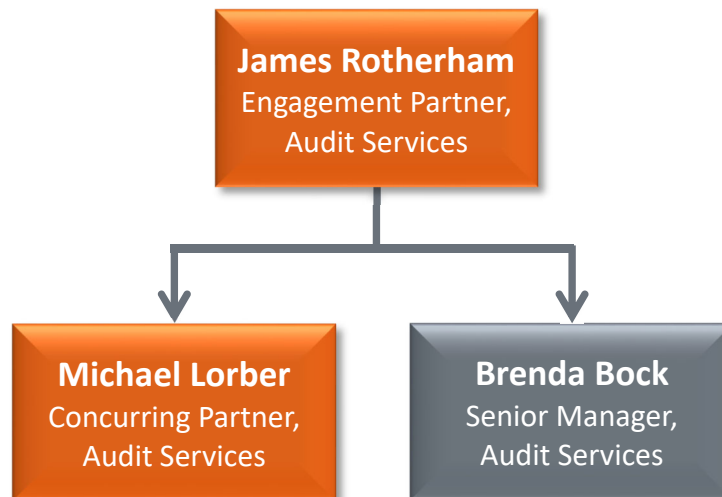
Management Letter

When preparing our management letters, we identify methods of strengthening internal control and operating efficiency. We may include new or pending accounting, audit or tax developments that would be of significance. We will review all potential comments with management and permit sufficient time to review our comments to ensure that the context is appropriate and accurate. This collaborative effort will result in a letter focused on opportunities rather than deficiencies.

The Audit: Five Step Implementation



Client Services Team



Our Firm is built upon the fundamentals of providing extraordinary client service and timely and open communication with your management team. **Lake View** will receive a very experienced high-level team of professionals.

Our engagement plans incorporate a significant amount of partner and manager time. This structure is intentional – not a coincidence. Our goal is to provide the technical expertise demanded of a national CPA firm, combined with the high level of personal service and reasonable rates offered by a regional accounting firm.

At **Squar Milner**, we believe our biggest investments are our client relationships and our people. The two investments are interrelated. We invest significantly in our people, as we believe they are our biggest asset and the key to our success. We do our best to retain our professionals by making sure they have a work-life balance. We are very proud of the group of professionals we have today. We take pride and ownership in our work. Excellence in servicing our clients is one of the top job requirements for each of our professionals; frequent interaction with our clients is a top priority.

For more detailed information on your client service team, please see their full bios in the Appendix.

Professional Fees

Based on the information we were provided, we estimate our professional fees, excluding out-of-pocket costs and our standard administrative fee of 8%, to be as follows:

Services	Estimated Fees
Audit of the financial statements for Lake View Charter School for the year ending June 30, 2020.	\$15,995

Assumptions:

- Complete cooperation and access to books and records. **Lake View's** management prepares all requested schedules and obtains all information requested in a timely manner.
- Scope of business and existing reporting requirements under current rules and regulations set forth by regulatory bodies will not significantly change.
- Full access to predecessor workpapers will be granted.
- Internal controls are designed effectively and are functioning properly.

Our fee estimate is based on standard hourly rates of our professional staff and assume a normal level of client assistance and the assumptions above. If these assumptions are incorrect, the scope of our work could increase resulting in higher fees. Additionally, if we encounter a situation that may result in additional work, we will obtain your advanced approval before undertaking any work. Our fees will be billed as our work progresses and all fees must be paid in full prior to the release of our report.

We understand that you are operating in a rapidly changing environment and the accounting rules are changing as fast as your business. We work closely with our clients to address the accounting impact of changes to their business. We do not charge clients for routine calls to discuss accounting related matters. For questions involving research or other services, we will provide a fee estimate in advance before undertaking special assignments. The discussions that we have throughout the year result in a better understanding of your business and help us to perform our work more efficiently.

This proposal is being submitted in advance of our completion of certain engagement acceptance procedures including background checks for directors and officers and our acceptance of your appointment of **Squar Milner** is conditional upon the satisfactory completion of these procedures.





squarmilner

Appendix



References

Amethod Public Schools	Partnerships to Uplift Communities Schools	ROADS Education Organization dba Pivot Charter Schools
Jorge Lopez CEO 510.436.0172	Lisa Tover CFO 818.559.7699	Jayna Gaskell Executive Director 707.843.4676



Client Services Team



Jim Rotherham **Partner-in-Charge, Education Services**

Area of Focus

Jim Rotherham is an Audit Partner at Squar Milner and has over 32 years of experience in public accounting and private industry. Jim heads up the Education Services practice at Squar Milner and specializes in audits of charter schools, school districts, local governments, Native American tribal governments and casinos, and not-for-profit organizations. He has extensive experience working with companies ranging from start-up stage to established public companies.

Business Experience

Jim's background includes over 12 years at Ernst & Young in San Diego servicing clients in the technology and life sciences sector as well as governmental and nonprofit organizations. He co-founded and served as Chief Financial Officer of several privately owned and venture backed tech companies, including one which he took public in 2003. Jim returned to public accounting in 2007 and built one of the most successful San Diego based full service CPA firms which merged with Squar Milner in 2016.

Professional License and Accreditation

- Certified Public Accountant – California, Florida, and New York
- Member, American Institute of Certified Public Accountants
- Member, California Society of Certified Public Accountants

Education

- Bachelor of Science – The Wharton School, University of Pennsylvania (Honors)





Michael H. Lorber

Partner, Audit Services

Area of Focus

Michael H. Lorber is a Partner in Squar Milner's Audit and Assurance Services Department. He joined the firm in January 2005. Michael serves as engagement or concurring partner on a wide variety of public company and private sector audit clients. His clients include companies in a number of industries including manufacturing and distribution, technology, life science, renewable energy, medical devices and not-for-profit. He has extensive experience working with companies ranging from development or early-stage entities to established SEC registrants. In addition, Michael is one of the firm's Employee Benefit Plan audit specialists, where he serves as engagement or concurring partner for a number of 401k Plan, or other Benefit Plans, with audit requirements from the Department of Labor.

Michael's blend of public accounting and private sector financial management experience establishes the foundation for his valuable perspective and ability to provide quality audit services with a focus and priority on clear and open communication and customer service.

Business Experience

Michael has over 35 years of diversified business and financial management experience that includes both Big 4 public accounting and private industry. He started his career as an auditor with Deloitte, and has served as chief financial officer or controller for several public and private sector companies in a variety of industries including life sciences, medical devices, financial services, defense contracting and manufacturing/distribution, prior to his return to the public accounting profession in 2005.

Professional License and Accreditation

- Certified Public Accountant, California
- Member, American Institute of Certified Public Accountants
- Member, California Society of Certified Public Accountants

Education

- Bachelor of Science, Accounting – University of Illinois

Civic Activities

- Board Member, Day for Change
- Audit Committee Member, San Diego Humane Society
- Board Member, Business Executives Council
- Member, CFO Roundtable, San Diego





Brenda Bock

Senior Manager, Audit Services

Area of Focus

Brenda Bock is an Audit Senior Manager at Squar Milner and has over 13 years of experience in public accounting and private industry. Brenda specializes in audits of charter schools, school districts, local governments, Native American tribal governments and casinos, and not-for-profit organizations.

Business Experience

Prior to joining Squar Milner, Brenda worked for nine years at Rothstein Kass servicing clients in the hedge fund and financial services industries. Brenda also worked at Bank of New York Mellon as an internal auditor for over 20 asset managers. Brenda returned to public accounting in 2014 helping to develop the audit department at Hosaka, Rotherham & Company, which merged with Squar Milner in 2016.

Professional License and Accreditation

- Certified Public Accountant, California and New Jersey
- Member, American Institute of Certified Public Accountants
- Member, California Society of Certified Public Accountants
- Member, New Jersey Society of Certified Public Accountants

Education

- Bachelor of Arts, Economics and Spanish – Rutgers University
- Master of Business Administration, Accounting – Montclair State University





AICPA 2016 Peer Review Report





Peer Review Program

Administered by the National Peer Review Committee

American Institute of CPAs
220 Leigh Farm Road
Durham, NC 27707-8110

June 01, 2017

Stephen Milner
Squar Milner, LLP
1661 Alton Pkwy
Irvine, CA 92606 4801

Dear Stephen Milner:

It is my pleasure to notify you that on May 24, 2017, the National Peer Review Committee accepted the report on the most recent System peer review of your firm. The due date for your next review is December 31, 2019. This is the date by which all review documents should be completed and submitted to the administering entity.

As you know, the report had a peer review rating of pass. The Committee asked me to convey its congratulations to the firm.

Thank you for your cooperation and support of the profession's practice-monitoring programs.

Sincerely,

Michael Fawley
Chair - National PRC
nprc@aicpa.org 919-402-4503
National Peer Review Committee

CC: Candace Wright, Ernest Miranda

Firm Number: 900010080880

Review Number: 462500





Report on the Firm's System of Quality Control

To the Partners of
Squar Milner LLP
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Squar Milner, LLP (the firm) applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended June 30, 2016. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under Uniform Guidance; audits of employee benefit plans, and examinations of service organizations [SOC 1 and SOC 2 engagements].

As part of our peer review, we considered reviews by regulatory entities as communicated to the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Squar Milner, LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended June 30, 2016, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Squar Milner, LLP has received a peer review rating of *pass*.

Postlethwaite & Nettville

Baton Rouge, Louisiana
January 13, 2017



MEMORANDUM OF UNDERSTANDING FOR PERSONNEL SERVICES

This Memorandum of Understanding for Personnel Services (“**MOU**”) is entered into as of July 1, 2019 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this MOU: **Blue Ridge Academy, Mission Vista Academy, Granite Mountain Charter School, Triumph Academy, Heartland Charter School, Clarksville Charter School, Feather River Charter School, Cabrillo Point Charter School, The Cottonwood School, Lake View Charter School, Winship Community School, Pacific Coast Academy, Yosemite Valley Charter School and Monarch River Academy.**

WHEREAS, **Triumph Academy operates Triumph Academy, Heartland Charter School operates Heartland Charter School, Clarksville Charter School operates Clarksville Charter School, Feather River Charter School operates Feather River Charter School, Cabrillo Point Charter School operates Cabrillo Point Charter School, The Cottonwood School operates The Cottonwood School, Lake View Charter School operates Lake View Charter School, Winship Community School operates Winship Community School, Yosemite Valley Charter School operates Yosemite Valley Charter School, Granite Mountain Charter School operates Granite Mountain Charter School, Blue Ridge Academy operates Blue Ridge Academy, Mission Vista Academy operates Mission Vista Academy, Monarch River Academy operates Monarch River Academy, and Granite Mountain Charter School operates Granite Mountain Charter School** (each a “**School**” or collectively the “**Schools**”);

WHEREAS, Schools are nonclassroom-based public charter schools using the same educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student.

WHEREAS, each School employs certificated teachers designated as having the responsibility for the general supervision of their students’ independent study pursuant to Education Code § 51747.5(a).

WHEREAS, Education Code § 51749.5(a)(3) authorizes nonclassroom-based charter schools, like the Schools, to enter into a memorandum of understanding for personnel services with other charter schools, school districts, or county offices of education whereby one charter school can lease its certificated teachers to provide instructional services to another charter school.

WHEREAS, the Schools’ respective education programs are geared towards sharing instructional staff because they have similar curricula and allow staff to instruct and supervise students from remote locations.

WHEREAS, the Schools desire to use the flexibility afforded under Education Code § 51749.5(a)(3) to share instructional personnel because this will further the Schools’ shared goal to successfully implement their education programs in an efficient and cost effective manner.

WHEREAS, it is the intent of the Parties to lease personnel amongst each other according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

1. Leased Employees. During the term of this MOU, the Parties may lease credentialed general education teachers and other instructional support staff, such as special education staff, to perform the Services (“**Services**”) set forth in Attachments A and B. The term “**Leased Employee**” shall refer to

any employee leased between the Parties pursuant to this MOU.

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide educational services to another School; and (ii) receive educational services from an individual employed by another School. The term “***Lessor School***” refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term “***Lessee School***” refers to a School receiving instructional services from another School’s employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor School and Lessee School under this MOU, and shall meet the obligations set forth in this MOU dependent on their role as a Lessor School and/or Lessee School.

a. ***Assignment of Leased Employees.*** Lessee School and Lessor School shall collaborate on determining which Leased Employees will be assigned to Lessee School. As Lessor School is the employer of its Leased Employees, Lessor School retains sole discretion in the assignment of Leased Employees. Lessee School is responsible for assigning its students to Leased Employees. Lessor School and Lessee School shall work together to appropriately memorialize Leased Employees under this MOU, including dates of service and numbers of students served.

3. Fees. The fees to be paid by Lessee School to Lessor School for the services provided by Leased Employees are calculated based on the specific services provided the staff:

a. ***Attachment A: Personnel Leasing Calculated by Number of Students Served.*** Lessor School shall lease credentialed teachers performing the functions described in Attachment A for a Lessee School. Lessee Schools shall be charged based on the number of students served by each Leased Employee. The amount charged per student is **\$291**.

b. ***Attachment B: Personnel Leasing at a Flat Rate.*** Instructional support staff performing the functions described in Attachment B shall be charged at a hourly rate. The costs for leasing these employees do not fluctuate based on the numbers of students served. The cost-per-personnel is equal to: **Attachment B**.

4. Monthly Invoices. Lessor School will provide an invoice to a Lessee School for the fees set forth in Section 3 of this MOU on a monthly basis. Lessee School shall pay invoices within thirty (30) days of receipt. Lessee School shall be provided access to reasonable backup documentation for such costs upon request.

5. Lessor School Responsibilities:

- a. Comply with all applicable federal and state statutes, laws and regulations.
- b. Lessor School shall ensure Leased Employees who serve as supervising teachers retain the credentials necessary to comply with Education Code §§ 47605(l) and 51747.5(a) and the Lessee School’s charter petition (“Charter Petition”). Lessor School shall also ensure Leased Employees have undergone a tuberculosis risk assessment and/or testing prior to commencing services to Lessee School to the extent required by the Charter Petition and applicable law.
- c. Lessor School shall ensure that all Leased Employees providing Services to the Lessee School under this MOU receive required training, including, but not limited to initial and annual training on mandated child abuse or neglect reporting.

d. Lessor School shall ensure that (i) all Leased Employees providing Services under this MOU have been cleared for employment through the Department of Justice in compliance with the Charter Petition and applicable law; and (ii) no Leased Employee has been convicted of a serious or violent felony (as defined by Penal Code § 667.5 and § 1192.7)

e. Lessor School agrees that it is the sole and exclusive employer of Leased Employees performing Services at a Lessee School under this MOU. Lessor School shall supervise and make all employment decisions with respect to its employees in its sole discretion, including all hiring, evaluation, termination, compensation and benefits decisions. Lessor School will be responsible for the supervision of its employees, subject to input from the Lessee School.

f. Lessor School may terminate the assignment of a Leased Employee from a Lessee School in its sole discretion. Lessor School shall endeavor to provide as much notice as practicable to the Lessee School before terminating the assignment of a Leased Employee.

6. Lessee School Responsibilities:

a. Comply with all applicable federal and state statutes, laws and regulations, including laws applicable to charter schools offering independent study.

b. Lessee School is responsible for ensuring the education program and curriculum complies with the Charter Petition. Lessee School shall provide technical assistance and other support to Leased Employees to help ensure the Services align with the Charter Petition.

c. Lessee School shall have the right to supervise Leased Employees' activities while they are on assignment to Lessee School to ensure they are meeting their performance obligations. In addition to any obligations set forth by Lessor School as their employer, while performing Services to support Lessee School, Leased Employees shall abide by and be subject to applicable policies and procedures adopted by Lessee School.

d. With Lessor School's permission, Lessee School may participate with Lessor School in the hiring, evaluation, compensation, and discipline decisions concerning Leased Employees. Lessee School may unilaterally, upon providing written notice to Lessor School, remove a Leased Employee assigned to Lessee School. Upon providing such notice, Lessee School may collaborate with Lessor School (or another School) to assign a different Leased Employee to support the Lessee School as necessary.

e. Lessee School shall make available to Lessor School, in a timely manner, all data, files, documentation, or other information necessary or appropriate for the performance of the Services. Lessee School will be responsible for, and Lessor School shall be entitled to rely upon, the content, accuracy, completeness, and consistency of all such data, materials, and information.

f. Provide to Lessor School, in writing, copies of any school-specific rules and or regulations applicable to Lessor School while providing services to Lessee School.

g. Lessee School shall provide a safe working area for Leased Employees when necessary for Leased Employees to be on a Lessee School location.

h. Provide feedback to Lessor School regarding Leased Employees' performance.

7. Relationship Between Lessor and Lessee Schools.

a. Leased Employees are, and shall remain, the employees of the Lessor School, and shall be subject to the ultimate direction and control of Lessor School and its governing board, officers, and other representatives. The termination of this MOU shall not terminate the employment relationship of any Leased Employee with Lessor School. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party.

b. Lessor School shall have full and sole legal control over and responsibility for payment of all compensation and benefits to Leased Employees, including retirement benefit system contributions (e.g., STRS, as applicable), as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, wage and hour obligations, social security tax withholding and contributions, and other applicable employment law requirements. Assuming Lessor School participates in CalSTRS, the Parties acknowledge Leased Employees are employees of the Lessor School for CalSTRS purposes.

c. Lessor School shall each be responsible for its compliance with workers' compensation coverage obligations, wage and hour obligations, and any other applicable federal or state employment laws. Pursuant to Labor Code section 3602, Lessor School agrees to retain workers' compensation coverage for all Leased Employees for the duration of their support to as Lessee School. Lessor School shall ensure the Leased Employees have proper and necessary insurance coverage when working for Lessee School and shall provide evidence of such coverage to the Lessee School upon request.

8. Term and Termination. The term of this MOU commences on July 1, 2019 and continues through June 30, 2020, and shall then automatically renew for consecutive one (1) year terms, unless and until earlier terminated as set forth in subsection (a) herein and subject to any amendments pursuant to Section 9 herein.

a. **Termination Without Cause.** Any Party may terminate its participation in this MOU for any reason upon sixty (60) days' written notice to all Parties. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party, nor relieve the terminating Party(ies) of any obligations incurred prior to the effective date of such termination. Following termination of a Party's participation in the MOU, (i) the terminating Party shall pay Lessor School(s) any unpaid portion of fees owed through the effective date of termination; and (ii) the other Party(ies) shall pay the terminating Party (if it served as a Lessor School) for Services provided before the effective termination.

9. Amendments. This MOU may be amended as follows:

a. **Changes in the Law.** In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this MOU, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the MOU) to address the changes. If, despite such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the MOU shall terminate for all Parties without further obligation or liability among the Parties, upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances. If termination occurs for reasons set forth in this subsection, Parties are responsible for paying fees as set forth in Section 8(a).

a. **Mutual Agreement.** The Parties may amend this MOU with mutual written consent of all Parties.

10. Work Product; Intellectual Property. Any work product that is created by Lessor School, including by any Leased Employee, in the context of providing Services shall be the property of that Lessor School. Any intellectual property owned by a Lessee School and used by a Lessor School related to the Services shall remain the property of that Lessee School. Similarly, any intellectual property owned or created by a Lessor School, including by any of the Leased Employees, that is utilized as part of providing the Services shall remain the property of Lessor School. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this MOU, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

11. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.

a. **"Confidential Information"** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a School under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("**FERPA**") and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor School shall be designated as having a legitimate educational interest in accessing a Lessee School's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor School to access personally identifiable information from student education records from the Lessee School as part of its performance of the Services. For purposes of this MOU, the term "personally identifiable information" ("**PII**") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor School shall not use or disclose pupil records, including PII, received from or on behalf of another School except as necessary with respect to the performance of the Services, as

required by law, or as otherwise authorized in writing by the applicable Lessee School. Lessor School shall protect the student education records it receives from or on behalf of another School no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor School shall notify the affected Lessee School(s) as soon as practicable, and shall, upon the affected Lessee School(s)'s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

13. Insurance. Each Party shall maintain customary and reasonable insurance coverage necessary for performance of the Services, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. Each Party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

14. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

15. Indemnification. Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this MOU, except for such loss or damage caused solely by the negligence or willful misconduct of another Party. Each Leased Employee shall be under the immediate supervision and control of the Lessee School when providing Services for that Lessee School. Therefore, the Lessee School shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of a Leased Employee providing Services to a Lessee School, except for such loss or damage caused solely by the negligence or willful misconduct of another Party.

16. Assignment. No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

17. Dispute Resolution. The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this MOU before resorting to litigation.

18. Notice. All notices, requests, demands, or other communications (collectively "**Notice**") given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

See Attachment C

19. Headings. The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

20. Entire Agreement. This MOU constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU.

21. No Waiver. No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

22. Severability. If any provision of this MOU is invalid or contravenes California law, such provision shall be deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.

23. Governing Law. This MOU shall be governed by and interpreted under California law.

24. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

25. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Blue Ridge Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Lake View Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Winship Community School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Pacific Coast Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

[INSERT]
benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Monarch River Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Mission Vista Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Heartland Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Clarksville Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Cabrillo Point Academy (South), a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Granite Mountain Charter School, a California nonprofit public benefit corporation

By: _____
Name: _____
By: _____
Date: February ____, 2019

Its: _____
Date: February ____, 2019
Triumph Academy, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Yosemite Valley Charter School (Central) a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

Feather River Charter School (North), a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

The Cottonwood School, a California nonprofit public benefit corporation

By: _____
Name: _____
Its: _____
Date: February ____, 2019

[INSERT]
benefit cor

By: _____
Name: _____
Its: _____
Date: Feb

**ATTACHMENT A
DESCRIPTION OF LEASED EMPLOYEE SERVICES**

Position	Teacher
Description of Services	<p>Teachers plan and provide appropriate learning experiences for students at the Lessee School. Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Maintaining appropriate teaching credentials. • Providing direct and indirect instruction to Lessee School students. • Ensure that prior to commencing instruction to Lessee School students, such students have an independent study agreement that is complete as to all of its terms, signed by necessary parties and dated. • Long and short-term planning addressing individual needs of students. • Evaluating students' progress. • Support in accessing and obtaining necessary educational items and services. • Teaching an individualized approach per the Charter Petition. • Providing an inviting, exciting, and innovative learning environment to Students. • Preparing written reports (e.g., work product review) accurately and submitting reports in a timely manner. • Serving as advisors to students.

	Salary	Payroll Taxes	STRS	403B	Worker's Comp	Medical	Total	Student Count	Cost per Student	Monthly Student Cost
Teachers	\$ 60,000	\$ 7,050	\$ 6,197	\$ 1,200	\$ 900	\$ 6,000	\$ 81,347	28	\$ 2,905.24	\$ 290.52

ATTACHMENT B **LIST OF LEASED EMPLOYEE SERVICES**

	Salary	Payroll Taxes	STRS	403B	Worker's Comp	Medical	Total	Hourly Rate Charged
504 Coordinators	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Student Support Coordinator SST	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Intervention Coordinator/Math	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Intervention Coordinator/Reading	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Online Intervention Coordinator	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Speech Team	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Program Specialists	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Support School Nurse	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Program Specialist	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Mental Health Psychologist	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
MH/Assessment Team School Psych	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
School Psychologist	\$ 85,000	\$ 9,988	\$ 8,779	\$ 1,700	\$ 1,275	\$ 8,500	\$ 115,241	\$ 93.69
Speech-Language Pathologist	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Occupational Therapist	\$ 78,000	\$ 9,165	\$ 8,056	\$ 1,560	\$ 1,170	\$ 7,800	\$ 105,751	\$ 85.98
School Nurse	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Senior Director of Special Education	\$ 195,000	\$ 22,913	\$ 20,140	\$ 3,900	\$ 2,925	\$ 19,500	\$ 264,377	\$ 127.10
Regional Director of Special Education	\$ 135,000	\$ 15,863	\$ 13,943	\$ 2,700	\$ 2,025	\$ 13,500	\$ 183,030	\$ 88.00
Director of Special Education Assessment, Account	\$ 140,000	\$ 16,450	\$ 14,459	\$ 2,800	\$ 2,100	\$ 14,000	\$ 189,809	\$ 91.25
Assistant Director of Special Education	\$ 110,000	\$ 12,925	\$ 11,361	\$ 2,200	\$ 1,650	\$ 11,000	\$ 149,136	\$ 71.70
Education Specialist/Case Manager	\$ 64,800	\$ 7,614	\$ 6,693	\$ 1,296	\$ 972	\$ 6,480	\$ 87,855	\$ 71.43
Speech Pathologist	\$ 82,000	\$ 9,635	\$ 8,469	\$ 1,640	\$ 1,230	\$ 8,200	\$ 111,174	\$ 90.39
Paraprofessional	\$ 42,400	\$ 4,982	\$ 4,379	\$ 848	\$ 636	\$ 4,240	\$ 57,485	\$ 33.16
Assistive Technology Coordinator	\$ 47,000	\$ 5,523	\$ 4,854	\$ 940	\$ 705	\$ 4,700	\$ 63,722	\$ 36.76
Regional Student Records Coordinator	\$ 35,000	\$ 4,113	\$ 3,615	\$ 700	\$ 525	\$ 3,500	\$ 47,452	\$ 22.81
Lead SpEd Student Records Coordinator	\$ 56,000	\$ 6,580	\$ 5,784	\$ 1,120	\$ 840	\$ 5,600	\$ 75,924	\$ 36.50
Lead Services Coordinator	\$ 47,000	\$ 5,523	\$ 4,854	\$ 940	\$ 705	\$ 4,700	\$ 63,722	\$ 30.64
Regional SEIS Coordinator	\$ 50,000	\$ 5,875	\$ 5,164	\$ 1,000	\$ 750	\$ 5,000	\$ 67,789	\$ 32.59
Regional Services Coordinator	\$ 36,500	\$ 4,289	\$ 3,770	\$ 730	\$ 548	\$ 3,650	\$ 49,486	\$ 23.79
Administrative Support Specialist	\$ 36,500	\$ 4,289	\$ 3,770	\$ 730	\$ 548	\$ 3,650	\$ 49,486	\$ 23.79
Lead Assessment Coordinator	\$ 63,250	\$ 7,432	\$ 6,532	\$ 1,265	\$ 949	\$ 6,325	\$ 85,753	\$ 41.23
Assessment Team Coordinator	\$ 59,750	\$ 7,021	\$ 6,171	\$ 1,195	\$ 896	\$ 5,975	\$ 81,008	\$ 38.95
Regional Assessment Team Coordinator	\$ 40,600	\$ 4,771	\$ 4,193	\$ 812	\$ 609	\$ 4,060	\$ 55,045	\$ 26.46
Transition Job Coach	\$ 38,500	\$ 4,524	\$ 3,976	\$ 770	\$ 578	\$ 3,850	\$ 52,198	\$ 30.11
HQT's	\$ 60,000	\$ 7,050	\$ 6,197	\$ 1,200	\$ 900	\$ 6,000	\$ 81,347	\$ 46.93
EL Support Coordinators	\$ 67,975	\$ 7,987	\$ 7,020	\$ 1,360	\$ 1,020	\$ 6,798	\$ 92,159	\$ 74.93
High School Content Specialists	\$ 75,000	\$ 8,813	\$ 7,746	\$ 1,500	\$ 1,125	\$ 7,500	\$ 101,684	\$ 82.67
Director of Student Achievement	\$ 205,000	\$ 24,088	\$ 21,172	\$ 4,100	\$ 3,075	\$ 20,500	\$ 277,935	\$ 133.62
Director of Secondary Services	\$ 115,000	\$ 13,513	\$ 11,877	\$ 2,300	\$ 1,725	\$ 11,500	\$ 155,915	\$ 74.96
Director of Curriculum	\$ 165,000	\$ 19,388	\$ 17,041	\$ 3,300	\$ 2,475	\$ 16,500	\$ 223,704	\$ 107.55
Senior Director of Student Support	\$ 145,000	\$ 17,038	\$ 14,976	\$ 2,900	\$ 2,175	\$ 14,500	\$ 196,588	\$ 94.51
Director of Intervention	\$ 110,000	\$ 12,925	\$ 11,361	\$ 2,200	\$ 1,650	\$ 11,000	\$ 149,136	\$ 71.70
Assistant Director of SPED Transition	\$ 110,000	\$ 12,925	\$ 11,361	\$ 2,200	\$ 1,650	\$ 11,000	\$ 149,136	\$ 71.70
High School Counselors	\$ 64,362	\$ 7,562	\$ 6,647	\$ 1,287	\$ 965	\$ 6,436	\$ 87,260	\$ 70.94
Assessment Intake Specialist	\$ 40,300	\$ 4,735	\$ 4,162	\$ 806	\$ 605	\$ 4,030	\$ 54,638	\$ 26.27

**ATTACHMENT C
ADDRESSES OF NOTICE**

Party #1	Blue Ridge Academy (Kern) 955 Stanislaus St., Maricopa, CA 93252-9779
Party #2	Granite Mountain Charter School 8560 Aliento Rd., Lucerne Valley, CA 92356-8133
Party #3	Triumph Academy 8560 Aliento Rd., Lucerne Valley, CA 92356-8133
Party #4	Heartland Charter School 955 Stanislaus St., Maricopa, CA 93252-9779
Party #5	Clarksville Charter School 5049 Robert J. Mathews Pkwy, El Dorado Hills, CA 95762-5752
Party #6	Feather River Charter School (North) 4305 South Meridian Rd., Meridian, CA 95957-9647
Party #7	Cabrillo Point Academy (South) 4612 Dehesa Rd., El Cajon, CA 92019-2922
Party #8	The Cottonwood School 7006 Rossmore Lane, El Dorado Hills, CA 95762
Party #9	Lake View Charter School 4672 County Road N, Orland, CA 95963-8103
Party #10	Winship Community School 4305 South Meridian Rd., Meridian, CA 95957-9647
Party #11	Pacific Coast Academy 4612 Dehesa Rd., El Cajon, CA 92019-2922
Party #12	Yosemite Valley Charter School (Central) 1781 East Fir Ave., Ste. #101, Fresno, CA 93720-3840
Party #13	Monarch River Academy 2293 East Crabtree Ave., Porterville, CA 93257-5225
Party #14	Mission Vista Academy 1440 Beaumont Avenue, Suite A2 #412, Beaumont, CA 92223

Proposal for Business Management Services





February 13, 2020

Ms. Julie Haycock, Principal
Lake View Charter School
4672 County Road N
Orland, CA 95963

Dear Julie:

Thank you for the opportunity to submit a proposal for business management services for Lake View Charter School. We are honored to be considered for working more directly with you and your organization. Charter Impact provides a variety of business management services to charter schools and non-profit organizations nationally and we pride ourselves on our hands-on approach and top-notch customer service.

Our team is well-versed and experienced with the needs of charter schools, CMO's and complex organizational structures and we offer customized solutions accordingly. As you know, our company's style combines a professional and friendly feel, with personalized service being our number one priority. Our goal is to provide timely and accurate financial reporting as well as insight and guidance in a way that only an experienced financial professional and CPA can. We also focus on providing the professional development and tools necessary to empower board members and executives to make the best business decisions possible for their organization.

As Lake View Charter School experiences not only great successes but also inevitable challenges in the future, we would love the opportunity to support you with the most accurate and efficient advisement and service. We believe that utilizing the deep, nuanced expertise of an outsourced provider would be an asset, especially as the school navigates changes in the coming years. We feel confident that Charter Impact would be an excellent partner for Lake View, and that we can provide a competitively priced service offering with the highest qualifications and service capabilities.

Please contact me with any questions or comments regarding our proposal or our services. We are very excited about the opportunity to partner with your organization and greatly look forward to hearing back from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Spencer C. Styles'.

Spencer C. Styles, C.P.A., M.P.A.
President and CEO
Charter Impact, Inc.

Table of Contents

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2	Mission Statement
3	Client Success Stories
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8	Services Proposed
8	Business Management Services
12	Payroll Processing and Retirement Reporting
13	Term and Fees

The Charter Impact team has an uncanny ability to break down complex financial information. They do a great job balancing prudent fiscal management with creative problem-solving.

VALERIE BRAIMAH

EXECUTIVE DIRECTOR, CITY CHARTER SCHOOLS



Collaboration as a Management Solution

Managing a charter school and providing specialized education to your local community is a righteous endeavor and one that only a team of highly qualified educators can tackle. However, navigating the financial and operational side of the organization can be a daunting task. School funding, regulations and reporting are constantly changing. Managing and monitoring these areas while staying in compliance with internal controls and avoiding audit findings is labor intensive, and it takes your time away from the classroom. **We can help.**

Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support. Our number one priority is to provide **timely, accurate financial information** with **dependable, responsive customer service** at an affordable cost.

Our model of service resembles more of a hand-in-hand partnership than a “back” office company. We stand with our clients, not behind them, and help navigate from start-up through strategic growth and into long-term sustainability. We believe that what separates us from other firms is our ability to go a step beyond producing financial statements. As a team of experienced CPA's, finance experts, and other business professionals focused on nothing but charter school and non-profit business management, we can offer the type of high-level professional and personal support that no one else can.

As **Lake View Charter School** continues its strategic focus on long-term sustainability and stability, it will be critical to have support from a team of professionals experienced in managing charter schools as well as affiliated non-profit organizations such as CMO's, facility holding companies and foundations. Having our team at your disposal will allow you to manage changes on the Lake View horizon effectively and efficiently, and we will work with you and your board to assist in the long-term strategic planning of the organization to ensure success.

We highly encourage you to contact our references.

From the perspective of a school leader, they can speak very clearly about what it means to work with a business management firm as a true partner to their mission.

Mission Statement

Our Vision

Charter Impact empowers mission-driven organizations to achieve their goals through personalized support in finance, operations and business management.

We accomplish this through enthusiastic collaboration within our team and with our clients to support their communities.

Core Values

DO GOOD

Make sure it's right for you, the client, and the company.

BE HONEST

Communicate with integrity and speak the truth.

SUPPORT EACH OTHER

Your teammates are as important as your clients.

SHARE YOUR IDEAS

Every one of us brings unique experiences to the team.

DEBATE IS HEALTHY

Speak up, presume positive intent, seek clarity, and work toward resolution.

GET UNCOMFORTABLE

Growth happens outside your comfort zone.

FOCUS

Distractions are ever-present; don't let them become stumbling blocks.

QUESTION THE STATUS QUO

Ask questions, present solutions, push the envelope, and then push it again.

EMBRACE CHANGE

This is not a static task, job or company, and you are not a static person.

KEEP LEARNING

Continuously expanding your abilities and skill-sets keeps you sharp and motivated.

START STRONG; FINISH STRONG

Give it your all and present your finished product with pride.

HAVE FUN

Your job is a worthy pursuit that impacts everyone around you. Enjoy yourself.

Client Success Stories

The stories below provide a recent sample of what we help our clients accomplish.



New \$38.5M School Facility

In the Fall of 2017, the *Palmdale Aerospace Academy* moved into its new 165,000 sq. ft. facility serving grades 6–12. Additional community demand for the school's innovative programs led to the planned addition of a new elementary school. Through Charter Impact's leadership and process management, the school secured a second tax-exempt bond issuance prior to opening the expanded grade levels and only a year after the initial bond issuance for the first facility. After successfully receiving a "BB" rating from Standard & Poor's, we achieved a 4.40% interest rate for the 30-year term. This is the equivalent of "BBB-" or "investment-grade" security. As a result, the school **funded \$350,000 in needed equipment without increasing its monthly payments**. The elementary school broke ground in October 2018 and began serving grades K-5 in the fall of 2019.



\$1.5M in Debt Reduced to \$0

Life Source International Charter School joined Charter Impact in September 2015 carrying \$1,500,000 in revenue anticipation notes due on September 20, 2015. Through a detailed review of the school's operations and a revision to the budget, we created and implemented a refinancing plan and monthly cash management tool which enabled the school to **completely eliminate its debt by May 31, 2016**. The school is now pursuing permanent financing to purchase a facility — something that was not previously possible.



Successful Appeals

Both *Julia Lee Performing Arts Academy* and *College Preparatory Middle School — La Mesa* faced an uphill battle on approval of their new charter petitions for the 2018–19 school year. After being denied at local levels, we stood and fought with both schools, creating detailed financial plans, responding to inquiries and presenting to the authorizers — Riverside County for *Julia Lee* and the State Board in Sacramento for *College Prep*. **Both schools won their appeals and are in the second year of serving their communities.**

References

DAVID BAUTISTA

Executive Director, Adelante Charter School
Santa Barbara, California
dbautista@sbunified.org | 805.966.7392

BRENT BISHOP

Director, Highland Academy Charter School
Beaumont, California
brentbishop@highland-academy.org | 951.266.0220

VALERIE BRAIMAH

Executive Director, City Charter Schools, Inc.
Los Angeles, California
vbraimah@citycharterschool.org | 818.877.3557

CHRISTINA CALLAWAY

Director of School Business, College Prep Middle School
La Mesa Spring Valley, San Diego, California
ccallaway@mycpms.net | 619.303.2782

RAUL CARRANZA

Superintendent of Schools, TEACH Public Schools
Los Angeles, California
rcarranza@teachpublicschools.org | 323.754.5500

SARA JORDAN

Executive Director, Pathways Charter School
Rohnert Park, California
sara.jordan@pathwayscharter.org | 707.585.6510

KRISTIN KRAUS

Director of Finance and Operations, SOAR Charter Academy
San Bernardino, California
kkraus1389@gmail.com | 909.888.3300

TERRI MARTIN

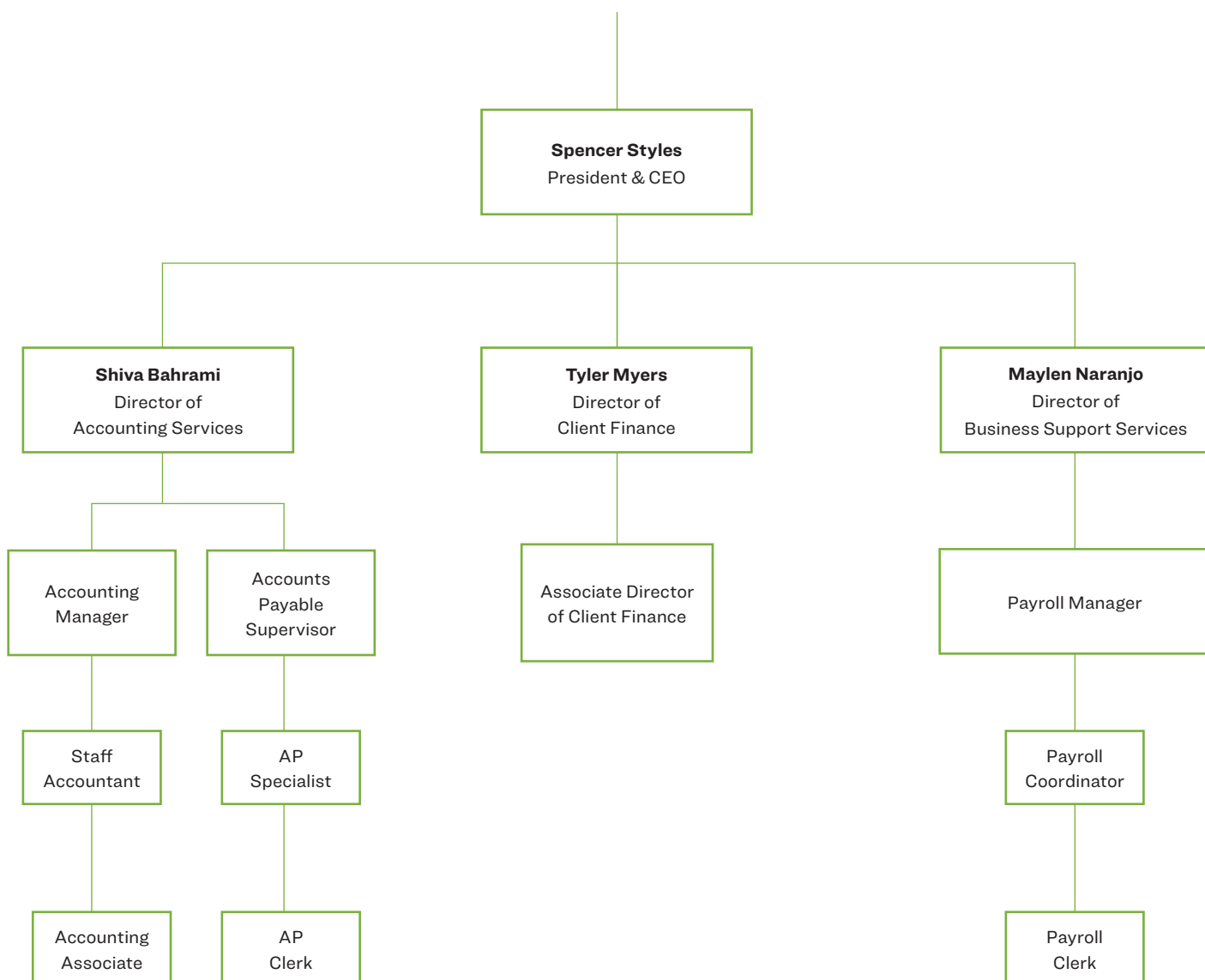
Business Director, Aspen Public Schools
Fresno, California
terri.martin@aspenps.org | 559.225.7737

Financials are accurate and on-time. District and State compliance reporting has never been submitted past a deadline. Charter Impact is prompt and extremely professional.

TERRI MARTIN

BUSINESS DIRECTOR, ASPEN PUBLIC SCHOOLS (FRESNO, CA)

School's Proposed Support Team



Team Bios

Below you will find bios for members of our team who will be working directly with your organization. For more information on the rest of our leadership team, please visit our website at www.charterimpact.com.

SPENCER STYLES, C.P.A., M.P.A.

President & CEO



As President and CEO, Spencer spearheads Charter Impact's initiatives and is responsible for the long-term growth and sustainability of the company. In addition to internal operations oversight, Spencer guides new schools through the start-up and

grant application process, directs and manages the strategic growth of existing schools, and bolsters established schools in their navigation and execution of facility financing.

Prior to Charter Impact, Spencer was the Vice President of Finance for Alliance College-Ready Public Schools, a network of 28 free public high schools and middle schools serving over 12,000 students in low-income communities in California with historically under-performing schools. His primary areas of concentration included maintaining all accounting systems, designing and implementing the internal control framework, developing cash flow projections and forecasts for organizational growth, and providing guidance on fiscal best practices.

Before working in the charter school world, Spencer was a practitioner in public accounting for several years and has experience leading audits and reviews of privately-held companies, publicly-traded companies, governmental agencies, not-for-profit organizations and employee benefit plans. He has also provided a wide variety of technical consulting including litigation support, due diligence testing for mergers and acquisitions, internal control design and implementation, stock option valuation and Sarbanes Oxley Section 404 compliance and implementation.

Spencer earned a Bachelor of Business Administration in Accounting with a minor in Mathematics, and a Master of Professional Accountancy degree with an emphasis in Finance, both from the University of Wisconsin-Whitewater. He is an actively licensed CPA.

TYLER MYERS

Director of Client Finance



Tyler comes to Charter Impact with a strong background in non-profit organizations, start-up environments, project management, budgeting, forecasting, and process development.

Prior to joining Charter Impact, Tyler was the Finance Manager for a Vorwerk and Co. U.S. division start-up where he was instrumental in helping to grow the company from 5 employees to over 50. He led the charge in creating a fully operational Finance and Accounting department by hiring and training staff, implementing new scalable processes and systems, and developing the company's budgeting and forecasting model. Additionally, he led numerous successful projects there, including a global ERP implementation involving members from Singapore, Germany, and the United States.

Before Tyler was a Finance Manager, he worked for a local Los Angeles non-profit Community Development Corporation (CDC), helping fund small businesses in the metropolitan area in order to create new jobs and give back to the community. During his time with the CDC, he trained numerous staff, developed and improved both internal and external reporting, managed several of the company's annual audits, and ensured the accuracy and timeliness of government grant billings.

Tyler has a strong passion for public education that was strongly influenced by the education-focused environment of his childhood; his mother was a teacher and principal administrator for 34 years. During his college years, Tyler volunteered his time as a mentor, helping students in grade school classes.

Tyler graduated with a Bachelor of Science degree in Accounting with a minor in Philosophy and a Master of Accountancy degree, both from Southern Illinois University Carbondale, home of the Salukis.

SHIVA BAHRAMI, M.B.A.

Director of Accounting Services



Shiva brings over 25 years of finance and accounting experience to Charter Impact. In her current role, she spearheads Charter Impact's core service model, by leading all accounting and reporting related functions with a focus on team leadership

and development, quality, timeliness, and process improvement.

Prior to Charter Impact, Shiva was the Director of Financial Services for California State University of Northridge, where they serve over 40,000 students. Although her priority focus was mainly to oversee accounting, payables, receivables, payroll, funds and cash management, Shiva also served as the treasurer of the board for CSUN's real estate business and a member of BASC (Business Administration of Systems Committee), where she developed and implemented automated workflows to aid in efficiencies.

Prior to CSUN, Shiva served as the Chief Financial Officer at Parsons Federal Credit Union, overseeing assets of over \$250 million. During her almost five-year tenure there, she helped the credit union increase their annual investment income by \$1M by adding new investment instruments and increased the credit union's loan portfolio by 9%. While there, she was also the chairman of both ALCO (Asset and Liability Committee), and the Pricing Committee.

For the past six years, Shiva has been personally involved with charter world, as her two young children attend a local charter school. She is a passionate supporter of the charter concept and its potential to make a positive difference in the lives and outcomes of students, and she is proud to vigorously support her school and charter community.

Shiva earned a Bachelor of Science in Accounting from DeVry University and a Master of Business Administration with an emphasis in Finance from Keller Graduate School in Long Beach, CA.

MAYLEN NARANJO, M.B.A.

Director of Business Support Services



Maylen is responsible for the oversight and management of Client onboarding, Client training and Payroll support at Charter Impact.

She has been working with charter schools in several capacities for over a decade.

In 2007, she joined the charter world as a payroll administrator at Partnerships to Uplift Communities (PUC), a non-profit charter school organization consisting of 16 schools serving the Northeast San Fernando Valley and Northeast Los Angeles. While there, she advanced to become the manager of PUC's Accounting department.

After her time at PUC, Maylen joined the team at a financial management services provider specializing in charter schools, where she played a leading role in managing both client services and personnel.

She continues that work at Charter Impact today, where she oversees and implements efficient operational systems, processes and policies in support of our growing company's mission and our expanding team.

Maylen is passionate about providing excellent service and personalized support to the great organizations we serve, and is confident that the work we do helps these schools offer the best possible education to underserved students.

Maylen earned a Bachelor of Science in Accounting and a Master of Business Administration from the University of Phoenix.

Services Proposed

Charter Impact's array of services provides all of the support that you would expect from an in-house finance/accounting department, plus student data services. Our services include not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with vendor negotiations, assistance with facility financing, management of lender relationships, and much more.

A basic description of our services are as follows:

Business Management Services

1. IMPLEMENTATION AND TRAINING

- + Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
- + Import historical data to the extent possible (typically monthly balances as far back as data is available) to allow for maximum comparability of financial information
- + Review existing contracts for terms, requirements and school responsibilities
- + Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
- + Provide training in specific processes and procedures to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.
- + Provide training to new and/or existing board members on:
 - Charter school funding - including drivers, calculations, restrictions and cash flow timing,
 - Reading and interpreting financial reports, and
 - Internal controls and the board's responsibility for oversight and maintenance

2. ACCOUNTS PAYABLE PROCESSING

- + Review all invoices sent to Charter Impact for proper approval and coding
- + Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
- + Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
- + On an emergency basis, same day payments can be processed in addition to the weekly cycle (*additional processing fees apply).

3. ACCOUNTS RECEIVABLE PROCESSING

- + Monitor the receipt of State approved ADA funding amounts and verify balances paid are correct

- + Work directly with governmental agencies to resolve any issues or discrepancies identified
- + Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
- + Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

4. BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE

- + Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
- + Alert management immediately to any irregularities, un-reconciled amounts, or missing documentation
- + Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
- + Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

5. CASH MANAGEMENT

- + On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
- + On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
- + Plan and manage payment of outstanding debt as needed
- + Prepare all financial reporting necessary for renewal of loans or lines of credit
- + Present line of credit status to board and obtain board resolutions as needed
- + Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
- + Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

6. MONTHLY FINANCIAL REPORTING

- + Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
- + Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
- + Offer a menu of report options for the monthly financial reports including, but not limited to:
 - Monthly summary by financial section with bulleted highlights for presentation purposes
 - Monthly Cash Flow Forecast and comparison to approved budget
 - Budget vs. Actual Report (both current month and year-to-date)

- Schedule of Revenue and Expenses by Period
- Comparative Statement of Financial Position
- Combining/Consolidating Statements of Activities and Financial Position
- Statement of Cash Flows (both current month and year-to-date)
- Accounts Payable/Receivable Aging
- Check Register(s)
- General Ledger Detail
- Other customized reports as requested by the school, executive team or board
- + On a monthly basis, review and present the financial package with the school staff and/or board members to assess the current fiscal condition of the school
- + Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system
- + On an as needed basis, provide or present financial information or training to lenders, board members, community members, parents or other external parties as requested by the school.

7. COMPLIANCE AND GRANT REPORTING

- + Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
- + Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
- + Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
- + Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

8. CHARTER AUTHORIZER SUPPORT

- + Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to:
 - Prepare regular financial reporting (budget and interims)
 - Provide ad hoc financial documents and reports as requested
 - Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
- + Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

9. ANNUAL BUDGET CREATION AND REVISIONS

- + Work with school staff on an annual basis to create a 5-year budget and cash flow projection to ensure proper future planning
- + Provide a monthly budget and cash flow report to monitor the cash balance and protect against

the gap caused by revenue and expenditure seasonality

- + Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

10. AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS

- + Maintain electronic records of all transaction support
- + Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees
- + Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

11. TAX PREPARATION AND SUPPORT

- + Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
- + Prepare and report sales and use tax returns
- + Provide any and all information necessary for the preparation and submission of Form 990

NOTE: Payroll tax reporting is included in the payroll processing section below

12. STRATEGIC PLANNING

- + Work with school management and the Board of Directors to develop long-term strategies to ensure the school's prosperity
- + Provide second opinions and act as sounding board for school management and the Board on business and financial matters

The Charter Impact team has been extremely attentive and patient. They are willing to go above and beyond so we truly understand our budget and how funding works.

KRISTIN KRAUS
DIRECTOR OF FINANCE & OPERATIONS, SOAR CHARTER ACADEMY

Payroll Processing and Retirement Reporting

Payroll is one of the most critical areas of an organization's business office. Our payroll team is well versed in charter school payroll issues and has the depth of experience to handle any and all processing nuances that inevitably arise.

1. PAYROLL PROCESSING

- + Maintain employee static pay information in a payroll database
- + Process status updates, new hires, terminations, and/or informational changes in payroll system
- + Assist in the development of a regular payroll schedule that is compliant with State labor laws and consistent with employee contracts
- + Process supplemental payroll runs such as the following:
 - Involuntary termination - check will be prepared ahead of time and provided to the school on the termination date
 - Voluntary termination without notice - the check will be prepared and delivered to the employee within the time frame required by the State
 - Scheduled bonuses/stipends
 - Additional unscheduled/emergency payroll runs
- + Process and pay all federal and state payroll tax payments according to required guidelines
- + Prepare the state payroll tax filing report annually, and quarterly for federal and state agencies
- + Prepare, review, and distribute W-2s to all employees

2. RETIREMENT AND OTHER REPORTING

- + Process and submit monthly STRS and PERS reports to the third-party administrator (i.e. Hess and Assoc.) or County office
- + Submit payment via ACH or cashier's check within the requisite timeframe for pension contributions
- + Process 403(b) retirement plan deductions, if applicable, and in compliance with State and Federal laws submit payments and provide 403(b) census information to third-party administrator
- + Submit compensation reports to State Controller and Bureau of Labor Statistics, if applicable

3. WEB-BASED EMPLOYEE TIMEKEEPING SYSTEM

- + All employees can be given online access to a streamlined, secure electronic timekeeping system which is fully integrated into our accounting system and eliminates the need for paper timesheets.
- + In addition to entering time, employees can also electronically:
 - request time off
 - make changes to their addresses and W2s
 - access their historical paystubs

4. GENERAL SUPPORT

- + Provide support and assistance with creation of internal processes and procedures, forms and tracking systems

Term and Fees

The term of the initial contract would be from July 1, 2020 through June 30, 2023. Proposed fees for services are as follows:

1

Implementation and Set-Up

For Lake View Charter School, we will waive our standard implementation and set-up fee for time spent on the initial set up, accounting system customization, updated cash flow forecast and process implementation.

2

Business Management Services

Variable fee of 1.75% of total revenue for each reporting entity.

3

Payroll Processing and Retirement Reporting

Payroll processing	\$100 base plus \$2.75 per employee per pay period
Garnishment reporting	\$2.50 per occurrence
New employee reporting	\$3.50 per occurrence
Payroll delivery via FedEx	\$35.00 per occurrence per 50
Quarterly/Annual Reporting	\$20.00 per occurrence
Form W-2 or 1099 (for contractors paid via payroll)	\$5.75 each

Note: For 50 employees paid semi-monthly, costs would average \$500 per month

This proposal is valid for 90 days.



2020 – 2021 Enrollment Items


- ☐ Enrollment Growth Projections - (350 Spots)
- ☐ Open Enrollment Window - (March 23, 2020 – April 30, 2020)



	TK-8			HS		
Enrollment Date Range	Total Fund Amount	Funds upon Enrollment	Funds Drop Dec 1.	Total Fund Amount	Funds upon Enrollment	Funds Drop Dec 1.
7/1-10/9	\$2,600.00	\$1,500.00	\$1,100.00	\$2,800.00	\$1,700.00	\$1,100.00
10/12-11/2	\$1,500.00	\$400.00	\$1,100.00	\$1,700.00	\$600.00	\$1,100.00
11/3-1/29	\$1,100.00	\$1,100.00	\$0.00	\$1,100.00	\$1,100.00	\$0.00
2/1-3/31	\$500.00	\$500.00	\$0.00	\$700.00	\$700.00	\$0.00

School Year Dates

Holidays

[illegible]

Last Day of Semester 1
First & Last Day of School

FIXED TERM EMPLOYMENT AGREEMENT
BETWEEN
INSPIRE CHARTER SCHOOL – LAKE VIEW CHARTER SCHOOL & , HOMESCHOOL
TEACHER

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and the Governing Board (“Board”) of Lake View Charter School (“Lake View Charter School”). The Board desires to hire employees who will assist Lake View Charter School in achieving the goals and meeting the requirements of the school. The parties recognize that Lake View Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Lake View Charter School in implementing its purposes, policies, and procedures.

WHEREAS, Lake View Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. Lake View Charter School has been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* Lake View Charter School has been duly approved by the District, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, Lake View Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, Lake View Charter School is considered a separate legal entity from the District, which granted the charters. The District shall not be liable for any debts and obligations of Lake View Charter School, and the employee signing below expressly recognizes that he/she is being employed by Lake View Charter School and not the District.
3. Pursuant to Education Code section 47610, Lake View Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. Lake View Charter School shall be deemed the exclusive public school employer of the employees at Lake View Charter School for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

Employee will perform such duties as Lake View Charter School may reasonably assign and Employee will abide by all school policies and procedures as adopted and amended from time to time.

2. **Term and Work Schedule**

Subject to Section C, “Termination of Agreement” herein, Lake View Charter School hereby employs Employee for the term of the school, commencing on or after **July 1, 2020** and ending **June 30, 2021**. Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position.

Lake View Charter School shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. All other teachers will provide educational services either online or in-person. Specific programs will have specific needs and the Employee is expected to work in accordance with those specific needs. Any question should be directed to the immediate supervisor.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Lake View Charter School.

Teachers are expected to work 196 days a year with 5 of those days or 40 hours occurring in July and the remaining 191 occurring between August and June.

3. **Compensation**

Employee will receive a salary schedule indicating yearly salary no later than June 15th of each school year to be paid semi-monthly (twice a month) from which the Board shall withhold all statutory and other authorized deductions. (Additional column increases earned during the year will be documented on a supplementary salary schedule approved by the Board of Directors of Lake View Charter School at which the employee is affiliated for any given school year.) Additional compensation of \$100/month per student is given when the employee’s roster is more than 28 up to 35 students. Employees who wish to carry more students than 35 may be given permission by the Principal at the same above rate. Carrying a case load of less than 28 students over a course of three (3) months may result in a return to part time status. The board may adjust compensation by up to 15% in the form of a salary increase or reduction based on actual enrollment; any salary increase is contingent on enrollment and positive performance. The salary schedule is based on what the board will deem to be reasonable targets. Salary changes will only be permitted at the end of the 1st three fiscal quarters – namely September 30th, December 31st, and March 30th.

4. **Employee Benefits**

Employee shall be entitled to participate in designated employee benefit programs and plans established by Lake View Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Lake View Charter School in its sole discretion.

5. **Performance Evaluation**

Employee shall receive periodic performance reviews conducted by his/her supervisor in accordance with Lake View Charter School's evaluation policy.

Failure to evaluate Employee shall not prevent Lake View Charter School from disciplining or dismissing Employee in accordance with this Agreement.

6. **Employee Rights**

Employment rights and benefits for employment at Lake View Charter School shall only be as specified in this Employment Agreement, the Charter Schools Act and Lake View Charter School's Personnel Handbook, which from time to time may be amended and modified by Lake View Charter School, in Lake View Charter School's sole discretion. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Lake View Charter School.

7. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that he/she was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service.

10. **Conflicts of Interest**

Employee understands that, while employed by Lake View Charter School, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or

school that will in any way conflict with his/her employment with Lake View Charter School. Employee agrees that he/she will not enter into any contract(s), or participate in making any contracts, in which he/she has a material financial interest. Employee also specifically agrees that he/she will not refer students to, or encourage students to utilize, any Lake View Charter School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that he/she will not recommend that Lake View Charter School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection.

11. **Outside Professional Activities**

Any outside professional activities (including consulting, speaking, and writing not on behalf of Lake View Charter School) shall not occur from 8:30 a.m. – 5 p.m. Monday through Friday, except holidays; teachers are expected to complete their Lake View Charter School employment duties from 8:30 a.m. – 5 p.m. Lake View Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities performed outside of employment with Lake View Charter School.

12. **School Intellectual Property and Non-Competition**

Employee may during the course of [his/her] duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during [his/her] employment with Employer, or any time in the future, directly or indirectly:

- a. disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during [his/her] employment;
- b. individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of Employer;
- c. without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents,

curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

C. TERMINATION OF AGREEMENT

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee two weeks of his/her salary after termination occurs **based on receipt of a release of claims agreement and the return of items identified in B.12.c. If the employee refuse to sign a release of claims the employee will be paid for one day of employment.**
2. **Revocation/Nonrenewal of Charter:** In the event that Lake View Charter School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Section b above.
3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

D. NON-RENEWAL/EXPIRATION OF TERM. The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

E. GENERAL PROVISIONS

1. **Waiver of Breach**

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

This Agreement will be governed by, construed, and enforced in accordance with

the laws of the State of California.

4. **Partial Invalidity**

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Lake View Charter School on the terms specified herein.
2. All information I have provided to Lake View Charter School related to my employment is true and accurate.
3. This is the entire agreement between Lake View Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Address: _____

Telephone: _____ Social Security Number: _____

Lake View Charter School Approval:

Date: _____

Principal, Lake View Charter School



Public Random Drawing/Lottery Policy

Lake View Charter School is committed to providing quality education to all students who wish to attend, within the school boundaries. Based on available resources, it may be necessary to limit admissions, and in that event a Public Random Drawing/Lottery will be held to determine admission. Lake View Charter School ensures admission will not be based on any protected characteristics, including, but not limited to, disability, race, gender, national origin, and religion.

The purpose of the Lake View Charter School Governing Board approving the Public Random Drawing/Lottery Policy is to accomplish the following:

1. Establish the procedures under which the Lake View Charter School (“School”) will conduct the School’s public random drawing/lottery in the event that applications for enrollment exceed the School’s capacity.
1. **Enrollment:** The School is a non-classroom based charter school that operates solely as an independent study program. Admission to the School is open to any student who resides within the boundaries of Glenn County or an adjacent county. The School will accept all students who wish to attend, so long as it has the capacity to serve them. The School’s Governing Board will annually determine the maximum enrollment for each school year based on, among other factors, the annual budget, staffing, and available resources prior to the start of the Open Enrollment Period. Limits may be established by grade level and for the school as a whole.

The Board will set an Open Enrollment Period each year. Applications will be accepted during the publicly advertised Open Enrollment Period each year for enrollment during the following school year. Following the close of the Open Enrollment Period, applications shall be counted to determine whether the School has received more applications than maximum enrollment capacity. If the number of pupils who wish to attend the School exceeds the School’s capacity for a specific grade level, enrollment in the impacted grade level or levels will be determined by a Lottery conducted in accordance with the procedures set forth in this Policy and applicable law. Admission preferences will only be extended consistent with this Policy, the School’s charter, and applicable law.

Admission preferences will not be based on any protected characteristics, including, but not limited to, disability, race, gender, national origin, and religion. In addition, enrollment preferences will not limit enrollment access for 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, or foster youth.

2. **Lottery Procedures:** In the event that there are more students who wish to attend the School than there are spots available upon closure of the Open Enrollment Period, the School will conduct a Lottery during the Spring semester prior to the academic year for which enrollment is sought.

All pupils, except those who are guaranteed admission as provided in this Policy and the School's charter, who wish to enroll in the School must participate in the Lottery subject to the following:

1. Students who reside within the boundaries of the Westside Elementary School District ("District") will have their names placed in the Lottery pool twice.
2. Students who reside outside the boundaries of the District will have their names placed in the Lottery once.

The following students are exempt from the Lottery and are guaranteed enrollment in the School: (1) students currently enrolled in the School at the close of the Open Enrollment period; and (2) siblings of currently enrolled students. "Sibling" is defined as a pupil who has at least one biological or adoptive parent in common with the admitted pupil, or who has been legally adopted by or placed under the legal guardianship of at least one biological or adoptive parent of the admitted pupil. Step-siblings are only considered siblings if they reside at the same address as the sibling who is admitted into the School.

Public notice of the Open Enrollment Period and date of the Lottery will generally be posted on the School's website and the notice will provide the date, time, and location of the Lottery at least 10 days prior to the commencement of the Open Enrollment Period. This information will also be included in application forms. The Lottery will be conducted [by grade-level and] by the Principal or his/her designee using a random method of selection. Unique identifiers will be assigned to each applicant. The conduct of the Lottery will be open to the public and families are encouraged, but not required, to attend. The Principal or his/her designee will announce each applicant who is granted admission through the Lottery. Once the enrollment cap has been reached, the Principal or his/her designee will continue to drawing applicants will then be placed on the waitlist in the order drawn. Successful applicants will be notified electronically or by mail.

If a student is extended an offer of admission due to one of the preferences noted in this Policy or the School's charter, the School may request supporting documentation as part of the enrollment process. The School will conduct a verification of such documentation prior to finalizing the student's enrollment and may disqualify an applicant submitting materially false information.

After the Lottery process, and once an offer has been accepted by the family, additional information may be requested as part of the registration process. Following acceptance through the Lottery, students who are offered admission at the School at the time of the Lottery will have 10 calendar days to complete the registration process. If a student fails to timely complete the process, the spot may be filled from the waiting list.

Enrollment offers are valid only for the academic year for which the Lottery is conducted. There is no option to defer an offer of enrollment. Students accepting enrollment must generally complete required independent study agreements within seven (7) days of the beginning of the school year, unless otherwise advised by the School.

3. **Waitlist:** If a slot becomes available because an accepted student declines enrollment, fails to timely complete the enrollment process, a student leaves the School after the start of the academic year, or as spots become available, the School may notify families on the waitlist in the order they appear on the waitlist.

Students drawn from the waitlist shall have five (5) school days to accept the enrollment slot (via telephone or email to the School) and proceed with the registration process. Applicants must complete a registration packet with all required documentation and by the deadline given by the School to confirm enrollment.

Students who are not offered a spot for the academic school year for which the Lottery was held may remain on the waitlist for that academic year unless the parent or guardian requests that the student be removed from the waitlist earlier. The waitlist shall not carry over from one year to the next. Students who have not been admitted will be required to submit a new enrollment application for the next school year and are required to participate in the Lottery if space is limited.



Homeless Education Policy

Lake View Charter School is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

The purpose of the Lake View Charter School Governing Board approving this Homeless Education Policy is to accomplish the following:

1. Define Homeless Children and Youth
2. Identify the Homeless Liaison's Responsibilities
3. Explain the Requirements for Enrollment of Homeless Children and Youth
4. Identify Enrollment Disputes and the Dispute Resolution Process
5. Outline Transportation Options
6. Define Comparable Education Services for Homeless Children and Youth
7. Describe Coursework and Graduation Requirements

1. Definitions:

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.

- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last **admitted enrolled** when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or **enrollment admission** decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

2. Homeless Liaison Responsibilities: The Charter School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth **enroll are admitted** in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that **enrollment admission** disputes are mediated in accordance with the dispute resolution process outlined below;

- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are ~~enrolled~~ admitted to ~~in~~ school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

3. Enrollment Admission: All homeless students are required to follow the school's process for ~~enrolling~~ admitting students, including filling out and submitting the school's enrollment packet on time. As with all students, ~~enrollment~~ admission depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. ~~As used in this policy, admission means attending classes and participating fully in school activities.~~

If the homeless student seeking ~~admission to enroll~~ is unable to produce records normally required for admission ~~enrollment~~, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-~~enrollment~~ admission. Provided that the ~~enrollment~~ admission process has been followed in all other respects, a homeless student will be ~~enrolled~~ admitted in the School despite the missing paperwork. Upon ~~enrollment~~ admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

4. Enrollment Admission Disputes and the Dispute Resolution Process: If a dispute arises over ~~enrollment~~ admission in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which ~~enrollment~~ admission is sought, pending

resolution of the dispute. ~~“Enrolled” means attending classes and participating fully in school activities.~~

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately ~~enrolled~~ **admitted** in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about ~~enrollment~~ **admission** and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School’s decision regarding ~~enrollment~~ **admission**, including the rights of the parent, guardian or unaccompanied youth’s appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE’s homeless liaison will review these materials and determine the school selection or ~~enrollment~~ **admission** decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating ~~enrollment~~ **admission** in the Charter School within ten working days of receipt of the materials.

- 5. Transportation:** The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.
- 6. Comparable Education Services:** Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:
 - Educational services for which the homeless student meets federal, state and local program eligibility criteria
 - Programs in career and technical education
- 7. Coursework and Graduation Requirements:** The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

A homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Inform the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Inform the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student.

To determine whether a homeless student is in the third or fourth year of high school, either the number of credits the pupil has earned to the date of transfer or the length of the student's school admission may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a homeless student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for homeless children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer homeless, if the student otherwise qualifies for the exemption.

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high

school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a homeless student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a homeless student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a homeless student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a homeless student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless student while the student is admitted in the School or if a homeless student who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a homeless student to transfer schools in order to qualify the pupil for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

***This policy was adapted from the Charter School Development Center- Homeless Youth Policy.**



Work Sample Policy

Lake View Charter School offers independent study to meet the needs of pupils enrolled in the charter school; and as such, teachers much collect work samples from students to ensure that all students meet the State student academic achievement standards. This policy ensures that student work samples contain the information necessary to ensure the student's learning success.

The purpose of the Lake View Charter School Governing Board approving this Work Sample Policy is to accomplish the following:

1. Provide an overview for the Work Sample Policy
 2. Explain the requirements of an Acceptable Work Sample
 3. Identify criteria for Non-Compliant Work Samples
- 1. Overview:** As an independent study program, Lake View Charter School is required to collect work samples from each of its students as a condition of apportionment. Work samples allow the student's supervising teacher to determine the time value of the completed student work. Work samples are turned in to the student's supervising teacher in accordance with the student's Master Agreement.
- 2. Procedures:** Work samples must contain the following information:
1. Student's First Name and Last Name (nicknames are okay)
 2. Date that the work was completed, including the year. The work sample must be the student's original work. If anything gets changed on the original work sample, the student must initial such changes. All initialed changes mean that the student made the changes, not the parent/guardian/caretaker or teacher.

The supervising teacher must verify the work sample by including the following:

1. Homeschool teacher's name
 2. Student's full name
 3. Course name (must match the Master Agreement)
 4. Date the teacher reviewed the material
 5. Date the student completed the sample
 6. HST grade
- 3. Acceptable Work Sample Criteria:**
- Original or scanned PDF version
 - Demonstrates neat and organized work
 - Demonstrates a good reflection of your child's learning and abilities
 - Includes student's name and date in the top right-hand corner
 - The sample needs to be completed and dated within the collection Learning Period

- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

4. Non-Compliant Work Samples Include:

- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work



Identification of Individuals for 504 Policy

Lake View Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

The purpose of the Lake View Charter School Governing Board approving this Identification of Individuals for 504 Policy is to accomplish the following:

1. Explain the Identification and Education Under Section 504
2. Define the Terms and Phrases of the Identification and Education Under Section 504
3. Identify the Referral, Identification, and Evaluation Process
4. Establish Section 504 Services Plan and Placement
5. Establish the Review and Reevaluation Process
6. Identify the Procedural Safeguards
7. Establish the Notification Process

- 1. Identification and Education Under Section 504:** The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Executive Director or designee shall work to identify children with disabilities who reside within the jurisdiction of the Charter School in order to ensure that they receive educational and related services required by law.

The Executive Director or designee shall provide qualified students with disabilities with a free and appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designated to meet their individual educational needs as adequately as the needs of students without disabilities are met.

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the Charter School's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other non-academic activities.

The Charter School's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Executive Director or designee shall assess the Charter School's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the Executive Director or designee shall ensure the Charter School complies with the law, including providing the

students and their parents/guardians with applicable procedural safeguards and required notification. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specific in the “Procedural Safeguards” section of the accompanying administrative regulation.

2. Definition of Terms and Phrases: The Student Support Team implements the requirements of Section 504 of the federal Rehabilitation Act of 1973: For the purposes of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

- ***Free appropriate public education (FAPE)*** means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or his/her parent/guardian except when a fee is specifically authorized by law for all students.
- ***Student with a disability*** means a student who has a physical or mental impairment which substantially limits one or more major life activities.
- ***Physical impairment*** means any physiological disorder, or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine. (28 CFR 35.108)
- ***Mental impairment*** means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. (28 CFR 35.108)
- ***Substantially limits major life activities*** means limiting a person’s ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student’s major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108).

3. Referral, Identification, and Evaluation: Any action or decision to be taken by the Charter School involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

- i. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to a 504 Coordinator for identification of a student with a disability under Section 504.
- ii. Upon receipt of any such referral, the 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. If it is determined that an evaluation is unnecessary, the 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.
- iii. If the student needs or is believed to need special education or related services under Section 504, the Charter School shall conduct an evaluation of the student prior to his/her initial placement.

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the Charter School shall obtain written parent/guardian consent.

The Charter School's evaluation procedures shall ensure that the tests and other evaluation materials:

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers.
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure.

4. Section 504 Services Plan and Placement: Services and placement decisions for students with disabilities shall be determined as follows:

- i. A multidisciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions. The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered.

- ii. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

- iii. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504 and shall state the basis for determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
- iv. The student shall be placed in the regular educational environment, unless the Charter School can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.
- v. The Charter School shall complete the identification, evaluation, and placement process within a reasonable time frame. The Charter School shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.
- vi. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school, the charter school shall ensure that the new school receives a copy of the plan.

- 5. Review and Reevaluation:** The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs will be conducted before any subsequent significant change in placement.

- 6. Procedural Safeguards:** The administrator or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the Charter School regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the Charter School's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate.

If a parent/guardian disagrees with any Charter School action or decision regarding the identification, evaluation or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the Charter School's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian request. If the parent/guardian is not satisfied with the resolution of the issue, or if the parent/guardian

did not request an administrative review, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

- i. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the Charter School's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
 - a. The specific nature of the decision with which he/she disagrees.
 - b. The specific relief he/she seeks
 - c. Any other information he/she believes is pertinent to resolving the disagreement.
- ii. Within 30 days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
- iii. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
- iv. The parties to the hearing shall be afforded the right to:
 - a. Be accompanied and advised by legal counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
 - b. Present written and oral evidence
 - c. Question and cross-examine witnesses
 - d. Receive written findings by the hearing officer stating the decision by a federal court of competent jurisdiction.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

7. Notifications: The Executive Director or designee shall ensure that the Charter School has taken appropriate steps to notify students and parents/guardians of the Charter School's duty under Section 504.



Identification and Evaluation for Special Education Policy

Lake View Charter School is committed to actively seeking out and evaluating the Charter School's residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The purpose of the Lake View Charter School Governing Board approving this Identification and Evaluation for Special Education Policy is to accomplish the following:

1. Establish the Procedures for Identifying and Evaluating Individuals Eligible for Special Education.
2. Establish the Procedures for Notifying Parents of Individuals Eligible for Special Education.

1. Identification and Evaluation: The Executive Director or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. (Education Code 56301)

The charter's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with procedures for the referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

2. Notification: The Executive Director or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Executive Director or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)



Individual Education Program Policy

Lake View Charter School is committed to identifying and serving students who have exceptional needs and are eligible to receive special education supports and services. Our commitment is based on the belief that all students shall have access to a high quality public education.

The purpose of the Lake View Charter School Governing Board approving this Individual Education Program Policy is to accomplish the following:

1. Establish the Administrative Regulations Regarding for an Individualized Education Program
 2. Identify A Foster Parent's Rights
-
1. **Administrative Regulation:** The Executive Director or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.
 2. **Rights of a Foster Parent:** To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)



Individual Education Program Administrative Regulation

Lake View Charter School is committed to identifying and serving students who have exceptional needs and are eligible to receive special education supports and services. Our commitment is based on the belief that all students shall have access to a high quality public education.

The purpose of the Lake View Charter School Governing Board approving this Individual Education Program Administrative Policy is to accomplish the following:

1. Define an Individualized Education Program.
 2. Identify the Members of an IEP Team
 3. Outline the Circumstances When an Individual Can be Invited to the IEP Meeting
 4. Outline the Contents of the IEP
 5. Outline the Procedures for the Development of the IEP
 6. Outline the Provision of Special Education and Related Services
 7. Outline the Process to Review and Revise the IEP
 8. Outline the Use of Audio Recordings at an IEP Team Meeting
 9. Identify Parent/Guardian Participation and Other Rights
 10. Identify Parent/Guardian Consent for Provision of Special Education and Services
 11. Outline the Procedures for Transfer Students
-
- 1. Individual Education Program:** At the beginning of each school year, the charter shall have an individualized education program (IEP) in effect for each student with a disability within Charter School jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 300.323)
 - 2. Members of the IEP Team:** The IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414(d)(1); 34 CFR 300.321)
 1. One or both of the student's parents/guardians and/or a representative selected by them
 2. If the student is or may be participating in the regular education program, at least one of the student's regular education teachers designated by the Executive Director or designee to represent the student's teachers.

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

3. At least one of the student's special education teachers or, where appropriate, special education providers
4. A representative of the Charter School who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of Charter School and/or special education local plan area (SELPA) resources
5. An individual who can interpret the instructional implications of assessment results. This individual may already be a member of the team as described in items #2-4 above or in item #6 below.
6. At the discretion of the parent/guardian or the Executive Director or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.
7. Whenever appropriate, the student with a disability

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

3. Invitation of Specified Individuals: In the following circumstances, the Executive Director or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)
2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in Education Code 56345(a)(8), the following individuals shall be invited to attend: (34 CFR 300.321)
 - a. The student, regardless of his/her age.

If the student does not attend the IEP team meeting, the Executive Director or designee shall take other steps to ensure that the student's preferences and interests are considered.

b.To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Executive Director or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321)

4. A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the Charter School agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the Charter School consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

4. The Contents of the IEP: The IEP shall include, but not be limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
2. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
3. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
4. A statement of measurable annual goals, including academic and functional goals, designed to:

a.Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum

b.Meet each of the student's other educational needs that result from his/her disability

5. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the Charter School will

- provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
6. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP
 7. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP
 8. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and school assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or Charter Schoolwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

9. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
10. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
11. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5

12. Where appropriate, the IEP shall also include: (Education Code 56345)

- a. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the Charter School's prescribed course of study and to meet or exceed proficiency standards required for graduation
- b. Linguistically appropriate goals, objectives, programs, and services for a student whose native language is not English
- c. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)
- d. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day, including descriptions of activities intended to:
 - i. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
 - ii. Support the transition of the student from the special education program into the regular education program
 - iii. Specialized services, materials, and equipment for a student with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

5. Development of the IEP: Within 30 days of a determination that a student needs special education and related services, the Executive Director or designee shall ensure that a meeting to develop an initial IEP is conducted. (34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall commence on the date that the student's school days reconvene. (Education Code 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student

4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille. However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.
8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode
9. The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.
 - a. Whether the student requires assistive technology devices and services
10. If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

- 6. Provision of Special Education and Related Services:** The Charter School shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (Education Code 56344; 34 CFR 300.323)

The Executive Director or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Executive Director or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

- 7. Review and Revision of the IEP:** The Executive Director or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)
 1. Determine whether the annual goals for the student are being achieved

2. Revise the IEP, as appropriate, to address:

- a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
- b. The results of any reassessment conducted pursuant to Education Code 56381
- c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)
- d. The student's anticipated needs
- e. Any other relevant matter

3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the Charter School shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Executive Director or designee. The Executive Director or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Executive Director or designee shall convene an IEP team meeting, which shall be held within 30 days of the Executive Director or designee review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the Charter School fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the Charter School in a nonpublic, nonsectarian school, the Executive Director or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

To the extent possible, the Executive Director or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Executive Director or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Executive Director or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

- 8. Audio Recording of IEP Team Meetings:** Parents/guardians and the Executive Director or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Executive Director or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

- 9. Parent/Guardian Participation and Other Rights:** The Executive Director or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Executive Director or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
 - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
 - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

4. In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Executive Director or designee notice to the student's parents/guardians shall include the following: (Education Code 56341.5)
 - a. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
 - b. An indication that the student is invited to the IEP team meeting
 - c. Identification of any other agency that will be invited to send a representative

At each IEP team meeting convened by the charter, the school administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Executive Director or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Executive Director or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

At each IEP team meeting convened by the charter, the school administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Executive Director or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

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through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Executive Director or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Executive Director or designee is unable to convince the parent/guardian that he/she should attend. In such a case, the Executive Director or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Executive Director or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Executive Director or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

10. Parent/Guardian Consent for Provision of Special Education and Services: Before providing special education and related services to any student, the Executive Director or designee shall seek to obtain informed consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1). The Charter shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the Executive Director or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Executive Director or designee agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Executive Director or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Executive Director or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

When the Charter School ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

11. Transfer Students: To facilitate the transition of a student with a disability who is transferring into the Charter School, the Executive Director or designee shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the charter from another school Charter School within the same SELPA during the school year, the Charter School shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the charter from a school district outside of the Charter School's SELPA during the school year, the Charter School shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, the Executive Director or designee shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the Charter School from an out-of-state district during the school year, the Charter School shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Executive Director or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)



Procedural Safeguards and Complaints for Special Education Policy

Lake View Charter School is committed to protecting the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

The purpose of the Lake View Charter School Governing Board approving this Procedural Safeguards for Special Education Policy is to accomplish the following:

1. Establish the Charter School's Representation in a Due Process Hearing
 2. Establish the Complaint Procedures for Special Education
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1. **Charter School's Representation in a Due Process Hearing:** The Executive Director or designee shall represent the Charter School in any due process hearing conducted with regard to the Charter School's students and shall inform the Board about the result of the hearing.
 2. **Complaint Procedures for Special Education:** The Executive Director or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the Charter School's uniform complaint procedures.



Procedural Safeguards and Complaints for Special Education Students Administrative Regulation

Granite Mountain Charter School is committed to protecting the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

The purpose of the Granite Mountain Charter School Governing Board approving this Procedural Safeguards and Complaints for Special Education Students Administrative Regulation is to accomplish the following:

1. Define Reasonable Time for Written Notice
2. Identify What is Included in Written Notice
3. Outline the Procedures for Procedural Safeguard Notice
4. Outline the Format for Parent/Guardian Notice
5. Outline the Procedures for a Due Process Complaint
6. Outline the Charter School's Response to Due Process Complaints
7. Outline the Informal Process/Pre-Hearing Mediation Conference

1. Reasonable Time for Written Notice: The Executive Director or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time: (20 USC 1415(c); 34 CFR 300.102, 300.300, 300.503; Education Code 56500.4, 56500.5)

- Before the charter initially refers the student for assessment
- Before the charter proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
- Before the charter refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
- Before the student graduates from high school with a regular diploma thus resulting in a change in placement
- Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child

2. Written Notice: This notice shall include: (20 USC 1415(c); 34 CFR 300.503; Education Code 56500.4)

- A description of the action proposed or refused by the charter
- An explanation as to why the charter proposes or refuses to take the action
- A description of each assessment procedure, test, record, or report the charter used as a basis for the proposed or refused action
- A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
- Sources for parents/guardians to obtain assistance in understanding these provisions
- A description of any other options that the individualized education program (IEP) team considered and why those options were rejected
- A description of any other factors relevant to the charter's proposal or refusal

3. Procedural Safeguards Notice: A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (20 USC 1415(d)(1); 34 CFR 300.504; Education Code 56301)

- Upon initial referral or parent/guardian request for assessment
- Upon receipt of the first state compliance complaint in a school year
- Upon receipt of the first due process hearing request in a school year
- In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when a decision is made to remove a student because of a violation of a code of conduct constituting a change of placement
- Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (20 USC 1415(d)(2); 34 CFR 300.504; Education Code 56301)

- Independent educational evaluation
- Prior written notice
- Parental consent, including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services
- Access to educational records
- Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the charter to resolve the complaint, and

the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures

- The availability of mediation
- The student's placement during the pendency of any due process complaint
- Procedures for students who are subject to placement in an interim alternative educational setting
- Requirements for unilateral placement by parents/guardians of students in private schools at public expense
- Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
- State-level appeals
- Civil actions, including the time period in which to file those actions
- Attorney's fees

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; the right of the parent/guardian and/or the Charter School to electronically record the proceedings of IEP meetings in accordance with Education Code 56341; and information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. (Education Code 56321, 56321.5, 56321.6)

A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5)

The charter may place a copy of the procedural safeguards notice on the charter's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

4. Format of Parent/Guardian Notices: The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (34 CFR 300.503; Education Code 56341, 56506)

If the native language or other mode of communication of the parent/guardian is not a written language, the charter shall take steps to ensure that: (34 CFR 300.503)

- The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.

- The parent/guardian understands the contents of the notice.
- There is written evidence that items #1 and #2 have been satisfied.

5. Due Process Complaints: A parent/guardian and/or the Charter School may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

- There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
- There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
- The parent/guardian refuses to consent to an assessment of his/her child.
- There is a disagreement between a parent/guardian and the charter regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

- The student's name
- The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student
- The name of the school the student attends
- A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
- A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the Executive Director of Public Instruction or designated contracted agency. (Education Code 56502)

6. The Charter School's Response to Due Process Complaints: If the Charter School has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter School shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1); 34 CFR 300.508)

If the charter has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the Charter School shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415(c)(1); 34 CFR 300.508):

- An explanation of why the Charter School's proposed or refused to take the action raised in the complaint
- A description of other options that the IEP team considered and the reasons that those options were rejected
- A description of each evaluation procedure, assessment, record, or report the charters used as the basis for the proposed or refused action
- A description of the factors that are relevant to the Charter School's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the Charter School shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

7. Informal Process/Pre-Hearing Mediation Conference: Prior to or upon initiating a due process hearing, the Executive Director or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Executive Director or designee shall have the authority to resolve the issue(s). In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)



Transportation for Students with Disabilities Policy

Lake View Charter School is committed to meeting the transportation needs of students with disabilities to enable them to benefit from special education and related services. The Charter School shall provide appropriate transportation services for a student with disabilities when transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan, as determined by the team.

The purpose of the Lake View Charter School Governing Board approving this Transportation for Students with Disabilities Policy is to accomplish the following:

1. Establish the Procedures for Determining the Students Transportation Needs.
2. Establish the Charter School's Provision of Transportation Services Specified in an IEP
3. Identify the Procedures for Alternative Transportation
4. Establish the Financial Agreement for Contracting with a Nonpublic, Nonsectarian School or Agency
5. Establish the Procedures for Transportation Schedules for Students with Disabilities
6. Establish the Compatibility of Mobile Seating Devices
7. Identify the Procedures for a Service Animal and Transportation

- 1. Determination of Transportation Needs:** The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

The Executive Director or designee shall provide IEP teams with information about the Charter School's transportation services in order to assist them in making decisions as to the mode, schedule, and location of transportation services that may be available to each student with disabilities.

- 2. Providing Transportation Services:** Transportation services specified in a student's IEP or Section 504 plan shall be provided.

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the Charter School.

- 3. Alternative Transportation:** If a student whose IEP or accommodation plan specifies transportation needs is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason, the Charter School shall provide alternative transportation at no cost to the student or parent/guardian. (Education Code 48915.5)

4. **Financial Agreement for Contracting:** When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)
5. **Transportation Schedules:** The Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students.
6. **Mobile Seating Devices:** The Executive Director or designee shall ensure that any mobile seating devices used on the Charter School's buses are compatible with bus securement systems required by 49 CFR 571.222. (Education Code 56195.8)
7. **Service Animal:** As necessary, a student with disabilities may be accompanied on school transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dog, signal dog, or service dog. (Education Code 39839; Civil Code 54.1-54.2; 28 CFR 35.136)

SARC

SCHOOL ACCOUNTABILITY REPORT CARD
REPORTED USING DATA FROM THE
2018-19 SCHOOL YEAR



Lake View Charter School
4672 County Road N
Orland, CA, 95963
916-660-2924

Julie Haycock, Principal
julie@lakeviewcharterschool.org
County-District-School Code 11625960139550

Lake Elementary Elementary
School District

www.lakeschool.org

Nikol Baker, Superintendent

(530) 865-1255



A WORD FROM OUR PRINCIPAL

Dear Families,

At Lake View Charter School we take great pride in being able to offer our students flexible individualized learning experiences through our many unique programs. It is our hope that you will find resources, school contacts, and local support of value to you and your family. We are here to support and inspire the community within our school and all families on an educational journey with their children.

Sincerely,

JULIE HAYCOCK

Principal, Lake View Charter School

ABOUT OUR SCHOOL

Lake View Charter School is a tuition-free, public charter school serving transitional kindergarten through 12th grade students in Glenn, Butte, Lake, Mendocino and Tehama Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs.

At Lake View Charter, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness Standards, and the education of the whole child.



OUR MISSION

The mission of Lake View Charter School is to develop the individual gifts of students in Glenn County and adjacent counties to become proficient in Common Core State Standards and become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished in a personalized environment that fosters successful achievement through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.



LAKE VIEW STUDENTS ARE:

- Navigators of the Digital World – Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-Directed – Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- Personalized Learners – Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- Independent
- Critical Thinkers – Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
- Responsible Citizens – Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- Effective Communicators – Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.



Student Enrollment by Student Group (School Year 2018—19)

Lake View Charter School opened in Fall 2019.

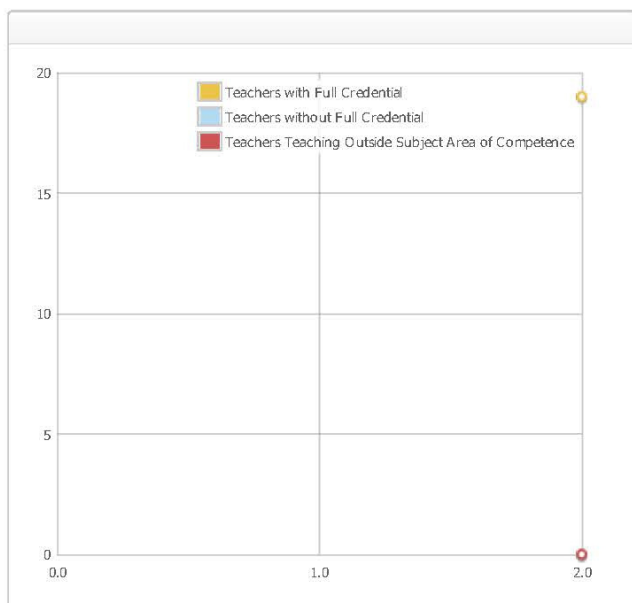


Student Enrollment by Grade Level (School Year 2018—19)

Lake View Charter School opened in Fall 2019.

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the State priority: Basic (Priority 1): Degrees to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.



Last updated: 1/29/2020

School Facility Conditions and Planned Improvements:
Lake View Charter School is a non-classroom-based charter school.

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential			19	
Without Full Credential			0	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered	Yes	0.00 %
Mathematics	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered	Yes	0.00 %
Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered	Yes	0.00 %
History-Social Science	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered	Yes	0.00 %
Foreign Language	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered	Yes	0.00 %
Health	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered	Yes	0.00 %
Visual and Performing Arts	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware	Yes	0.0 %

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Lincoln Empowered			
Science Lab Eqpmnt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/28/2020

PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

We opened in the fall of 2019

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	--	--	--	--	50%	50%
Mathematics (grades 3-8 and 11)	--	--	--	--	38%	39%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Male					
Female					
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/28/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/28/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Male					
Female					
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/28/2020



Last updated: 1/28/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

We opened in the fall of 2019

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/28/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

We opened in the fall of 2019

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

We opened in the fall of 2019

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2020

PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019–20)

Lake View Charter ensures parents, legal guardians, and teachers have an opportunity to participate in the governance of the school. Some of the voting members of the board of directors are parents/guardians. The parent representatives provide insight into students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school-related activities. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on the effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from a variety of in-house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and the community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enrich the students' educational experience.



PUPIL ENGAGEMENT

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

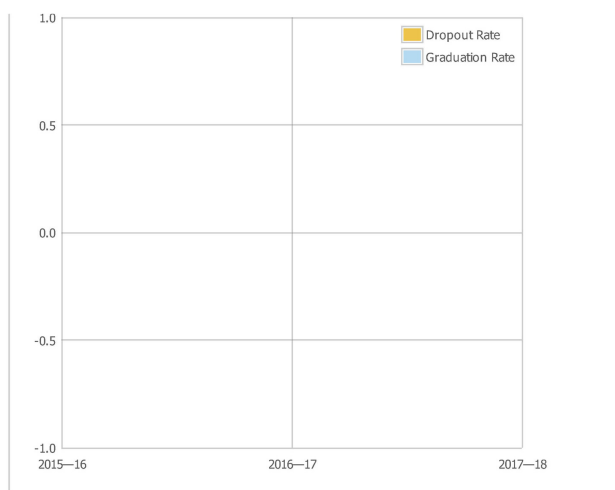
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

We opened in the fall of 2019

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	--	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

School Safety Plan (School Year 2019–20)

Lake View Charter School has a Comprehensive Safety Plan which is reviewed, updated, and discussed every fall before school resumes. The safety plan includes emergency procedures and contact information, evacuation routes, incident command system procedures, and an injury and illness prevention plan.



Ratio of Academic Counselors to Pupils (School Year 2018–19)

2018-19 SARC - Lake View Charter

We opened in the fall of 2019

Title	Ratio**
Counselors*	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018–19)

We opened in the fall of 2019

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

We opened in the fall of 2019

Title	Ratio**
Counselors*	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/28/2020

Student Support Services Staff (School Year 2018—19)

We opened in the fall of 2019

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/28/2020

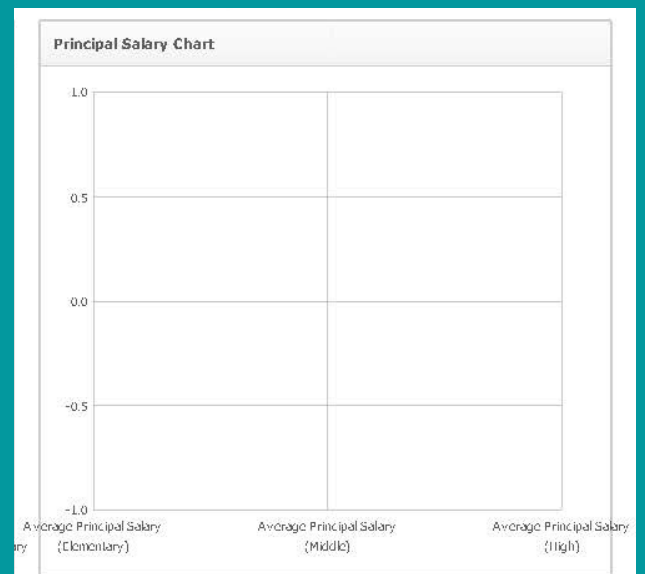
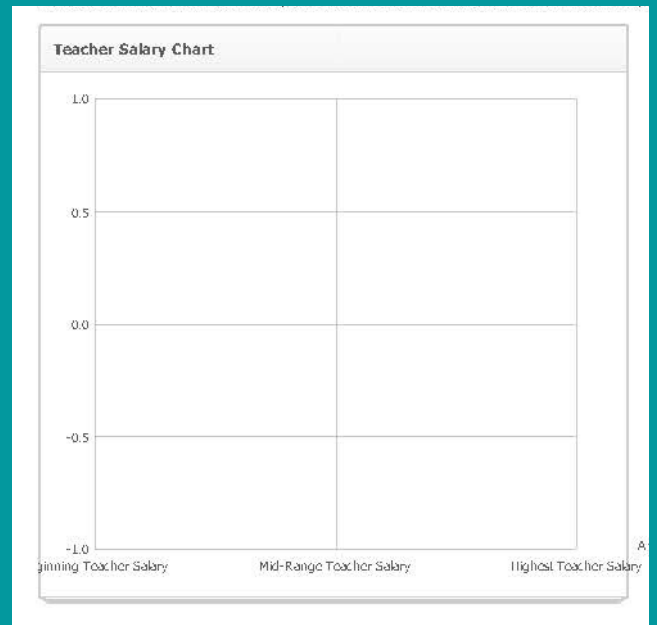
Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

We opened in the fall of 2019

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/28/2020



Teacher and Administrative Salaries (Fiscal Year 2017—18)

We opened in the fall of 2019

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$45,252
Mid-Range Teacher Salary	--	\$65,210
Highest Teacher Salary	--	\$84,472
Average Principal Salary (Elementary)	--	\$107,614
Average Principal Salary (Middle)	--	\$112,242
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$124,686
Percent of Budget for Teacher Salaries	28.00%	31.00%
Percent of Budget for Administrative Salaries	9.00%	7.00%

For detailed information on salaries, see the COE Certified Salaries & Benefits web page at <https://www.coe.ca.gov/ds/fd/cs/>

Advanced Placement (AP) Courses (School Year 2018—19)

We opened in the fall of 2019

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/28/2020

Professional Development

We opened in the fall of 2019

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement			14



Board Meeting Calendar

- 3-4-20 - 5:00 pm
- 4-22-20 - 5:00 pm
- 5-20-20 - 5:00 pm
- 6-17-20 - 5:00 pm