Feather River Charter School

Regular Scheduled Board Meeting

Date and Time

Tuesday January 26, 2021 at 6:00 PM PST

Location

3840 Rosin Court #100
Sacramento, CA 95834

Zoom Link: https://zoom.us/j/96568347400

Meeting ID: 965 6834 7400
Join by Phone: (669) 900-6833

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
A.	Record Attendance			1 m
B.	Call the Meeting to Order			
C.	Approval of the Agenda	Vote	David Brockmyer	1 m
D.	Public Comments			2 m
E.	Executive Director's Report		Jenell Sherman & Carrie Carlson	10 m

		Purpose	Presenter	Time
	• Form 700 Announcement • Junior High Virtual Academy (JHVA) Spotlight			
F.	Approve Minutes	Approve Minutes		1 m
	Approve minutes for Regular Scheduled Board Meeting on December 8, 2020			
G.	Approve Minutes	Approve Minutes		1 m
	Approve minutes for Special Board Meeting on January 19, 2021			
II.	**Finance**			**6:16 PM**
A.	December Financials	Vote	Darlington Ahaiwe	10 m
III.	**Academic Excellence**			**6:26 PM**
A.	Policy on Differential Graduation and Competency Standards and Certificates of Educational Achievement for Students with Disabilities	Vote	Dr. Amanda Johnson	5 m
B.	2021-2022 School Calendar	Vote	Jenell Sherman	5 m
C.	Title IX Policy	Vote	Jenell Sherman	5 m
IV.	**Operations**			**6:41 PM**
A.	Charter Renewal	Vote	Jenell Sherman	5 m
B.	Publication of the School Accountability Report Card (SARC)	Vote	Darcy Belleza & Kulpreet Pummay	5 m
C.	Resolution to Approve Membership in Charter Services Organization (CSO)	Vote	Jenell Sherman	5 m
D.	2021-2022 Organizational Chart	Vote	Jenell Sherman	5 m
E.	Disposal of Surplus, Obsolete, or Unneeded Books, Equipment, and Supplies Policy	Vote	Jenell Sherman	5 m
F.	Employee Handbook	Vote	Jenell Sherman	5 m

		Purpose	Presenter	Time
V.	**Closing Items**			**7:11 PM**
A.	Board of Director's Comments & Requests	Discuss		2 m
B.	Announcement of Next Regular Scheduled Board Meeting February 23, 2021 at 6:00 p.m.	FYI		1 m
C.	Adjourn Meeting	Vote		

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Coversheet

Executive Director's Report

Section: I. Opening Items
Item: E. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: Feather River ED Report - January 2021 (1).pdf

EXECUTIVE DIRECTOR'S REPORT

January, 2021

Feather River
CHARTER SCHOOL

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All Staff Professional Development

Thursday, January 28th

- Staff from all five schools come together to learn and collaborate
- Keynote Speaker, Keith Hawkins
- 15 Breakout sessions to choose from
- RC Team Collaboration
- Staff connections in interactive “Teacher Lounges”
- Raffle prizes donated by Admin Team

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Enrollment Report

Enrollment Update from Principal
Feather River Charter School

Current Enrollment by County/Gradelevel as of 01/21/21

Grade	Butte	Colusa	El Dorado	Placer	Sacramento	Sutter	Yolo	Yuba	Totals
TK	0	0	0	6	17	0	0	3	26
KN	0	0	0	16	50	2	12	8	88
1	0	0	0	9	56	1	11	12	89
2	0	0	0	11	61	2	8	12	94
3	0	0	0	11	63	2	8	8	92
4	0	0	0	10	67	3	14	12	106
5	0	1	0	15	59	0	6	1	82
6	0	0	0	8	59	0	7	10	84
7	1	0	0	14	47	0	14	6	82
8	0	0	0	11	51	1	12	6	81
9	0	0	0	10	47	0	10	8	75
10	1	1	0	7	55	1	7	2	74
11	0	2	0	13	46	2	5	4	72
12	1	0	0	3	34	0	2	5	45
Curent Total	3	4	0	144	712	14	116	97	1090
Annual Growth	-22	-4	-5	6	-16	-6	-15	-8	-121

Growth calculated from SY19-20 ending enrollment totals.

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Form 700

Every elected official and public employee who makes or participates in making governmental decisions is required to submit a Statement of Economic Interests, also known as the Form 700.

The Form 700 provides transparency and ensures accountability in governmental decisions on an annual basis. The Form 700 packet will be mailed to each of you with a stamped return envelope. You need to complete the Form 700 and then place it in the mail. Please return your signed Form 700 by February 15th.

*Reminder: Form 700s require a wet signature!

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STAR Assessment



The winter Star Assessment window is now open until February 19.

We strongly encourage all families to participate to help our teachers and parents identify where additional support may be needed for their students.

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Parent Education Workshops/MDIP & Family Events

Last week, the MDIP Team partnered with the Parent Education Team for a wonderful presentation and interactive workshop: *Moving Beyond MLK & Rosa Parks. What's next in the conversation about racism and equity with our kids?*

Upcoming Events and Workshops:

- *Teaching Digital Literacy & Internet Safety in Our Homeschools* 2/22/21 @ 6:00 pm
- MDIP Presents: *Holocaust Remembrance* 1/27/21 @ 2:00 pm for grades 7-12

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Cal/OSHA COVID-19 Reopening Plan

Updated guidance from CDPH, for schools that have already opened for in-person instruction:

By February 1, 2021, post a COVID-19 Safety Plan and a Cal/OSHA COVID-19 Prevention Program Safety Plan for In-person Instruction on the school's website.

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JHVA

Junior High Virtual Academy

Carrie Carlson
JHVA Program Administrator

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JHVA Background & Vision

JHVA launched in the fall of 2020. We just completed our first official semester:

- T/TH classes for 7th/8th grades
- 6 teachers - live instruction 2x/per week
- Math, Language Arts, Science, Study Skills/Growth Mindset
- 175 students - multiple classes
- 90% pass rate in all classes
  - 88% C or better
- Office hours/mentorship

Junior High Virtual Academy (JHVA) is an academic program that offers core content instruction for students in 7th and 8th grades. Our program engages learners through direct instruction, thoughtful classroom discussion, relevant projects, and local meetups/field trips. Junior High Virtual Academy is designed to meet the academic, social, and developmental needs of students while preparing them for a successful high school experience.

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Future Plans and Goals

Spring Semester 2021

- Science Fair
- Virtual Field Trips
  - California Museum “Time of Remembrance”
- Partner w/MDIP, CC, & Parent Ed
  - Holocaust Survivor Event
  - Digital Literacy & Internet Safety
- Spring Student Showcase
  - Winter Performance

2021/2022 School Year

- Add M/W classes
- Social Studies & Electives
- Exploring partnership with Central Schools
- In person meet ups/field trips

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Thank you!

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Coversheet

Approve Minutes

Section: I. Opening Items
Item: F. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Scheduled Board Meeting on December 8, 2020

APPROVED

Feather River Charter School

Minutes

Regular Scheduled Board Meeting

Date and Time
Tuesday December 8, 2020 at 6:00 PM

Location
3840 Rosin Court #100
Sacramento, CA 95834

Zoom Link: https://zoom.us/j/96568347400

Meeting ID: 965 6834 7400
Join by Phone: (669) 900-6833

Directors Present
David Brockmyer (remote), Jevon Webster (remote), Juina Carter (remote), Max Semenenko (remote), Nick Wavrin (remote)

Directors Absent
None

Guests Present
Bryanna Brossman (remote), Darcy Belleza (remote), Darlington Ahaiwe (remote), Jenell Sherman (remote), Kimmi Buzzard (remote), Spencer Styles (remote)

I. Opening Items

A.

Record Attendance

B. Call the Meeting to Order

David Brockmyer called a meeting of the board of directors of Feather River Charter School to order on Tuesday Dec 8, 2020 at 6:11 PM.

C. Approval of the Agenda

David Brockmyer made a motion to approve the Agenda.
Juina Carter seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Public Comments

Isabel Johnson spoke during public comments about Multi-Cultural Diversity Inclusion.

E. Closed Session

David Brockmyer made a motion to move into closed session at 6:17 pm.
Juina Carter seconded the motion.
The board **VOTED** unanimously to approve the motion.
Jevon Webster made a motion to move out of closed session at 7:03 pm.
Nick Wavrin seconded the motion.
The board **VOTED** to approve the motion.

F. Announcement of Any Action Taken During Closed Session

No action taken during Closed Session.

G. Approve Minutes

Jevon Webster made a motion to approve the minutes from Regular Scheduled Board Meeting on 10-27-20.
Max Semenenko seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jevon Webster	Aye
Nick Wavrin	Abstain
David Brockmyer	Aye
Max Semenenko	Aye
Juina Carter	Aye

H. Approve Minutes

Jevon Webster made a motion to approve the minutes from Special Board Meeting on 11-09-20.
Max Semenenko seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Juina Carter	Aye
Max Semenenko	Aye
Jevon Webster	Aye
David Brockmyer	Aye
Nick Wavrin	Abstain

I. Approve Minutes

Nick Wavrin made a motion to approve the minutes from Special Board Meeting on 12-01-20.
David Brockmyer seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Nick Wavrin	Aye
Max Semenenko	Aye
David Brockmyer	Aye
Juina Carter	Aye
Jevon Webster	Aye

II. Finance

A. Finance Training Workshop - Part 1

Part 1 of 2 of the Charter Impact Board Financial Workshop:

- Overview of where school funding comes from (Local Control Funding Formula and others), student groups, timelines, and current issues (Learning Loss Mitigation Funds and Deferrals).
- Budget Process and Timeline: Developing a draft budget, adjust the budget based on the governor's budget, and monthly monitoring and forecasting.

B. October Financials & First Interim Report

Jevon Webster made a motion to approve the October Financials & First Interim Report.
Nick Wavrin seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

David Brockmyer	Aye
Jevon Webster	Aye
Juina Carter	Aye
Max Semenenko	Aye
Nick Wavrin	Aye

C.

Budget Overview for Parents

David Brockmyer made a motion to approve the Budget Overview for Parents.
Jevon Webster seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Nick Wavrin	Aye
Juina Carter	Aye
Jevon Webster	Aye
David Brockmyer	Aye
Max Semenenko	Aye

D. Charter School Capital Presentation

Deferral Solution Presentation:

1. Organizational Overview and Introduction
2. CSC's Mission
3. Recession & Funding Solutions

E. Shared Staffing Memorandum of Understanding for High School

Nick Wavrin made a motion to approve the Memorandum of Understanding for High School.
David Brockmyer seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Max Semenenko	Aye
David Brockmyer	Aye
Jevon Webster	Aye
Nick Wavrin	Aye
Juina Carter	Aye

III. Other Items

A. Executive Director's Report

1. Student Achievement, School Planning, Professional Development, & Enrichment
2. New Community Resource Webpage created by the Family Liaisons has been posted
3. FCMAT Update - In-person meeting with FCMAT Team and school staff
4. Learning Loss Mitigation Funds - Recap of what the funds were used for
5. Charter Renewal Update - Renewal has been prepared and is going forward to the authorizer for a public hearing and vote
6. AB 1505 - How the new legislation impacts charter renewal including local indicator data, dashboard scores, and post-secondary outcomes.

7. STAR 360 Updates - Participation rates, scores, and calibration

B. Multi-Cultural Diversity Inclusion Perspectives Update

Deanna Dyer presented the Multi-Cultural Diversity Inclusion Perspectives Update

IV. Operations

A. Comprehensive Safety Plan

Jevon Webster made a motion to approve the updated Comprehensive Safety Plan.
David Brockmyer seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Jevon Webster	Aye
Nick Wavrin	Aye
David Brockmyer	Aye
Max Semenenko	Aye
Juina Carter	Aye

B. Employee Handbook

Nick Wavrin made a motion to approve the updated Employee Handbook.
Max Semenenko seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

David Brockmyer	Aye
Juina Carter	Aye
Nick Wavrin	Aye
Jevon Webster	Aye
Max Semenenko	Aye

V. Closing Items

A. Board of Director's Comments & Requests

No Board comments or requests were made.

B. Announcement of Next Regular Scheduled Board Meeting

January 26, 2020 at 6:00 pm

C. Adjourn Meeting

David Brockmyer made a motion to adjourn the meeting.
Juina Carter seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Juina Carter	Aye
Jevon Webster	Aye
Max Semenenko	Aye
Nick Wavrin	Aye
David Brockmyer	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:48 PM.

Respectfully Submitted,
David Brockmyer

Prepared by:
Kathy Fagundo

Noted by:

Board Secretary

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Coversheet

Approve Minutes

Section: I. Opening Items
Item: G. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on January 19, 2021

APPROVED

Feather River Charter School

Minutes

Special Board Meeting

Date and Time
Tuesday January 19, 2021 at 7:00 PM

Zoom Link: https://zoom.us/j/96568347400

Meeting ID: 965 6834 7400
Join by Phone: (669) 900-6833

Directors Present
David Brockmyer (remote), Jevon Webster (remote), Juina Carter (remote), Max Semenenko (remote), Nick Wavrin (remote)

Directors Absent
None

Guests Present
Julie Haycock-Cavender (remote), Kimmi Buzzard (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

David Brockmyer called a meeting of the board of directors of Feather River Charter School to order on Tuesday Jan 19, 2021 at 7:50 PM.

C. Approval of the Agenda

David Brockmyer made a motion to approve the Agenda with an addition of a Shared Services discussion item.
Jevon Webster seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Public Comments

- No public comments

II. Finance

A. Finance Training Workshop - Part 2

- The board attended the Financial Training Workshop previously.

III. Operations

A. Shared Services Presentation

- The board attended the Shared Services presentation previously.

B. Shared Services Presentation Discussion

- No related discussion items.

C. Uniform Complaint Policy and Procedures

David Brockmyer made a motion to approve the Uniform Complaint Policy & Procedures.
Max Semenenko seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Admissions & Enrollment Policy

David Brockmyer made a motion to approve the Admissions & Enrollment Policy.
Juina Carter seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Closing Items

A. Board of Director's Comments & Requests

- Try to coordinate the Feather River and Winship meetings better.

B.

Announcement of Next Regular Scheduled Board Meeting

- January 26, 2021 at 6:00 pm

C. Adjourn Meeting

David Brockmyer made a motion to adjourn the meeting at 8:02.
Nick Wavrin seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:02 PM.

Respectfully Submitted,
David Brockmyer

Prepared by:
Kimmi Buzzard

Noted by:

Board Secretary

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reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

December Financials

Section: II. Finance
Item: A. December Financials
Purpose: Vote
Submitted by:
Related Material: Feather River_Financial Pkg_December 2020.pdf

CHARTER IMPACT

Feather River Charter School

Monthly Financial Presentation – December 2020

FEATHER RIVER - Highlights

- Year-end revenue projections increased by $74k.
- Year-end expense projections increased by $655k
- Year-end surplus projected at $758k (October; $1.3M).
- Senate Bill 740 Requirements:
  - 40/80 Expense Ratio ✘

Cert.	Instr.
39.4%	78.2%
(61,800)	(199,644)

  - 25:1 Pupil-Teacher ratio ✓

Pupil:Teacher Ratio
22.75 :1

FEATHER RIVER - Revenue

Variance Analysis:

- **Federal Revenue:** Full recognition of Learning Loss Mitigation Funds- CRF
- **Other State Revenue:** Partial recognition of Learning Loss Mitigation Funds- GF
- **Other Local Revenue:** CSC Funding Donation

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 3,638,017	$ 3,738,033	$ (100,016)	$ 10,118,659	$ 10,123,609	$ (4,950)
Federal Revenue	70,250	47,881	22,369	200,181	129,930	70,251
Other State Revenue	310,702	268,596	42,107	916,402	908,300	8,102
Other Local Revenue	4,507	-	4,507	4,507	-	4,507
Total Revenue	**$ 4,023,476**	**$ 4,054,510**	**$ (31,034)**	**$ 11,239,750**	**$ 11,161,840**	**$ 77,911**

FEATHER RIVER - Expenses

Variance Analysis:

- **Certificated & Classified Salaries:** Staffing adjustment.
- **Books & Supplies:** Increase in projected software expense.
- **Sub agreement Services:** Inclusion of Shared Staffing invoice & increase to projected 'Special Education' expense.
- **Operation:** Increase in projected insurance expense.
- **Professional Services:** Increase in projected legal and general consulting expense.

	Year-to-Date			*826566*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**0**
Expenses						
Certificated Salaries	$ 1,809,692	$ 1,644,513	$ (165,179)	$ 3,637,837	$ 3,320,026	$ (317,811)
Classified Salaries	93,874	159,660	65,786	214,925	325,627	110,702
Benefits	491,314	529,934	38,620	1,041,809	1,078,395	36,586
Books and Supplies	756,451	612,442	(144,009)	1,326,064	1,221,145	(104,919)
Subagreement Services	1,126,804	1,112,690	(14,114)	2,785,965	2,221,458	(564,506)
Operations	54,642	85,134	30,492	139,775	170,267	30,492
Facilities	49	1,650	1,601	1,699	3,300	1,601
Professional Services	504,747	528,535	23,788	1,206,472	1,091,440	(115,032)
Depreciation	387	1,500	1,113	1,887	3,000	1,113
Interest	3,850	99,740	95,890	124,891	161,504	36,613
Total Expenses	**$ 4,841,809**	**$ 4,775,798**	**$ (66,011)**	**$ 10,481,323**	**$ 9,596,162**	**$ (885,161)**

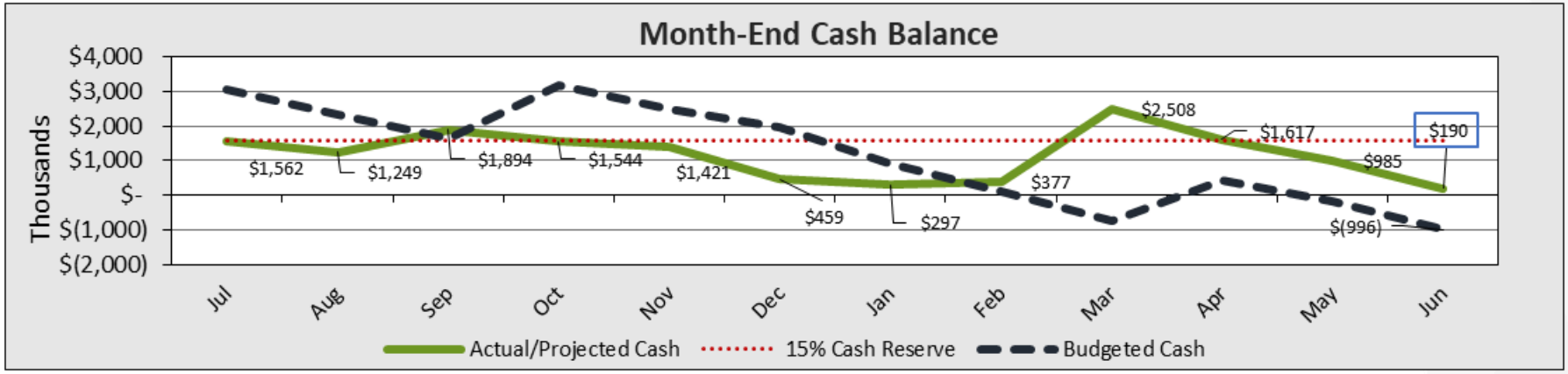
FEATHER RIVER - Fund Balance

- Projected surplus under budget.
- Decrease in projected year-end fund balance.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (818,333)**	**$ (721,288)**	**$ (97,045)**	**$ 758,427**	**$ 1,565,678**	**$ (807,250)**
Beginning Fund Balance	1,015,593	1,015,593		1,015,593	1,015,593	
Ending Fund Balance	**$ 197,260**	**$ 294,305**		**$ 1,774,020**	**$ 2,581,271**	
As a % of Annual Expenses	*1.9%*	*3.1%*		*16.9%*	*26.9%*	

FEATHER RIVER - Cash Balance

- Positive cash projected through receivable sales.
- Next receivable sale projected for February 2021.



FEATHER RIVER - Compliance Reporting

Due Date	Description	Completed By
Jan-22	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact
Jan-29	**CALPADS - Fall 1 Amendment deadline** - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by Feather River
Jan-31	**IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage -** Employers with 50 or more full-time employees (including full-time equivalent employees) in the previous year use Forms 1094-C and 1095-C to report the information required under sections 6055 and 6056 about offers of health coverage and enrollment in health coverage for their employees.	Feather River with Charter Impact support
Feb-01	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2019/20). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Feather River
Feb-20	**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
Feb-24	**E-Rate FCC Form 470 Due date (FY2021)** - To requests 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 24, 2021 is the deadline to certify an FY2021 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2021 filing window.	Feather River

FEATHER RIVER - Appendix

- Monthly Cash Flow / Forecast 20-21
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- Due-To/Due-From

Feather River Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 01/15/2020

ADA = 1091.86

CHARTER IMPACT

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 1091.85	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	461,815	456,593	826,566	826,566	826,566	825,385	825,385	390,955	149,727	149,727	149,727	3,318,958	**9,207,972**	9,238,479	(30,507)
8012 Education Protection Account	-	-	-	54,593	-	-	54,593	-	-	54,593	-	-	54,593	**218,372**	218,370	2
8096 In Lieu of Property Taxes	-	-	185,318	-	-	-	171,063	57,021	92,971	46,486	46,486	46,486	46,486	**692,316**	666,760	25,556
	-	461,815	641,911	881,159	826,566	826,566	1,051,041	882,406	483,926	250,806	196,213	196,213	3,420,037	**10,118,659**	**10,123,609**	**(4,950)**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	46,587	11,647	14,339	14,339	14,339	14,339	14,339	**129,931**	129,930	1
8296 Other Federal Revenue	-	-	7,999	-	-	62,251	-	-	-	-	-	-	-	**70,250**	-	70,250
	-	-	7,999	-	-	62,251	46,587	11,647	14,339	14,339	14,339	14,339	14,339	**200,181**	**129,930**	**70,251**
Other State Revenue																
8311 State Special Education	29,306	36,478	59,206	59,206	59,206	59,206	58,723	58,723	47,012	47,012	47,012	47,012	47,012	**655,116**	655,110	6
8550 Mandated Cost	-	-	-	-	-	-	27,177	-	-	-	-	-	-	**27,177**	27,177	-
8560 State Lottery	-	-	-	-	-	-	56,277	-	-	56,277	-	-	113,462	**226,015**	226,013	2
8598 Prior Year Revenue	-	95	-	-	-	-	-	-	-	-	-	-	-	**95**	-	95
8599 Other State Revenue	-	-	-	-	-	7,999	-	-	-	-	-	-	-	**7,999**	-	7,999
	29,306	36,573	59,206	59,206	59,206	67,205	142,177	58,723	47,012	103,289	47,012	47,012	160,474	**916,402**	**908,300**	**8,102**
Other Local Revenue																
8980 Contributions, Unrestricted	-	-	-	-	-	4,372	-	-	-	-	-	-	-	**4,372**	-	4,372
	-	-	-	135	-	4,372	-	-	-	-	-	-	-	**4,507**	**-**	**4,507**
Total Revenue	**29,306**	**498,388**	**709,116**	**940,500**	**885,772**	**960,394**	**1,239,806**	**952,777**	**545,278**	**368,434**	**257,565**	**257,565**	**3,594,850**	**11,239,750**	**11,161,840**	**77,911**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	183,657	209,254	210,453	211,205	204,314	201,677	204,375	204,375	204,375	204,375	204,375	204,375	-	**2,446,812**	2,375,121	(71,691)
1175 Teachers' Extra Duty/Stipends	4,000	10,850	18,313	18,263	19,125	19,380	15,500	15,500	15,500	15,500	15,500	15,500	-	**182,930**	155,000	(27,930)
1200 Pupil Support Salaries	34,958	36,658	39,158	38,958	39,333	39,033	39,033	39,033	39,033	39,033	39,033	39,033	-	**462,300**	390,500	(71,800)
1300 Administrators' Salaries	21,283	21,283	21,283	21,283	21,433	21,313	21,403	21,403	21,403	21,403	21,403	21,403	-	**256,299**	247,000	(9,299)
1900 Other Certificated Salaries	12,950	32,317	24,434	24,434	24,659	24,429	24,379	24,379	24,379	24,379	24,379	24,379	-	**289,495**	152,405	(137,090)
	256,849	310,362	313,641	314,143	308,865	305,833	304,691	304,691	304,691	304,691	304,691	304,691	-	**3,637,837**	**3,320,026**	**(317,811)**
Classified Salaries																
2100 Instructional Salaries	-	-	-	4,421	(4,421)	-	13,860	13,860	13,860	13,860	13,860	13,860	-	**83,161**	69,379	(13,782)
2200 Support Salaries	22,844	2,567	12,706	8,284	16,797	13,305	-	-	-	-	-	-	-	**76,504**	256,248	179,744
2400 Clerical and Office Staff Salaries	-	-	6,315	-	4,740	6,315	6,315	6,315	6,315	6,315	6,315	6,315	-	**55,260**	-	(55,260)
	22,844	2,567	19,021	12,706	17,116	19,620	20,175	20,175	20,175	20,175	20,175	20,175	-	**214,925**	**325,627**	**110,702**
Benefits																
3101 STRS	42,321	47,378	49,438	49,512	36,635	48,014	49,038	49,038	49,038	49,038	49,038	49,038	-	**567,524**	610,885	43,361
3301 OASDI	967	744	779	779	1,052	1,190	1,409	1,409	1,409	1,409	1,409	1,409	-	**13,964**	20,189	6,225
3311 Medicare	3,976	4,443	4,615	4,622	4,625	4,603	4,728	4,728	4,728	4,728	4,728	4,728	-	**55,256**	52,862	(2,394)
3401 Health and Welfare	28,220	26,439	25,337	25,390	27,219	24,634	28,750	28,750	28,750	28,750	28,750	28,750	-	**329,740**	315,000	(14,740)
3501 State Unemployment	1,746	366	-	49	204	97	6,983	5,586	2,793	1,397	1,397	1,397	-	**22,014**	28,420	6,406
3601 Workers' Compensation	3,254	(204)	6,100	3,050	3,050	3,050	4,565	4,565	4,565	4,565	4,565	4,565	-	**45,692**	51,039	5,347
3901 Other Benefits	-	-	7,619	-	-	-	-	-	-	-	-	-	-	**7,619**	-	(7,619)
	80,485	79,166	93,887	83,402	72,786	81,589	95,473	94,077	91,284	89,887	89,887	89,887	-	**1,041,809**	**1,078,395**	**36,586**
Books and Supplies																
4302 School Supplies	34,080	139,758	94,204	80,513	60,065	89,839	48,230	42,934	45,460	52,139	47,135	19,552	25,534	**779,444**	779,436	(8)
4305 Software	35	8,726	176,164	(84,620)	16,865	5,953	2,958	2,958	2,958	2,958	2,958	2,958	-	**140,872**	35,500	(105,372)
4310 Office Expense	-	1,872	1,010	807	2,347	-	942	942	942	942	942	942	-	**11,685**	11,300	(385)
4311 Business Meals	-	-	-	-	-	-	142	142	142	142	142	142	-	**850**	1,700	850
4400 Noncapitalized Equipment	-	28,434	18,649	30,582	42,683	8,486	45,380	40,397	42,774	49,058	44,349	18,397	24,025	**393,213**	393,209	(4)
	34,115	178,791	290,026	27,281	121,960	104,277	97,652	87,373	92,275	105,238	95,525	41,990	49,559	**1,326,064**	**1,221,145**	**(104,919)**
Subagreement Services																
5102 Special Education	600	7,338	12,666	70,121	86,946	278,097	35,075	35,075	35,075	35,075	35,075	35,075	-	**666,218**	420,900	(245,318)
5105 Security	-	-	-	-	-	-	458	458	458	458	458	458	-	**2,750**	5,500	2,750
5106 Other Educational Consultants	5,093	65,960	26,208	54,478	46,360	190,487	199,008	177,155	187,578	215,136	194,486	80,676	105,359	**1,547,984**	1,229,990	(317,993)
5107 Instructional Services	46,907	47,242	47,075	47,075	47,075	47,075	47,760	47,760	47,760	47,760	47,760	47,760	-	**569,012**	565,068	(3,944)
	52,601	120,541	85,949	171,674	180,381	515,659	282,302	260,449	270,871	298,429	277,780	163,970	105,359	**2,785,965**	**-** **2,221,458**	**(564,506)**
Operations and Housekeeping																
5201 Auto and Travel	-	-	97	-	-	-	2,006	2,006	2,006	2,006	2,006	2,006	-	**12,131**	24,067	11,936
5300 Dues & Memberships	-	1,070	-	-	-	-	867	867	867	867	867	867	-	**6,270**	10,400	4,130
5400 Insurance	3,271	5,125	16,792	8,396	8,396	8,836	11,250	11,250	11,250	11,250	11,250	11,250	-	**118,316**	135,000	16,684
5900 Communications	-	579	434	120	96	176	67	67	67	67	67	67	-	**1,804**	800	(1,004)
5901 Postage and Shipping	-	-	58	(39)	141	1,094	-	-	-	-	-	-	-	**1,254**	-	(1,254)
	3,271	6,774	17,381	8,477	8,633	10,105	14,189	14,189	14,189	14,189	14,189	14,189	-	**139,775**	**170,267**	**30,492**
Facilities, Repairs and Other Leases																
5601 Rent	-	-	-	-	-	-	83	83	83	83	83	83	-	**500**	1,000	500
5604 Other Leases	-	-	-	-	-	-	142	142	142	142	142	142	-	**850**	1,700	850
5610 Repairs and Maintenance	-	-	-	-	-	49	50	50	50	50	50	50	-	**349**	600	251
	-	-	-	-	-	49	275	275	275	275	275	275	-	**1,699**	**3,300**	**1,601**
Professional/Consulting Services																
5801 IT	-	-	-	-	-	49	225	225	225	225	225	225	-	**1,399**	2,700	1,301
5802 Audit & Taxes	-	-	-	-	5,400	-	-	-	-	-	-	-	-	**5,400**	5,400	-
5803 Legal	-	8,833	(8,223)	10,685	4,567	21,170	1,008	1,008	1,008	1,008	1,008	1,008	-	**43,082**	12,100	(30,982)
5804 Professional Development	-	-	-	-	-	1,057	5,550	5,550	5,550	5,550	5,550	5,550	-	**34,357**	66,600	32,243
5805 General Consulting	-	400	567	200	1,200	11,780	683	683	683	683	683	683	-	**18,246**	8,200	(10,046)
5806 Special Activities/Field Trips	-	2,006	-	-	1,361	8,617	10,006	8,907	9,432	10,817	9,779	4,056	5,298	**70,279**	70,278	(1)
5807 Bank Charges	1,315	476	612	800	1,088	765	230	230	230	230	230	230	-	**6,436**	2,645	(3,791)
5808 Printing	55	22	-	-	-	-	10	10	10	10	10	10	-	**136**	115	(21)
5809 Other taxes and fees	861	370	-	2,190	-	140	320	320	320	320	320	320	-	**5,481**	3,680	(1,801)
5810 Payroll Service Fee	154	791	295	986	535	850	612	612	612	612	612	612	-	**7,280**	7,468	188
5811 Management Fee	57,924	64,293	63,826	64,351	64,211	63,951	63,809	63,809	63,809	63,809	63,809	63,809	-	**761,410**	760,400	(1,010)

Feather River Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 01/15/2020

ADA = 1091.86

CHARTER IMPACT

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5812 District Oversight Fee	-	-	(19,021)	-	-	63,242	26,276	22,060	12,098	6,270	4,905	4,905	132,231	**252,966**	151,854	(101,112)
	60,309	77,191	38,055	79,211	78,362	171,619	108,730	103,415	93,977	89,535	87,131	81,409	137,528	**1,206,472**	**1,091,440**	**(115,032)**
Depreciation																
6900 Depreciation Expense	64	4,423	4,423	(8,652)	64	64	250	250	250	250	250	250	-	**1,887**	3,000	1,113
	64	4,423	4,423	(8,652)	64	64	250	250	250	250	250	250	-	**1,887**	**3,000**	**1,113**
Interest																
7438 Interest Expense	283	283	2,046	506	450	283	22,776	11,388	86,877	-	-	-	-	**124,891**	161,504	36,613
	283	283	2,046	506	450	283	22,776	11,388	86,877	-	-	-	-	**124,891**	**161,504**	**36,613**
Total Expenses	**510,820**	**780,097**	**864,429**	**688,748**	**788,617**	**1,209,099**	**946,513**	**896,281**	**974,864**	**922,669**	**889,903**	**716,836**	**292,446**	**10,481,323**	**9,596,162**	**(885,161)**
Monthly Surplus (Deficit)	**(481,514)**	**(281,709)**	**(155,312)**	**251,752**	**97,155**	**(248,705)**	**293,293**	**56,495**	**(429,587)**	**(554,235)**	**(632,339)**	**(459,271)**	**3,302,404**	**758,427**	- **1,565,678**	**(807,250)**
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(481,514)	(281,709)	(155,312)	251,752	97,155	(248,705)	293,293	56,495	(429,587)	(554,235)	(632,339)	(459,271)	3,302,404	**758,427**		
Cash flows from operating activities																
Depreciation/Amortization	64	4,423	4,423	(8,652)	64	64	250	250	250	250	250	250	-	**1,887**		
Public Funding Receivables	-	160,673	78,713	-	273,986	-	(932,086)	-	-	-	-	-	(3,594,850)	**(4,013,564)**		
Grants and Contributions Rec.	1,142,686	-	522,695	497,103	132,265	(832,593)	-	-	-	-	-	-	-	**1,462,155**		
Due To/From Related Parties	93,815	94,484	626,555	98,809	94,150		93,815	-	-	-	-	-	-	**1,101,628**		
Prepaid Expenses	25	(34,339)	11,446	(10,480)	11,446	-	-	-	-	-	-	-	-	**(21,902)**		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Accounts Payable	(170,229)	473,401	(121,579)	(688,811)	(16,742)	188,102	-	-	-	-	-	-	292,446	**(43,412)**		
Accrued Expenses	(16,028)	(261,939)	(244,731)	(359,232)	(336,352)	1,753	(335,202)	(335,202)	(336,351)	(336,351)	-	(336,351)	-	**(2,895,986)**		
Deferred Revenue	-	-	148,486	-	-	(70,250)	-	-	-	-	-	-	-	**78,236**		
Other Liabilities	(1,141,700)	-	-	-	-	-	-	-	-	-	-	-	-	**(1,141,700)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(261,500)	-	261,500	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring		-	-		-		759,200	379,600	2,895,907				-	**4,034,707**		
Payments on Factoring	-	(206,000)	(206,000)	(370,800)	(358,900)	-							-	**(1,141,700)**		
Proceeds from Debt	1,697,242	-	-	-	-	-	-	-	-	-	-	-	-	**1,697,242**		
Payments on Debt	-	283	(20,550)	(20,550)	(20,550)	283	(41,667)	(20,833)					-	**(123,585)**		
Total Change in Cash	1,124,361	(312,223)	644,145	(349,360)	(123,478)	(961,345)	(162,396)	80,310	2,130,219	(890,336)	(632,089)	(795,373)				
Cash, Beginning of Month	437,300	1,561,660	1,249,437	1,893,582	1,544,222	1,420,744	459,399	297,003	377,313	2,507,532	1,617,196	985,107				
Cash, End of Month	**1,561,660**	**1,249,437**	**1,893,582**	**1,544,222**	**1,420,744**	**459,399**	**297,003**	**377,313**	**2,507,532**	**1,617,196**	**985,107**	**189,734**				

Cert.	Instr.
39.4%	78.2%
(61,800)	(199,644)

Pupil:Teacher Ratio	
22.75	:1

Feather River Charter School

Budget vs Actual

For the period ended December 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	826,566	$ 828,128	$ (1,562)	$ 3,398,106	$ 3,404,525	$ (6,419)	$ 9,238,479
Education Protection Account	-	-	-	54,593	54,593	1	218,370
In Lieu of Property Taxes	-	53,127	(53,127)	185,318	278,916	(93,598)	666,760
Total State Aid - Revenue Limit	826,566	881,255	(54,689)	3,638,017	3,738,033	(100,016)	10,123,609
Federal Revenue							
Special Education - Entitlement	-	11,647	(11,647)	-	47,881	(47,881)	129,930
Other Federal Revenue	62,251	-	62,251	70,250	-	70,250	-
Total Federal Revenue	62,251	11,647	50,604	70,250	47,881	22,369	129,930
Other State Revenue							
State Special Education	59,206	58,723	483	302,608	241,418	61,190	655,110
Mandated Cost	-	27,177	(27,177)	-	27,177	(27,177)	27,177
State Lottery	-	-	-	-	-	-	226,013
Prior Year Revenue	-	-	-	95	-	95	-
Other State Revenue	7,999	-	7,999	7,999	-	7,999	-
Total Other State Revenue	67,205	85,901	(18,696)	310,702	268,596	42,107	908,300
Other Local Revenue							-
Interest Revenue	-	-	-	135	-	135	-
Contributions, Unrestricted	4,372	-	4,372	4,372	-	4,372	-
Total Other Local Revenue	4,372	-	4,372	4,507	-	4,507	-
Total Revenues	**960,394**	**$ 978,802**	**$ (18,408)**	**$ 4,023,476**	**$ 4,054,510**	**$ (31,034)**	**$ 11,161,840**
Expenses							
Certificated Salaries							
Teachers' Salaries	201,677	$ 197,927	$ (3,751)	$ 1,220,560	$ 1,187,561	$ (32,999)	$ 2,375,121
Teachers' Extra Duty/Stipends	19,380	15,500	(3,880)	89,930	62,000	(27,930)	155,000
Pupil Support Salaries	39,033	32,542	(6,492)	228,100	195,250	(32,850)	390,500
Administrators' Salaries	21,313	20,583	(730)	127,880	123,500	(4,380)	247,000
Other Certificated Salaries	24,429	12,700	(11,728)	143,223	76,203	(67,020)	152,405
Total Certificated Salaries	305,833	279,252	(26,581)	1,809,692	1,644,513	(165,179)	3,320,026
Classified Salaries							
Instructional Salaries	-	6,307	6,307	-	31,536	31,536	69,379
Support Salaries	13,305	21,354	8,049	76,504	128,124	51,620	256,248
Clerical and Office Staff Salaries	6,315	-	(6,315)	11,055	-	(11,055)	-
Total Classified Salaries	19,620	27,661	8,041	87,559	159,660	72,101	325,627
Benefits							
State Teachers' Retirement System, certificated po	48,014	51,382	3,368	273,297	302,590	29,293	610,885
OASDI/Medicare/Alternative, certificated positions	1,190	1,715	525	5,510	9,899	4,389	20,189
Medicare/Alternative, certificated positions	4,603	4,450	(153)	26,885	26,160	(724)	52,862
Health and Welfare Benefits, certificated positions	24,634	26,250	1,616	157,240	157,500	260	315,000
State Unemployment Insurance, certificated positi	97	1,421	1,324	2,463	8,526	6,063	28,420
Workers' Compensation Insurance, certificated pos	3,050	4,297	1,247	18,300	25,258	6,958	51,039
Other Benefits, certificated positions	-	-	-	7,619	-	(7,619)	-
Total Benefits	81,589	89,515	7,926	491,314	529,934	38,620	1,078,395
Books & Supplies							
School Supplies	89,839	39,761	(50,078)	498,459	390,961	(107,498)	779,436
Software	5,953	2,958	(2,994)	123,122	17,750	(105,372)	35,500
Office Expense	-	942	942	6,035	5,650	(385)	11,300
Business Meals	-	142	142	-	850	850	1,700
Noncapitalized Equipment	8,486	20,058	11,573	128,834	197,231	68,397	393,209
Total Books & Supplies	104,277	63,861	(40,416)	756,451	612,442	(144,009)	1,221,145
Subagreement Services							
Special Education	278,097	35,075	(243,022)	455,768	210,450	(245,318)	420,900
Security	-	458	458	-	2,750	2,750	5,500
Other Educational Consultants	190,487	62,745	(127,742)	388,586	616,956	228,370	1,229,990
Instructional Services	47,075	47,089	14	282,450	282,534	84	565,068
Total Subagreement Services	515,659	145,367	(370,292)	1,126,804	1,112,690	(14,114)	2,221,458
Operations & Housekeeping							
Auto and Travel	-	2,006	2,006	97	12,033	11,936	24,067
Dues & Memberships	-	867	867	1,070	5,200	4,130	10,400

Feather River Charter School

Budget vs Actual

For the period ended December 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Insurance	8,836	11,250	2,414	50,816	67,500	16,684	135,000
Communications	176	67	(109)	1,404	400	(1,004)	800
Postage and Shipping	1,094	-	(1,094)	1,254	-	(1,254)	-
Total Operations & Housekeeping	10,105	14,189	4,084	54,642	85,134	30,492	170,267
Facilities, Repairs & Other Leases							
Rent	-	83	83	-	500	500	1,000
Other Leases	-	142	142	-	850	850	1,700
Repairs and Maintenance	49	50	1	49	300	251	600
Total Facilities, Repairs & Other Leases	49	275	226	49	1,650	1,601	3,300
Professional/Consulting Services							
IT	49	225	176	49	1,350	1,301	2,700
Audit & Taxes	-	1,800	1,800	5,400	5,400	-	5,400
Legal	21,170	1,008	(20,162)	37,032	6,050	(30,982)	12,100
Professional Development	1,057	5,550	4,493	1,057	33,300	32,243	66,600
General Consulting	11,780	683	(11,096)	14,146	4,100	(10,046)	8,200
Special Activities/Field Trips	8,617	3,585	(5,032)	11,983	35,251	23,268	70,278
Bank Charges	765	230	(535)	5,056	1,265	(3,791)	2,645
Printing	-	10	10	76	55	(21)	115
Other Taxes and Fees	140	320	180	3,561	1,760	(1,801)	3,680
Payroll Service Fee	850	622	(227)	3,610	3,734	123	7,467
Management Fee	63,951	63,367	(584)	378,556	380,200	1,644	760,400
District Oversight Fee	63,242	13,219	(50,023)	44,220	56,071	11,850	151,854
Total Professional/Consulting Services	171,619	90,619	(80,999)	504,747	528,535	23,788	1,091,440
Depreciation							
Depreciation Expense	64	250	186	387	1,500	1,113	3,000
Total Depreciation	64	250	186	387	1,500	1,113	3,000
Interest							
Interest Expense	283	-	(283)	3,850	99,740	95,890	161,504
Total Interest	283	-	(283)	3,850	99,740	95,890	161,504
Total Expenses	**1,209,099**	**$ 710,990**	**$ (498,109)**	**$ 4,835,494**	**$ 4,775,798**	**$ (59,696)**	**$ 9,596,162**
Change in Net Assets	**(248,705)**	**267,812**	**(516,516)**	**(812,018)**	**(721,288)**	**(90,730)**	**1,565,678**
Net Assets, Beginning of Period	452,250			1,015,563			
Net Assets, End of Period	**$ 203,575**			**$ 203,575**			

Feather River Charter School

Statement of Financial Position

December 31, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 465,714	$ 437,300	$ 28,414	6%
Accounts Receivable	972,685	1,293,140	(320,455)	-25%
Public Funding Receivable	205,691	719,063	(513,372)	-71%
Due To/From Related Parties	4,109,277	5,117,090	(1,007,813)	-20%
Prepaid Expenses	70,045	48,143	21,902	45%
Total Current Assets	**5,823,411**	**7,614,735**	**(1,791,324)**	**-24%**
Long-Term Assets				
Property & Equipment, Net	4,963	5,350	(387)	-7%
Total Long Term Assets	**4,963**	**5,350**	**(387)**	**-7%**
Total Assets	**$ 5,828,374**	**$ 7,620,085**	**$ (1,791,711)**	**-24%**
Liabilities				
Current Liabilities				
Accounts Payable	$ 328,243	$ 664,131	$ (335,888)	-51%
Accrued Liabilities	3,457,161	4,673,689	(1,216,528)	-26%
Deferred Revenue	78,236	1,141,700	(1,063,464)	-93%
Notes Payable, Current Portion	232,199	125,002	107,197	86%
Total Current Liabilities	**4,095,839**	**6,604,522**	**(2,508,683)**	**-38%**
Long-Term Liabilities				
Notes Payable, Net of Current Portion	1,528,960	-	1,528,960	0%
Total Long-Term Liabilities	**1,528,960**	**-**	**1,528,960**	**0%**
Total Liabilities	**$ 5,624,799**	**$ 6,604,522**	**$ (979,723)**	**-15%**
Total Net Assets	203,575	1,015,563	**(811,988)**	**-80%**
Total Liabilities and Net Assets	**$ 5,828,374**	**$ 7,620,085**	**$ (1,791,711)**	**-24%**

Feather River Charter School

Statement of Cash Flows

For the period ended December 31, 2020

	Month Ended 12/31/20	YTD Ended 12/31/20
Cash Flows from Operating Activities		
Change in Net Assets	(248,705)	(812,018)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	64	387
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	513,372
Grants, Contributions & Pledges Receivable	(832,593)	320,455
Due from Related Parties	-	1,007,813
Prepaid Expenses	-	(21,902)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	188,102	(335,858)
Accrued Expenses	1,753	(1,216,528)
Deferred Revenue	(70,250)	(1,063,464)
Total Cash Flows from Operating Activities	**(961,628)**	**(1,607,743)**
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	283	1,636,157
Total Cash Flows from Financing Activities	**283**	**1,636,157**
Change in Cash & Cash Equivalents	(961,345)	28,414
Cash & Cash Equivalents, Beginning of Period	1,427,059	437,300
Cash and Cash Equivalents, End of Period	**465,714**	**465,714**

Feather River Charter School

Check Register

For the period ended December 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
10978	Y Corporation	12/9/2020	VOID
11070	Homeschool Planet	12/11/2020	VOID
11267	Villari's Martial Arts	12/15/2020	VOID
11300	Homeschool Planet	12/11/2020	VOID
11354	Sutter County Schools	12/2/2020	78,901.58
11355	A Brighter Child	12/3/2020	2,591.42
11356	AAF Driving School	12/3/2020	0.00
11357	American River Speech Therapy	12/3/2020	500.00
11358	Arabic Homeschool	12/3/2020	98.00
11359	Arabic Language Education For Everyone, Inc.	12/3/2020	670.00
11360	Arthur J Gallagher & Co Insurance Brokers of CA Inc	12/3/2020	440.00
11361	AXIS, Applied Integrated Services, LLC.	12/3/2020	6,660.00
11362	Beni Herevia Jr.	12/3/2020	200.00
11363	Blake Litschke	12/3/2020	90.00
11365	BookShark	12/3/2020	9,857.37
11366	Brandy Ruscica	12/3/2020	260.00
11367	Brave Writer LLC	12/3/2020	414.49
11368	CB Music	12/3/2020	307.00
11369	Charter Impact, Inc.	12/3/2020	604.85
11370	CharterSafe	12/3/2020	11,446.00
11371	Club Z! In-Home Tutoring	12/3/2020	0.00
11372	David Brockmyer	12/3/2020	300.00
11373	DBL Enterprises, Inc.	12/3/2020	49.00
11374	Deborah Burns-McCloskey, MA CCCSPL	12/3/2020	2,000.00
11375	Drivers Ed Direct	12/3/2020	39.00
11376	E-Therapy LLC	12/3/2020	964.75
11377	Eat at Joes Inc dba Encore! Studio of Performing Arts	12/3/2020	281.00
11378	Educational Development Corporation	12/3/2020	42.97
11379	EMH Sports USA, Inc.	12/3/2020	680.00
11380	Evan-Moor	12/3/2020	8.69
11381	Evitta Gantt	12/3/2020	2,375.00
11382	Family Taekwondo Academy	12/3/2020	99.00
11383	Folsom Piano Academy	12/3/2020	336.00
11384	Global Teletherapy	12/3/2020	33,865.00
11385	Growing Healthy Children Therapy Services Inc.	12/3/2020	12,647.75
11386	Guitar Center, Inc.	12/3/2020	357.00
11387	Hawkins School of Performing Arts	12/3/2020	305.00

11388	Healing Pastures	12/3/2020	400.00
11389	Heather Williams	12/3/2020	337.50
11390	History Unboxed LLC	12/3/2020	424.36
11391	It Takes The Village	12/3/2020	1,300.00
11392	Jabbergym	12/3/2020	1,817.50
11393	Jacquelynn Hauser	12/3/2020	455.00
11394	Jane Johnson Speech Therapy Inc.	12/3/2020	270.00
11395	Jennifer Neufeld	12/3/2020	110.00
11396	Jennifier Androkitis	12/3/2020	1,260.00
11397	Jevon Webster	12/3/2020	200.00
11398	Judy Phillips	12/3/2020	125.00
11399	Julna Carter	12/3/2020	200.00
11400	Kalmykov Tatyana	12/3/2020	160.00
11401	Ken Willer	12/3/2020	100.00
11402	Kimberly Malta	12/3/2020	542.00
11403	KiwiCo, Inc	12/3/2020	1,538.94
11404	Lakeshore	12/3/2020	39.90
11405	Lisa Frimberger	12/3/2020	450.00
11406	Lotus Educational Services	12/3/2020	4,476.23
11407	Maksim Semenenko	12/3/2020	300.00
11408	Margaret Navarro Gupta	12/3/2020	300.00
11409	Margaryta Chaplinska Art Studio	12/3/2020	1,400.00
11410	Mary Frederick	12/3/2020	185.00
11411	Math-U-See Inc.	12/3/2020	847.00
11412	McColgan & Associates Inc.	12/3/2020	1,601.25
11413	MEL Science U.S. LLC	12/3/2020	279.20
11414	Melissa Branum	12/3/2020	414.00
11415	Monique Rance	12/3/2020	330.00
11416	Moving Beyond the Page	12/3/2020	156.41
11417	Musical Mayhem Productions, Inc.	12/3/2020	225.00
11418	Nick Wavrin	12/3/2020	200.00
11419	Oak Meadow Inc.	12/3/2020	143.00
11420	Olga Petrenko	12/3/2020	210.00
11421	OVparks	12/3/2020	97.00
11422	PresenceLearning, Inc.	12/3/2020	183.63
11423	Provenance	12/3/2020	66,281.80
11424	R&D Educational Systems Inc Sombrero Time	12/3/2020	298.00
11425	Rainbow Resource Center	12/3/2020	564.33
11426	Sacramento Ballet Association	12/3/2020	350.00
11427	School of Rock Elk Grove & Roseville	12/3/2020	350.00
11428	Sheri Joyce aka Well Read Fred	12/3/2020	120.00
11429	Singapore Math Inc.	12/3/2020	278.38
11430	Singapore Math Live, LLC	12/3/2020	15.00
11431	Slava Swim- Viacheslav Shyrshov	12/3/2020	2,340.00
11432	Studio B - Academy of Ballet	12/3/2020	560.00

11433	Supercharged Science	12/3/2020	333.00
11434	Tamraloo Music	12/3/2020	160.00
11435	Teacher Synergy, LLC	12/3/2020	40.99
11436	Teaching Textbooks	12/3/2020	153.24
11437	The Curiosity Collective	12/3/2020	990.00
11438	Therapeutic Language Clinic, Inc.	12/3/2020	1,870.00
11439	Timberdoodle.com	12/3/2020	4,050.86
11440	Tracy Ternes	12/3/2020	225.00
11441	Villari's Martial Arts	12/3/2020	0.00
11442	Well-Trained Mind Academy	12/3/2020	1,725.00
11443	Wholistic Learning Resources	12/3/2020	565.00
11444	Writing With Kris	12/3/2020	1,455.00
11445	Young Music LLC	12/3/2020	137.00
11446	Youth Basketball Academy	12/3/2020	150.00
11447	Yuko Ray	12/3/2020	412.00
11448	Y Corporation	12/9/2020	280.00
11449	A Brighter Child	12/10/2020	1,072.11
11450	Bitsbox	12/10/2020	455.40
11451	BookShark	12/10/2020	157.74
11452	Brave Writer LLC	12/10/2020	164.85
11453	Charter Impact, Inc.	12/10/2020	17,290.40
11454	Helen Graham	12/10/2020	230.00
11455	Jaimee Wadman	12/10/2020	175.00
11456	Jan Turton's Music	12/10/2020	100.00
11457	Kaitlyn Brennan	12/10/2020	214.00
11458	KiwiCo, Inc	12/10/2020	551.52
11459	Lakeshore	12/10/2020	183.76
11460	Learning Without Tears	12/10/2020	9.99
11461	Little Learners Education Center	12/10/2020	1,300.00
11462	Lori Huck	12/10/2020	1,230.00
11463	Math-U-See Inc.	12/10/2020	55.00
11464	MEL Science U.S. LLC	12/10/2020	453.70
11465	Moria McAfee	12/10/2020	525.00
11466	Moving Beyond the Page	12/10/2020	99.46
11467	Nicole the Math Lady LLC	12/10/2020	129.00
11468	Olga Shabanov	12/10/2020	160.00
11469	On The GO Academy	12/10/2020	1,276.00
11470	Rainbow Resource Center	12/10/2020	226.88
11471	The Lampo Group, LLC	12/10/2020	19.99
11472	Theory Dance LLC	12/10/2020	140.00
11473	United States Treasury	12/10/2020	139.77
11474	Momni Cafe	12/14/2020	1,612.50
11475	Cortney Jeary	12/15/2020	345.00
11476	Jonathan Holowaty	12/15/2020	200.00
11477	Law Offices of Natashe Washington PC	12/16/2020	250,000.00

11478	EMH Sports USA, Inc.	12/17/2020	85.00
11479	Alona Kravchuk	12/18/2020	200.00
11480	Anzhelika Chernozubov	12/18/2020	530.00
11481	Arabic Homeschool	12/18/2020	385.00
11482	Beni Herevia Jr.	12/18/2020	120.00
11483	Bob Sweat M. Ed.Mat, Tutoring	12/18/2020	50.00
11484	Boutwell Fay LLP	12/18/2020	616.21
11485	Bright Thinker	12/18/2020	248.98
11486	Charter Schools Development Center	12/18/2020	2,595.00
11487	Club Z! In-Home Tutoring	12/18/2020	414.00
11488	David Brockmyer	12/18/2020	100.00
11489	Eat at Joes Inc dba Encore! Studio of Performing Arts	12/18/2020	281.00
11490	Educational Development Corporation	12/18/2020	260.52
11491	EFSAC Education Francaise de Sacramento	12/18/2020	616.00
11492	Galaxy Dance Arts, LLC	12/18/2020	291.00
11493	Gerardo Duenas	12/18/2020	2,000.00
11494	Global Teletherapy	12/18/2020	144.00
11495	Homeschool Planet	12/18/2020	149.90
11496	Jacquelynn Hauser	12/18/2020	300.00
11497	Jennifer Neufeld	12/18/2020	110.00
11498	Jevon Webster	12/18/2020	100.00
11499	Joan Swanson	12/18/2020	806.00
11500	Jonathan Holowaty	12/18/2020	150.00
11501	Judy Phillips	12/18/2020	75.00
11502	Julna Carter	12/18/2020	100.00
11503	Ken Willer	12/18/2020	255.00
11504	Khaled Hussein	12/18/2020	720.00
11505	Kimberly Malta	12/18/2020	400.00
11506	Kovar's Laguna	12/18/2020	338.00
11507	Kovar's Satori Academy	12/18/2020	596.00
11508	Kumon of Rancho Cordova	12/18/2020	520.00
11509	Lakeshore	12/18/2020	165.58
11510	Laura Stetsenko	12/18/2020	750.00
11511	Lola Sadikova	12/18/2020	480.00
11512	Maksim Semenenko	12/18/2020	100.00
11513	Moore's Karate of Elk Grove, Inc.	12/18/2020	550.00
11514	Mr. D Math	12/18/2020	197.00
11515	NCDC	12/18/2020	260.00
11516	New Songs Music	12/18/2020	1,390.00
11517	Nick Wavrin	12/18/2020	100.00
11518	Nicole the Math Lady LLC	12/18/2020	49.00
11519	Peace Hill Press, Inc. dba Well Trained Mind Press	12/18/2020	19.60
11520	PresenceLearning, Inc.	12/18/2020	164.52
11521	Provenance	12/18/2020	124.95
11522	Sacramento Spark	12/18/2020	300.00

11523	Sarah McFadyen	12/18/2020	810.00
11524	Sheri Joyce aka Well Read Fred	12/18/2020	120.00
11525	Singapore Math Inc.	12/18/2020	235.36
11526	Space 4 Art Jam LLC	12/18/2020	180.00
11527	Spotlight Music Lessons LLC	12/18/2020	372.00
11528	Studio B - Academy of Ballet	12/18/2020	320.00
11529	Vadim's Music School	12/18/2020	400.00
11530	VoiceWire LLC	12/18/2020	600.00
11531	Williamsburg Learning	12/18/2020	375.00
11532	Winship-Robbins ESD	12/18/2020	63,241.62
11533	Writing With Kris	12/18/2020	1,420.00
11534	Young Talents Music School	12/18/2020	495.00
11535	Yuko Ray	12/18/2020	298.00
11536	Club Z! In-Home Tutoring	12/18/2020	414.00
11537	A1 Driving School, Inc.	12/22/2020	50.00
11538	Juliet Baker	12/30/2020	135.00
11539	Nicole Ball	12/30/2020	135.00
11540	Desiree Brantley	12/30/2020	79.30
11541	Angela Bright	12/30/2020	178.30
11542	Stacy Close	12/30/2020	12.47
11543	Julie Deal	12/30/2020	68.72
11544	Addison Duff	12/30/2020	41.63
11545	Amy Griffin	12/30/2020	55.23
11546	Danielle Holaday	12/30/2020	330.25
11547	Stacey Houdyshell	12/30/2020	18.00
11548	Joann Housman	12/30/2020	159.91
11549	Darcy Howard	12/30/2020	7.81
11550	Catherine Lambert	12/30/2020	41.62
11551	Francisco Lopez	12/30/2020	28.12
11552	Sarah Miller	12/30/2020	1.09
11553	Stephanie Mitchell	12/30/2020	35.03
11554	Megan Nason	12/30/2020	18.49
11555	Kristina Nicosia	12/30/2020	36.48
11556	Gracia Pleta-Herrera	12/30/2020	18.00
11557	Stacey Preach	12/30/2020	6.75
11558	Adrienne Smith-Gwynne	12/30/2020	144.00
11559	Kelly West	12/30/2020	5.63
11560	Ashley Williams	12/30/2020	26.20
11561	Samantha Woodbeck	12/30/2020	9.56
	Total Disbursements in December		$ 639,821.29

Feather River Charter School

Due (To)/From All Inspire Charter School Locations

For the period ended December 31, 2020

	Account Balance
Due (to)/from Inspire LA	$ 3,816,230
Due (to)/from Inspire Charter Services	293,047
	-
Total Due (to)/from Balance	**$ 4,109,277**

Coversheet

Policy on Differential Graduation and Competency Standards and Certificates of Educational Achievement for Students with Disabilities

Section: III. Academic Excellence
Item: A. Policy on Differential Graduation and Competency Standards and Certificates of Educational Achievement for Students with Disabilities
Purpose: Vote
Submitted by:
Related Material: CofC Board Policy - Feather River.pdf

Policy on Differential Graduation and Competency Standards and Certificates of Educational Achievement for Students with Disabilities

Feather River 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 Feather River Charter School Governing Board approving this Policy on Differential Graduation and Competency Standards and Certificates of Educational Achievement for Students with Disabilities is to accomplish the following:

1. Outline the Instruction for Students with Disabilities
2. Establish the High School Diploma and Certificate of Educational Achievement / Completion

1. **Instruction:** Feather River Charter School ("Charter School") recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and Charter wide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma.

   No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or cocurricular activities.

2. **High School Diploma and Certificate of Educational Achievement /Completion:** Instead of a high school diploma, a student with exceptional needs may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements:

   (a) The student has satisfactorily completed a prescribed alternative course of study approved by the Board of Education of the school district which the student attended or the district with jurisdiction over the student as identified in his/her IEP; or

   (b) The student has satisfactorily achieved his or her IEP goals and objectives during high school as determined by the IEP team; or

   (c) The student has satisfactorily attended high school, participated in the instruction

specified in his or her IEP, and has met the objectives of the statement of transition services.

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

In addition, the Executive Director or designee shall ensure that the student will continue to have access to special education related supports and services until the student meets Charter School's criteria to receive a high school diploma or until age 22.

Whether a student receives a certificate of completion or a diploma is confidential. The Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally graduation ceremonies and activities.

Legal References: EDUCATION CODE
56341 Individualized Education Program Team
56345 Elements of the Individualized Education Program Team
56390-56393 Recognition for Educational Achievement or Completion of Program
60850-60859 High School Exit Exam

CODE OF REGULATIONS, TITLE 5
3070 Graduation

UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Individuals with Disabilities Education act, especially:
300.20 Definition of IEP

Adopted/Ratified: [INSERT]
Revision Date: [INSERT]

Coversheet

2021-2022 School Calendar

Section: III. Academic Excellence
Item: B. 2021-2022 School Calendar
Purpose: Vote
Submitted by:
Related Material: Feather River 21-22 Draft Calendar 1.13.21.pdf

2021-2022 School Calendar

Feather River CHARTER SCHOOL

July 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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September 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21

October 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21

November 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

15

December 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13

January 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19

February 2022

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13	14	15	16	17	18	19
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27	28					

18

March 2022

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23

April 2022

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15

May 2022

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21

June 2022

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2

190

School Year Dates	
Aug 2	Teachers Back to Work
Aug 16	First Day of School
Jan 7	End of Semester 1
Jan 13	Report Cards Due
May 25	Last Day of School
May 31	Report Cards Due
Jun 2	Last Teacher Day

Holidays	
Sep 6	Labor Day
Nov 11	Veteran's Day
Nov 19-26	Thanksgiving Vacation
Dec 20-Jan 3	Winter Break
Jan 14	Martin Luther King, Jr. Day
Feb 11	Lincoln Day
Feb 21	Washington Day
Apr 11-18	Spring Break
May 30	Memorial Day

Learning Period Dates	
LP1	8/16-9/17
LP2	9/20-10/15
LP4	10/18-11/12
LP4	11/15-1/7
LP5	1/10-2/10
LP6	2/14-3/11
LP7	3/14-4/8
LP8	4/19-5/25

Events - Dates TBD
Community Opportunities
Field Trips
190 teacher work days

School Accountability	
Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference

Testing Windows	
Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Win, Spr	Assessements

School Closed

LP

Teacher In Service Days

Report Cards

Last Day of Semester 1

First & Last Day of School

Coversheet

Title IX Policy

Section: III. Academic Excellence
Item: C. Title IX Policy
Purpose: Vote
Submitted by:
Related Material: Title IX Policy - Feather River.pdf

Title IX Policy

Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination based on sex (including sexual harassment). In addition, Title IX protects transgender students and students who do not conform to sex stereotypes. State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation.

The purpose of the Feather River Charter School Governing Board approving this Residency Policy is to accomplish the following:

1. Establish a Title IX Coordinator
2. Outline Student and Employee Title IX Rights
3. Establish the Procedures for Filing a Complaint
4. Provide Resources for Additional Information
5. Establish the Notice of Nondiscrimination

1. **Title IX Coordinator**: The Charter School will provide a Title IX Coordinator.
   Title IX Coordinator - Jenell Sherman
   Email - Jenell.sherman@featherrivercharter.org
   Phone Number – (916) 532-5923

2. **Student and Employee Title IX Rights:** Under California Education Code section 221.8:
   a. You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex
   b. You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities
   c. You have the right to receive equitable treatment and benefits in the provision of all of the following:
      i. Equipment and supplies
      ii. Transportation and daily allowances
      iii. Access to tutoring
      iv. Coaching
      v. Medical and training facilities and services
      vi. Publicity
   d. You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
   e. You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
   f. You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
   g. You have the right to pursue civil remedies if you have been discriminated against.

h. You have the right to be protected against retaliation if you file a discrimination complaint.

3. **Filing a Complaint:** If you feel you were discriminated against in violation of Title IX, please contact the Title IX Coordinator. It is the coordinator's primary responsibility to ensure the Charter School complies with the requirements of Title IX.

4. **How the School Investigates a Complaint:** Within 60 days from the date of receipt of the complaint, the School shall conduct and complete an investigation of the complaint and prepare a written decision. During this process, the person responsible for the filing of the complaint is to be given the opportunity to provide evidence that person believes supports the allegations. Complaints pertaining to Title IX issues should be filed by using the School's Uniform Complaint Procedures and those procedures will be followed to resolve the complaint.

   You may also file a complaint of discrimination with the US Department of Education Office for Civil Rights ("OCR").

5. **How do I file a complaint of discrimination with the US Department of Education Office for Civil Rights ("OCR")?**
   You may contact an OCR enforcement office to obtain a complaint form or you may file a discrimination complaint by using the on-line complaint form.

   What do I need to include in my complaint?
   You should let us know which school, college or other institution you are complaining about, the person(s) who has been discriminated against, when the discrimination occurred, and you should sign and date the letter and let us know how we can reach you by phone and letter so that we can contact you. If filing on-line, you will still need to provide an original signature by mail, which may be done by printing and mailing a "Consent Form" linked from the bottom of the on-line complaint form.

   How soon after the discrimination do I need to file?
   You need to file your complaint within 180 calendar days after the discrimination. There are certain limited circumstances that allow our agency to grant a waiver. If you need more information about your situation, contact the OCR enforcement office responsible for the state in which the institution is located.

   How promptly will OCR respond to my complaint?
   OCR will promptly acknowledge receiving your complaint and will contact you by letter or telephone to let you know whether we will proceed further with your complaint.

   What is OCR's role during the complaint process?
   OCR's role is to be a neutral fact-finder and to promptly resolve complaints. OCR has a variety of options for resolving complaints, including facilitated resolutions and investigations. OCR does not act as an advocate for either party during the process.

   What if I am already pursuing my complaint within the school district or college or with another agency?
   OCR does not handle cases that are being addressed by another agency or within a school's or college's formal grievance procedure if OCR anticipates that the agency you filed with will provide you with a resolution process comparable to OCR's. Once the other complaint process is completed, you have 60 days to refile your complaint with OCR. OCR's first step will be to determine whether to defer to the result reached in the other process.

Do I have to file an OCR complaint before I can file a claim in court?
The regulations under Title VI, Title IX, Section 504 and Title II do not require you to file with OCR prior to filing a claim under these laws in Federal court. The regulations under the Age Discrimination Act, however, allow you to file a claim in Federal court under that law only after: 1) 180 days have elapsed since you filed the complaint with OCR and OCR has made no finding, or 2) OCR issues a finding in favor of the recipient. If this occurs, OCR will promptly notify you and remind you of your right to file in court. If you are considering filing in court, bear in mind that OCR does not represent complaining parties or provide advice regarding court filings. You would need to use the services of your own attorney. Also, if you proceed with your claim in a court, OCR will not continue to pursue your OCR complaint.

6. **Resources for Additional Information:**
   - **a.** US Department of Education Office for Civil Rights complaint form: https://www2.ed.gov/about/offices/list/ocr/complaintintro.html
   - **b.** The OCR office for California is located at:

     San Francisco Office
     Office for Civil Rights
     U.S. Department of Education
     50 United Nations Plaza
     Mail Box 1200, Room 1545
     San Francisco, CA 94102

     Telephone: 415-486-5555
     FAX: 415-486-5570; TDD: 800-877-8339
     Email: ocr.sanfrancisco@ed.gov
   - **c.** California Department of Education, Equal Opportunity & Access: https://www.cde.ca.gov/re/di/eo/index.asp
   - **d.** U.S. Department of Education, Office for Civil Rights, *Title IX Resource Guide* (Apr. 2015). https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf

7. **Notice of Nondiscrimination:** The Charter School District fully complies with Title IX. The Charter School District does not discriminate on the basis of sex in the education programs or activities it operates. The Charter School District does not discriminate on the basis of sex in admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to the Title IX coordinator or to the OCR.

Coversheet

Charter Renewal

Section: IV. Operations
Item: A. Charter Renewal
Purpose: Vote
Submitted by:
Related Material: FINAL_ FRCS Charter Renewal Petition with Appendices 122320 (1).pdf

CHARTER SCHOOL RENEWAL PETITION FOR A FIVE YEAR TERM

Feather River CHARTER SCHOOL

JULY 1, 2021-JUNE 30, 2026

SUBMITTED TO

Winship-Robbins Elementary School District

DATE

December 23,2020



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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioners, we, Jenell Sherman and Julie Haycock, hereby certify that the information submitted in this petition for a California public charter school named Feather River Charter School ("FRCS" or the "Charter School"), authorized by the Winship-Robbins Elementary School District (the "District") is true to the best of our knowledge and belief. We certify that this petition does not constitute the conversion of a private school to the status of a public charter school. Furthermore, we understand that if awarded a charter, FRCS will follow any and all federal, state, and local laws and regulations that apply to FRCS, including but not limited to:

- Feather River Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Feather River Charter School declares that it shall be deemed the exclusive public school employer of the employees of Feather River Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- Feather River Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- Feather River Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- Feather River Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- Feather River Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- Feather River Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- Feather River Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- Feather River Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]

- Feather River Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- Feather River Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves Feather River Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- Feather River Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- Feather River Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- Feather River Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

- Feather River Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- Feather River Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- Feather River Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- Feather River Charter School shall comply with the Public Records Act.
- Feather River Charter School shall comply with the Family Educational Rights and Privacy Act.
- Feather River Charter School shall comply with the Ralph M. Brown Act.
- Feather River Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- Feather River Charter School shall comply with the Political Reform Act.
- Feather River Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

By the Lead Petitioners:

Name	Signature	Date
Jenell Sherman		11-23-20
Julie Haycock		11-23-20

INTRODUCTION

The Feather River Charter School Board of Directors, staff, students, and stakeholders respectfully submit this formal renewal petition and request for re-authorization with the Winship-Robbins Elementary School District.

A thorough review of Feather River Charter Schools' performance, including a description of how it meets the laws regarding the areas of requisite renewal criteria, are outlined below within this charter renewal petition. The renewal process has provided FRCS an opportunity to fully update and enhance the Charter by including the improvements implemented in every department and program, including operations, instructional strategies, curriculum, and assessment strategies. FRCS has continued to refine equitable educational programs to meet the diverse needs of all students and their families.

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- Provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Feather River Charter School fully embraces the legislative intent of the Charter Schools Act and its mandate. Specifically, FRCS will:

- Improve pupil learning by expanding access to Advanced Placement (AP) and other elective courses
- Increase learning opportunities for low-achieving pupils by allowing them to gain credit recovery through online technology
- Provide different and innovative teaching methods using a combination of individualized learning and project-based activities
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum, for example;
    - Provide a unique educational choice for parents/guardians that are not offered by school districts in the region
    - Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context

- Provide competition to other school programs that will stimulate the improvement of all public schools in the region

EXECUTIVE SUMMARY

The collaborative work between Feather River Charter School and the Winship-Robbins Elementary School District has grown and developed over the past few years. FRCS has been able to serve a diverse group of students because of this partnership and the relationship demonstrates what effective leadership, innovation, passion, and commitment can do to make a positive change in public education. We value our relationship with the Winship-Robbins Elementary School District and look forward to the opportunity for continued collaboration in order to offer excellent educational options, personalized learning pathways, and unparalleled support for families with a granted five year charter renewal allowed under Education Code Section 47607.2(b) from July 1, 2021 through June 30, 2026.

The State Board of Education (SBE) has approved the California Department of Education (CDE) recommendations including: (1) the criteria to define verified data, (2) the data use procedures related to verified data, (3) the academic progress indicators for inclusion within the approved verified data list, and (4) the postsecondary indicators for inclusion within the approved verified data list. This list is effective January 1, 2021, and is not required to be used by a chartering authority for charter petitions received prior to January 1, 2021. By agreement of the parties, the verified data adopted by the SBE can be used prior to January 1, 2021 .

This renewal petition reflects the baseline student data and the successful efforts of our dedicated staff who go above and beyond for our students every day. Our continuous development as a school is a collaborative effort with all stakeholders that is driven by student data and the connections built between academic, social, and emotional development. As a result of this focus, FRCS engaged in a partnership with the National Center for Urban School Transformation (NCUST) to enhance teacher instructional strategies and increase student performance. Rigorous self-evaluation accompanied with significant changes in philosophy lends to provide an educational program that better serves the needs of the community. FRCS has developed professional development targeted on data analysis to drive instruction, research based instructional techniques, professional learning communities for collaboration with monthly focus groups, and a dedication to academic and social emotional growth and well-being of our students and community. FRCS has used this focus on data driven support to restructure special education and student support. An emphasis has been placed on increasing the effectiveness of services and supports for students while increasing communication and collaboration with stakeholders. FRCS is a learning community built on empathy and compassion that holds the keys to offer a transformative education for our students while at the same time offering an alternative approach to education that is rigorous and promotes student growth and achievement.

This petition also demonstrates the collective stakeholder and administrative team thinking and need for change in the following areas:

- Petitioners and School Administrative Team
- Governance
- Academic Achievement Plan
- Updated Assessment Data
- Increased offering of High School Courses and CTE Options

- Financial Forecast
- ELAC

This reflective process has provided a great opportunity to understand the baseline data and affirm the unique and innovative programs we must continue to develop and refine at our school. In this renewal petition, note the 2017-2018 baseline assessment data along with the most current 2018-2019 Smarter Balanced Assessment Consortium (SBAC) assessment results. With the absence of the 2019-2020 State testing data due to the pandemic, our team has utilized our benchmark diagnostic assessment, the Renaissance Star Assessment, administered consistently with the test publishers administration and test security procedures. All results were obtained without assistance. Regular informal student assessments in Math and English Language Arts (ELA) will also be used to gauge academic growth, and although not on the CDE list of verifiable data, will be presented to further demonstrate student growth and achievement.

Since opening in fall of 2016, Feather River Charter School, an independent study program authorized to serve grades TK-12, has provided a dynamic and innovative educational opportunity for families interested in homeschooling their students in Sutter County and adjacent counties. The school serves a diverse student population and offers a comprehensive program focused on developing the whole child aligned across curriculum and instruction, school climate and structures, professional development, and student learning. FRCS seeks to provide the opportunity for each child to succeed by partnering with parents to create a personalized, enriching and academically rigorous learning plan, providing one-on-one attention from credentialed teachers, a flexible schedule that meets the academic and personal needs of each student, a variety of enrichment opportunities and individualized college and career planning.

FRCS remains passionately committed to its mission to educate through academic rigor, cultural literacy, and compassion. The vision and mission for FRCS have evolved to meet the ever-changing needs of the student populations served. Many challenges have been experienced when trying to adequately meet the educational needs of this increasingly diverse school population, new performance standards, lower academic readiness of entering students, increased competition for scarce financial resources, and increased personnel and operating costs. In spite of many challenges and changes, school leadership and stakeholders remain dedicated to meeting the academic, social-emotional, and physical needs of all of our students. FRCS remains a model program that places a large emphasis on family and community engagement, meaningful relationships, and social-emotional literacy as a basis for academic growth and life-long learning.

Our collective beliefs as listed below drive every decision and action we take for our students and our school:

- It takes a village - students, parents, staff, and the wider community - to educate a child. We work together with respect, love and compassion.
- Children need to be inspired to express, explore, and create in order to become lifelong learners, critical thinkers, and productive citizens in the global society.
- We recognize and value diversity in order to prepare our students to collaborate and solve real-world problems that create a sustainable environment.
- We do whatever it takes to assure success for all students.
- We believe that everyone - students and adults - can learn at high levels and we therefore

hold high expectations for ourselves and the students we serve.

We believe that all students are capable of learning and should be respectful of others in the learning process. In addition, FRCS accepts that every person has something to contribute to society as a whole. Therefore, respect and collaboration are at the center of our educational philosophy. All students are expected to do their best to learn all they can to improve themselves while also supporting and adding value to others by working collaboratively and with mutual respect.

Our Core strategies include:

- High Quality, Standards-Based Instruction: We will ensure the highest level of academic achievement for all students through the use of a guaranteed, viable curriculum and instructional strategies.
- Build a Culture of Trust, Collaboration, and Success: We will create a safe learning environment for all stakeholders-students, parents, staff, Board, and surrounding community.
- Expand Student Learning Opportunities: We will maximize resources, understand our diversity, accelerate and enrich student learning.
- Fiscal Development and Sustainability: We will increase community involvement in effectively and efficiently utilizing all funding to fulfill our mission.

Student Demographics

The focus of Feather River Charter School is to improve student learning, offer a safe learning environment, and provide high-quality faculty and staff to facilitate student growth and academic achievement. Families choose FRCS for a variety of reasons such as the preference to educate through a homeschool model supported by credentialed teachers. The flexibility to learn utilizing each student's individualized learning style, lack of success by traditional measures in other school settings, medical issues, mental health difficulties, homelessness and foster youth, educational philosophy, flexible schedules, and collaboration with fellow homeschooling families are some of the reasons families choose FRCS. High school students choose FRCS for schedule flexibility, athletic advancement, variety of instructional modalities, and concurrent enrollment in community college classes as well as other reasons. Some families report being drawn to FRCS for the philosophical alignment, hands-on learning, and innovative methods in the interest of positive results and outcomes for their children.

Feather River Charter School students are educated in a homeschool model with a high value on personalized learning. A FRCS student, with the parent learning coach and credentialed teacher, creates a team who designs a learning path that best suits the student. The first step is to determine the type of learner the student is, discuss what has worked and not worked in the past and begin a learning plan that will be followed and adjusted as the school year proceeds. The learning coach is provided tools outlining the standards and is involved in the curriculum choices, both textbook and online, for the student. FRCS students have a wide selection of curriculum to choose from, enrichment classes to support learning and can also access a variety of virtual academy classes available within the school taught by credentialed teachers. Involving the student and learning coach in the development of the learning plan is a unique and meaningful process that allows all parties to participate in determining the best path to take for each student. It is also understood that course corrections can be made along the way when necessary. Having the ability to create a personalized

learning plan, involving parent choice and developing an ongoing relationship between the homeschool teacher and the family creates a unique educational experience that supports the academic, enrichment and social emotional growth of the student.

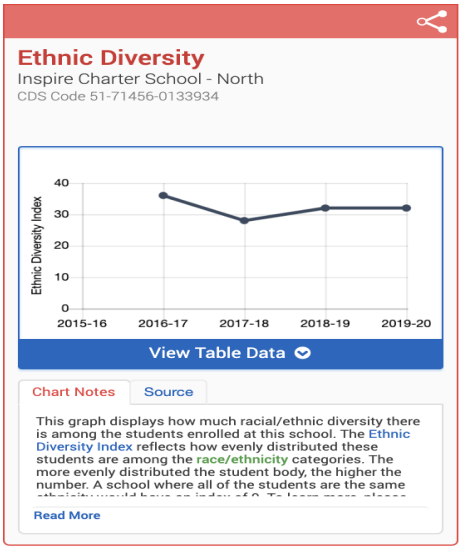
Every family and every day may look different for the students in FRCS. Because of the choices available to students, a schedule may involve: time at a desk with the curriculum, time on a computer with online programs, live online classes, specialized academic instruction, intervention support if necessary, in person enrichment classes with our community partners, physical education, field trips, performing school work in a variety of environments, meeting up with friends to study, being part of a learning community, participating in school sponsored events like a spelling bee, wax museum or science fair and so much more. The beauty of the FRCS educational program is that the student has flexibility to learn and grow in a variety of ways and tailor an educational plan that maximizes learning and growth.

Now more than ever, with the new and continued revisions to the entire program and partnerships with educational agencies as outlined in Element 1, Feather River Charter School is positioned for optimal success. From a financial, enrollment, instructional, board governance, operations leadership, technology, compliance, as well as stakeholder engagement perspective, we are on the right track, making sustainable gains in both our student achievement and student social and emotional well-being.

FRCS's Board of Directors, Administration Team, Educational Consultants and Partnerships have provided a roadmap, reshaping the FRCS program. Under the direction of the current administration team with diligent oversight from the Board of Directors, the school continues its mission and vision for hope and transformation, particularly for the diverse and underachieving/at-risk communities of the counties we serve.

The student demographics are summarized in the following tables (Source: California Department of Education, DATAQUEST, 2019-20 and ED-Data)*

Subgroup	Enrollment
English Learners	6.6%
Foster Youth	0.0%
Homeless Youth	0.7%
Migrant Education	0.0%
Students with Disabilities	11.1%
Socioeconomically Disadvantaged	37.2%
All Students	**1,093**



Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Inspire Charter School - North	**1,093**	2.7%	0.5%	2.3%	1.0%	15.5%	0.5%	69.3%	6.5%	1.9%
Winship-Robbins	**1,322**	2.4%	0.4%	2.1%	0.8%	23.6%	0.4%	62.3%	6.3%	1.7%

*Please note that "Inspire Charter School North" was formally renamed in June of 2020 to Feather River Charter School

CHARTER RENEWAL CRITERIA

Feather River Charter School Meets the Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to:

- **Education Code Section 47607.2(b) (middle tier)**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill (AB) 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported by the California School Dashboard (Dashboard), and, in some circumstances, requires the charter school to demonstrate student level growth and academic achievement (one year's progress for each year enrolled) using verified data which adheres to specific criteria using only SBE-approved assessment programs. These criteria include a new focus on longitudinal progress based upon the same students at multiple points in time. It has also been recognized that the California Assessment of Student Performance and Progress (CAASPP) data reporting and Dashboard only show different sets of data for different points in time and do not show the "one year's per pupil progress" standard as required by AB 1505. Feather River Charter School will demonstrate *student-level growth* and academic achievement using verifiable data and *individual student results* with Star Assessments by Renaissance, the English Language Proficiency Assessments for California (ELPAC), CAASPP individual student data, as well as post-secondary data sources.

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

The Charter School fits into the middle tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

> *(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
> *(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

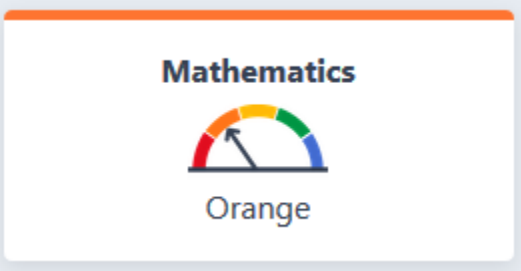
"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness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

A. DASHBOARD PERFORMANCE

2019 Dashboard results demonstrate that for CAASPP ELA assessments, we improved in all achievement levels except for Standard Met in which we remained steady at 28%. In particular, we improved nearly 4% the number of students who scored at Standard Exceeded. Our overall performance color for ELA is yellow. See charts below.



In math, our overall performance color for ELA is orange. See charts below.



Please note that the overall number of students who participated in the ELA CAASPP increased by 2% and 3% for math.

English Language Arts Participation Rate Report for 2019

View/Download Data Files and Layouts

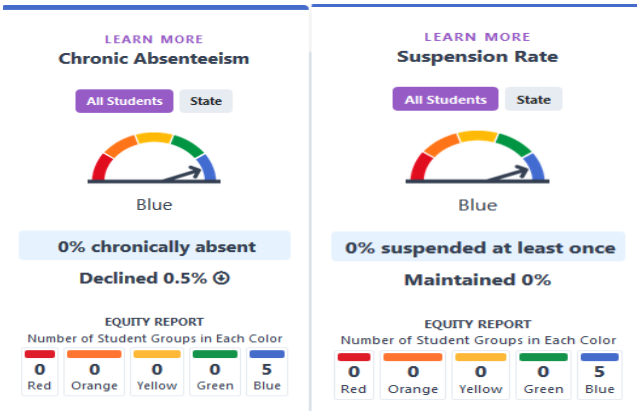
Student Group	Number of students included in the participation rate denominator in 2019	Number of students tested in 2019	** Percent of students tested in 2019	Number of students included in the participation rate denominator in 2018	Number of students tested in 2018	** Percent of students tested in 2018
All Students	1,414	1,289	92%	907	810	90%

Mathematics Participation Rate Report for 2019

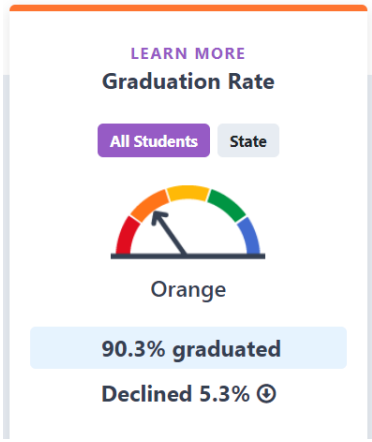
Student Group	Number of students included in the participation rate denominator in 2019	Number of students tested in 2019	** Percent of students tested in 2019	Number of students included in the participation rate denominator in 2018	Number of students tested in 2018	** Percent of students tested in 2018
All Students	1,415	1,296	92%	908	808	89%

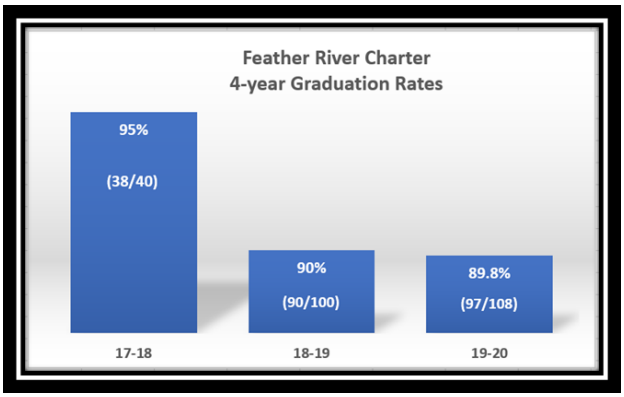
Suspension and Chronic Absenteeism Indicators (Dashboard)

As reported in the 2019 California School Dashboard, our student engagement and school climate data are positive. We scored at the blue achievement level for both the chronic absenteeism and suspension indicators.



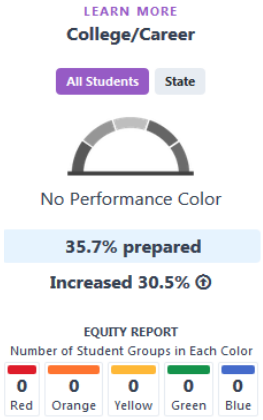
Graduation Rate Indicator (Dashboard)





College Career Indicator (Dashboard)

The 2019 College Career Indicator reflects a significant increase in the percentage of our students who scored at Prepared, from 5.3% to 35.7%.



Local Indicators (Dashboard)

In addition to our performance on state indicators, we also scored at Met for all of our local indicators including the implementation of state academic standards, parent engagement, a broad course of study, and basics.

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

B. MEASURABLE INCREASES IN ACADEMIC PERFORMANCE

Charter Schools in the middle track must also meet the following requirement:

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

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

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

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

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).)

Highlights of Student Outcomes

Our leadership team has focused time and research on best practices and disaggregating data focused on student achievement within our homeschool population. Using the data and feedback from stakeholders, FRCS has increased intervention programs to support our diverse student population. FRCS strives to become a model for progressive education and has documented the thoughtful and diligent efforts to build a comprehensive program for whole child development.

The following data charts, powered by Multiple Measures (MM), reflect aggregated per-student growth and achievement for all students and subgroups, from STAR Renaissance, ELPAC and CAASPP, all administered "consistent with the test publisher's administration and security procedures" with results being obtained without assistance. Multiple Measures has given us the unique capability of quantifying incremental change, between points-in-time, for individual students, for all assessments. We've included a variety of these charts, using aggregated *per-student, incremental growth* measurements. For tests that use performance bands, based on grade-level cut-scores, MM has given us the ability to interpolate each student's scale score "between the bands," and reports the results to the 100th of a band/level as a Fractional Performance Level™ (FPL™). This allows us to quantify incremental gains and losses, between points-in-time, even when a student doesn't cross the boundary between the next highest/lowest performance levels. In addition, you will find similar charts, based on California's Distance from Standard (DFS), as well as a variety of overall achievement trends for FRCS with non-matched groups and subgroups.

As you view these data charts, please keep in mind that when displaying quantified "growth/change," *each column* in a stacked-bar chart represents a *one-year time span*, a collection of matched students (a two-year cohort), wherein we can measure student-level growth. These charts report **±growth** between two points-in-time. Each bar/column represents a different two-year cohort. In each of the charts below, a brief description will be provided. The figure in parenthesis below each column is the count of students measured for the growth (or achievement) metric being reported

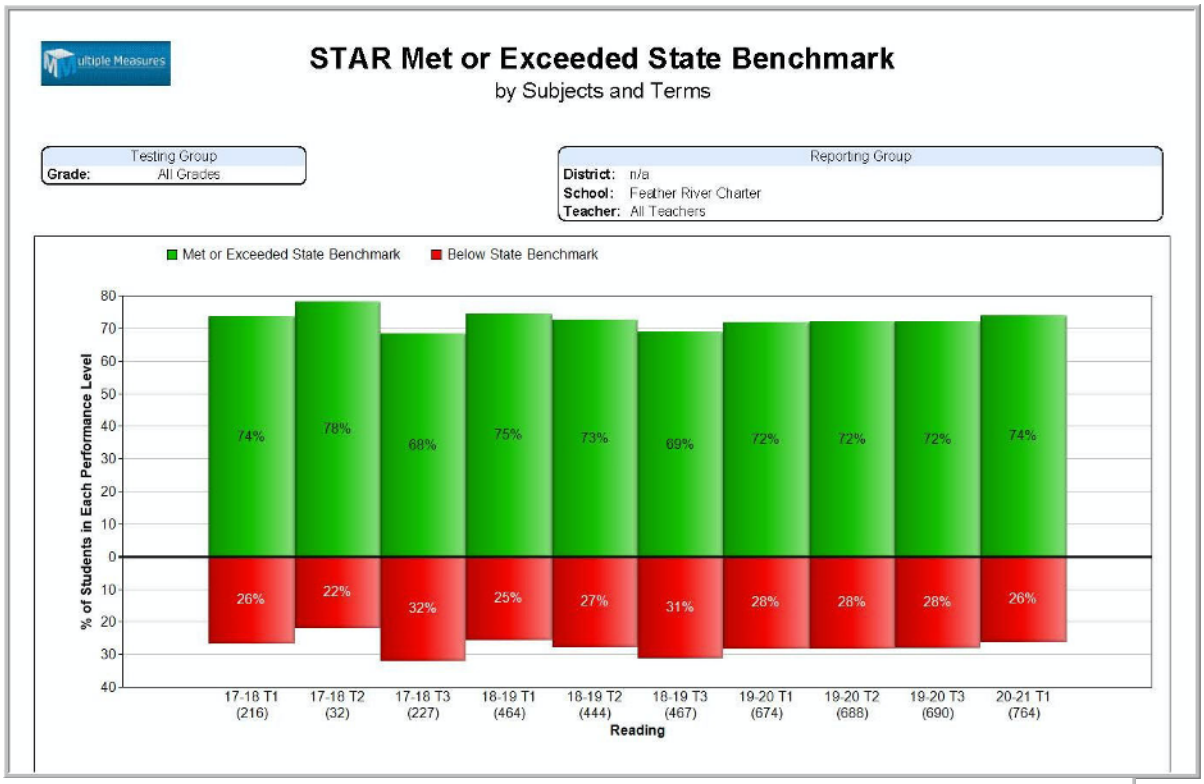
As the school progressed throughout this present term, the data clearly shows the that FRCS students made continuous growth, regardless of their entry skill level and in spite of the COVID restrictions which closed access to in-person instruction, and, as with other schools and districts, limited access for some families to web-based instruction and virtual collaboration during the spring of 2020.

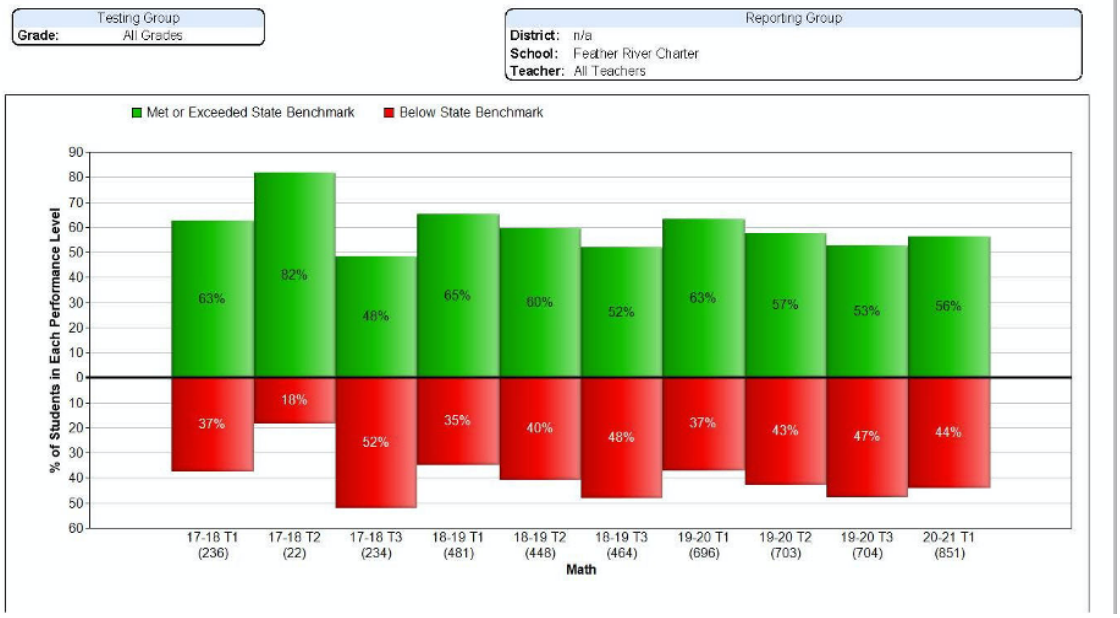
STAR Assessment results

Using multiple terms for each of three (3) years, including term 1 from 2020-21, FRCS shows steady progress and growth in reading and math, even with the most recent assessment results following the COVID restrictions and disruptions to home learning, including equipment and home/family adjustments as well as changes to consistent access to in person services, in person teacher meetings, classes, and tutoring. In addition, we show increases in student achievement even though the STAR 360 scores were recalibrated to more closely align with the CAASPP, requiring a higher percentage of mastery to reach proficiency.

STAR Met or Exceeded State Benchmark

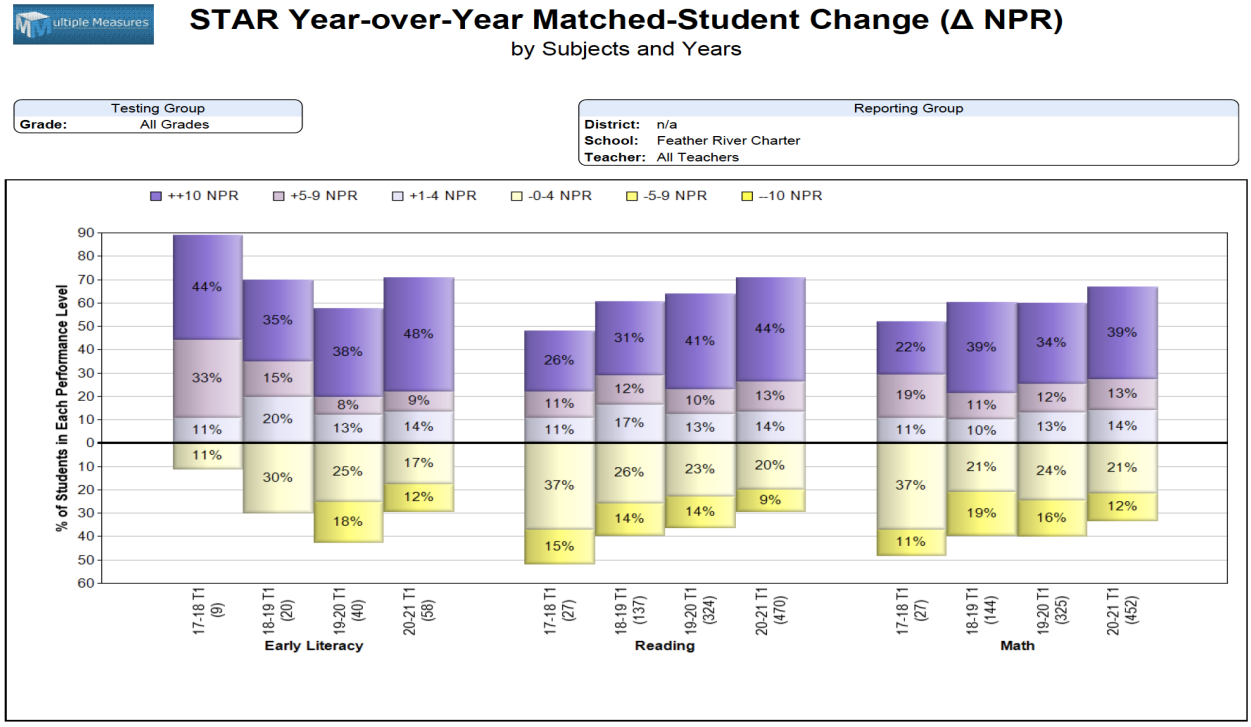
This is a non-matched term-to-term achievement chart. Each bar represents one point-in-time, for a different set of students. This shows the overall trend of FRCS, for all the students who tested during each period.





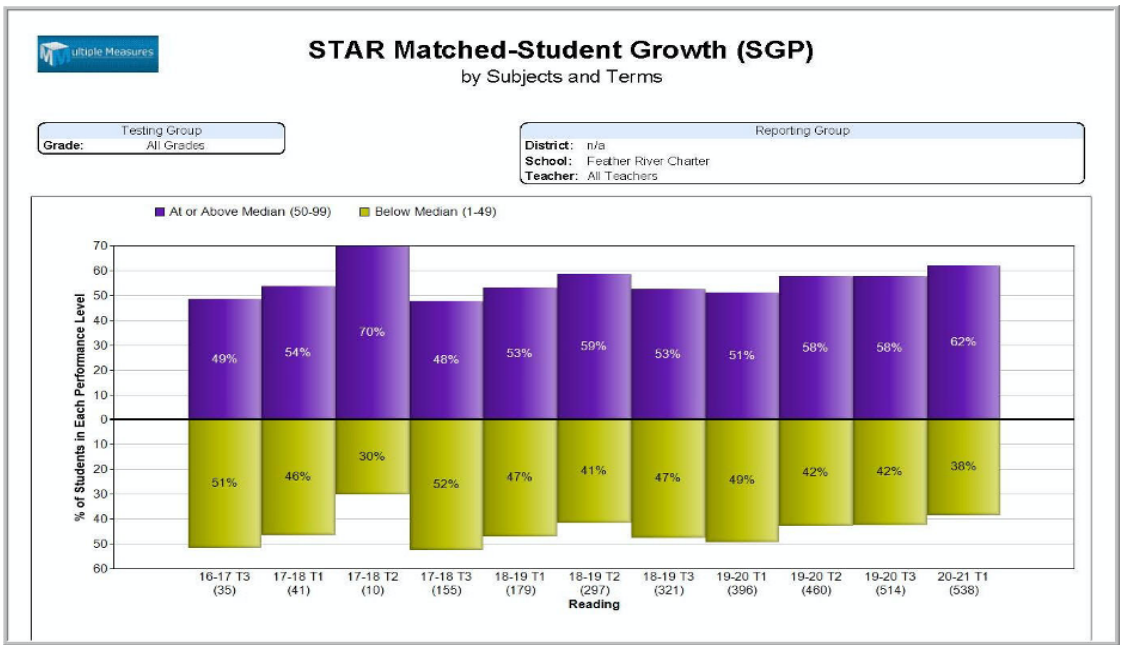
STAR Matched-Student (Year-over-Year Percentile Change)

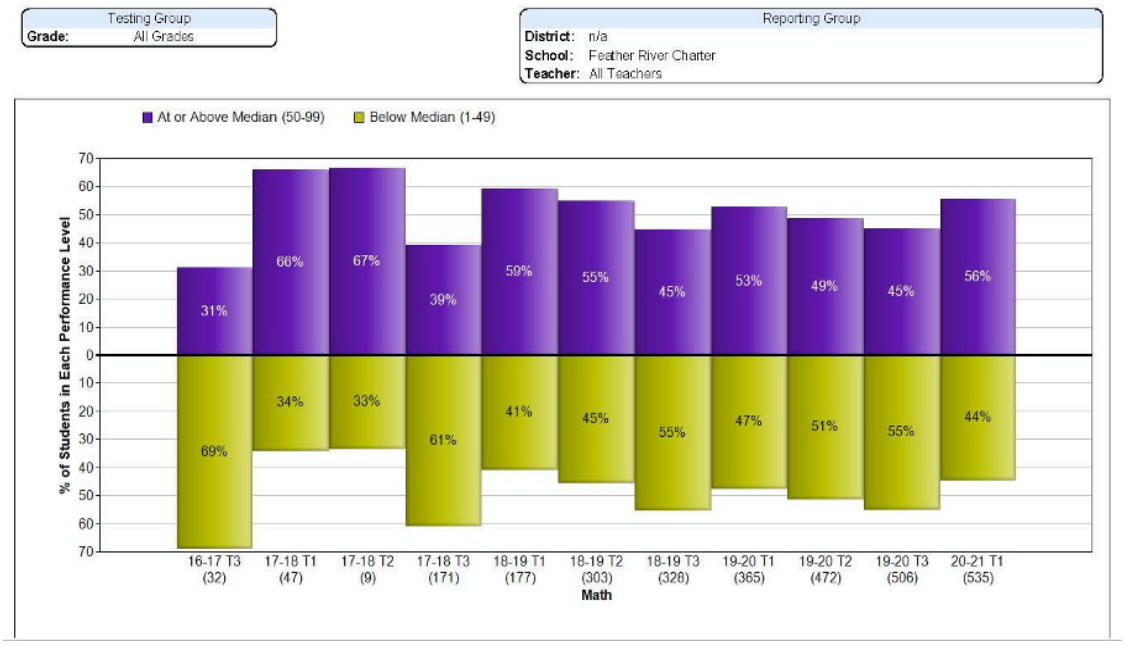
Each column represents a *one-year time span for* a collection of matched students (a two-year cohort, showing year-over-year growth). This also is an indicator of retention of learning, as the assessments for comparison were given during the first term each time. Again, it is important to remember that the recalibration for 2020-21 shows a higher level of growth.



STAR SGP Growth Levels

A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers, nationwide, who had the same score on their prior test. This is now a permissible measure for reauthorization as identified and approved by the State Board of Education on November 6, 2020. These two charts demonstrate that the number of students being assessed at FRCS has doubled and that those students are still scoring better than more than 50% of their peers across the nation as measured in reading & math. *Note that the SGP for this type of interim/benchmark assessment shows term-to-term growth (not year-over-year).*





CAASPP Assessment Results Data

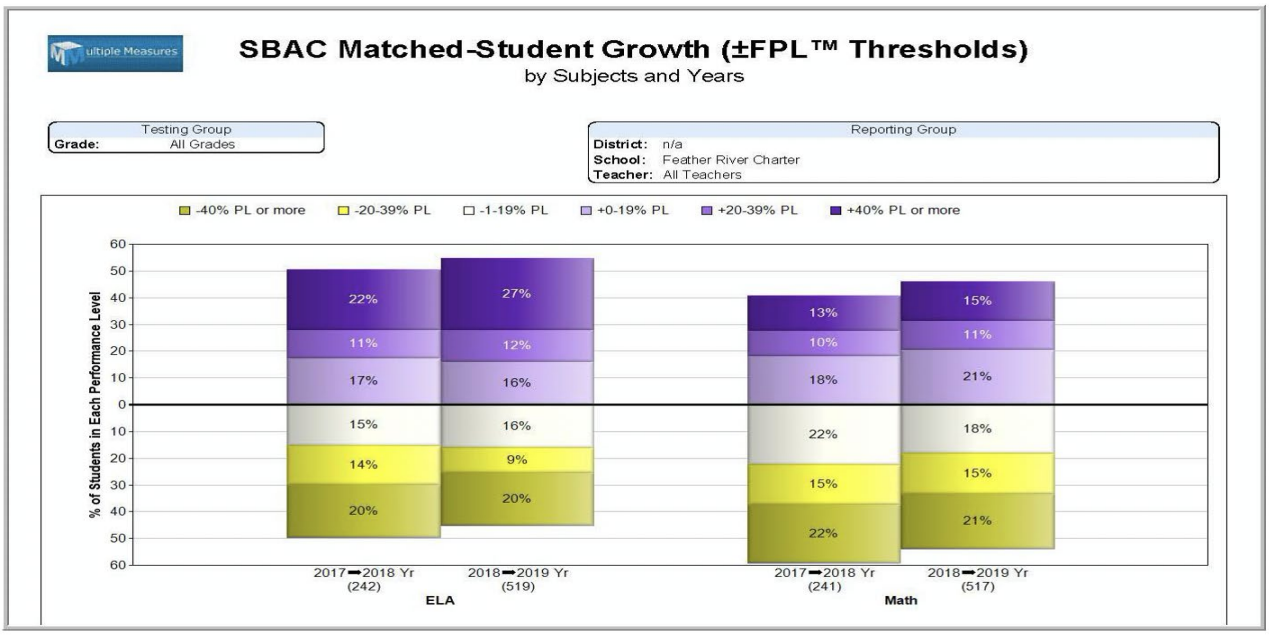
As noted earlier, the CAASPP data as presented in the Dashboard presents different groups of students at different points in time, so it does not reflect year-over-year longitudinal growth of students. In the case of FRCS, the numbers of students enrolled and taking assessments has grown significantly, so we have included the comparisons focused on per-pupil growth to demonstrate the role that FRCS has played in improving the academic performance of all students and student groups over time, even with the significant disruptions cause by the COVID shut-downs and/or restrictions.

CAASPP ELA and Math growth with all students

SBAC Matched-Student Growth (FPL™)

Each column represents the change over a *one-year time span for a collection of matched students (a two-year cohort, showing year-over-year growth*. This chart demonstrates that:

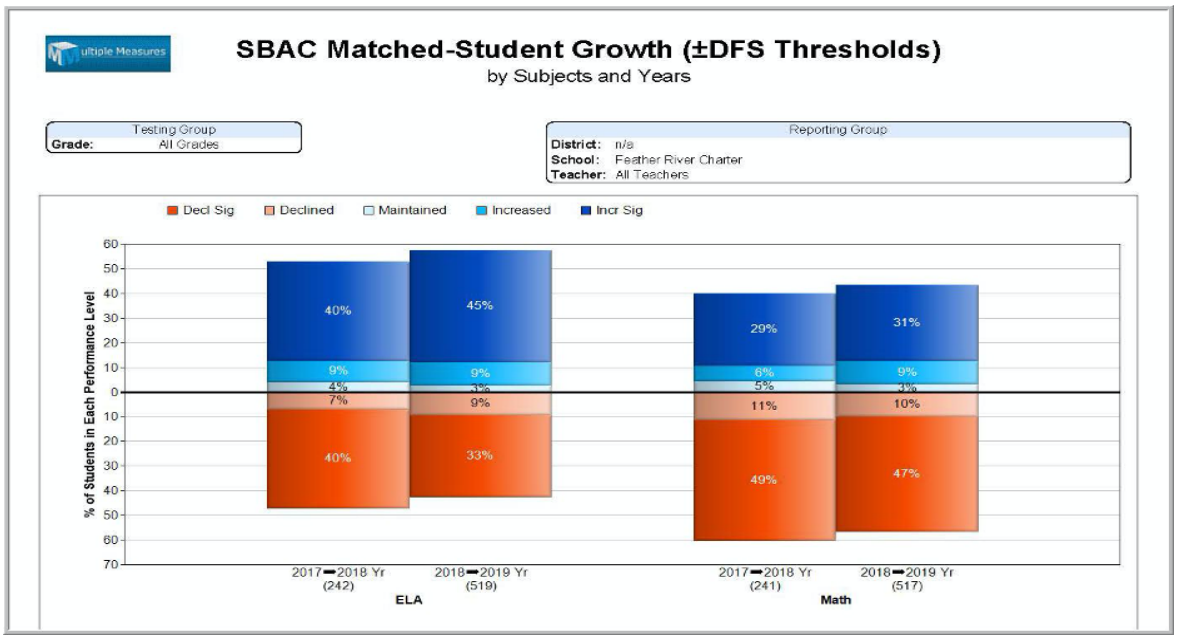
- In ELA, 55% of the FRCS students who took the test in (2018 + 2019) increased their Fractional Performance Level™ scores in ELA.
- This is a gain over the (2017 + 2018) cohort, where 50% increased their scores.
- Furthermore, 27% of those students increased by 40% or more of a performance level.
- In Math, 47% of the (2018 + 2019) cohort increased, compared to 41% for the prior (2017 + 2018) cohort.



CAASPP Distance From Standard Growth for all students
SBAC Matched-Student Growth (DFS)

Each column represents the change over a *one-year time span for* a collection of matched students (a two-year cohort, showing year-over-year growth). This chart mimics the prior FPL chart, but interprets the students' scale score changes according to the California Dashboard academic indicator status and change cut-scores.

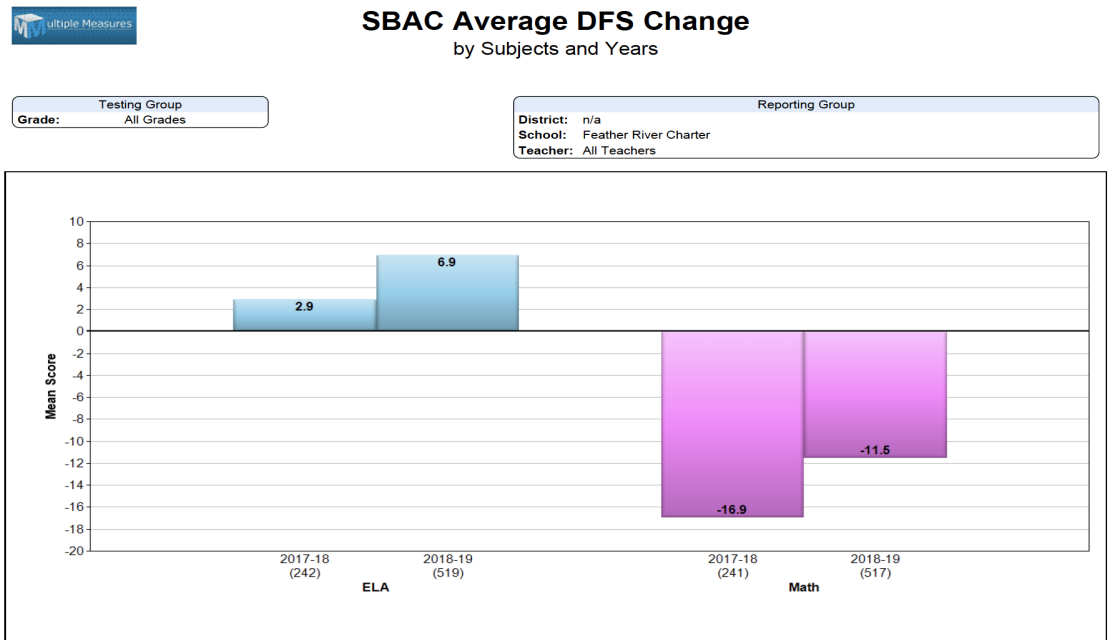
Similar to the prior FPL™ chart, this DFS chart shows that the FRCS students who took both the (2018 + 2019) test increased their positive Distance from Standard, compared to the (2017 + 2018) cohort, in both ELA and Math. This chart demonstrates that students who remained in the program made significant growth in ELA and Math, both above the standard and moving toward the standard. (0 is the standard, although in math it still reflects the mean score as below the standard, it also shows the growth being made to reach the standard.)



SBAC Mean Distance From Standard (DFS) Change

Each column represents the change over a *one-year time span for* a collection of matched students (a two-year cohort, showing year-over-year growth.)

For both ELA and Math, FRCS students in the (2018 + 2019) cohort performed significantly stronger than did the (2017 + 2018) cohort.

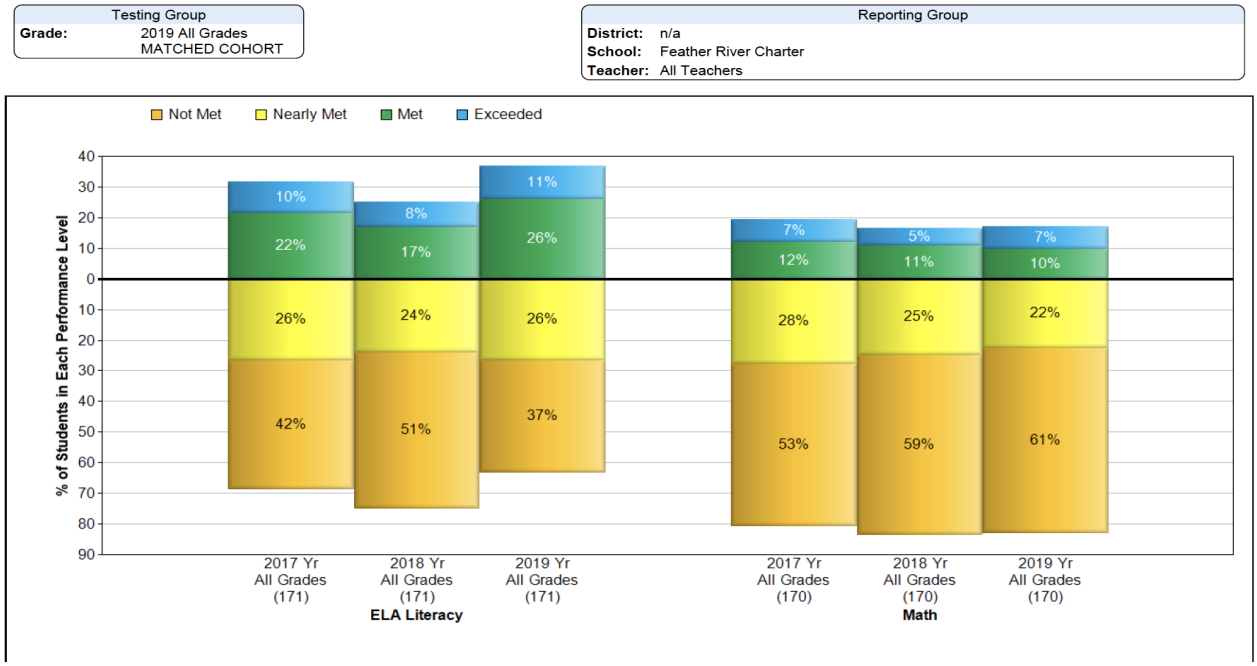


SBAC Achievement Levels (three-year matched cohort)

This is a three (3)-year matched-student year-over-year achievement chart. Each bar represents one point-in-time, for the same exact set of students (171 in ELA and 170 in Math).

This demonstrates that the percent of students in the blue (exceeded) and green (met) performance bands (above standard) increased between 2017 and 2019 in ELA, while the percent of students below standard decreased.

Important note: This chart compares only the percent of students in each band, regardless of "where" they are in the band. Change is measured only for students who crossed the boundary between bands. No growth or regression "between the bands" is possible to show in this chart. (Incremental "between the bands" changes can be shown only in FPL™ or DFS growth charts.)



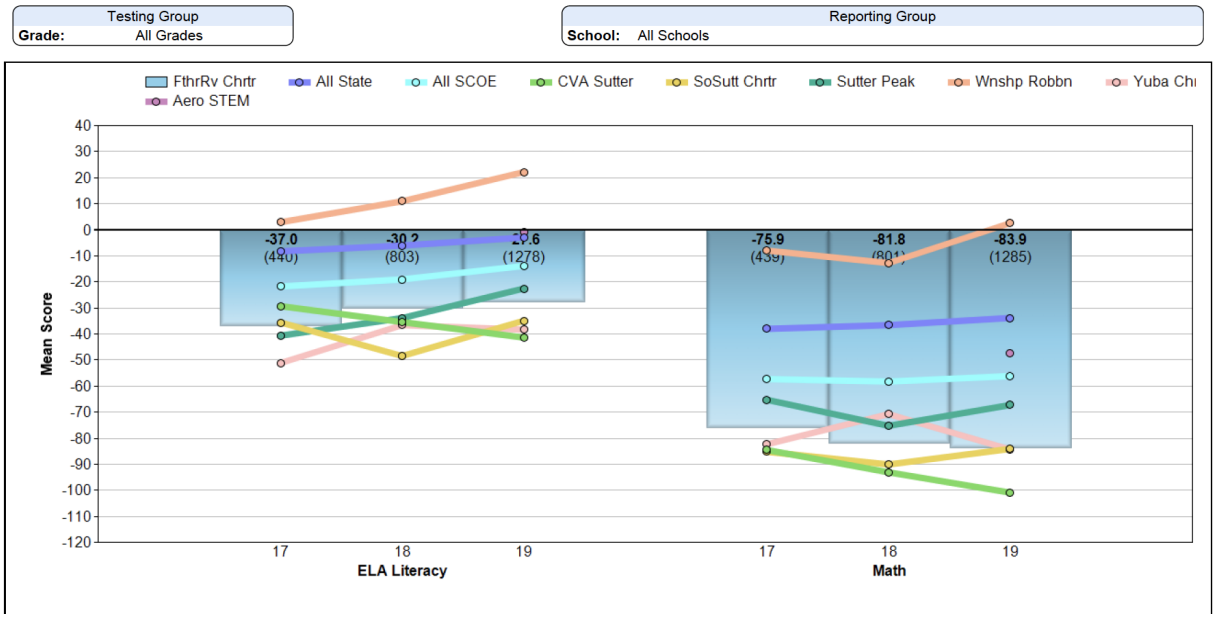
SBAC Mean Distance From Standard (DFS)
Feather River Charter School vs. Similar Schools, District, County, State
(created with research data from CDE)

This is a non-matched year-over-year achievement chart. Each column represents one point-in-time, for different sets of students. This shows the overall comparative trend of FRCS, for all the students who tested during each period. *Note that these data are pre-aggregated by CDE; no student-level scores are used to build this chart.*

The growth of FRCS is represented by the (blue) bars. Each line endpoint (dot) represents one of the other compared entities (similar schools, District, County and State), as noted in the chart legend.

While overall achievement is below standard, FRCS's improvement in ELA is significant, especially considering the >50% increase in the number of tested students between 2018 and 2019 and nearly 300% increase between 2017 and 2019. Math achievement, as shown by this metric, has suffered

from the increased enrollment. However, Math *student-level growth* was shown to be solid (in several preceding charts).

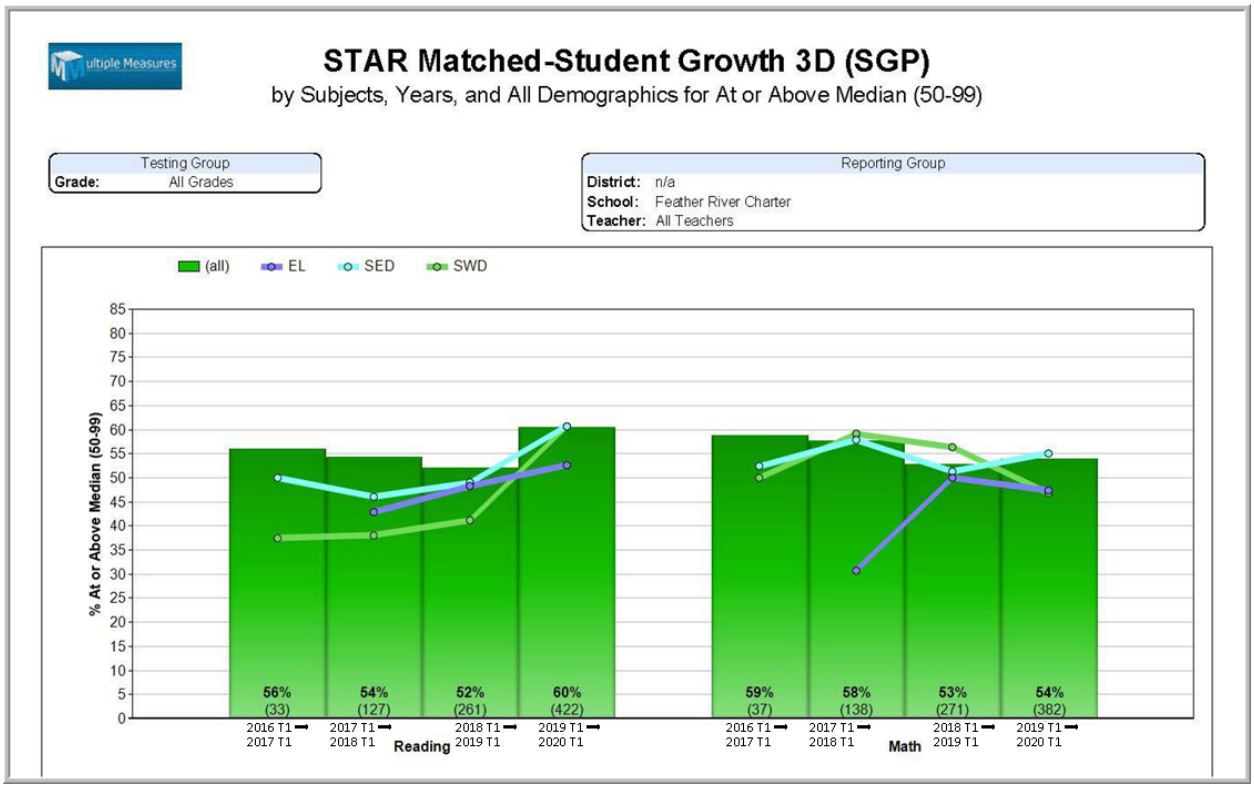


Subgroup / Equity Comparisons

The following SBAC and STAR charts show how well FRCS is doing at distributing its positive academic growth amongst its various subgroups.

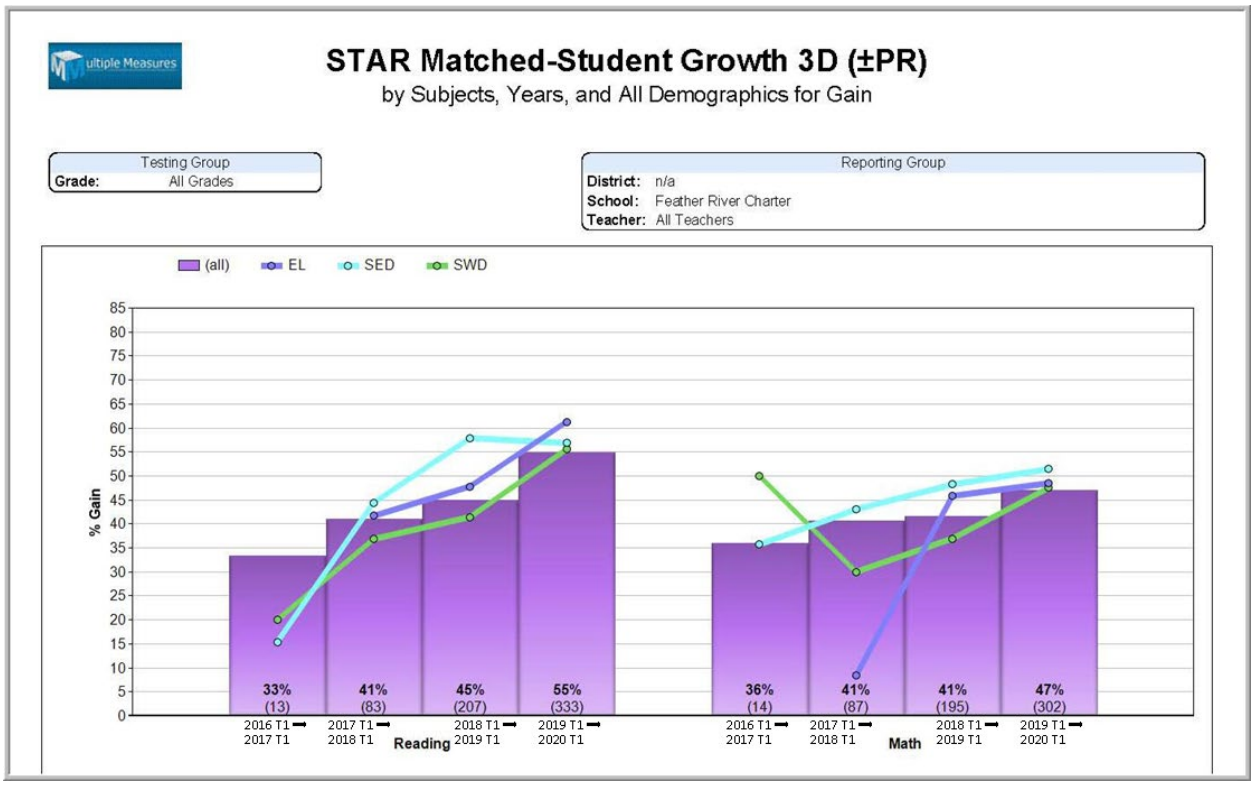
STAR Subgroup Matched-Student Growth (SGP)

As noted before, Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers, nationwide, who had the same score on their prior test and is a required measure for reauthorization as identified and approved by the State Board of Education on November 6, 2020. This chart shows the matched growth of all FRCS students in the vertical bars, and demonstrates the growth that the subgroups have made in comparison with the overlaid lines, again matching their scores against their peers nationally, showing that they are doing better than 50% of the students, nationally in ELA and almost 50% in math.



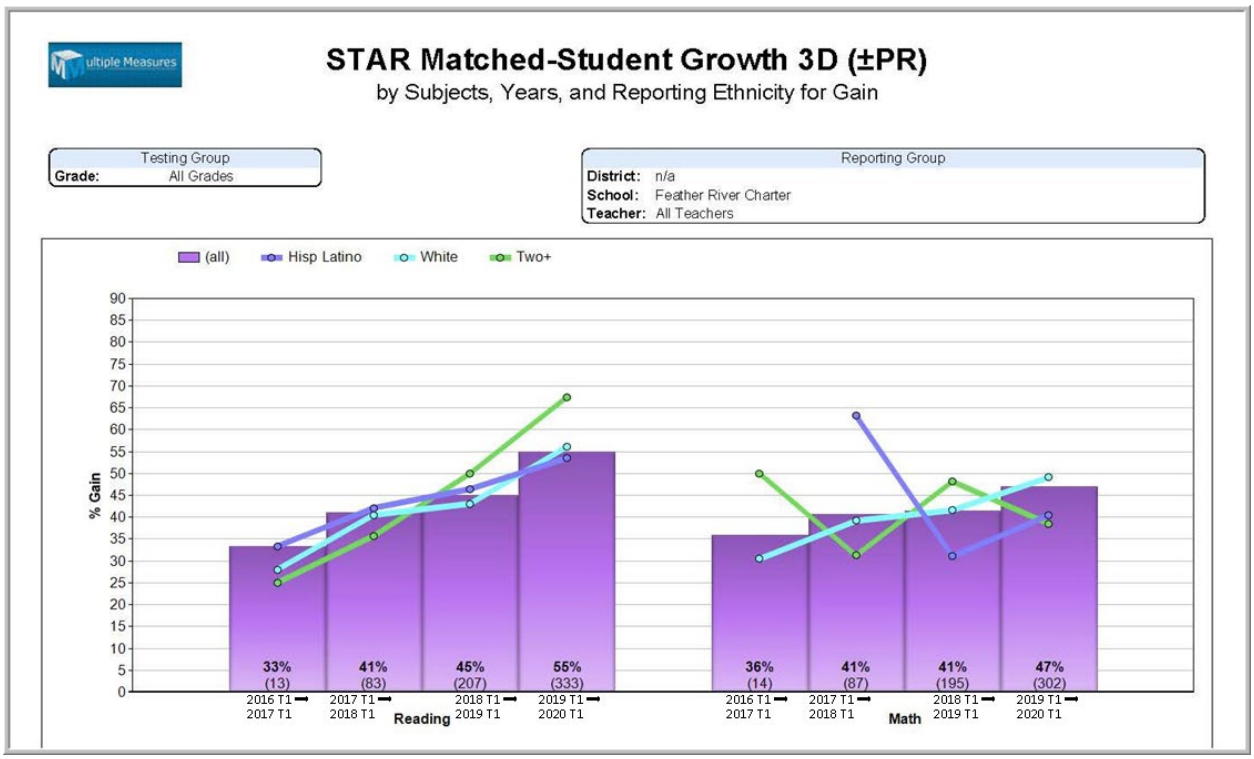
STAR Year-over-Year Matched-Student Subgroup Growth (Percent Gains)

Each column represents a one-year time span for a collection of matched students (a two-year cohort, showing year-over-year growth), with the lines over the bars representing the matched subgroup percentile growth as compared with all students. This also is an indicator of retention of learning, as the assessments for comparisons were given during the first term each time. Note that the subgroup gains exceed those of all students, especially the EL growth in reading. Again, it is important to remember that the recalibration for 2020-2021 shows a higher level of growth.



STAR Year-over-Year Matched-Student Gains (Percent) by ethnicity

Each column represents a one-year time span for a collection of matched students (a two-year cohort, showing year-over-year growth), with the lines over the bars representing the matched ethnic subgroup percentile growth as compared with all students. This also is an indicator of retention of learning, as the assessments for comparisons were given during the first term each time. Note that the ethnic subgroup gains exceed or kept pace with those of all students in ELA, while math showed a decline. Again, it is important to remember that the recalibration for 2020-21 shows a higher level of growth.



SBAC Matched-Student Growth (DFS) by Subgroup

Each column represents the change over a *<u>one-year time span</u> for* collections of matched students (two-year cohorts, showing year-over-year growth).

The growth of the "All Students" group is represented by the (purple) bars. Each line endpoint (dot) represents an independent subgroup cohort, as noted in the chart legend. Subgroups with 11 or more students are shown.

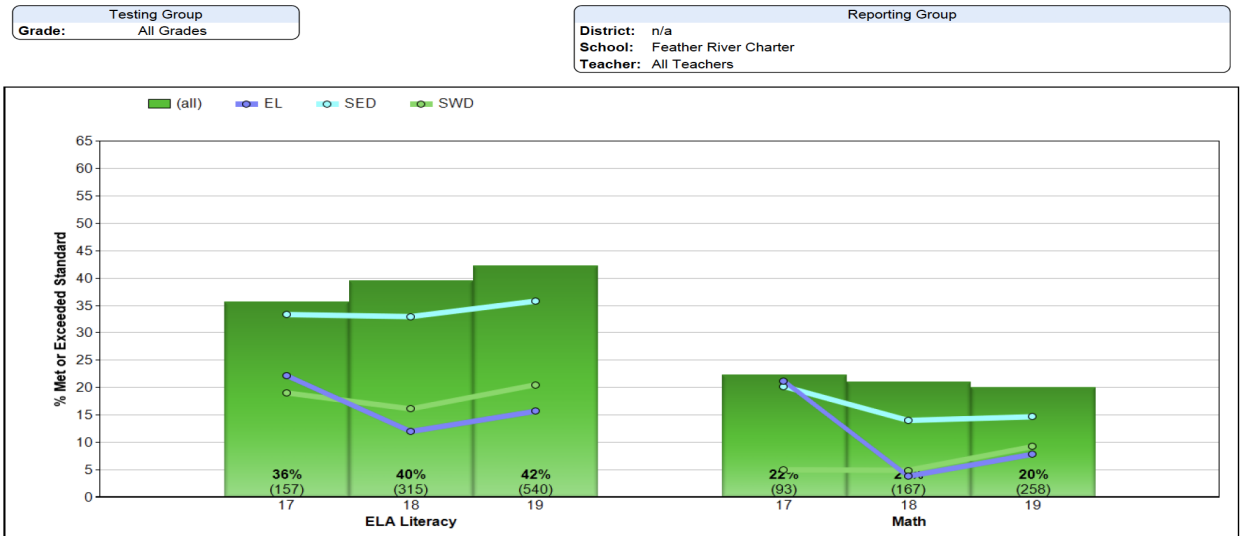
FRCS shows solid growth in most subgroup categories, in both ELA and Math



SBAC Met or Exceeded Standard by Subgroup

This is a non-matched year-over-year achievement chart. Each bar represents one point-in-time, for a different set of students. This shows the overall trend of FRCS, for all the students who tested during each period.

Between 2018 and 2019, each of the English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities subgroups increased their percent of students meeting standard, in both ELA and Math.



English Learner Assessment Results (ELPAC, SBAC, STAR)

Of particular pride is the progress of our EL population. The Dashboard English Learner Progress Indicator (ELPI), does not tell the complete story:

- Of the 51 ELs who took the ELPAC in 2017-18, 38.8% reclassified. The remaining EL students over-represent a group that also includes students with disabilities or other learning issues. These are not unduplicated classes of students, unlike those reported in the Local Control and Accountability Plan (LCAP) and used for Local Control Funding Formula (LCFF) funding. These students tend to progress more slowly.
- In addition, the Dashboard ELPI did not report a color for performance levels and due to the reduced number of EL students in spring of 2019 (no colors are given for fewer than 11 students).

As noted earlier, the CAASPP and ELPAC data, as presented in the DASHBOARD, show different groups of students at different points in time, so it does not reflect year-over-year longitudinal growth of students. In the case of FRCS, the numbers of students enrolled and taking assessments has grown significantly, so we have included the comparisons focused on student-level growth to demonstrate the role that FRCS has played in improving the academic performance of all students and student groups over time, even with the significant disruptions cause by the COVID shut-downs and/or restrictions.

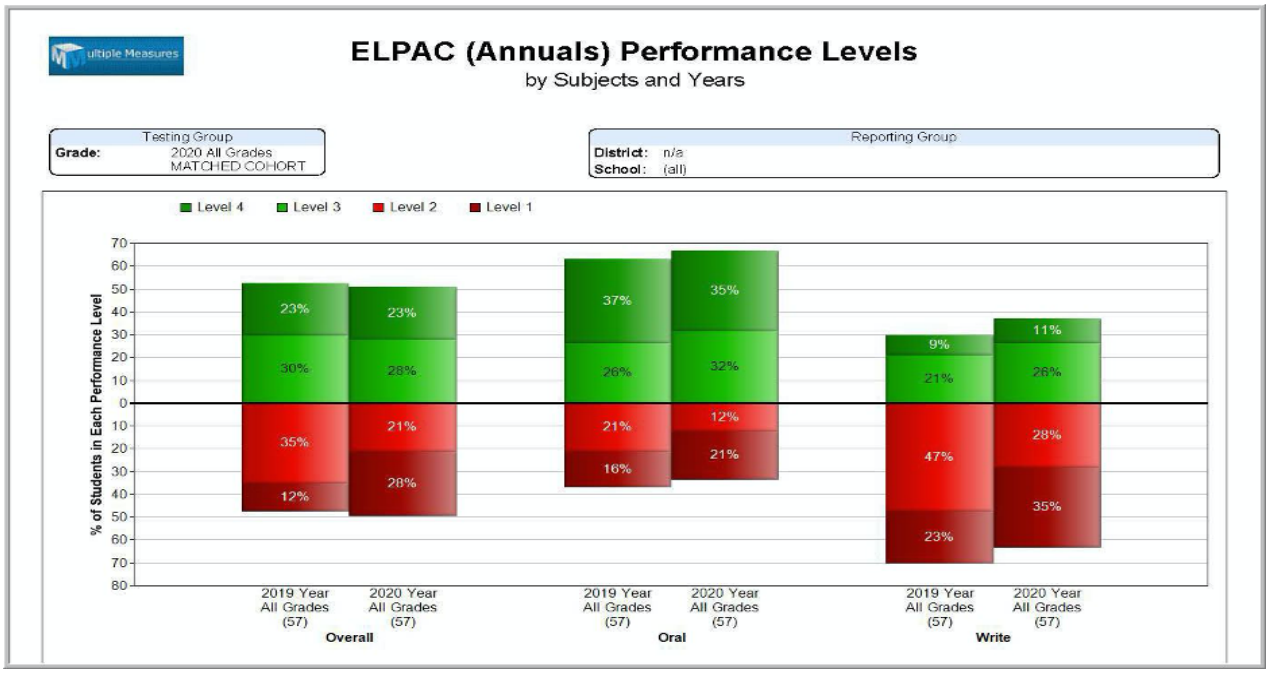
ELPAC Performance Level	Feather River
Level 4 (Well Developed)	27.5%
Level 3 (Moderately Developed)	15.7%
Level 2 (Somewhat Developed)	29.4%
Level 1 (Beginning Stage)	27.5%

The following charts represent EL growth based upon student-level performance as reported on ELPAC (2019 and 2020, but not reported on the ELPI), CAASPP and STAR assessments.

ELPAC Performance Levels (two-year matched cohort)

This is a two (2)-year matched-student year-over-year achievement chart. Each bar represents one point-in-time, for the same exact set of 57 students. This demonstrates that the percent of students scoring in Levels 3+4 for Oral and Written Language increased between 2019 and 2020.

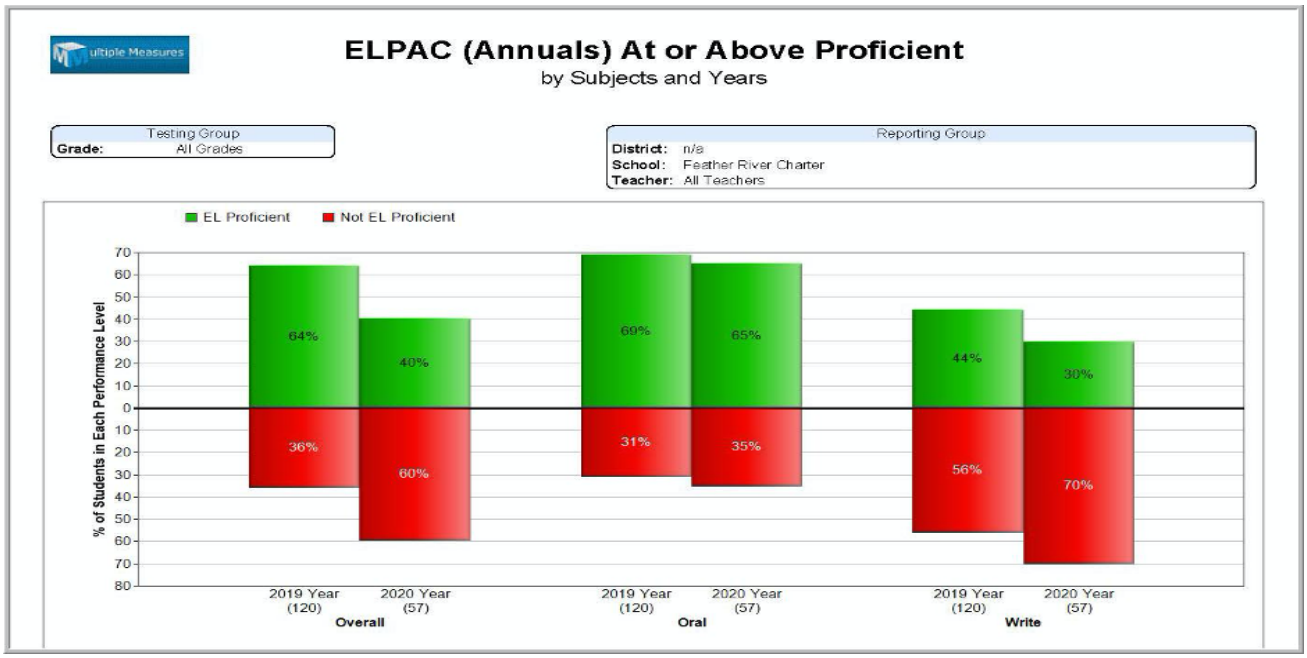
Important note: This chart compares only the percent of students in each band, regardless of "where" they are in the band. Change is measured only for students who crossed the boundary between bands. No growth or regression "between the bands" is possible to show in this chart. (Incremental "between the bands" changes can be shown only in FPL™ or DFS growth charts.)



ELPAC At or Above Proficient

This is a non-matched year-over-year achievement chart. Each bar represents one point-in-time, for a widely different set of students. This shows the overall trend of FRCS, for all the students who tested during each period.

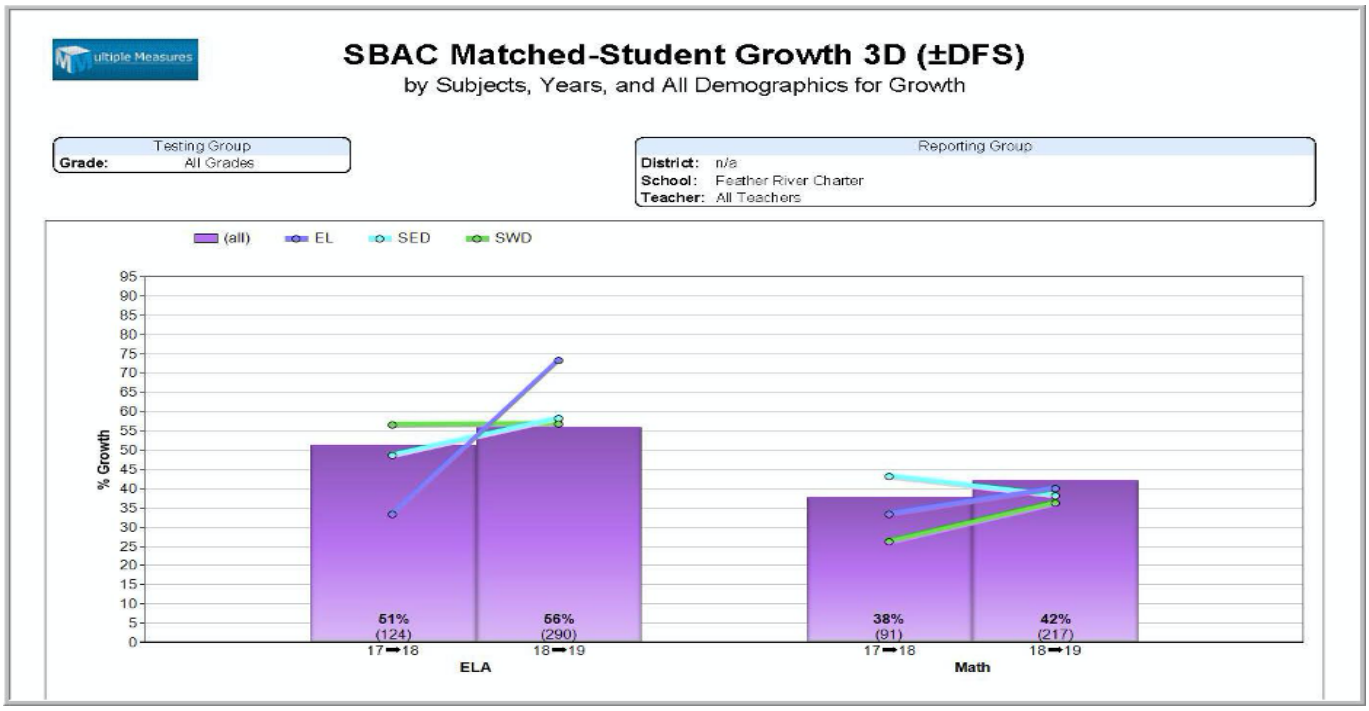
Please note that this decline, in part may be due to issues related to COVID-19 disruptions and restrictions in the spring and this fall, particularly with the decreased numbers, and the fact that during the spring of 2020, FRCS, like most other schools, had to create a safe and accessible way to provide oversight and instruction to those students without internet access and/or a place for instruction.



SBAC Matched-Student Growth (DFS) by Subgroup

Each column represents the change over a *one-year time span for* collections of matched students (two-year cohorts, showing year-over-year growth). The growth of the "All Students" group is represented by the (purple) bars. Each line endpoint (dot) represents an independent subgroup cohort, as noted in the chart legend. Per AB 1505, subgroups with 11 or more students are shown.

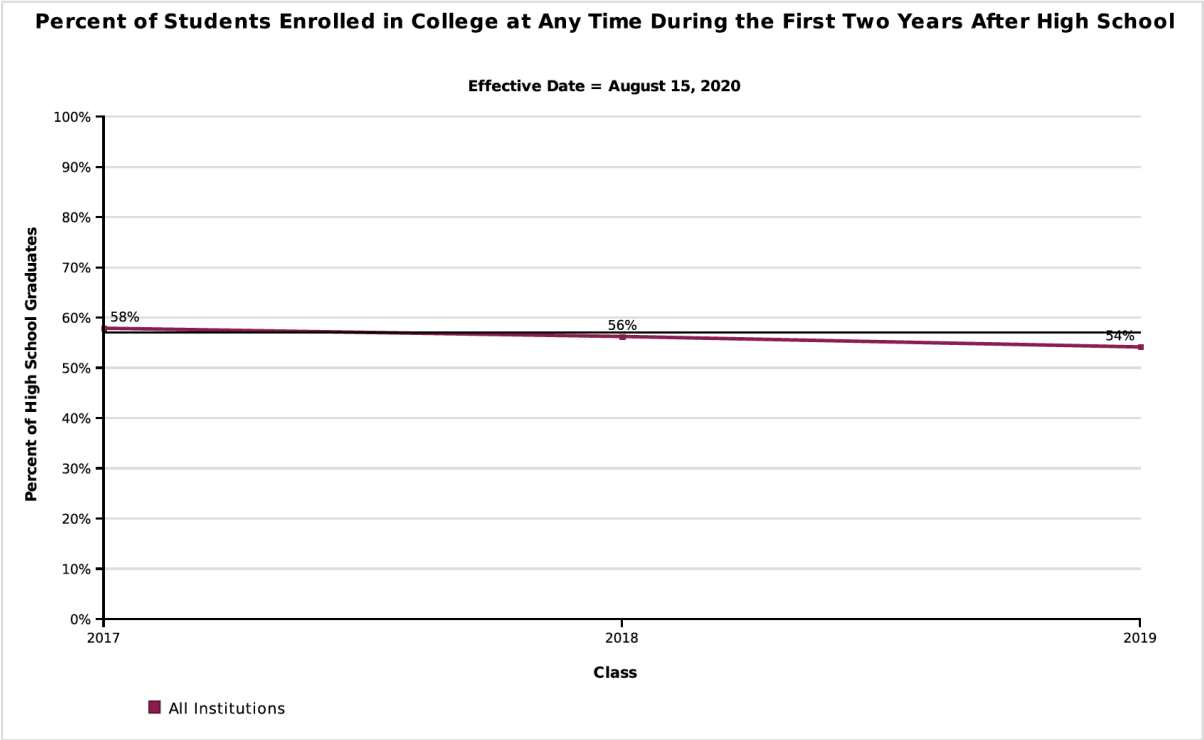
The growth of the FRCS EL population outscores other subgroups in ELA and Math, including 'all students', and matches 'all students' growth in Math.



Secondary and Post-secondary Data Sources

The State Board of Education adopted a very narrow list of post-secondary data sources all directed toward a college track, which do not accurately reflect the important pathways including career-technical and other preparations that are provided by FRCS. The following charts represent data on student growth in a variety of areas, all of which are important to the success of any school or district, including those as authorized and/or approved by AB 1505.

The following charts represent information from the National Student Clearinghouse Student Tracker on college admission, student retention and graduation from 2017 demonstrating that consistently more than 50% of graduates enroll and remain in college.



AVG = 57%

INSPIRE CHARTER SCHOOL - NORTH

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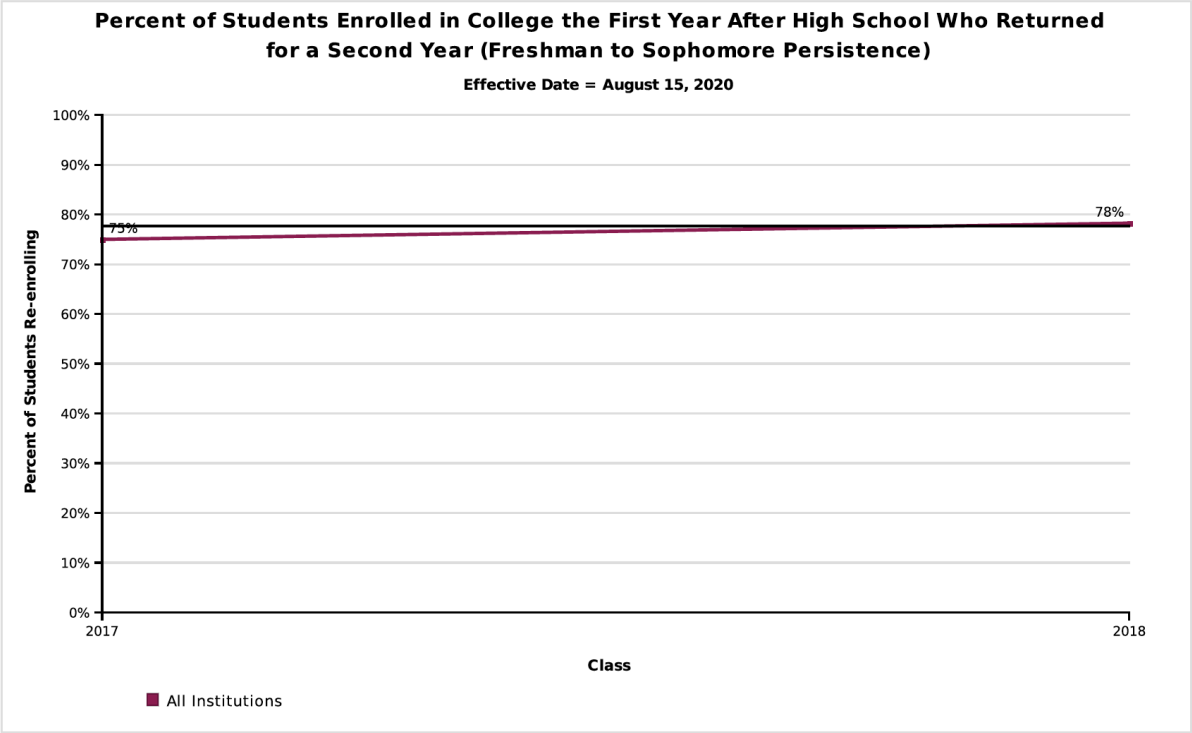
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NATIONAL STUDENT CLEARINGHOUSE

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Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

Name	Rank	State	Level	Type	Total
SIERRA COLLEGE	1	CA	2-year	Public	29
AMERICAN RIVER COLLEGE LOS RIOS CC DISTRICT	2	CA	2-year	Public	8
BRIGHAM YOUNG UNIVERSITY	3	UT	4-year	Private	6
FOLSOM LAKE COLLEGE	4	CA	2-year	Public	6
SACRAMENTO CITY COLLEGE-LOS RIOS CC DISTRICT	5	CA	2-year	Public	5
COSUMNES RIVER COLLEGE-LOS RIOS CC DISTRICT	6	CA	2-year	Public	3
BUTTE COLLEGE	7	CA	2-year	Public	2
WILLIAM JESSUP UNIVERSITY	8	CA	4-year	Private	2
BRIGHAM YOUNG UNIVERSITY - IDAHO	9	ID	4-year	Private	1
BRIGHAM YOUNG UNIVERSITY -IDAHO WINTER/SPRING	10	ID	4-year	Private	1
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	11	CA	4-year	Public	1
CITY COLLEGE OF SAN FRANCISCO	12	CA	2-year	Public	1
FRANCISCAN UNIVERSITY OF STEUBENVILLE	13	OH	4-year	Private	1
GONZAGA UNIVERSITY	14	WA	4-year	Private	1
LDS BUSINESS COLLEGE	15	UT	2-year	Private	1
MONTEREY PENINSULA COLLEGE	16	CA	2-year	Public	1
SNOW COLLEGE	17	UT	4-year	Public	1
SOLANO COMMUNITY COLLEGE	18	CA	2-year	Public	1
SOUTHERN UTAH UNIVERSITY	19	UT	4-year	Public	1
WESTERN CAROLINA UNIVERSITY	20	NC	4-year	Public	1
WOODLAND COMMUNITY COLLEGE	21	CA	2-year	Public	1



AVG = 77%

INSPIRE CHARTER SCHOOL - NORTH

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Count of Class 2019 Postsecondary Enrollment and Progress

Total in the Class: 96

Academic Years	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
New to College	52	0	0	0	0	0	0	0
Persisted	0	0	0	0	0	0	0	0
Returned After Stop Out	0	0	0	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	0	0	0	0	0	0	0
Not in NSC to Date	44	0	0	0	0	0	0	0

Additional Required Secondary Indicators Demonstrating Growth/Improvement Over Time
Source: Ed-DATA www.ed-data.org

Graduation/College Career/Dropout Rates



Local Control and Accountability Plan Metrics

In addition to Dashboard and internal diagnostic assessment results, we also measure our progress according to our LCAP metrics, including the percentage of English Learners who reclassify, staff professional development, the number of college-level courses taken by students, the number of students participating in college readiness exams such as the ACT, the number of CTE pathways, and the number of teacher/counselor meetings with students. Further, our LCAP goals and services are aligned with the needs identified through data analysis and stakeholder input.

Conclusion

Feather River Charter School opened with the mission to provide a high standard of education to students through a comprehensive curriculum supported by energetic, dynamic, and caring teachers and staff. The FRCS opened with a small group of students having very diverse needs, including some who were severely credit deficient and had been unsuccessful in traditional schools. Through our commitment to personalized learning and developing the individual gifts of students in partnership with parents, families, and the community, FRCS students have grown tremendously. This is evidenced by increased family and community engagement, the building of meaningful relationships, and social-emotional literacy as a basis for long-term, rigorous learning and academic growth. FRCS's data shows that the school is making positive progress in student achievement while enrollment has fluctuated. In the Fall of 2019, half of Feather River's students were offered a spot in a new charter

that was opening, so enrollment dropped. Since then, Feather River has continued to enroll new students.

The FRCS leadership team continues to examine the school's quantitative and qualitative data. The leadership team is dedicated to a continued focus on building and modifying systems and supports to promote student achievement of all students and subgroups. The evidenced data suggests the areas of mathematics and writing across the curriculum need a continued school wide focus. The leadership team will ensure goals and action services related to these areas are developed with a growing academic achievement plan.

The FRCS staff is made up of a community of educators who believe in personalized learning and school choice. They work to create a positive, collaborative, and challenging environment that is centered on teaching and learning. FRCS's leadership and staff look forward to continuing our collaboration with Winship-Robbins Elementary School District in providing an option to students looking for an Independent study/homeschool program.

As demonstrated by the evidence above, FRCS meets the renewal criteria for a middle tier school pursuant to Education Code 47607.2(b) and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.

Throughout the charter renewal process, the FRCS administrative team has gained added insight and focus on the ever changing needs of schools today. The renewal petition has also provided reflection on the positive components that the school has brought to our students, staff and community. With a continual addition and adjustment, FRCS felt it was prudent to highlight a few key assets and needs for the school throughout the next charter term.

Assets:

1. Students have many opportunities to engage in 21st Century Learning
2. Both leadership and teaching staff are effective and committed
3. Implementation of support and academic achievement plan for students performing low academically
4. A strong academic culture that promotes college and post-secondary school for all
5. Solid/Highly experienced Special Education and intervention team
6. Established Professional Learning Communities (PLC) through meaningful Professional Development time for collaboration and effective coaching
7. Parent workshops to support teaching, curriculum, & sub groups
8. Partnership with NCUST (National Center for Urban School Transformation) to address leadership and teachers working together to ensure that for each and every student, there is a clarity of focus. Students are actively engaged in learning, teachers are actively and aggressively monitoring student progress, and positive school culture is being fostered and developed.

Needs:

1. FRCS continues to develop professional development in the area of math and language arts for both staff and parents. This work includes a sequence of course aligned curriculum and targeted, professional development (PD) where teachers are analyzing student thinking/learning processes and intensive coaching, parent education workshops

2. FRCS continued to develop professional development in the area of writing
3. Although FRCS has seen success in reclassifying ELs in our current model, more attention needs to be given to Long Term English Learners to support their academic language development and unique needs.
4. FRCS has evolved our internal benchmark diagnostic to align with the CCS. This process and data dives help to determine a predictive of SBAC performance and support the instructional model.
5. FRCS continues to strengthen the options for high school students to ensure they are career/college ready upon graduation

PETITIONERS and SCHOOL ADMINISTRATION

The following school faculty provide the background and necessary expertise in the above areas to ensure the success of FRCS:

Co-Lead Petitioner – Jenell Sherman: Jenell Sherman has enjoyed serving in the field of education for over 20 years. She graduated with a Bachelor of Arts in Child Development with a minor in French from CSU Sacramento where she was also an active member of the Waterski Team. She found her love of leadership, creativity, and planning events there as President of the team and hosting the Collegiate Nationals Tournament. She has always enjoyed working with children, so it was a natural choice to focus her studies in the field of education and completed her multiple subject credential. She is currently working towards earning her Administrative Credential. Jenell volunteered in several classrooms, taught waterski camp for six years, and taught PE, 6th, and 3rd grades at a local elementary school. Her career then moved to a local charter school to work with independent study high school students and homeschool families, where she stayed for 15 years before moving to the local charter(s) four (4) years ago.

Jenell has led many professional learning teams, written curriculum, and excels at creating organizational pieces for teachers and families. She has planned multiple school events, planned and implemented professional development opportunities, and served as the lead for successful fundraisers. In her current school, Jenell has developed and grown a successful preferred vendor program, initiated and helped launch a performing arts program, worked as a Regional Coordinator overseeing groups of teachers, served as one of the Senior Directors in Northern California and is now serving as an Executive Director of Feather River Charter School. Jenell is well respected by staff and teachers alike and is known for her open communication and collaboration with stakeholders. Supporting homeschool families and educational choice as well as helping teachers grow into strong leaders has become a passion, not just a job, and she is so thankful to work at a school that treasures the heart of homeschool and the vision that all students can succeed.

Co-Lead Petitioner – Julie Haycock: Julie Haycock has served in the education field for over 30 years. For the first 11 years of her career, she served as an elementary school teacher in a traditional classroom, before transitioning into charter schools. Her charter school experience has been in independent study/home school-based charters, first as a homeschool teacher, then into administration. She has participated in several leadership training programs, as well as Chief Business Office Training. She has a Bachelor of Arts Degree in Communications. Julie possesses a California Clear Multiple Subject Credential as well as a California Clear Administrative Services Credential. Julie started working with the former Inspire North, from the beginning, in March 2016.

Julie is passionate about education, specifically in providing quality programs that meet the needs of each individual student. Her strengths include finding new ways to improve school-wide processes,

staff development, leadership training, and helping develop leaders within the organization. Her passions include working with homeschool parents and teachers to seek opportunities to enrich their education, and on building relationships within the charter school community as well as connecting with other organizations to support education.

Additional Administration -

Director of Special Education and Student Support - Dr. Amanda Johnson: Dr. Johnson serves as the Director of Special Education and Student Support. She has dedicated her educational career to serving students with special needs and their families. Dr. Johnson graduated from California State University, Chico with a Bachelor's in Social Science for Psychology and Career and Life Planning and a minor in Sociology. Dr. Johnson continued her education receiving both her mild/moderate and moderate/severe education specialist teaching credentials and a Master's in Education emphasis in Special Education. Dr. Johnson then completed her doctorate with University of the Pacific in Educational and Organizational Leadership with an emphasis in K-12 Administration. Dr. Johnson's dissertation study was focused on parents who are new to special education and their experiences. Dr. Johnson was able to present her research in Washington D.C. at the Association of University Centers on Disabilities, the U.C. Davis Summer Institute, and U.C. Davis Medical Investigation of Neurodevelopmental Disorders (M.I.N.D.) Institute Leadership in Education for Neurodevelopmental Disabilities.

Dr. Johnson brings classroom experience as a former K-12 Resource teacher, Special Day Class (SDC) teacher, she has been a teacher on special assignment coaching the development of other teachers and programs. She has created and built special education programs as both a teacher, Program Specialist, and Director of Special Education. Dr. Johnson brings Special Education leadership experience from Charter, District, and County Office of Education. In every leadership position, Dr. Johnson has built opportunities to support parents and the community with building better relationships as well as better understanding of special education. In addition, Dr. Johnson has been the Vice President of her local family resource center, Regional Leader for California Autism Professional Training and Information Network (C.A.P.T.A.I.N.), and participated in the U.C. Davis Leadership in Education for Neurodevelopmental Disabilities.

Other experiences that Dr. Johnson brings is her work with building and implementing Professional Development plans, Coordinating Teacher Induction, building mentor programs, Principal experience, overseeing Health for District and COE. Dr. Johnson also has supported community college students as adjunct Counselor and Instructor.

Vice Principal/Assistant Principal – Allie Suydam: Allie Suydam serves as the Vice Principal/Assistant Director for Feather River Charter School. She graduated with a Bachelor of Arts in Child Development and Home Economics with a minor in Pre-therapeutic Psychology from Point Loma Nazarene University in San Diego. She received her teaching credential from National University and is currently in the process of obtaining her administrative credential. Allie has taught in various educational settings including the traditional classroom, independent study, intervention, and most recently non-classroom-based charter schools. After experiencing many different educational models, Allie has developed a deep appreciation for the opportunities families have to choose the school setting that best meets their children's educational needs. It is her goal to partner with parents to develop a personalized educational plan that will allow every child a successful school experience.

Allie is passionate about creating lifelong learners not only with her students but also with her staff. She creates school wide professional development opportunities for staff throughout the year including fall and winter full day PDs with relevant workshops, monthly PLCs, and ongoing leadership training and development. Allie's strength is knowing her staff, understanding their needs, and providing them with the tools they need to succeed.

Ongoing Support and Assistance

Charter School Development Center: Founded in 1992, Charter Schools Development Center (CSDC) is the nation's oldest nonprofit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation, and practice related to all aspects of charter school operations and oversight. CSDC's staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Colie, Development Services Manager, has expertise in curriculum, instruction, and assessment as well as charter school finance, governance, and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter reform movement in California, nationally, and internationally.

National Center for Urban School Transformation
NCUST has developed partnerships with schools and districts eager to establish outstanding urban schools. The center has supported several school districts in California, Arizona, Texas, Kansas, Utah, Missouri, and Tennessee. NCUST coaches have helped district leaders, principals, and teacher leaders emulate some of the best practices found in the schools NCUST has awarded and studied. While they continue to learn about the challenges associated with improving teaching and learning in urban schools, they are proud to have been part of successful improvement efforts in multiple schools and districts across the nation. NCUST will be helping Feather River focus on how to build practices that promote academic achievement.

Young, Minney & Corr LLP
YM&C Founders Jim Young and Paul Minney began working in charter school law immediately after the passage of the Charter Schools Act, in 1993. YM&C is California's most experienced, knowledgeable, and respected law firm working in the unique area of charter school law. YMC represents more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation.

ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st *century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i)*

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. --Education Code Section 47605 (c)(5)(A)(ii)

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. -- Education Code Section 47605(c)(5)(A)(iii)

Feather River Vision Statement
Feather River Charter School develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st century.

Feather River Mission Statement
The mission of Feather River Charter School is to provide a flexible personalized learning experience to help students become proficient at the California Common Core State Standards (CCSS) and California Content Standards, including Next Generation Science Standards for their grade level and empowering families to tailor a program designed around the specific needs of each student. In collaboration with well qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

Schoolwide Learner Outcomes

At Feather River Charter School, 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.

Feather River 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.

Educational Philosophy

Whom The School Is Attempting To Educate

Feather River Charter School serves approximately 1,087 students in grades TK-12. FRCS ended the 2019-2020 school year with an enrollment of 1,160 students. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. We expect the demographics to be consistent with the data from the Winship-Robbins Elementary School District. We expect the student population demographics to be consistent with those of the District. Since FRCS is a non-classroom based, Independent Study program, it is entitled to enroll students who reside in Sutter County and adjacent counties. To ensure that demographics mirror the District, FRCS will monitor enrollment by sub-group. When sub-groups are under-represented, FRCS will target marketing campaigns in areas where said sub-groups represent the majority of the community to recruit students and balance FRCS's demographics.

Feather River Charter School is designed to meet the needs of many different types of students:

- Homeschooled students who want to earn an accredited high school diploma
- Students needing the flexibility to spend more time on learning content not available in the traditional classroom-based setting
- Students who are able to learn at an accelerated pace
- Students needing to make up credits to either complete grade levels or to graduate on time
- Students who are training for professional sports or pursuing the acting profession and need a more flexible schedule
- Students with scheduling conflicts due to family obligations or illness
- Students who need a safe learning environment that fosters healthy emotional and physical well-being after experiencing social aggression

In education, one size does not fit all, and FRCS is dedicated to providing students and families with a personalized learning opportunity to meet each student's unique needs.

Powered by BoardOnTrack

Projected Five-Year Growth Plan for 2020-2021 through 2025-2026

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Projected Enrollment & ADA by Grade						
TK-3 Grade	399	399	419	440	462	485
4-6 Grade	237	237	249	261	274	288
7-8 Grade	175	175	183	192	202	212
9-12 Grade	304	304	319	335	352	369
Total Projected Enrollment	**1,114**	**1,114**	**1,170**	**1,229**	**1,290**	**1,354**
Average Daily Attendance (ADA)						
ADA %	98%	98%	98%	98%	98%	98%
Total	**1,091.72**	**1,092.00**	**1,146.60**	**1,203.93**	**1,264.13**	**1,327.33**

What it Means to be an Educated Person in the 21st Century

An educated person in the 21st Century will be proficient in Common Core State Standards (CCSS), remaining California Content Standards (CCS), Next Generation Science Standards (NGSS), History-Social Science Framework, English Language Development ("ELD") Standards (collectively referred to herein as, "State Standards"), and will also be proficient in the use of technology. By doing schoolwork online, including numerous technology-based applications that FRCS will use to deliver rich curricula, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology, especially electronic mail, and other major computer applications.

Feather River Charter School will prepare self-motivated, competent, life-long learners for the 21st Century. As discussed in greater detail below, FRCS believes that learning best occurs in an environment that fosters successful outcomes. FRCS will employ personalized learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

FRCS shares the vision of Partnership for 21st Century Skills (P-21) that students are part of an increasingly complex, demanding, and competitive 21st Century. FRCS's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (communication, collaboration, critical thinking, and creativity):

1. Communication – Feather River Charter School students share thoughts, questions, ideas, and solutions through virtual, phone, and in-person conversations between peers and teachers. This will be achieved through group projects, clubs, and student- and teacher-initiated meetings.

2. Collaboration – Feather River Charter School students work together to reach a goal, applying talent and expertise in projects that require collaboration with other students, staff, family, and community members. This will be achieved through group web-conferences, in-person committee meetings, interscholastic academic clubs, organizations, competitions, community gatherings, enrichment opportunities, and service projects.

3. Critical Thinking – Feather River Charter School students look at problems in new ways and reach conclusions based on evidence, and cross-curricular learning interlinking subjects and disciplines. Students demonstrate critical thinking by providing detailed written responses, and presentations that reflect their thought process and show understanding of content.

Students are engaged in a rigorous curriculum that challenges them to use higher-level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.

4. Creativity – Feather River Charter School students try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise higher levels of thinking. Students can participate in various extracurricular activities such as clubs, student showcases, project fairs, and seasonal programs, to showcase their talents and abilities.

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21st-century communities and workplaces. As P-21 indicates, students with these skills are ready to "successfully face rigorous higher education coursework, career challenges, and globally competitive workforces." The 4Cs are embedded in the State Standards and in Feather River Charter School's instructional delivery model. Students cannot avoid communication as they might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. FRCS will embed collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including the Internet- and phone-based communication to collaborate across distances to accomplish their projects. As a result, it is Feather River Charter School's aim that students graduating from FRCS demonstrate the four core characteristics of an educated person in the 21st Century:

1. Proficiency in State Standards
2. Communication skills
3. Problem-solving skill
4. Proficiency in 21st Century Tools: Students will graduate with proficient use of digital technology and communication tools to access, manage, integrate, and evaluate information; and effectively communicate with others

Upon graduation, students will apply these in postsecondary education and in the workplace. The content standards provide a base of academic skills and content knowledge needed for success in the broad array of paths students will take. P-21's findings are based on extensive surveys of the skills identified by employers as critical workforce needs.

The FRCS teaching staff has participated in professional development over the past three school years. Teachers also revisit these topics when discussing student work in their regional teams. The professional development resources are housed in the teacher handbook and Professional Development Drive for reference.

How Learning Best Occurs

FRCS believes that learning best occurs when students:

- Are stimulated by challenging and interesting problems
- Are encouraged to seek solutions and answers to real-world situations, rather than memorize ideas, concepts or facts
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem-solving

- Are exposed to a rigorous and relevant curriculum that best fits the individual student's needs
- Achievement data is used to monitor academic growth while making adjustments to learning plans and introducing interventions as needed.
- Respect each other; Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition
- Are actively engaged in projects that incorporate content objectives and/or standards across the curriculum
- Are taught skills and/or ideas not in isolation, but rather through project-based and cross-curricular teaching and learning in order to gain greater understanding and depth of knowledge in the subject matter.
- Have access to teachers with the ability to differentiate the instruction as needed
- View technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them
- Are in a supportive, caring, equitable, and safe environment
- Pacing guides for all grade levels along with teacher collaboration
- Use of data-cycles to help students identify their next area of growth and learning goals

Educational Program

Overview

Feather River Charter School prides itself on the proficiency-based learning model being implemented through instructional pathways. FRCS provides the following instructional pathways as options for students to have a truly personalized education:

- Online pathway (Grades TK-12)
- Textbook pathway (Grades TK-12)
- Custom-designed pathway (Grades TK-12)

The **online pathway** gives students flexibility as well as structured support through a 100% web-based curriculum, such as Edgenuity. The online platforms combine direct-instruction content, rigorous assignments, assessments, and progress tracking tools to ensure students achieve subject-area mastery. The **textbook pathway** utilizes a conventional textbook package, such as McGraw-Hill, in which course readings and assignments can be completed almost completely offline. Similarly, students in high school can opt to complete their coursework in packets to efficiently interact with content with minimal distraction. The **custom-designed pathway** is a customizable learning program that allows families to choose curriculum and classes that fit their specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher and curriculum coaches to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with FRCSS checklists to verify course completion.

Our instructional pathways employ online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology-based applications in our independent study program. These pathways are designed to address the diverse needs of the student population and connect learning to student interests and learning styles. FRCS teachers lead students through specific learning tasks to demonstrate mastery of each subject. Well qualified high school teachers in all instructional pathways hold daily virtual instruction opportunities and office

hours. The curricula, in conjunction with personalized instruction, help students become proficient in CCSS and prepared for college and career.

FRCS uses several online learning platforms to meet the diverse learning needs of our students for grades K-8, such as Odysseyware, Time4Learning, K12/Fuel Education, and McGraw-Hill. Edgenuity is an example of an offering for students in grades 6th-12th.

FRCS allocates instructional planning for each student, from which teachers guide and approve curriculum, tutoring services, technology items, and enrichment classes to fit each student's goals. Teachers consider students' learning styles and interests when determining each student's instructional plan. Curriculum costs vary, but each student's instructional planning covers the learning pathways.

For students in grades 9th-12th, FRCS's graduation pathways allow students to choose courses based on academic, career, and personal interests. The graduation requirements help students prepare to enter the workforce, attend community college, attend CSU/UC or enter military service directly after high school. The FRCS graduation requirements allow students to have greater flexibility in the classes they take and allow students to explore individual interests.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses (*Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)*	30
English	6 semester courses	30
Math	4 semester courses (*Algebra 1 must be completed)*	20
Science	4 semester courses (*Must include 1 year of Physical Science and 1 year of Life Science)*	20
Visual & Performing Arts	2 semester courses	10
World Language		

Electives	18 semester courses	90
Total =		**200 Credits**

Students who plan to apply to a four (4)-year college directly following high school graduation will need to meet A-G requirements. These requirements are mandatory for students who apply to the CSU or UC systems and recommended for students who plan to apply to private and out-of-state colleges and universities. The A-G requirements are summarized below:

A-G	Subject Area	Subject Requirement
A	History | Social Science	2 years *(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)*
B	English	4 years
C	Mathematics	3 years (4 years recommended) *(Algebra or higher)*
D	Laboratory Science	2 years *(At least 2 of the 3 disciplines of Biology, Chemistry, or Physics)*
E	Language Other Than English	2 years *(Must be 2 years of the same language)*
F	Visual & Performing Arts	1 year
G	College-Preparatory Elective	1 year

FRCS teachers, support staff, and counselors advise students on A-G requirements and help students schedule courses based on their individual goals. Counselors monitor the completion of A-G requirements. Teachers and counselors revise graduation plans according to individual student goals and needs.

Instructional pathways are aligned with the needs and interests of the target student population through a number of strategic features:

- All programs are highly engaging and interactive
- All programs emphasize individualization based on learning needs. This can be achieved through teacher-created pacing guides and learning plans
- Online and textbook pathways have built-in features to support English learners, such as vocabulary support, audio-visual features, and scaffolding
- The courses include tests, animations, streaming video, and educational games
- Programs include lessons, units, and end of course assessments to provide feedback on student progress
- All programs have supplemental instructional supports

Instructional practices are aligned to the student population because they are highly customized to meet each student's needs. Students come to FRCS with particular needs that may not be addressed in traditional school settings, and FRCS's individualized instruction is well-aligned with their needs. Students are engaged in the interactive curriculum, they have a choice in assignments and have the opportunity to delve deeper into subjects based on their interest. Students can meet the learning objectives in several different ways such as creating a brochure, completing a reading guide or visiting a museum.

Personalized Support

FRCS will assist parents/guardians on how to support students by providing tips, workshops, and multiple training opportunities on topics such as assessment, teaching writing, math support, different learning styles and modalities, as well as data-driven instruction/ educational practices.

Students who need support with any specific part of the coursework or assignment receive individual assistance and instruction from their teachers as needed. All students are academically supported by credentialed teachers who meet individualized educational needs. Our tiered academic intervention program gives parents, teachers, and students the needed support to aid in academic achievement in speech, reading, writing, math, and social emotional learning. The individual learning needs of all students are met through our multi-tiered system of supports (MTSS) model.

In addition, students take personal responsibility for their learning in various ways such as:

- Utilizing planning tools and strategies
- Demonstrating self-motivation needed to complete daily tasks
- Tracking their work and developing a clear sense of the level of effort needed to complete their tasks

Assessment data guides each student's individual learning plan and instruction. Students in grades K-12 will be assessed with a variety of assessments in order to give the most accurate picture of a student's academic ability. Early childhood literacy skills such as phonemic awareness, alphabetic

principle, accuracy, fluency, vocabulary and comprehension are also tested in grades TK-2. These assessments help teachers and schools determine how students are performing on important, standardized ELA and Math skills. Students in grades 3-11 will also be assessed with an interim state assessment to further identify growth or weakness in learning and acquisition of skills. This assessment data along with an academic plan driven by the benchmark diagnostic, interim and state assessments, and informal assessment, teachers will have data to plan appropriate curriculum and instruction.

Program Structure

Credentialed teachers will meet with students, parent/learning coach at least every 20 school days for learning record meetings, as required in each student's Master Agreement. Meetings will occur at public locations such as libraries or coffee shops, or at the family's residence. If a meeting in person is not possible, then a virtual conference using a web-conference platform such as Zoom, will be scheduled.

FRCS will monitor student work completion and progress toward proficiency through a variety of means. Students submit work and assessments each month, or as requested by the teacher. Teachers will assign and assess standards for students each learning period, review student work with the parent and student in the learning record meetings, and use formative assessments to review student progress on an ongoing basis. Teachers work with families to provide information and access to information about required testing and resources to help students prepare for these tests. Teachers will also communicate on a regular basis with families about general school information, events, support, learning opportunities and deadlines through a variety of means. High school students receive a mid-semester progress report for both the fall and spring semesters.

FRCS employs family liaisons who connect new families with homeschooling resources in our school and community. Family liaisons have the privilege of sharing the benefits of our charter school and help families find what works for their unique situations. Family liaisons create a community for our homeschool families by facilitating park days, field trips and events. They work with the FRCS team to email a weekly newsletter with school updates, enrichment activities, community events and more.

FRCS teachers collaborate with parents/learning coaches to create Learning Plans for students each learning period that outlines the lessons to be completed during a specified time frame. Internal benchmark diagnostic assessment data gathered from a computerized adaptable test, taken each fall, winter and spring, for grades TK-2, pinpoints the proficiency level of students across a range of subjects. Grades 3-11 will be administered a benchmark diagnostic in the fall and spring. An additional interim assessment in the mid-year will provide data for grades 3-11. The interim assessment is designed to support teaching and learning. The interim assessments are specifically designed to provide meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments. This data along with learning styles are used to build the individualized learning path for each student to target specific learning objectives and standards. Regular assessment determines the level of mastery and individualizing the learning plan helps students progress quickly.

The curricula can be individualized for students to ensure that the learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons. The lesson plan is delivered each day and although the student is encouraged to complete a certain

number of lessons per week, as assigned on their learning plan, there is time for re-teaching and re-learning as needed, which keeps the curriculum self-paced and customized.

Teachers can provide instruction and support either in person or online through web-conference platforms. This tool allows for teacher collaboration and instruction by using video, voice, text, and shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries and the students' residences.

Record-Keeping System for Online Courses

Assignments, grades, and the message center are stored at the database level in the online programs. All assignments and communication may be retained indefinitely. Reports will be available at any time online to administrators. This valuable information can be used to inform instruction and guide in the creation of Learning Plans. In addition, the ease of use and accessibility enables faculty to use this information for conferences and for other administrative purposes.

Research-Based Instructional Strategies

The program is highly likely to lead to high academic achievement due in part to the use of research-based methods. Marzano's nine high-yield instructional strategies are embedded in FRCSs curriculum and instruction. These strategies are effective for all student populations, including general education, Gifted and Talented Education (GATE), English learners, special education, and high-risk students:

- Curricula makes use of Marzano's highest-yielding instructional strategies in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Teachers often provide study guides and other resources that students can use to take notes and organize their learning.
- Teachers and various curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, and events.
- Teachers and various curricula utilize student practice, a crucial component of the lesson delivery. Students in some online curricula receive instant feedback on their level of proficiency in these learning objectives.
- Curricula provides students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- Curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- Curricula provides learning objectives at the lesson and/or unit level.
- Curricula challenges students to generate and test hypotheses in science labs and experiments.
- Many FRCS curricula frontload learning by providing new vocabulary words and definitions at the start of lessons.

Research-based Online Learning

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially, and more students and educators are becoming familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunities, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by the International Association for K-12 Online Learning (iNACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million in 2010. One reason online learning is attractive is that it allows a more customized approach to instruction. Software that enables every child to learn at his or her own pace is becoming a scalable, modular way to deliver customized learning.

Most importantly, research is confirming online learning's effectiveness and improved teaching:

- "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning."
- "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching."

Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009.

According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was "classes were not interesting" and they were "bored"; 88% of dropouts had passing grades.

Additionally, according to the NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: "The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners." (p.7)
- Online Learning Is Rapidly Growing: "Recent surveys show that K-12 online learning is a rapidly growing phenomenon." (p.4)
- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning.
- Online Learning Is Effective: "Equal or Better": "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning." (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching." (p. 25) Today's students are different from yesterday's students. The Pew Internet Project reports "the Internet is an important element in the overall educational experience of many teenagers."
    - 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
    - 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.

- 85% of 17-year-olds have gone online to get information about a college, university, or other schools they were thinking about attending.

Feather River Charter School Courses

More than 100 courses including electives and foreign language will be offered to students who enroll in Feather River Charter School. Every course offered by FRCS, regardless of the field of study, is developed by instructional designers under the guidance of subject area experts and aligned to state and national standards. Detailed course descriptions for middle school and high school are in the shared drive.

Elementary and Middle School Curriculum

FRCS students in grades TK-8 may enroll in the online, textbook, or custom-designed instructional pathway. Each instructional pathway is designed to be effective in leading to high achievement and proficiency of the state and nationwide standards. All curricula in the instructional pathways are aligned to CCSS, including NGSS. The curricula integrate critical thinking, problem-solving and communication strategies and applications throughout the lessons and assessments. For example, students in the online K12 curriculum read novels from a list of classics and have to reflect and answer comprehension questions with an in-depth analysis of character, theme and conflict resolution.

The parent/guardian works with the student on day-to-day instruction. In K-8, each student is assigned to one teacher who manages the student's Learning Plan, monitors progress toward standards, and focuses on each student's individual areas of need.

English Language Arts courses help students develop important reading and writing skills while inspiring a love of literature. The program emphasizes classic works, writing as a process, and the skills that will be assessed in standardized tests. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. The curriculum integrates writing to connect with their knowledge and experience and apply it in a way that connects it to current and historical events, and perspectives. Additionally, writing is embedded across all curricular areas including science, history, and math.

Math balances mastery of fundamental skills with critical thinking and problem-solving. The math curriculum provides lessons that teach the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems. For example, in math students are expected to explain the strategies and problem-solving methods. This is evidenced by students' answers in complete sentences and diagrams to demonstrate their thinking. An active, multi-sensory approach ensures that students understand the concrete realities that underlie mathematical concepts. Online lessons, games and animation illustrate concepts, while challenge problems, regular practice, and review ensure mastery of basic skills. A thorough foundation is provided for younger students providing links between the concrete and the abstract and for older students encountering Algebra.

Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances.

The history courses are integrated with topics in geography and civics, which opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the *story* in history. The history story includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth.

Teachers collaborate with the parents/guardians to facilitate progress through daily lessons and offer support to the student and family to ensure proficiency. The online programs provide daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction, and meetings as needed.

High School Curriculum

FRCS students in high school may enroll in coursework in the online, textbook, custom-designed, or a combination of pathways. Both college prep courses and A-G course options are available in the online, textbook, and custom-designed instructional pathways. Curricula will be highly effective in leading to high achievement and proficiency in the standards. The curricula are aligned to State Standards. Courses in Math and English Language Arts incorporate the instructional intent of the State Standards including rigorous instruction, active learning experiences, and meaningful assessment. These courses are created by a team of education experts with a focus on research-based best practices in learning. Students develop critical thinking skills through challenging tasks with scaffolding and supports to meet students at their level of academic readiness.

Students engage in active learning experiences through a balance of tasks involving reading, observing, inquiring, creating, connecting, and confirming. These build students' critical thinking skills and deepen their understanding of course content.

High School courses have both formative and summative assessments. Diagnostic assessments are tailored to the diagnostic benchmark. Intervention curriculum is utilized if the diagnostic assessment indicates the need. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes. Unit-level diagnostic assessments generate individualized study plans that direct students to appropriate instructional content based on their strengths and weaknesses.

The English Language Arts courses effectively address each standard as well as the instructional intent of the four key areas outlined by the CCSS: reading, writing, speaking and listening, and language.

- Reading: Students read a range of texts that reflect diverse authors and genres with an emphasis on informational texts
- Writing: Instruction emphasizes how to write within expository, narrative, persuasive and description frameworks, how to use evidence to prove a thesis; students use different written and presentation formats to show their work
- Speaking and Listening: Students use various kinds of media to analyze and synthesize information

- Language: Students have opportunities to develop and practice language skills throughout each unit

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills. The Charter School has developed and adopted a fair, objective, and transparent mathematics placement policy for students entering grade nine and posted its policy on its website, consistent with Education Code Section 51224.7.

Science courses focus on the mastery of concepts and model scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Students in A-G science courses have labs embedded in their coursework as a part of the 2020-2021 approved UC Portal coursework that is adopted in the FRCS Course Catalog. Properly credentialed high school science teachers are available during designated Zoom office hours to assist students in any of their science curriculum, including embedded labs.

In history courses, students build and practice historical thinking skills, learn to connect specific people, places, events, and ideas to the larger trends of history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays, and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claims. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

The online, textbook, and custom-designed courses — in math, science, language arts, social studies, world languages, electives, and advanced placement — are used for original credit, credit recovery, remediation, intervention, acceleration, and exam preparation. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed. Students have daily opportunities to attend virtual instruction and office hour support from well qualified content teachers.

Beginning with the 2020-21 school year, FRCS will comply with requirements to provide students with information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application, as appropriate, at least once before the student enters grade 12, pursuant to Education Code Section 51225.8.

Attendance Guidelines

FRCS will offer at least the minimum number of instructional days (175) per year required by law and will expect students to complete academic work and/or participate in school activities on all

those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. We anticipate that students will complete significantly more than these minimums each year. A draft of FRCS's 2021-2022 academic calendar is attached as **Appendix A.**

Independent Study Legal Compliance

FRCS will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.;* 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that FRCS will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law, and FRCS must file for a funding determination as a condition of funding.

Flexible Scheduling

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of FRCS.

Through the Management Systems in the online pathways, all the users (teachers, students, parents/guardians, etc.) can use the system from any location. This allows the student(s) to meet with their teacher in person or online, creating effective online pathways for both in classroom and off-site situations, similar to how textbook-based programs do. Furthermore, students can work at a pace and schedule that is best for individual student achievement.

Technology/Enrichment Support

FRCS allocates each student with an instructional planning amount from which the teacher may select and approve a learning platform for the student and any needed technology items. Technology purchases are covered by the student's allotment of instructional planning. Part of the reason the textbook pathway is included is that it is not reliant on technology devices. However, funds are set aside for the ongoing replacement of technology. All the devices are inventoried, barcode tracked and configured for remote access by the Technology Department.

FRCS supports student choice and flexibility within their schedule. To that end, we have an approved vendor list with over 5,000 vendors. Vendors consist of businesses that provide services such as fine art, music, sports, and tutoring. Product vendors may offer items such as books, art supplies, and supplemental educational materials or supplies such as paper, pencils, ink, and technology. Vendors reach out to the school to become an approved vendor through our families. A family can request FRCS to reach out to a vendor in their area to see if they can be approved for services. FRCS students can only work in- person with approved vendors.

Approved vendor information is displayed in an ordering system, where families can search for specific vendors and place their order requests. For a vendor to become approved, our vendor team will first determine if the business is educational and services provided are non-sectarian. If the business is deemed suitable, FRCS requires the following documentation to be submitted:

- Vendor Agreement
- Proof of liability insurance
- W-9 Form

The vendor must also complete a vendor application prior to approval. An approved Vendor needs to renew the Vendor Agreement each school year. According to the Vendor Agreement, each vendor shall ensure its employees, agents, and contractors working directly with Feather River Charter students complete a criminal background check through the Department of Justice in accordance with Education Code Section 45125.1. In addition, vendors are required to maintain current liability insurance. Invoices should be submitted for payment at the time the services are completed. Part of the contract FRCS has with the service provider includes a team dedicated to vendor management which carefully reviews all vendors and monitors them throughout the year. FRCS also has staff who visit and support vendor relationships. All non-consumable resources must be returned to the school, so they can be checked out to other students.

Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements

Course Transferability

FRCS had a WASC initial accreditation visit in which the school was granted initial accreditation status through June 30, 2020. In July of 2020, FRCS received an additional six-year accreditation status through June 30, 2026 with a one-day mid-cycle visit. WASC is a reflective process for FRCS.

The Charter School will continue to implement the schoolwide action plan and continue to focus on improved student achievement relative to the schoolwide learner outcomes and academic standards. During the WASC accreditation process, FRCS has the UC/CSU system review all high school courses to assure that they meet the A-G requirements each year. FRCS will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

College Entrance Requirements

Courses that meet the University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will meet with his/her homeschool teacher which includes a review of the handbook. Incoming students and parents are highly encouraged to meet with the HS Guidance Counselor. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis.

The table below displays Feather River Charter School's high school grade level courses (with AP options):

Subject Area	9th	10th	11th	12th
English	English 9 A/B	English 10 A/B	English 11 A/B	English 12 A/B British and World Literature
Math	- Algebra 1 A/B - Geometry A/B	- Geometry A/B - Algebra 2 A/B	- Algebra 2 A/B - Trigonometry/ Math Analysis A/B	- Trig/Math Analysis A/B - AP Calculus A/B
Science (with labs)	Biology A/B	Chemistry A/B	- Chemistry A/B - Physics A/B	-Physics A/B -Science elective
Social Studies		World History A/B	US History A/B	- American Government - Economics
Visual/ Performing Arts	- Art - Music	- Art - Music	- Art - Music	- Art - Music
Foreign Language	Foreign Language Level I or II	Foreign Language Level I or II	Foreign Language Level I or II	- Foreign Language - AP offerings
Electives	- Health - Life Skills	- Science elective - History elective - Math elective - Other	- Science elective - History elective - Math elective - Other	- Science elective - History elective - Math elective - Other

A high school diploma will be awarded to all students who meet FRCS's graduation requirements.

The Charter School shall comply with coursework and graduation requirements that have been extended to students who are migratory children or students participating in an English language proficiency program for newly arrived immigrant students consistent with Education Code Sections 51225.1 and 51225.2.

Plan for Students Who Are Performing Below Grade Level

FRCS utilizes the Multi-Tiered System of Support (MTSS) model to provide a tiered level of support to all learners including those who are below grade level. Through the results of the STAR Assessments along with evaluation of work samples and assessments within curriculums being used, staff identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. If despite the tiered support, the student does not make adequate progress FRCS staff can make a referral for a special education assessment.

FRCS can also conduct a Student Study Team (SST) meeting for students who are identified as requiring individualized interventions. An SST composed of the student's parent/guardian, home

school teacher and one or more FRCS staff members will be responsible for identifying the student's needs and developing a plan. The plan will be designed to promote student achievement, and include, but not be limited to, appropriate supplemental supports and effective research-based teaching and learning strategies and techniques. If the SST determines the intervention plan is insufficient to meet the student's needs, they will recommend that student for a formal special education assessment. FRCS may also choose to refer a student for specialized support through the provisions of a Section 504 Plan, if appropriate. Parents/guardians are informed that special education and related services are provided at no cost to them.

Plan for Students Who Are Performing Academically At or Above Grade Level

FRCS's intention is to recognize & support our students who are academically high achieving. Students who are performing above grade level are identified by FRCS teachers through ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of the college curriculum. Additionally, as the school expands, curriculum/activities will be developed for all grades.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a subject. They will encourage students to work to their abilities. Students will be able to use problem-solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

One example of engaging and challenging students is through the National Junior Honor Society and National Honor Society. National Junior Honor Society (NJHS) is offered to 7th - 9th grade students who have a 3.0 GPA, while National Honor Society is for students 10th - 12th with a 3.5 GPA. Both honor groups require students to complete a written application and personal essay. Once accepted, students meet monthly in a virtual format with students across the state. A governing board for each NJHS/NHS is voted by the members for the positions of President, Vice President, and Secretary. Each position has specific requirements and responsibilities. All students are required to create and execute individual and schoolwide service projects. School-wide projects are suggested by proposal and voted on by the members. Students are encouraged to create persuasive presentations advocating for the schoolwide service work project. Students are also given the opportunity to meet locally at in-person meetings. Students are encouraged to step forward in leadership by doing research into service projects, contacting community leaders and gathering support in planning and executing the local projects. The students in both groups are present at various school activities providing support for event activities, encouraging student friendships and positive school morale.

FRCS continues to provide high school students with opportunities to participate in intercollegiate competitions. Currently, FRCS is invited to participate in Academic Decathlon. Students may take this as an A-G Elective or participate at a club level. Students who take the full course level also have the opportunity to earn college credits. Each student studies 7 content areas - history, literature, science, math, art, music, and economics focused on a common theme that changes from year to year. The

theme for the 2020-2021 school year is, "The Cold War." Students choose two heavy subjects and two light subjects that they agree to focus/master on for the duration of the course. Students are highly encouraged to study all subjects, however, and take weekly quizzes in these sections. Decathletes must also write and present a 4-minute speech on a self-chosen topic as well as deliver a 2-minute impromptu speech. Students participate in two days of testing for regional competition in the winter followed by the opportunity to continue to the state level in the spring if the team qualifies. Students meet weekly, alternating with virtual and in-person sessions. Team meetings include guest speakers who are experts in their fields to include writing, essay, and interview intensives. Participants create promotional materials - flyers, social media postings, videos, and oral presentations to inform others of the opportunity to build the next year's team.

Qualifying high school students can participate in concurrent enrollment with local community colleges. The courses may be academic or an elective. This opportunity provides students with the ability to receive high school and college credit while attending FRCS. AP courses are also offered for high school students where they have the opportunity to earn college credits. Middle school students may take high school level courses in the four core subjects, when approved, and may also start their world language progression early, if desired.

Plan for English Learners

FRCS will meet all applicable legal requirements for English Learners including long-term English Learners or English Learners at risk of being long-term English Learners, as it pertains to annual notification to parents/guardians, student identification, placement, program options, English language and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. FRCS will implement strategies for serving EL students which are research-based and evaluated annually for effectiveness.

In collaboration with efforts within the district, FRCS will provide the following for the students:

- Follow all applicable legal requirements for English Learners relative to Home Language Surveys, annual notification to parents, student identification, appropriate student placement, and program options;
- Access to both the Charter School's core curriculum and to structured English support instruction;
- Annual assessments to ensure that students are receiving proper instruction;
- Qualified teachers who are prepared to work with English Learners;
- Opportunities through standardized testing and other assessments for students to be reclassified;
- Ongoing monitoring and evaluation of the programs and activities targeted to English Learners.

Home Language Survey

FRCS will administer the home language survey upon a student's initial enrollment into FRCS (on enrollment forms).

Plan for English Learners

Upon initial enrollment in a California public school, FRCS will conduct a survey of a student's home language. If a parent or guardian survey response indicates a primary or native language other than English, and FRCS determines the pupil is eligible for the initial assessment, FRCS shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that FRCS will administer the ELPAC initial assessment. FRCS shall administer the ELPAC initial assessment, locally score the assessment, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within thirty days of initial enrollment. FRCS shall administer the ELPAC summative assessment at least annually thereafter during the ELPAC Summative assessment testing window until re-designated as fluent English proficient.

Teachers collaborate along with the EL Team with parents and staff to provide additional instruction for EL students. FRCS has increased and implemented EL supports through training focused on ELD for teachers, translation of school documents and meetings for parents, online resource for learning, live online ELD, and EL designees with support team.

EL Team will meet with ELAC five (5) times throughout the school year to share resources and new information pertaining to the development of English learners. Opportunities for open forums, surveys and Q&As will be scheduled into meetings regularly to get feedback from families regarding services offered and policies developed. A newsletter for English Learner families will also be sent out for regular communication.

ELPAC

FRCS will follow the ELPAC testing timelines to ensure students receive proper instruction and opportunity for reclassification.

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

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA"): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status

- Summative Assessment ("SA"): ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year. The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

FRCS will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. Notice of assessment of a child's English proficiency shall include the information specified in Education Code Section 313.2.

Reclassification Procedures

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

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

English Learner Instructional Strategies and Curriculum

FRCS subscribes to the new California English Learner Roadmap in welcoming, understanding, and educating a diverse population of students who are ELs. The State Standards signal an important shift toward emphasizing academic uses of language for all students, and student engagement with college- and career-ready curriculum using English and other languages. Recommended evidence-based ELA curriculum includes scaffolds and embedded English Learner accommodations. Various online supports and programs are made available so students can choose based on preference. The individual support FRCS offers students will benefit ELs in serving their individual needs as well.

EL students will receive additional ELD assistance from teachers. This assistance will include academic support in vocabulary development and comprehension outside of the student's core courses. Assistance may also include working with the core course instructor(s) to ensure the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered on Specially Designed Academic Instruction in English (SDAIE) strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other EL students, reading logs, vocabulary cards, and small group or one-on-one teaching virtually.

All teachers instructing ELs will hold a CLAD credential or a California Commission on Teacher Credentialing recognized equivalent.

Monitoring and Evaluation of Program Effectiveness

The EL Coordinator collaborates with the FRCS staff, administration and service provider to evaluate the program effectiveness for the EL students in FRCS with the following guidelines:

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

Plan for Serving Students with Disabilities

Overview

FRCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act (IDEA). FRCS will follow applicable laws that only permit special education students to participate in independent study programs if their IEPs allow for it. That being said, pursuant to California law, Feather River Charter School will also admit all Special Education students who apply and will conduct a thirty (30) day IEP meeting to determine whether FRCS is the correct placement for a student's long-term success, and that independent study is authorized by the IEP team.

FRCS will continue to be a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(a). FRCS is a current member of the El Dorado County Charter SELPA.

The El Dorado County Charter SELPA provides extensive support to its LEA members, including the following areas: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem-solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight and design.

FRCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

Section 504 of the Rehabilitation Act

FRCS 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 FRCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be compromised by the following members, the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 Team may also consider the following information in its evaluation:

- Tests and other evaluation materials validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the

student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by appropriately qualified personnel.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students Under the "IDEA"

Feather River Charter School will provide special education instruction and related services in accordance with the IDEA, California Education Code requirements, and applicable policies and practices of the SELPA to which it is a member.

Staffing

As an LEA, Feather River Charter School will provide and/or procure and manage all activities related to assessment, individualized education plan (IEP) development, and service provision. FRCS will hire special education personnel to coordinate and provide special education services, including compliance monitoring and maintenance of LEA responsibilities, and will contract for services as needed to ensure the provision of all services required by the IEPs of FRCS students.

To ensure that all students receive appropriate services, FRCS will use service delivery methods appropriate to a learning model that meets individual student needs and that adheres to the least restrictive environment obligation of IDEA. FRCS meets all of the requirements mandated within a student's IEP. FRCS seeks to include all students with special needs with their non-disabled peers to the maximum extent appropriate with accommodations and supports listed within their IEP.

All special education services at FRCS will be delivered by individuals or contracted agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in all mandatory and recommended LEA and SELPA in-service training relating to special education.

As an LEA member of a SELPA, FRCS will be responsible for the contracting and/or hiring, training, employment of staff necessary to provide special education services to its students.

Notification and Coordination

FRCS shall follow applicable law and SELPA policies regarding the discipline of special education students. FRCS will hold manifestation determination meetings for all eligible and suspected eligible special education students as required by law.

Identification and Referral

FRCS will comply with IDEA child-find requirements by following SELPA child-find procedures to identify all students who may require an assessment to consider special education eligibility and determine special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

It is FRCS's understanding that the SELPA shall provide FRCS with any assistance that it generally provides its LEAs in the identification and referral processes.

In the event that FRCS receives a parent written request for special education assessment, FRCS will work collaboratively with the parent to address the request within the specified legal timeline. Unless otherwise appropriate pursuant to applicable State and Federal law, FRCS will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

FRCS utilizes the MTSS model to provide a tiered level of support to all learners including those who are below grade level. Staff identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. If despite the tiered support, the student does not make adequate progress FRCS staff can make a referral for special education assessment.

FRCS can also conduct an SST meeting for students who are identified as requiring individualized interventions. An SST composed of the student's parent/guardian, home school teacher and one or more FRCS staff members will be responsible for identifying the student's needs and developing a plan. The plan will be designed to promote student achievement, and include, but not be limited to, appropriate supplemental supports and effective research-based teaching and learning strategies and techniques. If the SST determines the intervention plan is insufficient to meet the student's needs, they will recommend that student for a formal special education assessment. FRCS may also choose to refer a student for specialized support through the provisions of a Section 504 Plan, if appropriate. Parents/guardians are informed that special education and related services are provided at no cost to them.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Assessment procedures are conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments used for determining eligibility for specialized instruction and services will include, but not limited to: formal and informal assessments, observations, interviews, review of school records, reports, and work samples, parent/guardian input. As an LEA, FRCS will determine what assessments, if any, are necessary and arrange for such assessments for referred (initial eligibility determination) or eligible (redetermination of eligibility) students in accordance with applicable law. FRCS shall obtain parent/guardian consent to assess Charter School students as specified by state law.

Upon completion of the assessment, the IEP team is assembled to review the results of the assessment and determine the student's need for special education. FRCS is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results present the assessment data at the IEP meeting. Parents/guardians are provided with written notice of the IEP meeting, and the meeting is held at a mutually agreeable time via an online virtual platform.

IEP Meetings

FRCS shall arrange and give notice to the parent for each IEP meeting. IEP team members shall be in compliance with state and federal law. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The Student, if appropriate
- An LEA Administrative Designee
- At least one special education teacher
- A general education teacher who is familiar with the curriculum appropriate to that student
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

Others familiar with the student may be invited as needed. FRCS views the parent/guardian as a key stakeholder in these meetings and makes every effort to accommodate parents'/guardians' schedules and needs so that they are able to participate effectively on the IEP team. FRCS provides an interpreter if necessary to ensure that all parents/guardians understand and can participate in the IEP process.

IEP meetings are held according to the following schedule:

- At least yearly to review the student's progress and make any necessary changes
- At least every three years to review the results of a mandatory comprehensive reevaluation of the student's continued eligibility
- After the student has received a formal assessment or reassessment
- When a parent/guardian or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's/guardian's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age

- When FRCS seeks to suspend or remove the student for a period of 10 days or more in order to determine if the student's misconduct was a manifestation of his or her disability

IEP Development

FRCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to its IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law.

FRCS shall promptly respond to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process within the corresponding legal timeline.

IEP Implementation

As an LEA, FRCS shall be responsible for the implementation of the IEP. FRCS shall implement IEPs, pursuant to its own LEA policies and SELPA policies under the direction of IDEA. As part of this responsibility, FRCS shall provide the parents/guardians with timely reports on the student's progress on IEP goals at least as frequently as report cards are provided for FRCS's non-special education students. Unless otherwise specified on the student's IEP, parents/guardians are informed of the student's progress toward meeting annual goals with the same frequency as progress is reported to all students and parents.

FRCS serves students with a wide range of needs from all 13 special education eligibility categories. FRCS is committed to employing and/or contracting with agencies for all required special education services. All services will be provided by licensed or credentialed service providers as required by state and federal law. Students at FRCS who have IEPs are served in the Least Restrictive Environment (LRE). LRE starts with virtual services and progresses through a continuum that could include in-person services by school special education staff or a contracted provider at an appropriate location near the student's home. Face-to-face services could take place at public places such as libraries or at the special education service provider's place of business.

Interim and Initial Placements of New Charter School Students

FRCS shall comply with Education Code Section 56325 with regard to students transferring into FRCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in FRCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, FRCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time FRCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in

the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to FRCS with an IEP from outside of California during the same academic year, FRCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until FRCS conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by FRCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Funding

FRCS understands that, as an LEA member of a SELPA, the SELPA will distribute special education funds according to the SELPA's allocation plan, and FRCS will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, FRCS will provide all special education services through appropriately credentialed personnel hired and contracted by FRCS. FRCS will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend FRCS are provided a free and appropriate public education.

Goals and Actions Aligned to State Priorities

For a description of the school's annual goals for all students and for each subgroup of students, to be achieved in the state priorities that apply for the grade levels served, and specific annual actions to achieve those goals, please see the chart found under Element 2, below.

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for the purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. -- Education Code Section 47605(c)(5)(B)

Governing Law: The method by which pupils progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
-- Education Code Section 47605(c)(5)(C)

Measurable Student Outcomes

Feather River Charter School's measurable student outcomes are a direct result of the actions taken to meet the annual goals and address the eight state priorities listed in Element 1. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card.

Charter Student Goals, Actions, and Outcomes

FRCS has clearly defined school-wide goals, actions, and measurable outcomes, both school- wide and for each subgroup of pupils, pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), aligned with the Eight State Priorities as described in paragraphs (2) to (8), inclusive, of Education Code Section 52060(d), which are found in the Charter School's LCAP. (See attached **Appendix B** for FRCS's 2019-2020 LCAP and LCP.

Pursuant to Education Code 47606.5, FRCS shall annually update the LCAP, including the goals and annual actions identified therein. The Charter School's Board of Directors shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update. The agenda for the public hearing will be posted at least 72 hours before the public hearing, and the LCAP or annual update will be made available for public inspection at each site operated by the Charter School. As required by Education Code Section 47604.33, sample shall submit the LCAP to the Winship-Robbins Elementary School District and the Sutter County Superintendent of Schools annually on or before July 1.

LCAP 2019-20 Goals and Outcomes:

The following goals were the last goals of an LCAP that was developed for FRCS from 2017 - 2020. Although parts of them are still applicable and are included, the specific goals as described in the tables below for the school-wide and subgroup implementation address the eight (8) state priorities, actions and outcomes for the upcoming charter term of July 2021-June 2026.

LCAP Goals for 2019-2020

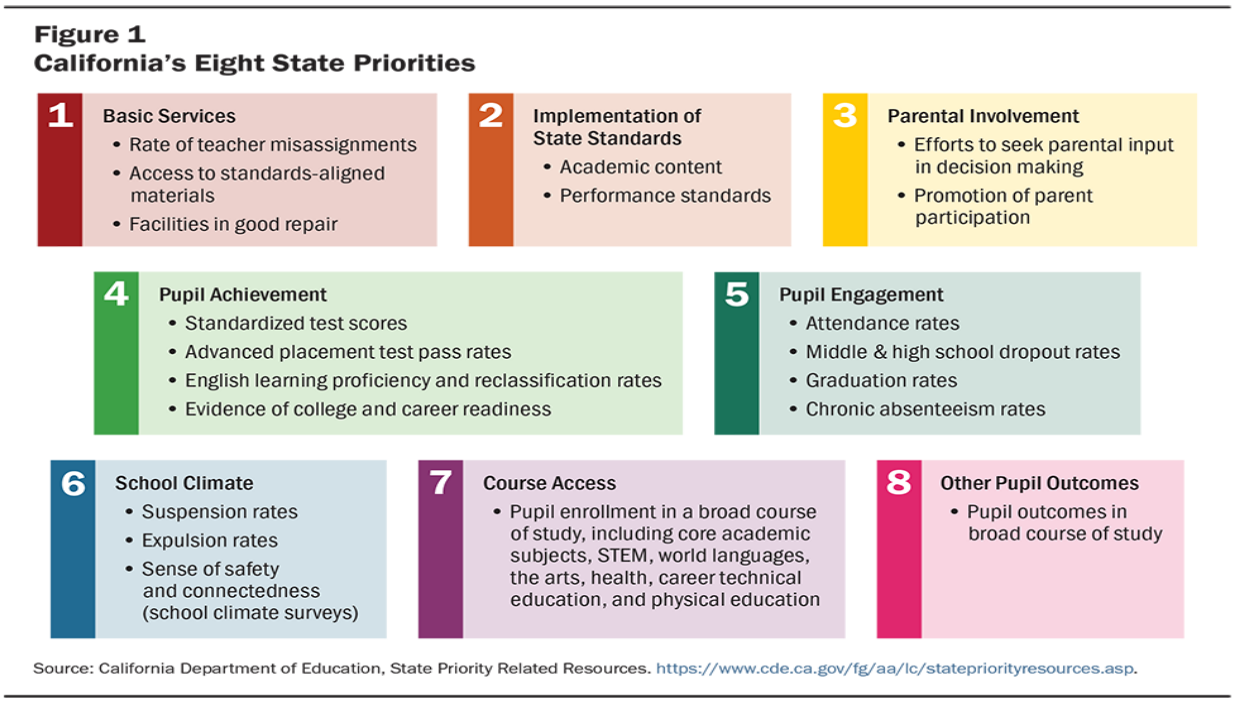
LCAP Goal 1: Conditions of Learning -
FRCS will provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

(State Priorities 1, 7).
LCAP Goal 2: Conditions of Learning, Pupil Outcomes - FRCS will provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

(State Priorities: 2, 4,7)
LCAP Goal 3: Pupil Achievement, Pupil Outcomes – FRCS will create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

(State Priorities: 4, 8).
LCAP Goal 4: Pupil Achievement, Pupil Outcomes – FRCS will increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

(State Priorities: 3,5,6,7).



Feather River Charter School Eight (8) STATE PRIORITIES	
GOAL #1	
Provide high quality instruction, which will challenge/meet the needs of all students to prepare them with 21st Century college and career ready skills. Using data, raise/Improve the levels of all student performances, including EL reclassification, to a high level of proficiency in CCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated instruction, and parent education for all students including VAPA (Visual and Performing Arts) and foreign language.	Related State Priorities: ✔ 1 ✔ 2 ✔ 4 ✔ 5 ✔ 7 ✔ 8

Specific Annual Actions to Achieve Goal

- Ensure all teachers/staff are highly qualified, appropriately credentialed and assigned
- Retain an English Learner Coordinator & English Learner Designees
- Provide coaches, and professional development for instructional strategies and curriculum/program implementation
- Adopt and purchase appropriate core curriculum materials
- Employ a Director of Instruction & School Support
- Provide choices for Visual and Performing Arts and other enrichment supplemental programs
- Provide mobile internet connectivity for identified families
- Provide parent education and communication
- Implement monthly PLC's in both vertical and lateral grade level teams

Expected Annual Measurable Outcomes

Outcome #1: Average Growth of a minimum of +5 points for all students and all subgroups based on California School Dashboard for ELA and Math scores.

Metric/Method for Measuring: California School Dashboard

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #2: Give a minimum of three benchmark assessments at all grades K-12 for ELA and Math.

Metric/Method for Measuring: STAR Benchmark Assessments and SBAC Interim Assessments in ELA and Math.

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #3: Students scoring proficient or above on Publisher or STAR in ELA and Math at the end of each year will increase by 2%. (20/21 will be the baseline year) **Metric/Method for Measuring:** Publisher/ STAR Assessments and SBAC Interim Assessments in ELA and Math.	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #4: 100% of staff will be provided training in the use of STAR Assessments and SBAC Interim Assessments, Multiple Measures (MMR), and 100% of staff will be offered training in Google Classroom, Schoology or other similar platforms. **Metric/Method for Measuring**: Professional Development calendar, Attendance Logs, Program Certificates and Records, Teacher Observations/Evaluation	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #5: 80% of teachers report mastery on program implementation including Data Analysis, differentiation, assessment, and technology use. **Metric/Method for Measuring:** Professional Development Staff Survey, PLC discussion groups	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #6: 100% of teachers will be fully credentialed in the area of instruction or assignment. **Metric/Method for Measuring:** Annual SARC Report	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #7: 70% of EL students will show a minimum of 5 points growth in proficiency. 40% of English Learners will move up a level in English Language Proficiency. **Metric/Method for Measuring:** ELPAC, California School Dashboard and CAASPP	
Applicable Student Groups	English Learners
Outcome #8: A minimum of three parent education opportunities in Common Core State Standards, instructional methodologies, use of technology/virtual learning or other topics as needed or desired. **Metric/Method for Measuring:** Parent Engagement calendar, event attendance logs, parent survey	

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.

Outcome #9: 100% of classroom teachers will be offered training in how to embed VAPA components into their learning record assignments.

Metric/Method for Measuring: Professional Development agendas**,** Student Learning records, and teacher observations

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.

Outcome #10: All students will have access to appropriate technologies, personalized curriculum including a broad course of study such as VAPA and World Languages courses and enrichment opportunities

Metric/Method for Measuring: Purchase invoices for student materials, Board approved vendor lists, Enrichment newsletters, enrollment in supplemental programs

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.

Feather River Charter School STATE PRIORITIES

GOAL #2

Provide appropriate tiered supports that promote and sustain increased academic achievement for all students. Ensure Access to and mastery of 21st Century Learning tools and skills for all staff, students and families.	Related State Priorities: ✔ 1 ✔ 2 ✔ 3 ✔ 4 ✔ 5 ✔ 7 ✔ 8

Specific Annual Actions to Achieve Goal

- Provide necessary resources at each grade level to fully implement grade level skills and components from all plans including devices and related tools/programs for all instruction and assessment
- Provide IT and technology Support Services
- Provide technological devices for student use with internet connectivity to the home
- Provide parent education and trainings for parents in technology use and virtual lessons Provide Internet connectivity for designated families for use at home

Expected Annual Measurable Outcomes

Outcome #1: 85% of staff will demonstrate proficiency with 21st century programs and tools.

Metric/Method for Measuring: Staff Technology Proficiency Survey

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #2: 5% growth or a minimum of 85% of parents and students who are satisfied and comfortable with technology resources, tools, communication, and access.

Metric/Method for Measuring: Annual parent survey on technology tools, home/school communication, and student access

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #3: 60% of all students regularly use and show growth on required web-based programs.
80% of identified students will show growth on specific designated web-based programs.

Metric/Method for Measuring: Web-based program lists and student enrollment,
Web-based program dashboards including but not limited to BrainPop, Freckle Math, Moby Max Shmoop, Reading Horizons, Reading Eggs/ Eggspress, Read Live, Explode the Code, and STAR Reading and Math.

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #4: 100% of teachers will be marked as satisfactory or better in Common Core State Standards implementation, 21st century skills and instructional strategies.

Metric/Method for Measuring: Annual teacher observations and evaluations

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #5: 100% of staff trained in the use of appropriate grade level programs, Assessments and Data Analysis **Metric/Method for Measuring:** Professional Development calendar and attendance logs	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #6: 100% of TK- 12th grade students have access to appropriate technology **Metric/Method for Measuring:** Inventory control logs, Teacher/student surveys	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #7: 100% of students in grades 3-12 will have home access to technology. **Metric/Method for Measuring:** Technology Log, Technology Use Agreements, Parent/Student Survey	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #8: 80% of teachers report mastery on digital components of program implementation including NGSS/CC Instruction/lesson differentiation, assessment, technology use **Metric/Method for Measuring:** Professional Development staff survey	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #9: 100% of parents will have access to internet at home and access to online communications. **Metric/Method for Measuring:** Technology Asset Tags, Technology Use Agreements, Parent/Student Survey, Internet Use Agreement, Adopted School Budget	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #10: 100% of HST will administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.

Metric/Method for Measuring: Star Renaissance Assessment Terms, MMARs charts, SBAC interim reports

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students.

Outcome #11: Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction. Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balanced Assessment or STAR360 in ELA and Mathematics

Metric/Method for Measuring: Professional Development Calendar, Learning Record Conference notes, PD Attendance logs, MMARs charts, Parent/Staff surveys

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Feather River Charter School
STATE PRIORITIES

GOAL #3

Provide a safe, positive and secure learning environment for all staff and students. Enhance and improve student engagement, attendance, and achievement for all students. Increase Parent Engagement	Related State Priorities: ✔ 3 ✔ 4 ✔ 5 ✔ 6 ✔ 7 ✔ 8

Specific Annual Actions to Achieve Goal

- Implement a Social Emotional Learning curriculum
- Continue a Multi-Tier System of Support (MTSS)
- Provide Dedicated Counseling time
- Provide Access to Health Personnel and School Counselors
- Offer individualized support including online virtual instruction license assignments, and enrichment tutoring services
- Increase opportunities for student participation in leadership, enrichment and academic events
- Fund parent liaison position to address specific needs of unduplicated students including augmented communication with families to receive information and support in the appropriate language

- Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs
- Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.

Expected Annual Measurable Outcomes

Outcome #1: All students and all student groups show an average growth in ELA and Math by a minimum of 5 points on the California Dashboard for academic achievement.

Metric/Method for Measuring: CA Dashboard for achievement in ELA and Math

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #2: *70% of students, staff and parents will feel safe, feel engaged, and show a decrease in bullying*

Metric/Method for Measuring: *Annual parent, staff, and student surveys on feelings of safety, school engagement, and bullying,*

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #3*: 1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually*

Metric/Method for Measuring: *Learning Record attendance periods, School Pathways attendance reporting*

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #*4*: *A minimum of two student recognition activities or events per semester* **Metric/Method for Measuring***: Student recognition Activities or events, Newsletters*	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #*5*: *1% per year minimum increase or a minimum of 50% in parent participation over the term of the charter. 10% increase of parent participation on School Climate Survey* **Metric/Method for Measuring:** *Parent Training or Meeting Participation Logs, Community Connections records, parent survey participation, Board meeting attendance*	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #*6*: Student participation rates in CAASPP and Benchmark Assessments will increase a minimum of 1% per year or be maintained at 95% or higher for the term of the charter **Metric/Method for Measuring:** Dashboard *Assessment Participation rates, MMARs charts*	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Feather River Charter School STATE PRIORITIES	
GOAL #4	
Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap	Related State Priorities: ✔ 4 ✔ 5 ✔ 7 ✔ 8

Specific Annual Actions to Achieve Goal

- Increase number of vertically aligned CTE Pathways
- Support and provide professional development to administrators and teachers to ensure students demonstrate preparedness
- Establish an Individualized Graduation Plans review/adjustment procedure that includes reviewing individual student after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.
- Increase the number of students who attend post graduation institutions

Expected Annual Measurable Outcomes

Outcome #1 The number of students completing the A-G courses will increase by 10 annually

Metric/Method for Measuring: CA Dashboard, Pathways

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #2: *A minimum of 1 new CTE pathway will be added annually*

Metric/Method for Measuring: *Course catalog/Course Offerings*

Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Outcome #3*: 5% increase in the number of students who score at Approaching Prepared or Prepared* **Metric/Method for Measuring:** *College & Career Indicator on Dashboard*	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #4: *1% increase in the number of students who participate in AP courses and post graduation training and increase the number of students who take college level courses by 10 annually* **Metric/Method for Measuring**: *School Pathways & National Clearinghouse*	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #5*: 2% annual increase in the number of students who pass an AP Examination with a 3 or higher* **Metric/Method for Measuring:** Score reports from College Board	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students
Outcome #*6**: 1% annual increase for cohort graduation rate and/or maintain rate at 98%* **Metric/Method for Measuring***: Dashboard Graduation Rate Cohort*	
Applicable Student Groups	All Students (Schoolwide), including English Learners, Socioeconomically Disadvantaged Students, African American Students, and Hispanic or Latino Students

Methods of Assessment

The effective use of assessment is critical to the learning process. At FRCS, several types of formative and summative assessments will be used. These include practice quizzes, short answer and essay questions, multiple-choice, and objective exams. Some students choose to create portfolios to show the year-long progression for learning. FRCS students create projects based on cross-curricular learning. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers will perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Homeschool teachers serve as the supervising teacher for purposes of independent study, working closely with learning coaches who have the first responsibility for measuring and monitoring student progress and performance.

FRCS shall conduct all required pupil assessment pursuant to Education Code Section 60605 or any other pupil assessments applicable to pupils in non-charter public schools. The following assessments are utilized by FRCS:

- ***Pre-test*** of students' work will be administered as a measure of student's baseline knowledge or preparedness for an educational experience or course of study
- ***Smarter Balanced Assessments*** are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students will need to succeed in college and in the workplace. The assessment system – including summative and interim assessments, and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness
- ***Embedded Assessment*** of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, special assignments, and locally administered evaluations of student work. Unit tests, final exams, speeches, online presentation and writing projects are examples of summative assessments.
- ***ELPAC*** will be administered in accordance with State law
- ***Physical Fitness Test*** will be administered in accordance with State law
- ***Diagnostic/Benchmark Assessment:*** FRCS will use an internal standardized benchmark assessment to track student progress and grade level proficiency.
- **Interim Assessments:** The interim assessments for our 3rd - 11th grade students take place mid-year to help students prepare for the CAASPP Assessments
    - Teachers will use the results from these assessments to adjust their teaching based on student results and improve student-learning outcomes. After the interim assessment, the administration/leadership will conduct data conferences to help them analyze the test results and develop goals for the student. The data will assist teachers in the reflection of standards where students struggled and succeeded and develop instruction that will help students master the Common Core State Standards.

Annually, FRCS will develop and distribute to the District, and to the school stakeholders, a School Accountability Report Card.

Use and Reporting of Data

Report of Individual Student Progress

Parents/guardians and students will be routinely informed of student progress through regularly scheduled meetings. Individualized student evaluation data will be utilized by the Home School Teacher in tailoring the student's education program and updating the master agreement as necessary. To ensure regular communication between the teacher, parent and student, updates will be provided to families through in-person meetings, email, and phone calls. Parents/guardians may discuss student progress with the school at any time, and Feather River Charter School staff will typically meet with parents/guardians when students are not progressing as expected. School administrators will receive student progress data information from the Home School Teachers and this data will be reviewed monthly and on an ongoing basis.

Use of Achievement Data to Improve Charter School Programs

Faculty will review student achievement data on an ongoing basis. Faculty will review student work samples noting skills that are mastered, and those that need continued support. This data will assist in helping to monitor and improve FRCS's educational programs. Areas of low performance for student sub-groups will be analyzed and addressed to design and target instruction and refine teaching strategies. Program success will be a regular topic of discussion at staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure the school stays true to its mission and charter. The board will hear analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

FRCS will also survey parents/guardians on an annual basis to obtain valuable program feedback in order to make program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on the effectiveness of all aspects of FRCS from their perspective related to their experience. The results of this survey will be reviewed along with other data sources on program effectiveness such as student engagement reports, test results and student success. This will be executed for the purpose of identifying the key program areas that may require modification for the coming school year.

In order to meet the needs of the diverse needs of our student population and ensure we are closing the learning gaps in student subgroups, we have started new Parent and Teacher Education events. The focus is to educate parents/guardians and staff on the benefits of assessments and how the results help formulate the educational program needs and positively impact our school as a whole. During these sessions, we explain and discuss the different assessments we are required to administer as a public charter school, why we need them, and how our school depends on the results for different accountability platforms such as the state dashboard and our authorizer. Additionally, our staff and families are also given hands-on resources and tools to align their curriculum to the state standards. These are small but crucial steps to ensure our diverse student population of students is treated equitably and given the tools to succeed.

ELEMENT FOUR: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.
-- Education Code Section 47605(c)(5)(D)

Non-Profit Public Benefit Corporation

FRCS will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and FRCS. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of FRCS, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by FRCS as long as the District has complied with all oversight responsibilities required by law. During the term of the Charter, FRCS may contract with one or more third parties for the provision of educational and/or administrative services.

FRCS will be operated by Feather River Charter School, a California Nonprofit Public Benefit Corporation, and thereby granting Winship-Robbins immunity from liability for debts and obligations of the Charter School per the requirements in Education Code Section 47604(d). In compliance with Education Code Section 47604(b), the Charter School shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

The Charter School shall comply with the Ralph M. Brown Act, the California Public Records Act, the Political Reform Act, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

Attached as **Appendix C**, please find the Corporate Bylaws and Conflict of Interest Code that have been adopted by the Board of Directors of Feather River Charter School.

Board of Directors

Feather River Charter School is governed by Feather River Charter School Board of Directors, which shall be selected, serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have at least three and no more than eleven members. Directors will serve one-year terms.

In accordance with Education Code Section 47604(c), the District may appoint a representative to serve on the Board of Directors.

The list of board members and biographical information for each is listed below.

President – David Brockmyer: Mr. Brockmyer is a software developer and security expert in Folsom, California. He is currently the Director of Information Security Engineering & Operations at VSP Global where he is responsible for leading the re-architecture of the security operation. He also leads Security Incident detection and response, IAM, Vulnerability Management, Data Loss Prevention, endpoint security, and network security. Mr. Brockmyer spent 21 years working at Intel Corporation in various roles including data security management and systems engineering. Mr. Brockmyer is a graduate of Purdue University with a Bachelor of Science in Computer Science.

Board Treasurer/Secretary - Maksim (Max) Semenenko: Mr. Semenenko is an active member of the Slavic community and believes in the importance of parent choice in education. He is a homeschooling parent, and his area of expertise is in the realm of business and finance, with a special focus on budgets and Human Resources.

Board Member- Juina Carter: Ms. Carter has expertise in legal matters and as a homeschooling parent herself, and is an active member of the homeschooling community. She graduated from the University of California at Berkeley. Her passion for immigration law continued at Georgetown University Law Center and then the University of Pennsylvania. Ms. Carter is an experienced attorney with years of immigration experience. Ms. Carter has started a non-profit which organizes fundraisers for humanitarian causes in West Africa. She is passionate about building strong relationships between the board and stakeholders.

Board Member - Jevon Webster: Mr. Webster has a strong financial background holding an MBA in finance and is a Certified Financial Planner. Mr. Webster graduated from The Master's University and continued his education from California State University (CSU), Sacramento where he received an MBA in finance. He currently serves as treasurer for a local church and has had an abundance of governance experiences for a variety of community organizations serving on a church elder board, youth soccer league board, and a business networking board. Mr. Webster is a homeschooling parent and is dedicated to helping make an impact, particularly on the fiscal health and stability of the school.

Board Member - Nick Wavrin: Mr. Wavrin has a strong education background. He holds a multiple subject teaching credential with CLAD emphasis from CSU Fresno. Along with this, he holds a Masters of Science in Education with an emphasis in Educational Leadership from the University of Leicester. He currently works at the CDE in the Special Education division as an Education Programs Consultant in the Programs and Policy Liaison Unit. Some of his responsibilities at the CDE include overseeing grants for transition services to LEA's. He is passionate about ensuring that students are successful in life after high school. Mr. Wavrin homeschools his children.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of FRCS including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, employment contracts, major fundraising events, and grant writing
- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director
- Negotiation and approval of an MOU or other contracts with the District and supporting entities
- Approval of fiscal policies
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all material revisions to the charter to be submitted to the District as necessary in accordance with applicable law
- Long-term strategic planning for FRCS
- Participation as necessary in dispute resolution
- Monitoring overall student performance
- Monitoring the performance of FRCS and taking necessary action to ensure that the school remains true to its mission and charter

- Monitoring the fiscal solvency of FRCS
- Participation in FRCS's independent fiscal audit
- Participation in FRCS's performance report to the District
- Participation as necessary in student expulsion matters
- Increasing public awareness of FRCS
- Fundraising efforts
- Be a cheerleader for FRCS

Board Meetings

The Board of Directors will meet in accordance with the Brown Act and Education Code Section 47604.1.

The Board of Directors meetings will be headed by a Board Chairperson, who will be elected annually amongst the Board at the annual meeting. Board members will be allowed to attend board meetings virtually as FRCS will comply with all teleconferencing requirements in the Brown Act or any current Executive Order issued by the Governor regarding the Brown Act and teleconferencing. Upon request, Board agendas and Board materials will be sent to the Winship-Robbins Elementary School District. The Charter School shall ensure that an online posting of an agenda for a meeting be posted on its primary website homepage accessible through a prominent, direct link consistent with Government Code Section 52954.2.

The Board of Directors will abide by a Conflict of Interest Code that clearly forbids the Board of Directors from benefiting financially from their service on the board. The Board of Directors have adopted, and the Sutter County Board of Supervisors have approved, a Conflict of Interest Code in compliance with the Political Reform Act and Government Code Section 47604.1 as set forth in Education Code Section 47604.1. As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate in initial training within the first two months of joining the board. Training will include: effective board governance, the Brown Act, and conflict of interest regulations.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of FRCS any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Any such delegation shall be in writing, specify the designated entity, describe in specific terms the authority being delegated, the time period of such delegation, and be approved by the majority of the Board of Directors.

Executive Director

The Executive Director and Board of Directors will be the leaders of FRCS. The Executive Director and Assistant Directors will directly supervise teachers and will be responsible for the day to day operations of the school, working with the Feather River Charter School Board of Directors, the

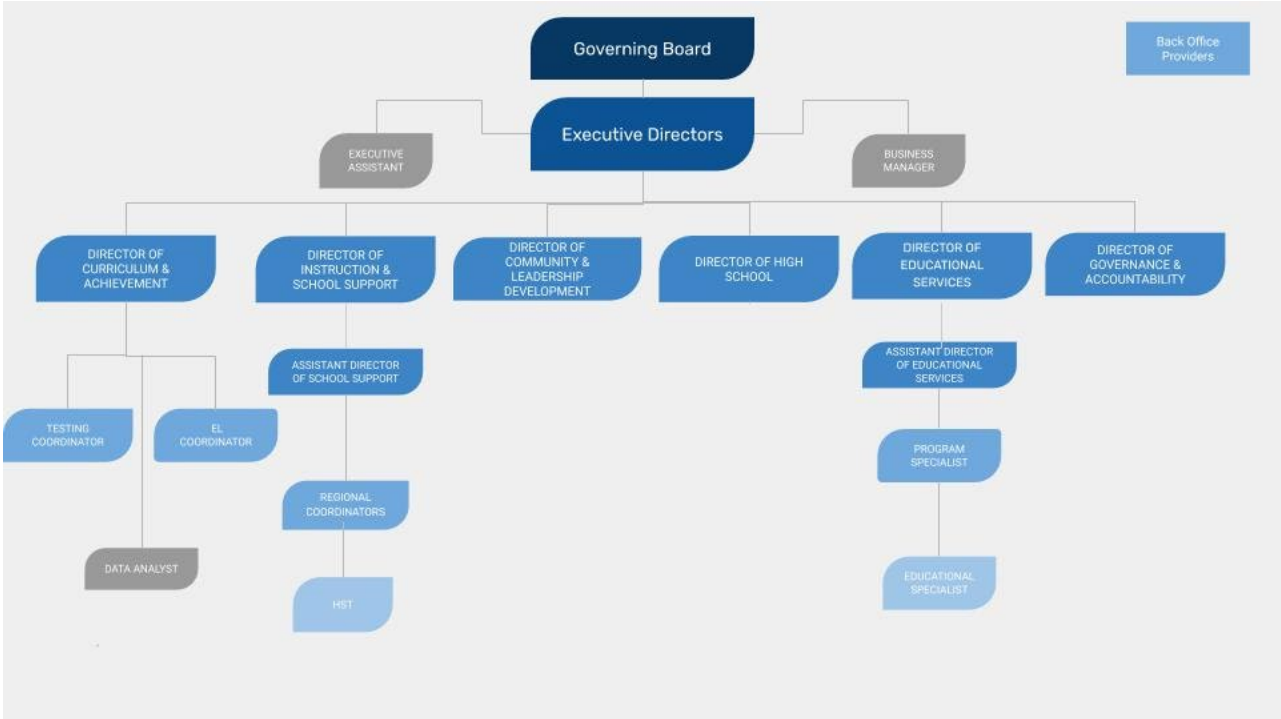
authorizing district, parents/guardians, students, community members and the other governing bodies specified by local and state law. The Executive Director is required to have teaching experience and a valid California teaching credential. An administrative credential is preferred, but not required.

The administrative duties of the Executive Director shall include, but will not be limited to, the following:

- Provide instructional leadership to FRCS
- Attend District meetings as requested and collaborate with the District, including assisting with the oversight duties
- Supervise all employees of FRCS
- Provide performance evaluations of all Charter School employees at least once annually
- Hire, promote, discipline and dismiss all employees
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Provide assistance and coordination in the implementation of curriculum
- Participate in WASC, LCAP, SARC, school budget
- Foster an amicable relationship between District and FRCS

The above duties may be delegated or contracted as approved by the Board to another employee of FRCS or to an appropriate third-party provider as allowed by applicable law.

Organizational Chart



*These are not all full time positions for FRCS

Parent Participation in Governance

As identified in Element One's list of annual goals, Feather River Charter School will use several strategies to consult on a regular basis with their parents/guardians regarding the Charter School's educational program.

- FRCS will provide parents/guardians with satisfaction surveys twice a year
- Parents/guardians may address the Board through public comment or by communicating directly with board members
- Parents/guardians can communicate with the Executive Director at any time
- Parents/guardians are encouraged to participate in board meetings, hold a position in school governance

FRCS will continue to strive to meet the needs of the students and families and offer a valuable school of choice. To inform planning, we assess the needs of the students and community members on an ongoing basis through parent surveys, parent workshops, board meetings, virtual town hall meetings and events for homeschool families. The parent satisfaction surveys will be provided electronically to all parents/guardians. The survey will be developed specifically to assess parent input on the effectiveness of all aspects of FRCS from their perspective and related to their experience. The results of this survey will be reviewed along with student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. -- Education Code Section 47605(c)(5)(E)

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with FRCS.

In accordance with Education Code Section 47605(e)(1), FRCS will be non- sectarian in its programs, admissions policies, employment practices, and all other operations. The Charter School will not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

In accordance with Education Code Sections 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance for employees and contractors, and in accordance with Charter School's health and safety policies listed in Element Six, all employees shall be fingerprinted and undergo a background check and tuberculosis risk assessment or examination prior to commencing employment with the Charter School.

FRCS will employ and retain teachers who hold the Commission on Teacher Credentialing California certificates, permits, or other documents required for the teacher's certificated assignment. The Executive Director will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission on Teacher Credentialing.

Employee Status and Qualifications

An "employee" of FRCS is a person who regularly works for FRCS on a wage or salary basis. "Employees" may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Teacher Recruitment

The Charter School will develop a comprehensive teacher recruitment policy to attract skilled, credentialed teachers. The Charter School recruitment strategies for employing skilled teachers include using established teacher credentialing services, such as EdJoin and college employment fairs, among other generally acceptable strategies. The Charter School will train all incoming teachers concerning protocols of any state mandates, such as Child Abuse Awareness and Reporting, prior to teacher assignment. The Feather River Charter School's Board of Directors will have final hiring approval authority regarding any new potential Charter School employee.

Executive Director Minimum Qualifications*

- California Administrative Services Credential – Clear or Pathway
- Resides within the service area of the school

- Proven track record of compliance
- Minimum three (3) years of leadership experience
- Demonstrated excellent interpersonal communication skills
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated
- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when virtual trainings are a factor

Director of Educational Services Minimum Qualifications*

- Valid California Education Specialist, pupil personnel services, or speech and language pathology credential
- California Administrative Services Credential – Clear or Pathway
- Five (5) years of experience within special education
- Three (3) years of administrative experience in special education
- Ability to build strong teams to meet performance goals
- Professional oral and written communication skills in English, including academic report writing
- Proficiency in Microsoft Office (Word, Excel, Outlook, PowerPoint), Google (docs, sheets, forms, drives), and data management environments
- Knowledge of California Department of Education regulatory standards governing special education programs
- Knowledge of Individuals with Disabilities Education Act
- Work cooperatively with staff, parents, community partners, community members coming from a wide range of perspectives and possess excellent interpersonal skills
- Plan and approve appropriate training for staff
- Develop policies and procedures

Director of Curriculum & Achievement Minimum Qualifications*

- Minimum one (1) year of leadership experience
- California Administrative Services Credential preferred
- Proven track record of compliance
- Demonstrated excellent interpersonal communication skills
- Experience with state testing information sites such as TOMs and the CA Dashboard
- Management of administration of internal diagnostic benchmark testing as well as ELPAC, and state testing
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated

- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor

Director of Instruction & School Support Minimum Qualifications*

- Minimum one (1) year of leadership experience
- California Administrative Services Credential preferred
- Proven track record of compliance
- Demonstrated excellent interpersonal communication skills
- Demonstrated ability to organize school wide events
- Demonstrated ability to train, mentor, and motivate instructional staff
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated
- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor

Director of Community & Leadership Development Minimum Qualifications*

- Minimum one (1) year of leadership experience
- California Administrative Services Credential preferred
- Proven track record of compliance
- Demonstrated excellent interpersonal communication skills
- Demonstrated ability to motivate and mentor others to develop growth
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated
- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor

Director of High School Minimum Qualifications*

- Minimum one (1) year of leadership experience
- California Administrative Services Credential preferred
- Proven track record of compliance
- Demonstrated excellent interpersonal communication skills

- Thorough knowledge of a-g requirements, college and career readiness, high school curriculum options, and concurrent enrollment
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated
- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor

Director of Governance & Accountability Minimum Qualifications*

- Minimum one (1) year of leadership experience
- California Administrative Services Credential preferred
- Proven track record of compliance
- Demonstrated excellent interpersonal communication skills
- Knowledge of governance structure of the schools
- Knowledge of and experience with the Brown Act
- Excellent written communication skills
- Thorough knowledge of state and local accountability requirements including but not limited to: Charter renewals and material revisions, policy updates and implementation, WASC Accreditation, School Accountability Report Card (SARC), LCAP, annual audits, and other required federal or state plans
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated
- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor

Assistant Director of School Support*

- Hold valid California Teaching Credential
- Minimum of one (1) year of leadership experience as a Regional Coordinator or Assistant Director
- Proven track record of compliance
- Demonstrated excellent interpersonal communication skills
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated

- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor

Assistant Director of Educational Services Minimum Qualifications*

- Hold a valid California Education Specialist, pupil personnel services, or speech and language pathology credential
- California Administrative Services Credential – Clear or Pathway
- Five (5) years of experience within special education
- Two (2) years of supervisory/leadership experience in an educational environment
- Ability to build strong teams to meet performance goals
- Professional oral and written communication skills in English, including academic report writing
- Proficiency in Microsoft Office (Word, Excel, Outlook, PowerPoint), Google (docs, sheets, forms, drives), and data management environments
- Knowledge of California Department of Education regulatory standards governing special education programs
- Knowledge of Individuals with Disabilities Education Act
- Reliable transportation to primary work site a minimum of 2 scheduled days per week

Program Specialist Minimum Qualifications*

- Five (5) years' experience in special education with experience in the classroom.
- Valid special education credential
- Ability and comfort in working in a fast-paced, entrepreneurial environment, with a demonstrated ability and desire to flexibly shift responsibilities over time as the role and department evolve
- Excellent analytical and data-based decision-making skills
- Strong customer service orientation in approach to working with teachers, school administrators, and families
- Excellent written and oral communication skills

Education Specialist Minimum Qualifications*

- Hold a valid Mild/Moderate and/or Moderate/Severe California Education Specialist Instruction Credential with Autism Authorization
- Minimum of 2 years of teaching experience in special education
- Exhibit excellent interpersonal skills
- Possess superior organizational skills
- Ability to work with diverse audiences
- Ability to work effectively as a team member, work independently, and be self-motivated
- Ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrate competency in using electronic communications methods when distance/virtual trainings are a factor

Testing Coordinator Minimum Qualifications*

- Experience in administration of standardized assessments
- Highly organized, self-starter, and excellent problem solving skills
- Strong leadership and communication skills
- Ability to present effectively at meetings
- Ability to promote a positive atmosphere, enthusiastic, and innovative
- Familiar with Google Drive, Excel, and tracking, compiling and organizing data
- Available to attend testing meetings and support teachers during business hours
- Available to attend state testing meetings throughout the year in person (approx. 3 - 5)
- Provide periodic in-person support of testing at locations
- Ability to work under pressure
- Ability to maintain deadlines
- Ability to communicate well with others

EL Coordinator Minimum Qualifications*

- Hold a valid California teaching credential with EL Certification
- Knowledge of EL resources available
- Experience providing hands-on EL instruction and support
- Minimum one year Home School Teacher experience with our family of schools
- Proven track record of compliance
- Exhibit excellent interpersonal skills
- Possess superior organizational skills
- Ability to work with diverse audiences
- Have a thorough understanding of work records, attendance collection, and all relevant compliance items
- Ability to work effectively as a team member, work independently, and be self-motivated

Regional Coordinator Minimum Qualifications*

- Hold a valid California teaching credential
- Minimum one year Home School Teacher experience, preferred within our family of schools
- Proven track record of compliance
- Exhibit excellent interpersonal skills
- Possess superior organizational skills
- Ability to work with diverse audiences
- Have a thorough understanding of work records, attendance collection, and all relevant compliance items
- Ability to work effectively as a team member, work independently, and be self-motivated
- Ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrate competency in using electronic communications methods when distance/virtual trainings are a factor

Homeschool Teacher (HST) Minimum Qualifications*

- Hold a valid California Teaching Credential with an EL Authorization
- Homeschooling/Independent Study experience (desired)
- Knowledge of learning modalities, homeschooling philosophies
- Possess key technical skills and the ability to navigate within Google Suite, educational software, virtual meeting platforms, and information systems
- Strong written and verbal communication skills
- Strong interpersonal and problem-solving skills
- Highly self-motivated and takes initiative

Non-Certificated Employee General Qualifications

- Will include, but not limited to, demonstrated experience or expertise in the work tasks or issues required of them.
- Knowledge of homeschool education preferred, not required
- Demonstrated ability to work effectively as a team member, work independently, and to be self-motivated·
- Strong organizational skills and attention to detail
- Interpersonal skills using tact, patience and courtesy
- Bachelor's Degree preferred
- Communicate with individuals from varied educational and cultural backgrounds
- Other qualification may also be presented, as needed for specific job

Data Analyst Minimum Qualifications*

- Experience with analysis, interpretation and reporting of data
- Experience with student information systems, data analysis systems, TOMS and CALPADS preferred
- Highly organized
- Ability to work collaboratively to complete responsibilities
- Proficient in data analysis theory and approaches, including quantitative approaches
- Skilled in the use of student information systems, CALPADS, TOMS, and related data warehouse systems and tools such as Google Suite, Microsoft Excel and Powerpoint
- Successfully demonstrated the ability to comprehend compliance related data requests and communicate need effectively

Business Manager and Personnel Services Qualifications*

- Commitment to results; "can-do" mindset; outstanding problem-solving ability; flexible
- Two (2)+ years' experience total accounting/finance experience preferred
- Two (2)+ years financial leadership experience in a charter school or traditional public school required
- Must have knowledge of, and experience with, California public school accounting, finance, budget, and audit procedures as well as federally-funded program procedures
- Experience working with external auditors, compliance and regulatory oversight

Executive Assistant Minimum Qualifications*

- Reviews must maintain exceptional performance

- Excellent written and verbal communication skills
- Attention to detail, time management skills, and problem-solving skills
- Ability to meet schedules and deadlines
- Excellent organizational skills
- Ability to prioritize workload
- Ability to work in a flexible environment and possess the ability to pivot as needed
- Excellent working knowledge of computer programs such as: Microsoft Word, Excel, Power Point, and publishing software

*****For detailed information regarding specific positions, please see job descriptions

Required educational level / credentialing

Teachers shall hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment in accordance with Education Code Sections *47605(1) and 47605.4(a).* Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. Core academic subjects shall be English, Science, Mathematics, and History/Social Science.

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case FRCS reserves the right to modify its student to teacher ratio accordingly. FRCS will maintain auditable files of teacher credentials in compliance with applicable law.

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- August: An intensive training program is implemented to prepare teachers for the start of the school year including the practices of independent study and homeschooling, the technology that is required for implementing the online programs, independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Monthly: Regional staff meetings in PLCs to continue growth in needed areas such as compliance, data analysis, instructional practices, best practices in supporting homeschool families, preparation for assessments, aligning curriculum, time management, technology training and other areas
- January: Teachers receive professional development such as, strategies for academic achievement, social-emotional development, and support for unduplicated students, and MTSS.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, regular staff surveys and formal staff discussions on recommended modifications to the educational program.

If the Charter School maintains a section on employee interactions with pupils in its employee code of conduct, it shall provide a written copy of the section on employee interactions with pupils to the parent or guardian of each enrolled pupil at the beginning of each school year, consistent with

Education Code Section 44050. The Charter School shall also post the section on employee interactions with pupils in its code of conduct, or provide a link to it, on each of its website. The Charter School may satisfy this requirement by including a copy of the section on employee interactions with pupils in its code of conduct with other specified notifications that are required at the beginning of the first semester or quarter of the regular school term.

Compensation and Benefits

FRCS's employees shall receive fair compensation and benefits packages. A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation. All applicants for positions at Feather River Charter School will be informed about retirement system options, and, as appropriate to their positions, all employees will participate in STRS, and/or the federal Social Security system.

Process for Performance Evaluations

The Executive Director or designee will evaluate all employees in the school using the evaluation system that is outlined by Feather River Board of Directors and communicated to all employees in a fair and consistent manner. All employees will participate in an evaluation process using performance based assessment systems and matrices. FRCS's Board of Directors will evaluate the Executive Director of the Charter School. The Charter School will make all required reports regarding any change in credential holders' employment status to CTC and the District.

Teachers are critical to increasing student achievement. The effective monitoring and evaluation of teachers is central to the continuous improvement of the effectiveness of teaching. Teacher evaluation is a pivotal component to drive the improvement and effectiveness of teaching and learning.

Certificated staff will be evaluated annually with an observation and performance evaluation by their supervisor. Non-Certificated Employees will receive an annual performance evaluation by their supervisor.

ELEMENT SIX: HEALTH AND SAFETY POLICIES AND PROCEDURES

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

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F)

In order to provide safety for all students and staff, FRCS will implement full health and safety procedures and risk management policies at its resource center in consultation with its insurance carriers and risk management experts. The policies will be annually updated and reviewed. The policies will be distributed each year to FRCS staff and families and placed in the FRCS Student/Parent Handbook.

The following is a summary of the health and safety procedures of FRCS:

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will participate in annual training, follow all applicable reporting laws and the same policies and procedures used by the District. The FRCS Child Abuse and Neglect Policy will contain detailed policies and procedures for the immediate reporting of suspected child abuse and neglect. All appropriate staff are required to certify knowledge of the Policy annually, and employees shall receive mandated reporter training annually in accordance with Education Code Section 44691. The Charter School will provide this training, as well as other trainings, mandated by law during the week before school starts.

Tuberculosis Risk Assessment and Evaluation

All Charter School staff, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students. All employees, current and new, must also comply with tuberculosis risk

assessment and examination requirements at least once each four years thereafter, in accordance with Education Code Section 49406.

Immunizations and Oral Health Assessment

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

By May 31 of each school year, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the school of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional. The oral health assessment must have been performed no earlier than 12 months prior to the date of initial enrollment. By July 1 of each year, the school will submit a report to the County Office of Education for the collection of the reports.

Medication in School

FRCS will adhere to Education Code Section 49423 regarding the administration of medication in school.

FRCS shall stock and maintain the required number and type of emergency epinephrine auto-injectors on-site and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414 and Section 4119.2 of the Business and Professions Code.

Diabetes

FRCS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes
2. A description of the risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention methods of type 2 diabetes
5. A description of the different types of diabetes screening tests available

Blood borne Pathogens

FRCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the recommended medical protocol for disinfecting procedures.

Drug-Free/Alcohol-Free/Smoke-Free Environment

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

Facility Safety/Orderly Environment

FRCS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Additionally, the school will create a safe and orderly environment for students, by sharing with students and their parents/guardians clear expectations of safe and respectful behavior.

Safety Plan

FRCS shall develop and adopt a school safety plan, to be reviewed and updated by March 1 of every year which shall include procedures for conducting tactical responses to criminal incidents and shall address the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282, as applicable to charter schools and to this specific charter school's context. These topics include:

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to the requirements of Education Code Section 35292.6.

California Healthy Youth Act (CHYA) of 2016

The Charter School shall adhere to the California Healthy Youth Act. The Charter School shall provide comprehensive sexual health and HIV prevention education to students at least once in middle school and once in high school. FRCS will provide instruction that will:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
- Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.
- Be inclusive of all students
- Encourage students to communicate with parents or guardians about human sexuality, and provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development

FRCS will provide families access to credentialed teachers who have been trained in the CHYA curriculum. Parent/guardians will have the right to excuse their child from CHYA instruction.

Nutritionally Adequate Free or Reduced Price Meal

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

Suicide Prevention

FRCS shall maintain a policy on student suicide prevention in accordance with Education Code Section 2015(b). Said policy shall be reviewed, and updated if necessary, every five years.

Immigration Policies
FRCS will adopt policies consistent with the guidance and model policies issued by the California Attorney General in accordance with the requirements of AB 699 (2017).

Emergency Preparedness

FRCS shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training

or its equivalent.

Comprehensive Harassment Policies and Procedures

FRCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon the actual or perceived characteristics of gender, gender identity, gender expression, race, religion, creed, color, nationality, national origin, ethnic group identification, genetic information, immigration status, ancestry, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. FRCS has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with FRCS's sexual harassment policies.

Per Government Code Section 12950.1, FRCS shall provide sexual harassment training and education to each supervisory employee in California once every two years. The training and education shall include information and practical guidance regarding the federal, state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. FRCS shall prominently and conspicuously display a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, in each bathroom and locker room at the school site and in other public areas at the school site that are accessible to, and commonly frequented by, pupils.

The poster shall be age-appropriate and culturally relevant and will be displayed in English and any primary language spoken by 15% or more of the pupils enrolled at the school, will be no smaller than 8.5 x 11 inches in size, in 12-point type and display required information pertaining to the harassment policy.

Integrated Complaint and Investigation Procedure

FRCS has a comprehensive complaint and investigation procedure compliant with the Uniform Complaint Procedures (5 CCR 4600-4687) to centralize complaints and concerns regarding the school. Under the direction of FRCS Board, the Executive Director shall be responsible for investigation, remediation and follow-up on matters submitted to FRCS through this procedure.

Comprehensive Anti-Discrimination, Harassment and Anti-Bullying Policies and Procedures

FRCS will be committed to providing a school that is free from bullying, including cyberbullying, discrimination and sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, national origin, immigration status, ancestry, age, medical condition, marital status, sexual orientation, or disability. FRCS will maintain a comprehensive policy to prevent and immediately remediate any concerns about bullying (including cyberbullying), discrimination or harassment at FRCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with FRCS's anti-bullying (including cyberbullying), discrimination and harassment policies. FRCS will make available online training relating to preventing acts of bullying, including cyberbullying, to all certificated employees and all employees who have regular interaction with students.

These policies shall be readily accessible in a prominent location on FRCS's internet website in a manner that is easily accessible to parents/guardians/pupils. The policies shall include specific policies created by the California Department of Education, and the policies shall include prevention of hate violence, bullying, harassment, discrimination and suicide prevention and resources relating to these topics.

To the extent the school has an orientation program conducted for continuing pupils, these policies will be provided as a part of that program.

Human Trafficking Prevention Resources

FRCS will identify the most appropriate methods of informing students in grades 6 through 12, parents, and guardians of human trafficking prevention resources and implement the identified methods consistent with Education Code Section 49381.

Bullying Prevention

FRCS shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Information about Health Care Coverage Options

In accordance with AB 2308 (2016), FRCS shall include an informational item in its enrollment forms, or amend an existing enrollment form, in order to provide the parent or legal guardian information about health care coverage options and enrollment assistance consistent with Education Code Section 49452.9.

Policies Accessible on the School's Internet Website

FRCS shall ensure that the following information is readily accessible in a prominent location on the Charter School's internet website in a manner that it easily accessible to parents/guardians/pupils: 1) Policy on pupil suicide prevention; 2) The definition of discrimination and harassment based on sex as described in Education Code Section 230 and shall include the rights set forth in Education Code Section 221.8; 3) The Title IX information required by Education Code Section 221.61; 4) A link to the Title IX information included on the California Department of Education's internet website; 5) The Charter School's policy on sexual harassment as it pertains to students; 6) If it exists, the School's

policy preventing and responding to hate violence; 7) The Charter School's anti-discrimination, anti-harassment, anti-intimidation and anti-bullying policies; 8) The School's anti-cyberbullying procedures; 9) A section on social media bullying that includes all of the following references to possible forums for social media bullying: a) internet websites with free registration and ease of registration; b) internet websites offering peer-to-peer instant messaging; c) internet websites offering comment forums or sections; d) internet websites offering image or video posting platforms; 10) A link to statewide resources, including community-based organizations, compiled by the California Department of Education; 11) Any additional information the Charter School deems important for preventing bullying and harassment.

ELEMENT SEVEN: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district *to which the charter petition* is *submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. --Education Code Section 47605 (c)(5)(G)*

FRCS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or immigration status or association with an individual who has any of the aforementioned characteristics).

FRCS will implement a student enrollment strategy that includes but is not necessarily limited to the following elements or strategies to seek to achieve a racial and ethnic, special education, and EL student balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District and surrounding areas of the Charter School, including special education and English learners;
- Student enrollment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to increase student enrollments from the various racial and ethnic groups represented in the District
- FRCS will utilize new enrollments strategies such as: social media, website, community events; materials will be translated, as needed

FRCS intends to conduct its student enrollment efforts throughout Sutter County and adjacent counties.

FRCS complies with IDEA's non-discriminatory assessment and service requirements when completing special education eligibility assessments and services. FRCS also complies with the Americans with Disabilities Act requirements when assessing and writing section 504 plans.

ELEMENT EIGHT: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)--Education Code Section 47605(c)(5)(H)

FRCS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

FRCS shall admit all pupils who wish to attend FRCS. No test or assessment shall be administered to students prior to acceptance and enrollment into FRCS. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preference shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

FRCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state, unless required by Education Code Section 51747.3.

Application Process

FRCS's application process is comprised of the following:

1. **Admission**: Application Form during the Open Enrollment Period
    - (If Applicable) Public Random Drawing / Lottery
    - (After Open Enrollment) Waitlist
2. **Registration**: Reg-Online (or other online enrollment program) Application

Online Application for students who are admitted will also gather the following:

- Completion of Student Enrollment Form
- Proof of Minimum Age Requirements
- Proof of Immunization
- Proof of Residency (within a county the school is authorized to serve)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Release of Student Records[1]
- High School Transcript
- Special Education / 504 Agreement

FRCS reserves the right to request supplemental documentation including but not limited to:

- Legal Documentation: Custody / Educational Rights
- Proof of Withdrawal

Pursuant to Education Code Section 49076.7, FRCS shall not collect or solicit social security numbers or the last four digits of social security numbers from pupils or their parents or guardians unless otherwise required to do so by state or federal law.

Lottery Procedures

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment lottery each year, applications shall be counted to determine whether FRCS has received more applications than availability. In the event that this happens, FRCS will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students,[2], [3] who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to students in the following order follows:

1. Students who are enrolled in 8th grade at Winship Community School as of the date of the close of the open enrollment period;
2. Siblings of students admitted to or attending FRCS;
3. Students who are the children of teachers and staff of FRCS; and
4. Students who reside within the Winship-Robbins Elementary School District boundaries.

FRCS will not consider factors that result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or other disadvantaged students, or pupils

[1] FRCS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

[2] All students who are assigned to the caseload of any teacher contracted for employment by FRCS , and who reside in Sutter County or an adjacent county, at the time of admission lottery shall be deemed "existing students."

[3] Students who are enrolled in Lake View Charter or Clarksville Charter and who move during the course of an academic year into Sutter County or an adjacent county and wish to attend FRCS, shall be deemed "existing students."

based on nationality, race, ethnicity, or sexual orientation. Mandatory Parental Volunteer Hours shall not be used as a criterion for admission or continued enrollment in FRCS.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Admission spaces are pulled by the designated lottery official (appointed by the Executive Director). If multiple children from the same family apply, the family will be assigned one number total, to ensure equity with other applicants. If the family number is pulled, all siblings will be admitted. There is no weighted priority assigned to most preference categories; rather, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. Students who reside in the District will be grouped with students who reside outside the District, and the former will be given a weighted priority in that drawing.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the enrollment applications and on FRCS's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. FRCS will also inform parents/guardians of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

FRCS will conduct the lottery in the Spring for enrollment in Fall of that year.

Military Duty Residency

Pursuant to Senate Bill 1455 (2016), for purposes of determining admission preferences, a student will be deemed to meet district residency requirements if his or her parent/guardian is transferred or is pending transfer to a military installation (i.e., a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the U.S. Department of Defense or the U.S. Coast Guard) within District boundaries.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.
-- Education Code Section 47605 (c)(5)(I)

An annual independent financial audit of the books and records of FRCS will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of FRCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the FRCS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of FRCS is a public record to be provided to the public upon request.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause
(ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause
(ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). -- Education Code Section 47605(c)(5)(J).

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at FRCS. In creating this policy, FRCS has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* FRCS is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this policy, it may be necessary to suspend or expel a student from FRCS. This shall serve as FRCS's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Compliance with the procedures set forth in this section of this Charter shall be the only processes for FRCS to involuntarily dismiss, remove, or otherwise exclude a student who attends FRCS from further attendance for any reason,

including but not limited to, disciplinary causes. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

FRCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom FRCS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. FRCS will follow all applicable federal and state laws including, but not limited to, the applicable provisions of the California Education Code when imposing any form of discipline on a student identified as an individual with disabilities or for whom FRCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional details follow below.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntary removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student.. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this paragraph, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off

the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by FRCS.

2) "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1) A message, text, sound, video or image.
2) A post on a social networking Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
iii. An act of cyber sexual bullying. a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully

threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by FRCS.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video or image.
ii. A post on a social networking Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.
a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim

suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b)

v) Possessed, sold, or otherwise furnished any knife or other object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

FRCS will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Executive Director or designee with the student and, when possible, the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be delayed only if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

For suspensions of fewer than 10 days, FRCS shall provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present the student's side of the story.

At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required under Education Code Section 48900.5, and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i) consistent with Education Code Section 48911. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

For suspensions of 10 days or more, FRCS shall do both of the following:

a) Provide timely written notice of the charges against the student and an explanation of the student's basic rights. The notice shall contain a clear statement that no student shall be involuntarily removed by FRCS for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request the expulsion hearing procedures before the effective date of the action. If the student's parent/guardian or educational rights holder requests the hearing procedures, the student shall remain enrolled and shall not be removed until FRCS issues a final decision on the matter. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for fewer than 10 days.

b) Provide a hearing adjudicated by a neutral and impartial officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

2. Notice to Parents/Guardians

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

For suspension of fewer than 10 days, the Charter School shall provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present the student's side of the story. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School shall: (1) provide timely, written notice of the charges against the student and an explanation of the student's basic rights consistent with this policy; and (2) provide a hearing adjudicated by a neutral hearing officer consistent with this policy.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the

student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial FRCS Board following a hearing before it or by the FRCS Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of FRCS's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (FERPA)) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

FRCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by FRCS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. FRCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, FRCS must present evidence that the witness' presence is both desired by the witness and will be helpful to FRCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational

program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and/or the student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with FRCS.

The Executive Director or designee shall send a copy of the written notice of the expulsion decision to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

FRCS shall maintain records of all student suspensions and expulsions at FRCS. Such records shall be made available to the chartering authority upon request.

L. Right to Appeal

In accordance with Education Code Section 47605(c)(5)(J)(iii), a student being expelled or suspended will be provided "oral or written notice of the charges against the student," "an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story," and/or the opportunity for "a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate." Moreover, for any non-voluntary removal, the student's parent/guardian will be given written notice of intent to remove the student no less than five (5) school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative

education programs including, but not limited to, programs within the County or their school district of residence. FRCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from FRCS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to FRCS for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon FRCS's capacity at the time the student seeks readmission or admission to FRCS.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent/guardian or educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein**.**

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the

relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law including 20 U.S.C. Section 1415(k) until the expiration of the forty- five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

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

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

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

ELEMENT ELEVEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -- Education Code Section 47605 (c)(5)(K)

FRCS will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Credentialed Charter School employees shall participate in the California State Teachers' Retirement System (STRS). Non-credentialed employees shall participate in federal Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. -- Education Code Section 47605 (c)(5)(L)

No student may be required to attend FRCS. Students who reside within the District who choose not to attend FRCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents/guardians of each student enrolled in FRCS will be informed on admissions forms that the students have no right to admission in a particular school or program of a local education agency as a consequence of enrollment in FRCS, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. -- Education Code Section 47605 (c)(5)(M)

No non-charter school district employee shall be required to work at FRCS. Employees of the District who choose to leave the employment of the District to work at FRCS will have no automatic rights of return to the District after employment by FRCS unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in FRCS that the District may specify, any rights of return to employment in a school district after employment in FRCS that the District may specify, and any other rights upon leaving employment to work in FRCS that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to FRCS. Employment by FRCS provides no rights of employment at any other entity, including any rights in the case of closure of FRCS.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. -- Education Code Section 47605 (c)(5)(N)

The intent of this dispute resolution process is to (1) resolve disputes within the charter school pursuant to the charter school's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The following procedure is proposed language to be discussed by the members of the Board of Directors and the staff of Feather River Charter School and the District in the negotiation of a mutually agreed-upon procedure to resolve all disputes regarding FRCS including disputes related to provisions of the charter and including disputes between FRCS and the Board of Trustees of the District pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform to the Ralph M. Brown Act.

Disputes arising from within the school, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by FRCS and the Board of Directors pursuant to policies and procedures developed Feather River Charter School Board of Directors. FRCS shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. FRCS shall also maintain a Uniform Complaint Policy and Procedures, as required by law.

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of Feather River Charter School and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Executive Director of FRCS for resolution pursuant to FRCS's policies.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Feather River Charter School has requested the District to intervene in the dispute.

Disputes between FRCS and the District

In the event that FRCS and the District have disputes regarding the terms of this charter or any other issue regarding FRCS, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues identified as possible grounds for revocation of the charter petition as outlined in Education Code Section 47607(f) unless the District chooses to have this process apply.

In the event of a dispute between FRCS and the District, the staff and Board of Directors members of the school and District agree to first frame the issue in written format and refer the issue to the District Superintendent or designee, and FRCS Executive Director or designee. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

FRCS's Executive Director and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of FRCS, or their designees, and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their designees, shall jointly identify a neutral, third-party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Executive Director, or their designees, shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. FRCS and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. Upon failure of mediation, all remedies should be available.

ELEMENT FIFTEEN: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. --Education Code Section 47605(c)(5)(O)

Closure of FRCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

FRCS will promptly notify parents/guardians and students of FRCS, the District, the Sutter County Office of Education, FRCS's SELPA, the retirement systems in which FRCS's employees participate (e.g. State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

FRCS will ensure that the notification to the parents/guardians and students of FRCS of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close FRCS.

FRCS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, FRCS will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA 20 U.S.C. § 1232g. The records of Feather River Charter School should remain with the non-profit entity, at least until the non-profit closes, in which case the records should be maintained by other Charter School-related agencies. If all the aforementioned agencies have closed, FRCS will ask the District to store original records of Charter School students. All records of FRCS shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, FRCS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Feather River Charter School will prepare final financial records. FRCS will also have an independent audit completed within six months after closure. FRCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by FRCS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other

investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to FRCS.

FRCS will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of FRCS, all assets of FRCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending FRCS, remain the sole property of FRCS and upon the dissolution of the non-profit public benefit corporation shall return to the non-profit corporation to be used within the state of California only. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, FRCS shall remain solely responsible for all liabilities arising from the operation of FRCS.

As FRCS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of FRCS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

FRCS will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Budgets

Budgets and Cash Flow

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. --Education Code Section 47605(h)

Attached as **Appendix D**, please find the following documents:

1. Five Year Budget
2. Three Year Cash Flow
3. Budget/Revenue Assumptions

Financial Reporting

FRCS has elected to be direct-funded from the State, pursuant to Education Code Section 47651.

FRCS shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Section 47606.5
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of FRCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all FRCS's receipts and expenditures for the preceding fiscal year.

The school's contracted service provider shall provide a monthly report of FRCS's current and projected financial viability to the Feather River Charter School Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

Insurance

FRCS shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education

shall be named as an additional insured on all policies of FRCS. Prior to the new charter term, FRCS shall provide evidence of the above insurance coverage to the District.

The District shall not be required to provide coverage to Feather River Charter School under any of the District's self-insured programs or commercial insurance policies. FRCS shall secure and maintain, as a minimum, insurance as set forth below to protect Feather River Charter School from claims that may arise from its operations. FRCS shall maintain the following insurance policies:

- Workers' Compensation Insurance, with a limit of liability no less than $500,000, and that extends coverage and protection to Charter school employees and volunteers in accordance with provisions of the California Labor Code, adequate to protect Feather River Charter School from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than $5,000,000 for each occurrence. The policy shall be endorsed to name the District as additional insured. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by Feather River Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

Insurance Certificates

Feather River Charter School shall maintain on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. --Education Code Section 47605(h)

The Executive Director and Directors will assume the lead responsibility for administering FRCS under the policies adopted by FRCS's Board of Directors. FRCS will contract with an appropriate third-party for all "back-office" administrative services, including, but not limited to, financial management, personnel, operational, instructional support, enrichment services, student services support, vendor services, human resources and instructional program development. FRCS intends to contract with a business management company to provide financial management, accounting, and payroll services by providing budget development, implementation of the adopted budget, and

monitoring expenses to ensure that FRCS Board remains informed about the continuing fiscal solvency of FRCS.

Governing Law: The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. --Education Code Section 47605(h)

FRCS intends to operate an administrative office and resource center inside the District boundaries within Sutter County at 4305 S. Meridian Road, Meridian, CA. The Charter School may operate administrative office(s) in adjacent counties. Out of District office(s) will be used for clerical staff to work and where families can pick up instructional materials; they will not operate as a resource center, meeting space, or other satellite facility for the Charter School.

FRCS students will have the option to attend classes and participate in enrichment opportunities at the in-District location, 4305 S. Meridian Road, Meridian, CA (Winship Community School Resource Center).

Civil Liability Impact

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

FRCS shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and the California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of FRCS or for claims arising from the performance of acts, errors or omissions by FRCS if the authority has complied with all oversight responsibilities required by law. FRCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of FRCS.

Further, FRCS and the District shall enter into a memorandum of understanding, wherein FRCS shall indemnify the District for the actions of FRCS under this charter.

The corporate bylaws of FRCS shall provide for indemnification of FRCS's Board, officers, agents, and employees, and FRCS will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

FRCS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

District Reports

The District agrees to file all reports specifically required by law to be filed with the California Department of Education or any other State or federal agency by a local educational agency on behalf of the District and/or Charter School. The Charter School shall promptly provide the District with any information, data, or documentation necessary for the District to timely file such reports in accordance with law. The Charter School shall be solely responsible for the accuracy of all data submitted to the District. The Charter School shall be responsible for filing all other reports as may be required by law.

Upon request, the Charter School shall promptly respond to all District requests for documentation, including any financial records, pursuant to Education Code Section 47604.3.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47604.32. The Charter School recognizes and shall comply with the District Superintendent's authority to monitor and investigate the Charter School in accordance with Education Code Section 47604.4.

Attendance Reporting, School Calendar, and Other Data

The Charter School shall provide the District with a copy of the Charter School's annual attendance calendar for the upcoming school year no later than July 1 of each year for which it is in existence. The Charter School shall maintain no less than the minimum number of instructional days and minutes required by the Education Code and/or the California Code of Regulations for each grade level served. FRCS's proposed academic calendar is attached in **Appendix A**. Subject to District approval, the Charter School shall establish and maintain an attendance reporting system to record and account for the Charter School's ADA, as defined in Title 5, California Code of Regulations Section 11960. The Charter School shall timely report ADA figures to the District per regulatory timelines for period one, period two and annual attendance. The Charter School shall provide the District with a monthly enrollment report no later than the 15th calendar day of the following attendance month.

The Charter School shall provide all data and reports required by the District in hard copy and electronic data files. The Charter School shall submit enrollment and demographic information to the California Basic Educational Data System (CBEDS), and the California Longitudinal Pupil Achievement Data System (CALPADS), to the extent and in the manner specifically required by law or regulations applicable to charter schools. Upon request, the Charter School shall provide the District with documentation of the teacher/student ratio for the Charter School.

MOU and Severability

Details of any District-provided services, costs and funding between the District and Feather River Charter School shall be detailed in an MOU. In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this Charter, which are inconsistent with the terms of this Charter, the parties agree to work cooperatively to amend this Charter and any applicable MOU provisions to accord with any such changes. The terms of this Charter contract are severable.

In the event that any provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by the District and the governing board of FRCS.

Services for Homeless and Foster Youth

Education Code Section 48850 et seq.: Requires provision of certain services for homeless and foster students and clarifies that "local educational agency" includes all charter schools.

The Charter School is committed to meeting the unique needs of all students. Through the various staff positions and administration, the Charter School will ensure that students protected by this requirement receive all required services. Furthermore, the Charter School will make efforts to provide any additional assistance identified by the student or the school community.

Foster Family Agencies and Group Homes right to review pupil records as indicated by SB 233 and is included in FRCS Educational Records and Student Information Policy under Section six (6). Disclosure of education records and directory information: An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.

Resources and Support to LGBT+ Students

Education Code Section 234.1: Requires charter schools serving grades 7-12 to provide certificated employees with information regarding school site/community resources providing support to LGBT+ students.

The Charter School's staff will receive this information annually during the five (5) Staff Work Days that precede the first day of instruction. The Charter School's Parent Liaison, counseling team, Advisory structure, staff, and administration will also work to assist these students with any necessary supports.

Protecting Children who are Immigrants

FRCS has policies and procedures for gathering and handling sensitive student information during enrollment and shall establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or have access to a student.

CONCLUSION

By approving this charter, the Winship-Robbins Elementary School District will be fulfilling the intent of Charter School Act of 1992 to:

(a) Improve pupil learning
(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving
(c) Encourage the use of different and innovative teaching methods
(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Feather River Charter School shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2021 through June 30, 2026.

The standards and criteria in Education Code Sections 47605, 47607, and 47607.2 shall govern renewal of the charter as applicable.

APPENDIX

Appendix A:

2021-2022 Draft School Calendar

2021-2022 Draft School Calendar



School Year Dates

Aug 3	Teachers Back to Work
Aug 17	First Day of School for Students
Jan 7	End of Semester 1
Jan 14	Report Cards Due
May 25	Last Day of School
Jun 1	Report Cards Due

Holidays

Sep 6	Labor Day
Nov 10	Veteran's Day
Nov 22-26	Thanksgiving Vacation
Dec 20-Jan 3	Winter Break
Jan 17	Martin Luther King, Jr. Day
Feb 18	Lincoln Day
Feb 21	Washington Day
Apr 11-18	Spring Break
May 30	Memorial Day

School Events

	Homeschool Showcase
	8th Promotion & 12th Graduation

Learning Period Dates

LP1	8/17-9/17
LP2	9/20-10/15
LP3	10/18-11/12
LP4	11/15-1/7
LP5	1/10-2/11
LP6	2/14-3/11
LP7	3/14-4/8
LP8	4/19-5/25

DRAFT

Events- Dates TBD

- Regional Community Connections
- Field Trips

School Accountability

Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference

Testing Windows

Feb-Mar	PFT Testing for 5, 7, 9
Mar-May	SBAC Testing
Fall, Win, Spr	STAR 360

School Closed
LP
Teacher In Service Days
Report Cards
Last Day of Semester 1
First & Last Day of School

Calendar Templates by Vertex42.com

https://www.vertex42.com/calendars/school-calendar.html

Appendix B:

LCAP and LCP

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Inspire Charter School - North	Heather Stokhaug Principal	heatherst@inspireschools.org (916) 397-2474

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Inspire Charter School - North is a tuition-free public charter school offering personalized student learning in grades TK through 12 . We offer multiple educational programs and encourages parents to customize their child's learning experience to help address individual learning needs. Under the direction of caring, appropriately credentialed teachers, students complete an independent study and small group instruction online programs. Students can choose to complete their educational experience completely online, participate in a blended model of online coursework with some direct instruction, complete some offline textbook work, participate in homeschool curriculum, enroll in project-based courses, and enjoy enrichment opportunities.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year, we are adding Actions/Services intended to help improve our high school graduation rates and to increase our student performance including:

- Implement four-year graduation rate needs assessment and root cause analysis including related professional development (Goal 4, Action1)
- Implement Project Recovery for students, particularly for unduplicated students including those who are English Learners, Foster Youth, or have a low socio-economic background. (Goal 4, Action 4); and
- Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 (Goal 2, Action 4)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

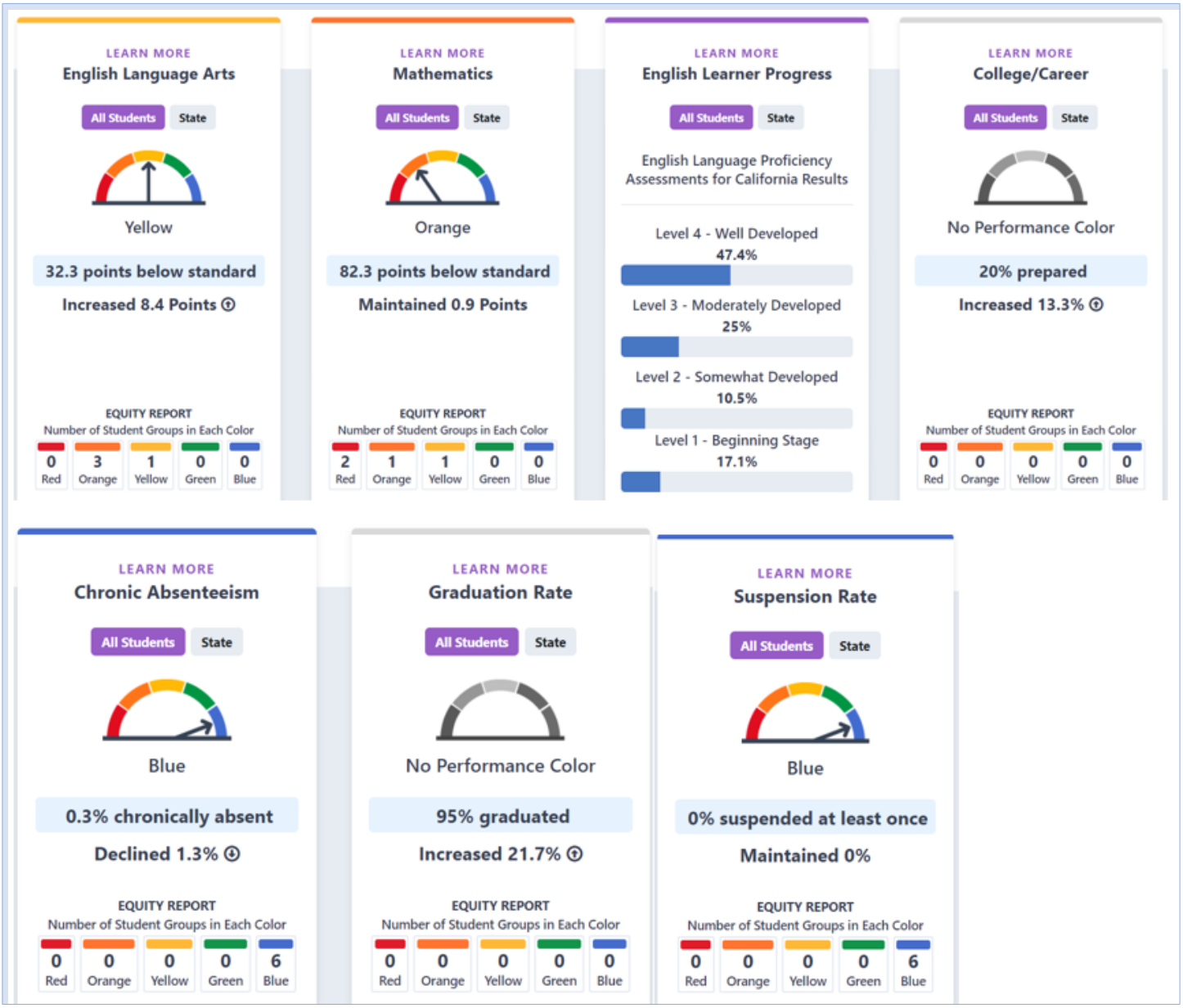
We've implemented an RTI model, English Language Development instructional program, and Specialized Academic Instruction services to support students, as well as wet labs for science classes. Additionally, we are emphasizing a data-informed culture as evidenced by the hiring of a Dean of Academics, Director of Student Achievement and Accountability, and Coordinator of Professional Development. Further, we have implemented a schoolwide benchmark assessment window after which teachers analyze results and create individualized student goals.

When reviewing the 2018 California Schools Dashboard results, our Graduation Rate Indicator score improved by 21.7% (95%). Further, our Chronic Absenteeism Indicator improved by 1.3% (0.3%) scoring at the blue performance color. We maintained a 0% Suspension Rate Indicator. Additionally, the number of students who scored at "Prepared" on the College Career Indicator increased by 13.3% (20%).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

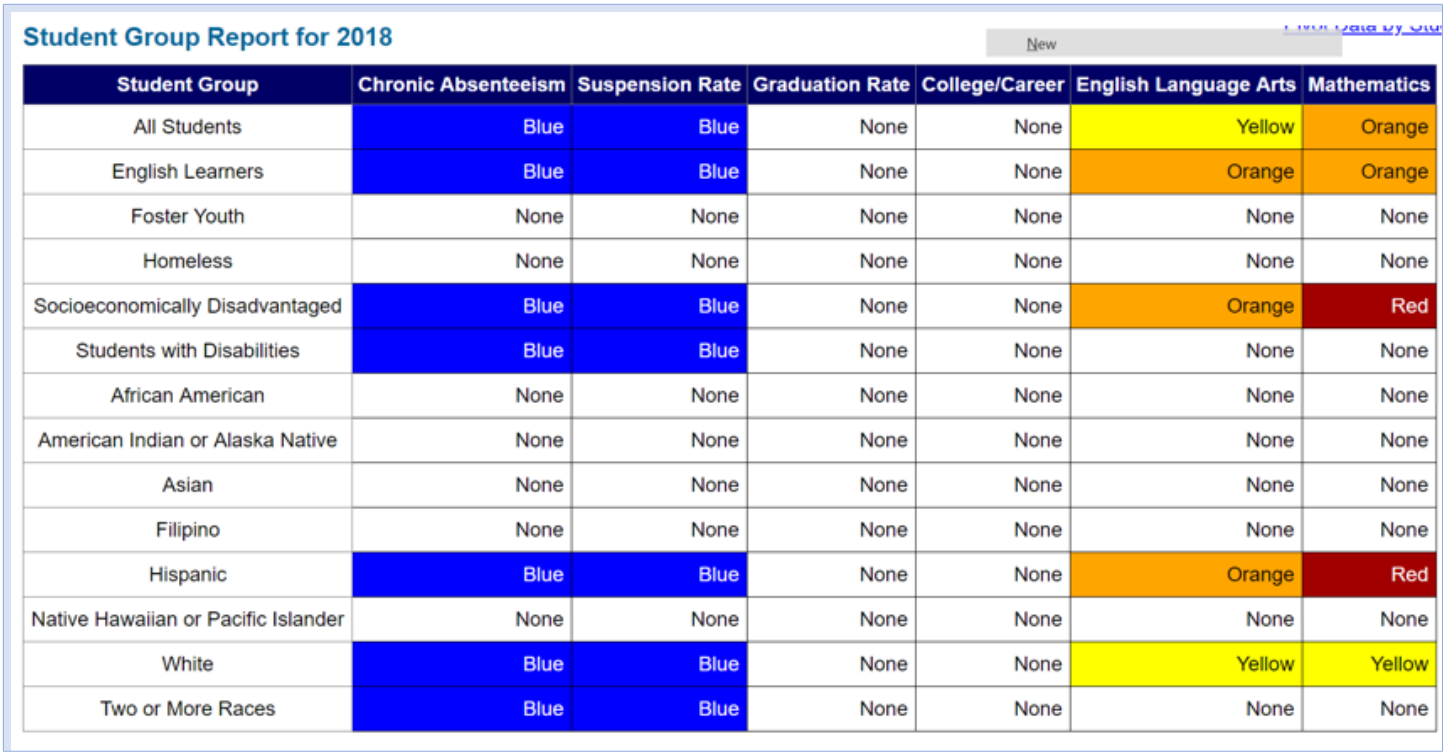
When reviewing the 2018 California Schools Dashboard results, our Math Indicator overall score is “Orange.” Additionally, the Hispanic and SES (socio-economically disadvantaged) subgroups scored at “Red” in the same indicator. Further, we are reviewing our CTE course pathways and codes within our Student Information System to track student completion better CTE course sequences. We are also collaborating with local colleges to increase the number of Dual Enrollment and Career Technical Education (CTE) courses we offer to students.



Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

When reviewing the 2018 California Schools Dashboard results, our student performance displayed no performance gaps. Our schoolwide learning objectives (SLOs) were revised through an inclusive process that involved all stakeholder groups to ensure alignment to standards, curriculum, instruction, assessment, and school culture. We have implemented an RTI model, English Language Development instructional program, and Specialized Academic Instruction services to support students. To increase our review of and decisions based on student performance data, we added a Dean of Academics, Director of Student Achievement and Accountability, and Coordinator of Professional Development. We have also introduced a schoolwide benchmark assessment window after which teachers analyze results and create individualized student goals.



Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Blue	None	None	Yellow	Orange
English Learners	Blue	Blue	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Blue	Blue	None	None	Orange	Red
Students with Disabilities	Blue	Blue	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Blue	Blue	None	None	Orange	Red
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Blue	Blue	None	None	Yellow	Yellow
Two or More Races	Blue	Blue	None	None	None	None

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Appropriately assigned and credential teachers will develop, implement, and assess standards-based academic content supported by Professional Development Plan consistent with our mission and objectives, focusing first on personalized learning, critical thinking strategies, data analysis, and Common Core State Standards.

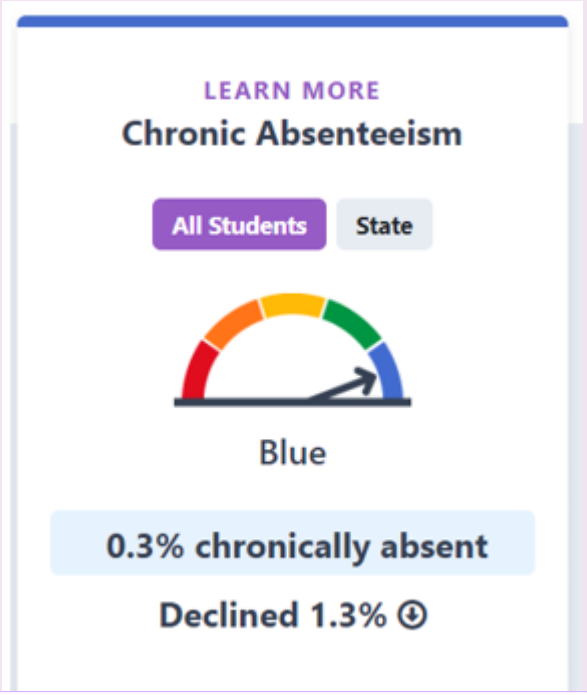
State and/or Local Priorities addressed by this goal:

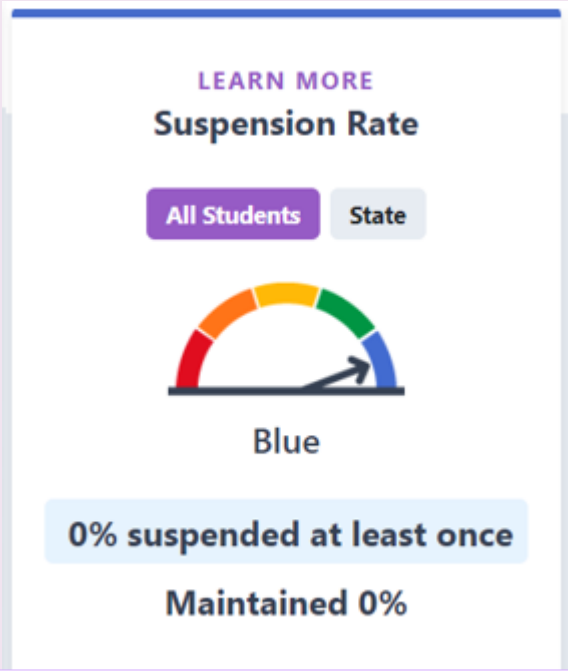
State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of teachers appropriately assigned and fully credentialed. **Baseline** 100%	100% of the teachers are appropriately assigned and fully credentialed.
Metric/Indicator Increase number of students participating in Enrichment opportunities as measured by student enrollment. **Baseline** New program and Baseline data will be available in 2017-18	The baseline data 2017-2018 was 30% students participated in teacher led field trips. In 2018-2019, there were 70% students who participated in teacher led field trips.
Metric/Indicator Increase opportunities for parent participation in various school activities. **Baseline** New program and Baseline data will be available in 2017-18	We had over 80% families participate in our back to school event, curriculum showcase and enrichment adventures. All families participate in monthly meetings with their child's home school teacher (HST).
Metric/Indicator Increase parent participation rate for the school climate survey by 10%.	72% parents returned the LCAP parent survey. While we did increase the number of parents participating in the survey, we will

Expected	Actual
Baseline 222 surveys were returned	continue to encourage more parents to participate.
Metric/Indicator Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments. **Baseline** 95%	Our attendance rate remains steady at 95% or higher for each month.
Metric/Indicator Maintain chronic absenteeism rate at 0%. **Baseline** 0%	Our chronic absenteeism rate is 0.3%; a decline of 1.3% (California Schools Dashboard) 
Metric/Indicator Maintain the rate of pupil suspension and expulsions rates. **Baseline** 0%	Our pupil suspension and expulsion rates remain steady at 0% California School Dashboard)

Expected	Actual
	
Metric/Indicator Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report. **Baseline** 100%	100% of our facilities are considered safe according to the Facilities Inventory (FIT) Report.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Ensure teachers are subject matter competent:	After conducing a performance review process, we determined that 100% of certificated staff are subject matter competent and appropriately assigned.	Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF 6,289,591	Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF $5,979,515

• Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments • Implement a performance review process that nevaluates teacher implementation of CCSS effectively			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focused Professional development and parent engagement: • Create and implement school-wide and department professional development calendar and data meetings for staff and parents. • Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis. • Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including	We made a concerted effort to facilitate opportunities for families to provide input in decision and to provide access to school resources and training to support their child's academic success. We were also successful in implementing PD for staff.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF 31,100	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF $7,098

parents of ELL students and unduplicated pupils.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Monitor and intervene on attendance and behavior: • Monthly analysis of attendance and behavior data by subgroup. • Special education services to students with emotional and behavioral challenges as required by IEP. • Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures. • Administer, analyze, and respond to results of annual student and staff satisfaction surveys. • Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.	All sub-Actions/Services were met. We met all IEP goals/requirements, administered stakeholder surveys, and refined interventions for students in need of attendance support. For example, we added staff members whose primary jobs is monitoring student attendance and transitions.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	4000-4999: Books And Supplies LCFF $456,725

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

• Continue the use of Parent Portal: • Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal • Continue to engage parents in use of parent portal (demonstration sessions, how to guides) • Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.	We successfully used our Parent Portal to proactively communicate with parents regarding student progress. All parents and staff were provided with training and access to the Parent Portal.	Included in Goal 2, Action 2 4000-4999: Books And Supplies LCFF 0	No additional costs, services provided by district office. 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

After analyzing the results of our expected annual outcomes, this goal is successful. For example, we were able to conduct a performance review of our credentialed staff, facilitate opportunities for meaningful parent contributions, and to proactively communicate student progress with parents.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall this goal was effective. For example, out of approximately 2,612 students, 1,500 participated in teacher-led field trips. Further, over 500 families participated in our Back to School and Makers Fair. Further, our attendance rate remains steady at 95% while our chronic absenteeism declined 1.3% to 0.3% while our suspension/expulsion rate is 0%. While we facilitated opportunities for meaningful parent contributions and all families met with their students HST every month, we are hoping to increase the number of parents who complete the stakeholder surveys. This year, 248 parents participated in our stakeholder survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The significant decrease in Action 1 expenditures reflects a miscalculation in expected costs. Reduced Action 2 expenditures are significantly reduced because costs are subsumed within Action 1, Goal 1. Increased costs within Action 3 reflects an increased number of students participating in our intervention protocol.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the need to ensure student engagement and attendance, we determined the need to add additional staff to focus on monitoring of student enrollment and transfers to increase the accuracy of information/data.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Create systems and structures that provide multiple pathways of personalized learning and increase College and Career Readiness of our students to close the achievement gap for all subgroups.

State and/or Local Priorities addressed by this goal:

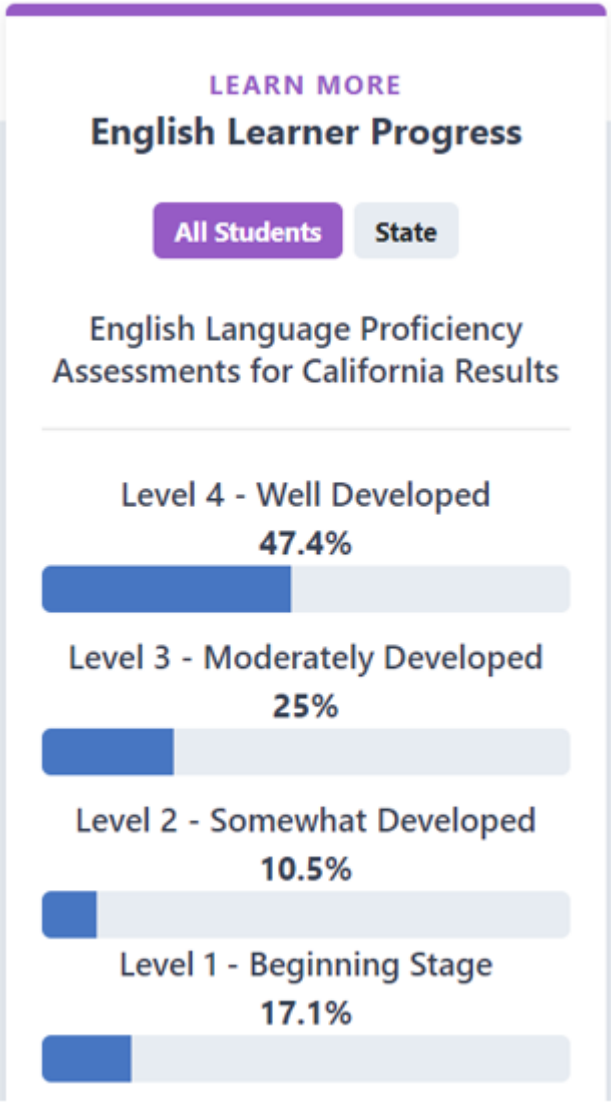
State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP participation rate will be at least 95% **Baseline** 85%	Our CAASPP participation rate is 87% (California Schools Dashboard) which is an increase from previous years but still is a focus for the school.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups, will meet or exceed the statewide average **Baseline** 36%	39.9% of our students scored at Standard Met or Standard Exceeded on the ELA Smarter Balanced Assessment (California Schools Dashboard), which is an almost 4% increase from the baseline.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups, will meet or exceed the statewide average **Baseline** 24%	21.2% of our students scored at Standard Met or Standard Exceeded on the Mathematics Smarter Balanced Assessment (California Schools Dashboard) which is a 3% increase from the baseline.

Expected	Actual
Metric/Indicator 10% of English learners will increase one level of proficiency on the ELPAC annually **Baseline** 50%	The ELPAC was phased in during the 2017-18 school year. Districts administered the CELDT in fall of 2017-18 while the ELPAC was administered in the spring. The 2018 English Learner Progress Indicator (California Schools Dashboard) scores are based on the results of the ELPAC only. As a result, measuring the increase in the percentage of English Learners (EL) who increased by one level of proficiency from 2017 to 2018 is indeterminable. With this context in mind, 92.7% of our students increased by one level of proficiency 2017 English Learner Progress Indicator while the 2018 results are: Level 4- 47.4% Level 3- 25% Level 2- 10.5% Level 1- 17.1% As a result of the English Learner Progress Indicator calculation change, we plan to modify the expected percentages on the Expected Annual Measurable Outcomes for this metric.

Expected	Actual
	
Metric/Indicator At least 10% of EL students will demonstrate eligibility for reclassification **Baseline** 13%	23.1% of English Learners (ELs) reclassified to RFEP. Although last year's reclassification rate is 23.9%, it was based on the CELDT.
Metric/Indicator	85% of our students participated in the fall quarterly interim benchmark assessment, an increase of 7% from last year (78%)

Expected	Actual
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught. **Baseline** 80%	
Metric/Indicator A professional development calendar will be created to include specific CCSS PD **Baseline** 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.	100% of our teachers participated in 15 hours or more of curriculum training for common core state standards (CCSS).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.	Benchmark assessments were administered once per semester. Teachers reviewed the benchmark assessment results with with families and students and created an intervention plan as needed, particularly for students who scored below grade level proficiency.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Continue to Implement RTI model: • Identify at-risk students • Continue to use RTI tiers to determine each student's level of need	An RTI model was used to support students who are not making academic progress. There were 335 students identified for and received reading intervention and another 297 for math intervention.	Software 4000-4999: Books And Supplies LCFF 833,014	4000-4999: Books And Supplies LCFF $456,725

• Continue to Implement interventions for at risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	These Student Study Team (SST) established 6 week goals for these students and regularly monitored progress and recommended additional support as needed including online or in person support. The SST includes teachers, parents, intervention specialists, curriculum specialists, and a member of the special education team (psychologist or resource specialist). Through our RTI model, we identified 29 students in need of speech support, 14 were referred for Tier II support, while 8 received Tier III support. Our Student Study Team (SST) established 6 week goals for all identified students and regularly monitored progress and adjusted support as needed including including online or in person.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction	We implemented actions/services related to English Learners (ELs) with fedility and administered the ELPAC to 76 students. We supported ELs academic progress with designated ELD instruction provided through online video conference platforms.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to build up course lists and pathways that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan of students. Committee to review and approve new curriculum and courses Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.	This year, we offered 181 A-G approved courses, an increase of 47 as compared to last year (note: the number listed last year, 234, is incorrect and should be 134). Additionally, we added three VAPA based CTE pathways. Counselors and HST teachers met with students and families to create personalized student learning plans including informing them of the availability of dual enrollment courses. Also, our curriculum committee met to review and approve new curriculum.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures included in Goal 1, Action 2 5000-5999: Services And Other Operating Expenditures LCFF 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We were able to implement all Actions/Services including our RTI model, support of ELs, and offering A-G approved courses.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of actions 2 and 4 less is less than expected. For action 2, we want to see an increase in the number of students who meet grade-level proficiency after participating in assigned interventions. For action 4, we are focusing on increasing the number of CTE pathways. For example, this year we began to meet with representatives from Palomar Community College to explore available CTE pathways for our students. Also, while our CAASPP participation and performance improved as compared to last year, we are aware of the need to continue our progress. However, nearly 75% (72.4%) of our students scored at Level 3 or 4 on the English Learner Progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The reduction of Action 2 expenditures reflects a decrease is software costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We did not make any substantive changes to this goal, expected outcomes, or metrics, but we did form an EL Committee and proactively reached to community colleges regarding CTE courses/pathways.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication.

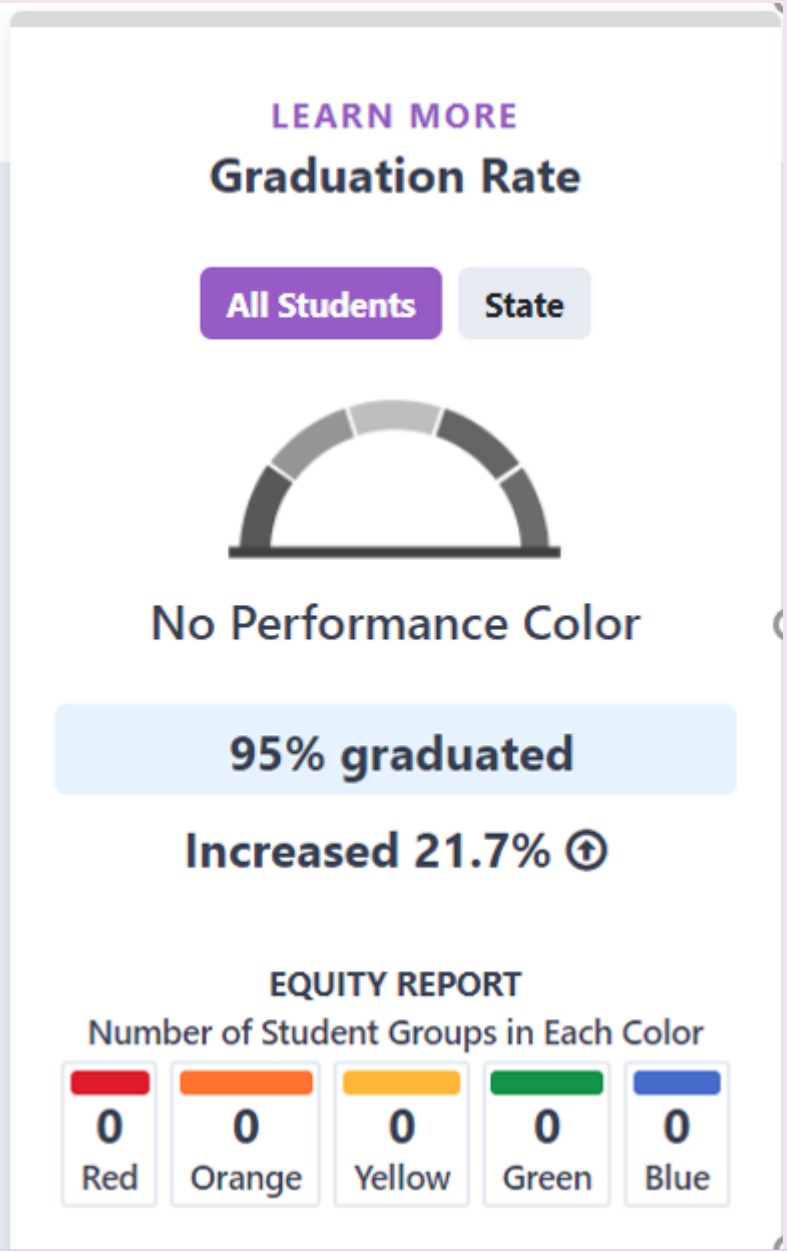
State and/or Local Priorities addressed by this goal:

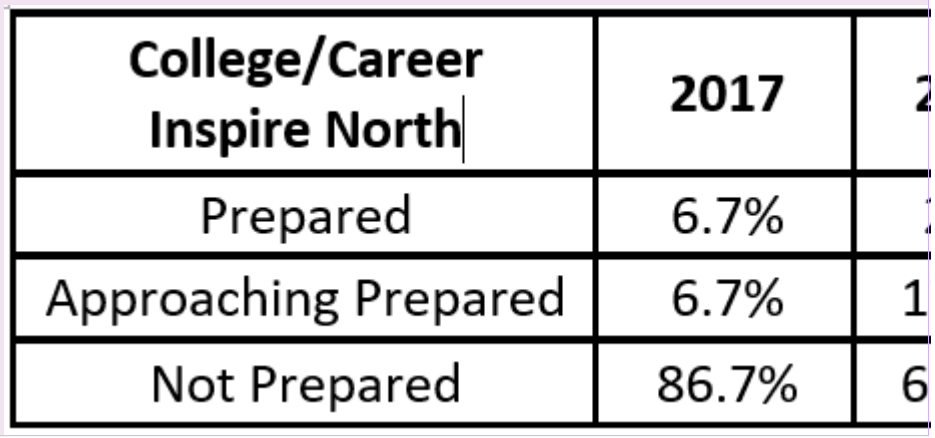
State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase High School Cohort graduation rate **Baseline** New high school program and baseline will be established 2017-2016 school year.	Our projected graduation rate is 94%. Based on the dashboard, the four-year cohort graduation rate for 2018 is 95%, which is an increase of 21.7% from 2017. Based on our initiatives, we anticipate an increase in our four-year graduation rate for the 2018-19 school year.

Expected	Actual
	
Metric/Indicator Increase the number of students taking Career Technical Education sequences or programs	This year, 74 students have enrolled in CTE Pathways. We plan to modify this metric to reflect progress on the College Career Indicator (California

Expected	Actual
Baseline New high school program and baseline will be established 2017-2016 school year.	Schools Dashboard). The College Readiness Indicator reports results in three levels: Prepared, Approaching Prepared, and Not Prepared. As measured by the College Career Indicator, 20% of our students scored at Prepared, 17.5% scored at Approaching Prepared, and 62.5% scored at Not Prepared. We are working to increase the number of vertically aligned CTE pathways. For example, this year we added a CTE performing arts pathway. Since 2016, the percentage of students scoring at Approaching Prepared and Prepared has increased by 24.1%. 
Metric/Indicator Decrease the high school cohort dropout rate **Baseline** 100%	Our 2017-18 high school cohort dropout rate is 2.5% (according to CDE EDGO). When compared to 2016-17, our cohort dropout rate decreased by 4.2% (down from 6.7%). We are making a concerted effort to decrease our high school drop out rate including increasing communication with students/families and appropriately entering exit/transfer/enrollment codes into our student information system. As a result, we expect our 2018-19 high school cohort dropout rate to decrease.
Metric/Indicator Increase the number of students participating in the SAT /ACT/ PSAT. **Baseline** New high school program and baseline will be established 2017-2016 school year.	DATA NOT RELEASED BY CDE
Metric/Indicator Increase the number of students taking college level course through AP or with concurrent enrollment in community colleges.	This year, our students enrolled in 103 (fall 54, spring 49) dual enrollment courses.

College/Career Inspire North	2017	2
Prepared	6.7%	
Approaching Prepared	6.7%	1
Not Prepared	86.7%	6

Expected	Actual
Baseline New metric	
Metric/Indicator 40% of high school students will be on track to graduate with A-G requirements fulfilled **Baseline** 22% of the students on track to meet a-g requirements.	30% of our high school students are on track to graduate with A-G requirements fulfilled.
Metric/Indicator Maintain 100% of high school students with 4-Year Plans created by a Guidance Counselor **Baseline** 100%	100% of our students have a 4-Year Plan created by a HST and Guidance Counselor.
Metric/Indicator Decrease the middle school dropout rate. **Baseline** New action and Baseline data is pending	Our SIS does not identify any middle school students as dropouts.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Project Recovery for students who did not continue with Inspire the following school year to decrease the dropout rates in middle and high school.	We successfully implemented this Action. Our four-year cohort graduation rate is 95%, an increase of 21.7% as compared to last year.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Continue to provide all required classes for students within their selected High school course plans to ensure all students are prepared for their selected college/career pathway.	We provided college preparatory and CTE classes to all students. We continue to increase the number of CTE courses and vertically aligned pathways.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures included in Goal 1, Action 2 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide targeted, research-based math & ELA support for struggling students.	Our HSTs and counselors work closely with students and families to ensure student academic needs are met through a variety of supports.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Teachers and administrators participated in regular professional development to support students with with college and career readiness including available CTE and dual enrollment courses.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

ICS North successfully implemented actions and services related to this goal including providing regular professional development to administrators and teachers, offering CTE and dual enrollment courses, and working closely with students and families to support academic success.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As a result of the implementation of actions/services, our four-year cohort graduation rate for 2018 is 95%, which is an increase of 21.7% from 2017. Further, 2018 high school cohort dropout rate is 2.5%. When compared to 2017, our cohort dropout rate decreased by 4.2%. Additionally, 100% of our students received an individualized four-year plan from their counselor and 103 enrolled in dual enrollment courses. However, our College Career Indicator results clearly suggest the need to improve in CTE courses and pathways. As measured by the College Career Indicator, 20% of our students scored at Prepared, 17.5% scored at Approaching Prepared, and 62.5% scored at Not Prepared. We are working to increase the number of vertically aligned CTE pathways. For example, this year we added a CTE performing arts pathway. Since 2016, the percentage of students scoring at Approaching Prepared and Prepared has increased by 24.1%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences in expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no substantive changes to this goal, expected outcomes, metrics, or actions and services to achieve this goal. We are, however, focusing on improving our performance on the College Readiness Indicator.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

- July 24, 2018: Home School Teacher (HST) training
- August 2 – 4, 2018: Teacher in-service training regarding homeschool curriculum, pedagogies, and monitoring student progress towards CCSS.
- August 20-21, 2018: High school orientation meeting
- August 22, 2018: Virtual teacher professional development (PD) focusing on College Career Indicator (Dashboard).
- September 1, 2018: In-person family training regarding LCAP goals, particularly how to increase family engagement and support.
- September 3, 2018: Monthly parent connection online focusing on understanding STAR360 and CAASPP Scores.
- September 4, 2018: Staff training regarding CAASPP scores, CCSS (I Can statements), Dashboard, curriculum alignment, and Star 360 diagnostic data.
- September 10, 2018: Presentation regarding Intervention programs for students academically at risk (Pathblazer, Reading Horizons, Learning Ally)
- September 19, 2018: Lending library grand opening for families and students.
- September 21, 2018: Back to school family information day. Staff presented the curriculum, testing, clubs, leadership opportunities, parent portal, and accountability data.
- September 28, 2018: Training focusing on supporting high school students with IGP's.
- October 1, 2018: Monthly parent connection online meeting focusing on the California Department of Education Smarter Balance Resources.
- October 3, 2018: Staff training regarding curriculum opportunities for high school students: eDynamic and Naviance
- October 5, 2018: In-person parent focus group meeting led by Director of Curriculum to discuss school progress, areas of improvement, and priorities.
- October 5, 2018: North Regional Coordinator (RC) Training Meeting
- October 20, 2018: Kids Expo—Families invited to meet learn more about enrichment and intervention opportunities for students.
- November 1, 2018: Monthly online parent connection led by Senior Director.
- November 2, 2018: North RC Training Meeting
- December 2, 2018: Inspire staff video conference and discussion led by Director of Curriculum focusing progress of LCAP goals.

- December 3, 2018: Board meeting- Director of Curriculum provided the Board with an LCAP goals progress report and new accountability system including the Dashboard.
- December 6, 2018: Monthly online parent meeting led by senior director focusing on progress toward LCAP goals.
- January 18, 2019: Mid-Year HST Training.
- January 25, 2019: Coffee and Conversation
- February 4, 2019: Staff in-service focusing on Physical Fitness Test, CAASPP, SAT, ACT, and AP
- February 5, 2019: Virtual Family Meetings
- February 6, 2019: Staff meeting focusing on enrichment Academies
- February 7, 2019: Monthly online parent meeting led by senior director focusing on testing.
- February 22, 2019: Coffee and Conversation
- February-May 2019 Weekly parent webinar led by Director of Testing & Assessment focusing on student achievement goals, assessment goals, and participation in CAASPP.
- March 6, 2019: Staff Meeting
- March 7, 2019: Monthly online parent meeting focusing on Smarter Balance Assessment tools and resources.
- March 19, 2019: College and Career Presentation
- April 2, 2019: High School Expo focusing on college and career readiness
- April 3: Staff Meeting
- April 3 – June 5, 2019: Parent meeting focusing on support for Brave Writer curriculum.
- April 4, 2019: Monthly online parent meeting focusing on 2019-2020 LCAP goals.
- April 5, 2019: Staff meeting focused on LCAP goals for 2019-2020. All staff encouraged to contribute.
- April 8, 2019: LCAP Parent and Student Surveys sent out via email.
- April 8, 2019: Presentation to parents focusing on high school curriculum.
- April 9, 2019: CLEP Presentation
- April 10, 2019: Parent Inspiration Day. HST's host parent inspiration day where students practice presenting poems, research or dance to parents.
- April 12, 2019: LCAP Staff Surveys sent out via email
- April 15 & 18, 2019: Professional development for Parents focusing on supporting/preparing students for testing.
- April 16, 2019: CLEP Presentation
- April 22, 2019: Parent presentation focusing on involvement and the California Homeschool Parent Association
- April 22, 2019: Coffee and Conversation
- April 29, 2019: Virtual parent information meeting
- April 30, 2019: CLEP Presentation
- May 1-2, 2019: District and site administrator meeting focused on the progress of LCAP goals and adjustment for next year.
- May 7, 2019: HST's assisted parents and students to complete LCAP questionnaire as needed.
- May 8 & 9, 2019: Online LCAP community feedback forum led by Director of Curriculum focused on the progress of LCAP goals and to encourage parent input.
- May 15, 2019: Presentation to parents regarding the Academic Decathlon
- May 31, 2019: Homeschool Showcase

- June 8, 2019: Public hearing was held at regularly scheduled Board Meeting

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

1. Enrichment Opportunities- Both parents and students indicate they enjoy field trips because they help contextualize learning and would like more of them. In particular, students are interested in more science and local history based field trips. Also, parents indicate they enjoy hands-on enrichment academies and believe they would be even more beneficial if enrollment in academies were based on grade-level. LCAP Goal 1, Action 3 is intended to support enrichment opportunities. We will embed parent and students suggestions regarding enrichment opportunities within this Action.

2. Communication- Parents indicate they enjoy regular communication with staff/teachers, including monthly online meetings called Live with Parents, the parent portal, and emails. A few parents recommended consolidating the number of hyperlinks on the school website, making it easier for parents to access information. LCAP Goal 4, Action 6 focuses on online communication with parents. We will embed parent suggestions regarding hyperlinks within this Action.

3. Curriculum Training- Both parents and staff commented on curriculum training. Teachers indicate they enjoy the current professional development format, including in-person monthly meetings with peers, and want an increased number of workshops focused on supporting high school students and with the math achievement. LCAP Goal 1, Action 2 and Goal 2, Actions 3 and 4 support staff professional development. We will embed an increased number of workshops focused on supporting high school students and math achievement within these Actions. Parents indicate they enjoy meetings with teachers to obtain guidance and support as well as parent workshops and want an increased number of workshops focused on the mathematics curriculum and literacy strategies enabling them to support their children at home better. LCAP Goal 2, Actions 3 and 6, and Goal 4, Actions 2 and 3 focus on supporting parents with the curriculum. We will increase the number of parent workshops focused on mathematics and literacy strategies within these Actions.

4. Instructional Materials- Parents indicate they enjoy the Lending Library. A few parents also indicated a desire for increased opportunities to review textbooks and/or curriculums before ordering them. Further, a few parents indicated a desire to increase the number of instructional materials available for gifted students. LCAP Goal 2, Action 6 and Goal 3, Action 2 focus on staff meetings with parents to create a personalized learning plan. We will embed parent suggestions regarding instructional materials within these Actions.

5. In Person Socializing- Both parents and students indicate a desire for increased opportunities to socialize with peers. LCAP Goal 4, Action 5 focuses on facilitating opportunities to improve confidence and leadership skills. We will embed parent and students suggestions regarding opportunities to socialize within this Action.

6. Celebration of Students- Parents indicate they would like an increased number of in-person events that celebrate their children, including plays, dances, and recognition events. LCAP Goal 4, Action 5 focuses on facilitating opportunities to improve confidence and leadership skills. We will embed parent suggestions regarding celebrating students within this Action.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Basic Conditions

Identified Need:

As an independent study school, students need a variety of ways to engage with the school community to positively impact their educational experience. Focused professional development for parents/learning coaches continues to be a need because they provide daily instructional support to students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of teachers appropriately credentialed and assigned.	100%	100%	100%	
Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.	100%	100%.	100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.	100%	100%	100%	
Percent of students who have access to a computer.	100%	100%	100%	
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.	100%	100%	100%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Ensure teachers are subject matter competent: Annual teacher credential review, including CLAD or equivalent Audit Highly Qualified Teacher assignments Implement a performance review process that evaluates teacher implementation of CCSS effectively.	Ensure teachers are subject matter competent: Annual teacher credential review, including CLAD or equivalent Audit Highly Qualified Teacher assignments Implement a performance review process that evaluates teacher implementation of CCSS effectively.	Ensure teachers are appropriate credentialed and assigned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,167,500	$9,350,850	$5,516,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$81,600	$5,567
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilitate student groups that promote collaboration and communication among students in person and online	Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.	Provide access to broad course of study such as VAPA courses and enrichment opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$757,566	$772,717	$2,774,607
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries certificated teachers

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Implementation of Academic Standards

Identified Need:

Our analysis includes the California dashboard as well as local measures. There is a need to increase our participation rates and performance on the Smarter Balanced Assessments. Administration and staff need to create and implement a formal system to quickly identify and support students in danger of failing.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP participation rate will be at least 95%	ELA: 73.1% Math: 72.9%	87%	TBD in Fall 2019	
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA	40%	39.9%	TBD in Fall 2019	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments, including all subgroups				
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	24%	21.2%	TBD in Fall 2019	
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Level 4- 48% Level 3- 29% Level 2- 11% Level 1- 13%	Level 4- 47.4% Level 3- 25% Level 2- 10.5% Level 1- 17.1%	TBD in Fall 2019	
At least 10% of EL students will reclassify	16%	23.1%	TBD	
100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year	100%	100%	100%	
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught	75%	78%	TBD	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.	Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.	Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,156,480	$1,179,610	$1,203,202
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement RTI model: Identify at-risk students Use RTI tiers to determine each student's level of need Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	Continue to Implement RTI model: Identify at-risk students Continue to use RTI tiers to determine each student's level of need Continue to Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	313,669	833,014	$358,213
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies See software costs listed in goal 1 action 4	4000-4999: Books And Supplies See software costs listed in goal 1 action 4	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS	Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS	Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction.

Administer the CELDT annually to all EL students during the appropriate testing window Hire ELD teacher to conduct designated EL instruction Track student progress toward meeting EL proficiency requirements	Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	$156,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Included in 1100 salary costs listed in goal 1, action 1	1000-1999: Certificated Personnel Salaries Included in 1100 salary costs listed in goal 1, action 1	1000-1999: Certificated Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Focused Professional development and parent engagement: Create and implement school-wide and department professional development calendar and data meetings for staff and parents. Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis. Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.	Focused Professional development and parent engagement: Create and implement school-wide and department professional development calendar and data meetings for staff and parents. Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis. Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.	Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	42,814
Source	LCFF	LCFF	Low Performing Student Block Grant (LPSBG)
Budget Reference	1000-1999: Certificated Personnel Salaries Included in 1100 salary costs listed in goal 1, action 1	1000-1999: Certificated Personnel Salaries Included in 1100 salary costs listed in goal 1, action 1	5000-5999: Services And Other Operating Expenditures

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to provide targeted, research-based math & ELA support for struggling students	Continue to provide targeted, research-based math & ELA support for struggling students	This action is embedded within Action 4 of this Goal and thus discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.	Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.	This Action is embedded within Action 2 of this Goal and thus discontinued.

Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.	Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our analysis includes the California dashboard and local measures. There is a need to increase our College and Career Readiness by increasing the number of vertically aligned CTE pathways, college-level courses, and completion of A-G course sequences. The school needs to establish community partnerships and connections to provide students with more college and career resources and/or internship opportunities for students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of students taking college level courses (concurrent enrollment or within community colleges)	100 students will enroll in college level courses.	100 students enrolled in college level courses.	103 students enrolled in college level courses.	
Counselors and HST teachers will meet with	100%	100%	100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
each student and family to a create personalized learning plan				
Increase the number of Career Technical Pathways	Establish at least one CTE Pathways	2 Pathways	3 Pathways	
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	20% of our students scored at Prepared, 17.5% scored at Approaching Prepared, and 62.5% scored at Not Prepared	20% of our students scored at Prepared, 17.5% scored at Approaching Prepared, and 62.5% scored at Not Prepared	TBD	
Percent of students that pass AP examination with a score of 3 or higher	This will be based on 2017-18 test results	TBD	TBD	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career	Implement Project Recovery for students who did not continue with Inspire the following school year to decrease the dropout rates in middle and high school.	Increase number of vertically aligned CTE Pathways

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No additional expenses	1000-1999: Certificated Personnel Salaries No additional expenses	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No additional expenses	1000-1999: Certificated Personnel Salaries No additional expenses	5800: Professional/Consulting Services And Operating Expenditures Professional/consulting services and operating expenditures/costs included in Goal 1, Action 2

Action 3

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Unchanged Action		New Action

		The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.

Budgeted Expenditures

Amount	0	0	0
Source	LCFF	LCFF	General Fund – LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries No additional expense	1000-1999: Certificated Personnel Salaries No additional expense	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal
Unchanged Goal

Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	• Parent Involvement and Engagement • School Climate Survey

Identified Need:

Our analysis includes the California dashboard and local measures. There is a need to increase our four-year cohort high school graduation rates. Additionally, by virtue of our online/independent study platform, it is important to maintain engagement of student, parent, staff, and community engagement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase number of students participating in Enrichment opportunities as measured by student enrollment	24%	24% students participated in Enrichment academies.	50% students participated in Enrichment academies.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in	Baseline data will be created in 2017-18	We began to increase academic and leadership opportunities including Yearbook Committee.	In 2018-2019 school year, students participated in the Yearbook Committee, Student Council, Meet the Masters, National Honor Society (10th - 12th), National Jr. Honor Society (7th - 9th) Inventors Fair and two new programs: Academic Decathlon and a Robotics. Students from Academic Decathlon are going to national competition and The Robotics will be participating in the world competition. There was one student who is going to the National for Spelling Bee competition.	
Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics	100%	100%	100%	
Maintain chronic absenteeism rate at 0%.	0%	0.3%	TBD	
Maintain the rate of pupil suspension and expulsions rates.	0%	0%	TBD	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase high school cohort graduation rate	27.8%	95%	TBD	
Decrease the high school cohort dropout rate	6.7%	2.5%	TBD	
Decrease the middle school dropout rate	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	
Increase parent participation rate for the school climate survey by 10%	14%	14%	72% parents returned the LCAP parent survey. While we did increase the number of parents participating in the survey, we will continue to encourage more parents to participate.	
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments	95%	95% or higher for each month.	Our attendance rate remains steady at 95% or higher for each month.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	Modified Action	New Action
		Implement four-year graduation rate needs assessment and root cause analysis including related professional development

Budgeted Expenditures

Amount			0
Source	LCFF	LCFF	LCFF
Budget Reference	Not Applicable	Not Applicable	1000-1999: Certificated Personnel Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the CELDT annually to all EL students during the appropriate testing window Hire ELD teacher to conduct designated EL instruction Track student progress toward meeting EL proficiency requirements	Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.	Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	$156,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries No additional expense	1000-1999: Certificated Personnel Salaries No additional expense	1000-1999: Certificated Personnel Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools Specific Grade Spans: K-12 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action Unchanged Action	Modified Action	New Action Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.	Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required. We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every student who is not enrolled at another	Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs

Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing	school to encourage them to re- enroll with us to ensure they continue their education	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	$156,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries No additional expense	1000-1999: Certificated Personnel Salaries No additional expense	1000-1999: Certificated Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures. Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing	Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required. We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education.	Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	$300,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries No additional costs

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Enrichment Academy syllabi will include at least 1 student project presentation per term	Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.	Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.

Utilize small group break-out activities in Blackboard web classroom sessions.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$700,413
Source			Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log.	Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log.	Maintain updated FAQs, policies, and program descriptions on school website

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$0
Source			LCFF
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Included in services provided by district offices.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,468,413	8.20%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

We will use supplemental and concentration funds to augment supports and services to principally benefit targeted unduplicated groups including English learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students in a school-wide manner.

We have made a concerted effort to analyze the unique academic, social, and emotional needs of students with an EL, FY, or SED background. The supplemental and concentration funds identified in our LCAP effectively support the needs of our unduplicated students by supporting/augmenting the following actions/services:

- Parent liaison position-this position addresses specific needs of unduplicated students including augmented communication with their families (Goal 4,

Action 2)

- Foster/homeless youth liaison position- this position addresses the specific needs of foster/homeless youth including proactive monitoring of socio-

emotional needs (Goal 4, Action 3)

- Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction (Goal 2, Action 3)

- Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year to decrease the dropout rates in middle and high school (Goal 4, Action 4)
- Increase opportunities for unduplicated students to participate in leadership and academic events to develop confidence and skills (Goal 4, Action 5)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,611,455	8.38%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The supplemental funds will be used to support the development and implementation of support services for English Learners (EL), Foster Youth and Low-Socio-Economic students charter-wide. We recognize the unique needs of low-income students, English Learners, and foster youth. In support of our foster youth, English Learners and at-risk students, we will provide support through our parent liaison and foster-homeless youth liaison. This team will monitor the progress of the identified students, connect students to counseling as needed, and ensure that foster youth transition appropriately to independent study program environment both academically and social-emotionally.

In addition, we will continue to provide Homeschool Teachers (HST) with the instructional support they need through professional development, planning, data analysis, coaching, and knowledge building for teachers. The processing and planning time needed for teachers to collaborate and plan for instruction will come through our monthly professional development with the Director. HSTs work with parents at least every 20 days or more frequently as needed to support students academically and review enrichment activities students are engaged in to ensure students are receiving a broad course of study.

Target support will be provided to the subgroups. Dedicated staff members (Foster-Homeless Youth Liaison and Director of English Language Development) monitored students who were foster youth and/or English Learners to ensure they were on-track academically. In addition, Parent liaisons connected with the students and provided support in connecting with teachers to provide academic support and connect students to local social-emotional services. English learner teacher provided daily ELD for all English Learners. Students were provided opportunities to attend field trips and activities to build collaboration, language, and exposure to the arts and science.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,087,251	3.35%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The supplemental funds were used to support the development and implementation of support services for English Learners (EL), Foster Youth and Low-Socio-Economic students charter-wide. Target support will be provided to the subgroups. Dedicated staff members (Foster-Homeless Youth Liaison and Director of English Language Development) monitored students who were foster youth and/or English Learners to ensure they were on-track academically. In addition, Parent Liaisons connected with the students and provided support in connecting with teachers to provide academic support and connect students to local social-emotional services. An English learner teacher provided daily ELD for all English Learners. Students were provided opportunities to attend field trips and activities to build collaboration, language, and exposure to the arts and science. Students were provided interventions such as Pathblazer, Reading Horizons, designated ELD and English in a Flash so that all students have the necessary resources and interventions to be successful. In addition, an RtI model was utilized to support students who are not making academic progress.

Other action/service specifically aimed toward English Learners was the identification of EL curriculum and tools that will meet the needs of our independent study students, specifically students who lack direct support due to the home language not being English

and who, due to the nature of independent study, often do not receive the individual support they need. Another focus was to provide intervention curriculum to support the subgroups who were falling behind and required intensive interventions. The regular student load for supervising teachers does not allow for the time or focus needed to support the English Development of these students. Curriculum and resources have been identified and a pilot will be used to gauge the effectiveness and appropriateness for all independent study students. Other support services and resources will be offered Charter-wide providing access to ELD for all EL students by a CLAD credential teacher, including tutors and/or small group teaching. Student advisors are assigned to foster youth to ensure an adult is supporting and connecting with the student to keep them on track. All EL tools, support and resources will be available Charter-wide for all students who need additional support in English language development.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	7,415,004.00	12,901,379.00	11,475,215.00	12,217,791.00	11,368,816.00	35,061,822.00
General Fund – LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	7,415,004.00	12,901,379.00	11,475,215.00	12,217,791.00	9,857,589.00	33,550,595.00
Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	42,814.00	42,814.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	1,468,413.00	1,468,413.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	7,415,004.00	12,901,379.00	11,475,215.00	12,217,791.00	11,368,816.00	35,061,822.00
1000-1999: Certificated Personnel Salaries	6,550,890.00	5,979,515.00	11,081,546.00	11,303,177.00	10,261,809.00	32,646,532.00
4000-4999: Books And Supplies	833,014.00	1,709,235.00	313,669.00	833,014.00	358,213.00	1,504,896.00
5000-5999: Services And Other Operating Expenditures	0.00	5,205,531.00	0.00	0.00	42,814.00	42,814.00
5800: Professional/Consulting Services And Operating Expenditures	31,100.00	7,098.00	80,000.00	81,600.00	705,980.00	867,580.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	7,415,004.00	12,901,379.00	11,475,215.00	12,217,791.00	11,368,816.00	35,061,822.00
1000-1999: Certificated Personnel Salaries	General Fund – LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	6,550,890.00	5,979,515.00	11,081,546.00	11,303,177.00	9,493,809.00	31,878,532.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	768,000.00	768,000.00
4000-4999: Books And Supplies	LCFF	833,014.00	1,709,235.00	313,669.00	833,014.00	358,213.00	1,504,896.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	5,205,531.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	42,814.00	42,814.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	31,100.00	7,098.00	80,000.00	81,600.00	5,567.00	167,167.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	700,413.00	700,413.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	6,320,691.00	6,443,338.00	10,005,066.00	10,205,167.00	8,296,174.00	28,506,407.00
Goal 2	833,014.00	456,725.00	1,470,149.00	2,012,624.00	1,760,229.00	5,243,002.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00
Goal 4	261,299.00	6,001,316.00	0.00	0.00	1,312,413.00	1,312,413.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Feather River Charter School	Jenell Sherman, Executive Director	jenell.sherman@featherrivercharter.org, (916) 241-8653

General Information

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

On March 20, 2020, our Board approved to physically close Feather River Charter School in response to the COVID-19 pandemic. We transitioned to our emergency distance learning plan on April 20, 2020. Our emergency distance learning plan continued through the end of the school year on June 19, 2020. We have provided staff and parents with ongoing updates and guidance from State and local agencies over the past few months. We have worked to prepare for a safe and successful fall reopening that considers current challenges. We are located within a Sutter County, a county that is on the State watch list due to its high COVID-19 rates. We communicate regularly with the Sutter County Offices of Education and monitor the Sutter County Public Health Department (SCPHD) health guidelines. The most recent SCPHD advisory for the operation of schools is dated August 22, 2020. It allows all public, charter, and private schools to hold classes and other school activities if we adhere to State COVID-19 guidelines with the approval of a waiver.

As a non-classroom-based independent study charter school, we offer a variety of independent-study learning options, including online, distance, and in person. (For more details, see Learning Continuity section) While we have been able to sustain most of our learning options during the pandemic, its effects have impacted several approaches. For example, we emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. Because many museums, centers, and other local resources remain closed during the pandemic, students and families have been unable to visit/use them. Additionally, our students and families have confirmed in survey responses that the COVID-19 crises and societal unrest have directly affected them. To mitigate the negative impact of COVID-19 and societal unrest on the education of our students, we have increased and refined various services and approaches, including social-emotional support.

Stakeholder Engagement

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

Beginning in the spring of 2020, we communicated with our stakeholders about the impact of COVID-19 on our school. We engaged them in assessing needs through a variety of mediums, including surveys administered in August 2020 and virtual meetings in August and September 2020. We continue making a concerted effort to inform all stakeholders of opportunities to participate in the development of our Learning Continuity Plan, including our September 4, 2020, public hearing. We translated questionnaires used in

surveys into appropriate languages and provided translation services during virtual meetings. Since a substantive portion of our curriculum occurs online, we know an overwhelming majority of our parents and students have access to and are knowledgeable about using the internet. We work with new families to ensure they quickly have access to technology and the internet. Our communication strategies with families include surveys, email, social media, and school websites. We also identify families who do not speak English at home (based on Language Surveys) and translate communications in a language accessible to them. We want to ensure all stakeholders have notice of opportunities to contribute to our Learning Continuity and Attendance Plan, including proposed actions and expenditures. We encourage verbal and written comments.

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

Board meetings, public hearings, and stakeholder input meetings are open to the public via Zoom, ensuring transparency. We inform the public or our Learning Continuity Plan public hearing through emails and our school website. We translate communications as appropriate. We held our public hearing during a special board meeting September 4, 2020. The Board is scheduled to formally approve the Learning Continuity and Attendance Plan on September 22, 2020. We publicize on our website notice of the Learning Continuity and Attendance Plan public hearing (72-hour notice), as well as the separate meeting wherein the Board will decide whether to approve it. We also make a draft of our Learning Continuity plan available for public review at least 72 hours before the public hearing. Members of the public can participate in the public hearing via Zoom and submit comments during the public hearing via Zoom, telephone, or email. Members of the public may also address the Board during the regularly scheduled meeting to approve the Learning Continuity Plan. Members of the public who wish to provide public comment during a regularly scheduled meeting via Zoom or may call a designated number.

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

We received feedback regarding our Learning Continuity and Attendance Plan from parents and teachers.

Teachers- Our teachers expressed a desire to learn more about mitigating the negative impact on our place-based-learning by exploring and implementing virtual programs to contextualize the curriculum.

Parents-Given the closures of many community resources, including museums, our parents want access to a compendium of virtual placed- based learning resources such as virtual tours of museums to help contextualize the curriculum. They also want to learn more about how to support the social-emotional needs of their students better.

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

Our stakeholder feedback (outlined in the previous section) informed the final version of our Learning Continuity and Attendance Plan in the following manner:

Teachers-Feedback informed various sections of this plan, areas related to professional development to support both potential learning loss and aspects to address the social emotional components of our students.

Parents- Feedback informed various sections of this plan, particularly the Pupil Learning Loss Strategies and expenditures related to social emotional resources and training.

Continuity of Learning

In-Person Instructional Offerings

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

While we have been able to sustain most of our learning options during the pandemic, its effects have impacted several approaches. For example, we emphasize Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. Because many museums, centers, and other local resources remain closed in our county, students and families have been unable to visit/use them. We will adhere to all guidelines, including physical distancing, when State and county guidelines allow us to re-open our in-person activities.

We are implementing trauma-informed practices to mitigate the effects of the COVID-19 pandemic and societal. We elaborate on trauma- informed practices in subsequent sections. As an independent study school, we ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher.

We provide homeschooling families with a variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Curriculum delivery options include online instruction courses led by credentialed teachers, offline courses, and virtual courses. Upon enrollment, we assign an appropriately certified home school teacher (HST) to a family to collaboratively create an individualized education plan that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. As we have done before the State and county in-person restrictions, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below is a summary:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g.,district-adopted textbooks and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system, such as Schoology.
- Teacher prioritizes learning goals and determines full or partial credit
- Teacher communicates with students and families regarding academic progress through phone, meetings (in-person or virtual), LMS such as Schoology.

2) Online Instructional Model

- Instruction provided through district-licensed online content resources such as Edgenuity.
- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology a school-licensed online program, phone, meetings (in-person or virtual), and Schoology.
- Credentialed teacher communicates with students and families through the a school-licensed online program, phone, meetings (in-person or virtual), and Schoology.
- Our online middle and high school models are called virtual academies

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks, and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches, as well as synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology.
- Teacher enhances district-licensed online content resources (e.g., Edgenuity), prioritizes learning goals, and determines full or partial credit
- Teacher communicates with students and families through a school-licensed online program, phone, meetings (in-person or virtual), and Schoology
- Our online middle and high school models are called virtual academies

We do not attempt to recreate long, traditional school days at home. Instead, we focus on strategically combining synchronous (live) and on-demand (asynchronous) approaches that leverage the full array of technology and online-based resources to individualize support for each student, including the amount of time spent on a learning activity. We also make an effort to divide learning objectives into manageable chunks to accommodate reduced attention spans resulting from home and societal level distractions.

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

Description	Total Funds	Contributing
Expenditures associated with researching and access to virtual and access to community resources, including museum, Nature program, STEM Experiences, Aerospace Museum, Virtual, Guided Learning Experiences specifically for unduplicated students who have challenges paying for the programs	$2,000	Y
Provide instructional state standard aligned materials and ensure that we administer appropriate trauma-informed practice, training and materials	$100,000	Y

Distance Learning Program

Continuity of Instruction

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

Because we are a non-classroom-based independent study charter school, we have been able to sustain most of our learning options during the pandemic. We are implementing trauma-informed practices to mitigate the effects of the COVID-19 pandemic and societal challenges. We elaborate on trauma-informed practices in subsequent sections. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. Additionally, some of our families/students choose conventional courses led by a credentialed teacher.

We provide homeschooling families with a variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Curriculum delivery options include online instruction courses led by credentialed teachers, offline courses, and virtual courses. Upon enrollment, we assign an appropriately certified home school teacher (HST) to a family to collaboratively create an individual education that reflects a combination of optimal learning approaches. The role of an HST is similar to that of a case manager teacher within and the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During regularly scheduled meetings, HSTs collaborate with families to provide needed support and to review student performance and progress to date. HSTs also schedule additional appointments and support as needed. As we have done before the State and county in-person restrictions, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below is a summary:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g.,district-adopted textbooks and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology.

- Teacher prioritizes learning goals and determines full or partial credit
- Teacher communicates with students and families regarding academic progress through phone, meetings (in-person or virtual), and Schoology.

2) Online Instructional Model

- Students engage through asynchronous or on-demand approaches and synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology
- Credentialed teacher communicates with students and families through a school-licensed online program, phone, meetings (in-person or virtual), and Schoology.
- Our online middle and high school models are called virtual academies
- Instruction provided through district-licensed online content resources such as Edgenuity

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks, and placed-based-learning resources)
- Students engage through asynchronous or on-demand approaches, as well as synchronous or live sessions using digital platforms such as Zoom and an online learning management system called Schoology.
- Teacher enhances district-licensed online content resources (e.g., Edgenuity), prioritizes learning goals, and determines full or partial credit
- Teacher communicates with students and families through a school-licensed online program, phone, meetings (in-person or virtual), and Schoology
- Our online middle and high school models are called virtual academies

We do not attempt to recreate long, traditional school days at home. Instead, we focus on strategically combining synchronous (live) and on- demand (asynchronous) approaches that leverage the full array of technology and online-based resources to individualize support for each student, including the amount of time spent on a learning activity. We also make an effort to divide learning objectives into manageable chunks to accommodate reduced attention spans resulting from home and societal level distractions.

Access to Devices and Connectivity

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

As part of our emergency closure in March of 2020, we began administering surveys and holding planning meetings intended to identify needed technology, particularly for students identified as English Learners (ELs), those with exceptional learning needs, and those living in poverty or foster care, and those experiencing homeless. We have continued administering these surveys and meetings in August and September 2020. Through surveys and discussions, we have made a concerted effort to identify families in need of technology devices or access to the internet. Most importantly, each of our students and families meets with their designated HST regularly to focus on academic progress and identify needs, including technology. When we learn of families in need of technology, the HST follows through immediately to process an appropriate order. We hand-delivered computers and hard copies of the curriculum to students (and their caregivers) living domestic violence shelters. Of course, we make sure to provide families with distance learning packets, including hard copies of the curriculum, while they receive the ordered technology.

We have used appropriate funding sources to provide all families with the technology needed to participate in our curriculum equitably. We pay particular attention to the needs of English learners, those with exceptional learning needs, those living in poverty, those living in foster care, and those experiencing homelessness. High-speed internet access is critical to the smooth operation of our regular curriculum delivery options. Based on survey responses and communications, most families and students have access to the technology necessary to participate in learning effectively, including access to high-speed internet. However, we have purchased devices and equipment to access the internet, including Wi-Fi hotspots, and provided them to families who need them. We also attempt to use external resources to help families, including a list of free and reduced internet companies as options.

We are also vigilant of student privacy (e.g., FERPA and California Student Online Personal Protection Act). We take care not to record or take pictures of virtual meetings and use passwords to help prevent security breaches such as Zoombombing. We also use Zoom educator accounts (instead of consumer accounts) that offer more stringent privacy policies. We make a concerted effort to use only technology products that have that meet privacy compliance concerns.

Pupil Participation and Progress

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

We are aware that COVID-19 and societal unrest may influence many of our students to disengage. Accurately monitoring engagement is one of the most important ways we can help ensure student learning and monitor student wellbeing during a pandemic and societal unrest.

We are a non-classroom-based independent study work charter school and have operated as such for several years. While our school year is 175 instructional days, some of the language in Education Code §43502 (based on AB77), including daily synchronous instructional minutes with a teacher, do not apply to our format. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. We also monitor participation in conventional courses led by a credentialed teacher and those provided by a third-party provider such as Edgenuity.

Additionally, we measure student engagement through regular meetings (in-person or virtual) with families (minimum of every 20 days) and students, office hours via telephone or online, participation in scheduled live synchronous sessions, completion of asynchronous

assignments, participation in diagnostic assessments and formative assessments. We use our student information system (Pathways) to track progress, including daily engagement records.

Distance Learning Professional Development

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

Our staff training includes learning how to use Google Classroom, an online learning management system that allows teachers to create lessons and implement them, assignments, make announcements, store or link instructional materials, monitor progress, etc. Our middle and high school teachers also participate in professional training specific to our virtual academies. We have also developed a new resource for parents that includes community and academic information.

Our distance learning professional training also focuses on peaking student interest in a topic, concept, or phenomenon before engaging them in a related lesson. We use a variety of online (mostly asynchronous or on-demand) and place-based learning approaches to build student curiosity. Often, this requires vetting information ahead of time to modify for various learning needs.

We make an effort to learn how to create lessons that leverage the vast array of available digital resources without replicating a conventional linear lesson plan. As an example, if one were to look at a digitized instructional unit plan, it is interactive, dynamic. It includes visually rich options (highlighted with icons) with hyperlinks. All synchronous and asynchronous tasks directly support an overarching unit question.

Our professional training also focuses on the Universal Design Learning framework, including maximizing the variety of learning and communication modalities. We do not all learn or communicate in the same way. Sometimes students need visual representations to understand, while others need to practice a skill. In the same, students may express their comprehension better if allowed to do it in a variety of ways, including comics, podcasts, short videos, voice-to-text dictation, etc. Thus, we also try to differentiate asynchronous tasks to address student ability levels and learning styles. As an example, many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace. This approach facilitates student application of what they learn or experience through place-based-learning.

This year, we have added two new aspects of our professional training related to distance learning. First, we are focusing on strategies to accelerate learning. We explain our accelerated learning approach in greater detail in other sections, including Pupil Learning Loss. Second, we are helping staff and families learn how to implement trauma-informed practices within a distance format. Trauma-informed practices were implemented as tier 2 supports before the pandemic but will implement them as tier 1 support this year. Our approach to trauma- informed practices is explained in greater detail in other sections, including Mental Health and Social and Emotional Well-Being.

Staff Roles and Responsibilities

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

The roles of our teachers have not changed drastically due to COVID-19. All Homeschool Teachers will be meeting with their families through a virtual program such as ZOOM for their Learning Period Meetings. HST's will be providing Trauma-Based Practices into their meeting with students.

Supports for Pupils with Unique Needs

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

Below is a summary of the support we provide to students with unique needs. More than any other aspect of our curriculum, we will address the individual needs of students through a tiered trauma-informed practice approach. We explain our trauma-informed practices in greater detail within other sections, including Mental Health and Social and Emotional Well-Being. The following is a summary of how we support the individual needs of students beyond our trauma-informed practices:

English Learners

We provide live online leveled designated ELD classes composed of approximately 20 students. Our ELD Coordinator monitors student progress and communicates with administrators and teachers. Students identified as long-term English learners receive additional English language development, twice a week in 45-minute live sessions. Additionally, we integrate English language development in and through subject specific matter courses. Our virtual curriculum options (E.g., MobyMax, BrainPop, McGraw-Hill ODI) facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Our professional development related to English learners focuses on learning to use a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach (UDL), emphasizing multiple means of engagement, representation, and expression. Further, we will offer virtual events and workshops (called Community Connections) that facilitate opportunities for students to practice their conversational speaking skills and improve their connection to other students. Our Community Connections initiative also offers scheduled workshops for the parents of our English learners.

Pupils with Exceptional Needs

Our core program implements California's multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with an inclusive core instructional program based on the principles of UDL, regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. Tier 1 supports are available to all and are intended to meet the needs of approximately 80 to 90% of students. This year, our tier 1 supports include trauma-informed practices. When our universal supports are insufficient to address individual academic or behavioral needs, we administer level 2 or additional supports individually and in small groups. These supports are short term and deployed rapidly to address issues as they arise for approximately 5-10% of students. For example, our Community Coordinators offer workshops that

address specific science math standards to engage students and provide outreach during the pandemic. However, there approximately 1-5% of our students require additional focused tier 3 supports. These supports are intensive and often are longer-term.

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer, necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. However, we are working with families to determine how best to administer occupational, speech, or physical therapy virtually. Our attempted solution varies according to the need of each student and family. We are also trying to find a way to administer assessments virtually as needed optimally.

We launched a directed studies course. And improved our Life Skills and ATP courses. Google Classroom was also created for SAI with both an Instructional and Compliance Coach. A Reading specialist is also available to help and support students.

Pupils who are Experiencing Homelessness and Those in Foster Care

Many of our students in foster care are experiencing a negative impact due to COVID-19 and societal unrest. As an example, we are noticing a higher transiency rate among foster families. An increased number of students are also experiencing homelessness (including doubling up with another family) as a direct result of COVID-19. To improve services for students experiencing homelessness or foster care, we are:

1. Strategically planning for and implementing a time during the instructional day to learn more about students and to listen to their concerns and needs. For example, teachers use communication circles during class (synchronous and online) to help normalize student struggles and to increase resiliency

2. Continuing to maintain a personalized relationship with students and families. The impact of the pandemic and societal unrest increases student concerns about the safety and emotional wellbeing of their family. We strive to establish meaningful relationships with families to mitigate the adverse effects of the pandemic and unrest by helping facilitate a safe and supportive environment for learning. We do this in a variety of ways, which is explained in greater detail in the Mental Health and Social-Emotional Support section

3. Maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility. We will work with students and parents/guardians to avoid any unnecessary academic penalties related to matters beyond their control.

4. Increased outreach and coordination with community resources to provide basic needs, including food, shelter, clothing, and technology. Given the impact of the pandemic and societal unrest, we are unable to meet every student's need without the support of community resources, including county and state agencies. For example, we are active members of a community resource network where we learn more about available resources for our students and how to expedite referrals. Additionally, we are delivering to all of our students experiencing homeless or foster care with care backpacks that contain school supplies.

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

Description	Total Funds	Contributing
Professional learning for staff and parents related to incorporating trauma-informed practices into lessons, specifically in a distance learning format	$2,500	Y
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress	$100,000	
STAR360 diagnostic/interim assessments: Implement a variety of assessments to monitor student progress and continual assessment to provide targeted instruction and intervention	$16,503	Y
MobyMax and other instructional material/resources to support EL, foster youth and low-income students to support intervention and universal learning subscriptions	$11,963	Y
FRCS will continue to monitor local and state guidelines related to in-person offerings. Technology, access and training will be provided to support staff and students to increase and improve services	$54,000	
Technology to support EL Designees to support communication with our students legibly zia zoom. Provide modeling and scaffolding during these lessons.	$1,800	Y
Costs to implement Community Connections program include hot spots for connectivity, web cameras/tripods for the Community Coordinators to host/produce the workshops	$1,500	N

Pupil Learning Loss

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

In response to Governor Newsom's Executive Order N-33-20, we stopped our normal school operations from March through June of 2020. Also, in March 2020, the Governor suspended the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC). The pandemic also directly affected many of our families, rendering it difficult for them to participate in or focus on our interim assessments during the second half of the 2019-20 school year. Thus, many of our students were unable to complete their ELPACs and STAR360 diagnostic assessment cycle. The validity of spring 2020 interim assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, in late March 2020, the U.S. Department of Education approved California's waiver of the Every Student Succeeds Act (ESSA) assessment and accountability requirements for the 2019–20 school year. Consequently, the California Department of Education did not report Dashboard results for the 2019-20 school year.

The foundation of our plan to mitigate learning loss and accelerate learning is the infusion of trauma-informed practices into the curriculum. We explain this approach in greater detail in the Mental Health and Social and Emotional Well-Being section. Beyond our trauma-informed practices, we will use a balanced array of assessments to determine the extent of learning loss carried over from the 2019-20 school year, including formative and diagnostic assessments. We will administer the STAR360 diagnostic for ELA, early literacy, and math at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We plan to analyze the results of our diagnostic assessments to formulate a general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our grade and course scope and sequences.

We are doing our best to administer Initial ELPAC within 30 days and are aware of a possible 45-day extension (not official). If a student is unable to complete the Initial ELPAC within 30 days, we use the results of the Home Language Survey to identify presumptive English learner students and notify their parents/guardians of English language development courses and resources.

Beyond our diagnostics results, we will rely heavily on formative assessments to formulate additional details of student learning proficiencies. A formative assessment refers to a first-hand evaluation of student proficiency during a lesson. Teachers can engage in this type of evaluation using a variety of methods, including asking probing questions and observing students during student to teacher discussions. In this manner, a teacher may also consider English language proficiency and make immediate adjustments. We explain our strategies for implementing formative assessments and accelerating learning in greater detail in the next section.

We will use the same approach explained in the Pupil and Family Engagement and Outreach section to communicate with parents regarding student learning loss and progress.

Pupil Learning Loss Strategies

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

As stated in the previous section, the foundation of our plan to mitigate learning loss and accelerate learning is the infusion of trauma-informed practices into the curriculum. Trauma-informed practices help meet student social-emotional needs facilitating an improved focus on their education. In particular, English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of risk factors outside of school. We cannot reasonably expect a student to focus on her geometry class if her family is unable to pay the rent. Our trauma-informed practices include establishing a safe and comfortable learning environment. For example, teachers foster a safe learning environment by incorporating community-building activities into live classes. These opportunities encourage students to share personal information, including their interests or concerns, or difficulties focusing on schoolwork. We also use Zoom break-out rooms to facilitate more intimate students grouping reducing anxiety and allowing teachers to check in with each group. Additionally, we try to increase student perspectives, backgrounds, interests, and experiences in both synchronous and asynchronous sessions to improve their agency. Within asynchronous tasks or resources, we include a personalized message or words of encouragement. Regardless of synchronous or asynchronous approach, we refine our lesson learning objectives to help with student attentional spans and break tasks into smaller chunks.

Our instructional supports also reflect the Universal Design Learning framework and focuses on maximizing the variety of learning and communication modalities. We do not all learn or communicate in the same way. Sometimes students need visual representations to understand, while others need to practice a skill. In the same, students may express their comprehension better if allowed to do it in a variety of ways, including comics, podcasts, short videos, voice-to-text dictation, etc. Thus, we also try to differentiate asynchronous tasks to address student ability levels and learning styles. As an example, many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace.

Our instructional strategies focus on filling the most critical gaps, not in isolation, but at the moment students need them. This approach differs from isolated remediation concentrated on the previous year's curriculum. To know what instructional supports are required, when, and how, we strive to identify the content, skills, and knowledge considered essential in grade and course.

After reducing our curriculum to its essential learning priorities, we administer academic supports (or scaffolds) to help students access content, skills, and concepts. Examples of scaffolding or instructional support for literacy include: using text sets and systemically order them from less to more complex, by topic, to build students background knowledge; using varying strategies before reading a text, during the initial reading and subsequent readings, and after reading to support all students in comprehending complex texts; building vocabulary with a focus on words that are key to text comprehension; planning time for differentiated support for individual or small groups of students depending on their needs.

In math, we use the Understand-Diagnose-Take Action cycle to provide appropriate scaffolding or instructional supports. Understand refers to teachers understanding the revised learning priorities for this year, including prerequisite skills students need to access grade-level content. Diagnosing refers to having an accurate understanding of where individual students stand about the revised learning priorities. To do this, teachers engage in formative assessments and review the results of diagnostic assessments. Take Action refers to planning for and appropriately implementing needed supports/scaffolds during a lesson.

The following is a summary of how we further support the acceleration of learning for specific demographic groups:

English Learners

We implement a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach (UDL), emphasizing multiple means of engagement, representation, and expression.

Pupils with Exceptional Needs

Our instruction methodologies are part of our overall multi-tiered system of support framework (MTSS). When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 and tier 3 supports. Tier 3 supports are more intensive and provided for an extensive period in collaboration with community agencies.

Despite COVID-19 and societal unrest, we have not experienced any student disengaging for ten instructional days or longer, necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP. Our special education department has implemented the following:

1. Virtual and/or distance learning model for all special education services i.e specialized academic instruction, occupational therapy, speech and language services, etc. Our services vary according to the need of each student and family. Google classrooms are being launched this year to support specialized academic instruction virtual and distance learning services for staff, students, and parents. Student and Parent training (PPT and how-to guides) were sent to families prior to the start of the school year. In-depth staff training on google classroom occurred prior to the start of school and continues through professional development and professional learning communities monthly.
2. Working with staff and non-public agencies to support special education evaluations during COVID-19. We are working to identify students that may need a records review, in-person, assessment, or virtual evaluation.
3. The Certificate of Completion Life Skills courses as well as the Adult Transition courses were improved with more support embedded.
4. To support learning loss and increase executive functioning skills, a Directed Studies elective was built for students with IEPs. Students receive SAI services, curricular support, study skills, and executive functioning skills.
5. Three new types of positions were created to support student and staff needs that have arisen: Reading Specialists, Instructional Coach, and Compliance Coach. Each of these three types of positions supports a direct need from the previous school year within the special education department. Reading Specialists support students with special needs who require a research-based, structured, multi-sensory literacy program. Our Instructional and Compliance Coaches support teaching staff and implement quality SAI based off of their compliantly written IEPs.

Pupils who are experiencing homelessness and those in foster care

We maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real- time class or meet a project deadline. We are aware of the need for increased flexibility. We will work with students and parents/guardians to avoid any unnecessary academic penalties related to matters beyond their control. We also will engage in increased outreach and coordination with community resources to provide basic needs, including food, shelter, clothing, and technology. For example, we are delivering to all of our students experiencing homeless or foster care with care backpacks that contain school supplies.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Due to school closures, waiver of ESSA requirements, and the effects of the pandemic, many of our students were unable to complete their ELPACs and STAR360 diagnostic assessment cycle during the last school year. The validity of spring 2020 diagnostic assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, the State waived the CAASPP, precluding us from analyzing results in math, ELA, and science.

We will administer the STAR360 diagnostic for ELA, early literacy, and math at the beginning of the school year, again at the end of semester 1, and a third time toward the end of semester 2. We plan to analyze the results of our diagnostic assessment to formulate a

general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our grade and course scope and sequences.

However, we will rely heavily on formative assessments to formulate details of student learning proficiencies. Ideally, formative assessments occur during each lesson. They do not look like a traditional quiz or final examination. A formative assessment refers to a teacher evaluation of student proficiency during a class. This type of assessment takes on a variety of methods whereby the teacher observes and processes evidence of learning. In this manner, a teacher may also consider English language proficiency and make immediate adjustments.

We will use the same approach explained in the Pupil and Family Engagement and Outreach section of this document to communicate with parents regarding student learning loss and progress. These strategies consider a family's home language, literacy level, and access to technology.

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

Description	Total Funds	Contributing
Homeschool Teachers to provide instruction for all students, Provide school counselors to support students in targeted services with social and academic wellness: in-person/distance learning platform, provide junior high virtual academy coordinator and lead teacher, provide high school virtual academy coordinator, special education teachers, intervention specialists, Executive Director/Assistant Principals/Specialists provide instructional coaching for teachers; lead "data talks" discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide, student intervention support, school psychologists, high school success coordinator * 10% of certificated salaries will be funded with LCFF Supplemental & Concentration funds (contributing column) and the remaining 90% with LCFF Base Funds.	$472,674	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	$1,500	Y]
Staff and parent training related to understanding our English Language Development strategies	$1,000	Y

Mental Health and Social and Emotional Well-Being

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

As stated in the section Pupil Learning Loss Strategies, accelerated learning will not occur if instructional practices leave students feeling displaced, invisible, or unsafe. In particular, English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are most vulnerable to the effects of risk factors outside of school. For example, we cannot reasonably expect a student to focus on her geometry class if her family is unable to pay the rent. Worse, students who live in poverty often do not have equitable access to outside mental health support. To mitigate the adverse effects of the pandemic and societal, we will implement tiered trauma-informed practices per or MTSS. Generally speaking, trauma-informed practices are strategies or techniques that help students regulate emotions, build resilience, and overcome the impact of trauma/stress. We based our trauma-informed on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework.

Our tier 1 universal supports include trauma-informed practices to help meet student social-emotional needs facilitating an improved focus on their education. Our trauma-informed practices include establishing a safe and comfortable learning environment. For example, our teachers try to incorporate community-building activities into synchronous classes that offer students opportunities to share personal information, including their interests or concerns, or difficulties focusing on schoolwork. Zoom break-out rooms are used to facilitate more intimate students grouping reducing anxiety, and allowing teachers to check in with each group. We also try to increase student perspectives, backgrounds, interests, and experiences in both synchronous and asynchronous sessions to improve their agency. Within asynchronous tasks or resources, we include a personalized message or words of encouragement. We also use asynchronous methods to differentiate instruction according to student ability levels and learning styles. Many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace. Regardless of synchronous or asynchronous approach, we refine our lesson learning objectives to help with student attentional spans and break tasks into smaller chunks.

Tier 1 supports include webinars for students and families and focus on social-emotional-learning strategies (SEL). We offer SEL webinars on the first Monday of each month. Additionally, we invite students to share how they have used SEL strategies and to ask questions. We hold the SEL sharing and Q & A sessions on the third Monday of each month. We have also created a collection of Growth Mindset resources for teachers and families. Growth Mindset approaches help normalize students' struggles with learning loss and to increase resiliency. We have also added new SEL resources for teachers and parents and publicized crisis hotlines. We expect our tier 1 supports will meet the needs of approximately 80 to 90% of our students.

Our second tier of supports includes educating staff and families about the signs and symptoms of trauma in students, including changes in behavior, unexplained headaches or body pain, irritation, and depression, and strategies to mitigate them. We use a variety of resources for tier 2 supports, including the Everfi virtual social-emotional curriculum. When we identify a student in need of level 2 supports, a Student in Crisis Coordinator monitors and collaborates with families to customize support. Tier 2 supports include enrollment in a new program called Mindset Mondays, wherein students and families focus on social-emotional-learning strategies.

We anticipate that approximately 5-10% of students will require tier 2 supports through individual or small group settings. We deploy tier 2 supports rapidly to address issues as they arise. For example, students in foster care, experiencing homelessness, or struggling with poverty may be unable to focus on school despite our tier 1 supports. In these cases, our staff will immediately reach out to families and schedule a meeting to explore appropriate supports. Parents play a critical role in helping us identify issues and helping customize supports. We anticipate that approximately 1-5% of our students will require additional individual supports beyond those provided in

tiers 1 and 2. Tier 3 supports are intensive, for longer durations, and can involve outreach to and coordination with community resources. Given the impact of the pandemic and societal unrest, we are simply unable to meet every student's need without coordinating with community resources, including county and state agencies. Many community mental health organizations use HIPPA compliant mediums such as telehealth.

Pupil and Family Engagement and Outreach

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

Because we operated as a non-classroom-based independent study charter school during the 2019-20 fiscal year, much of Education Code section 43504 is not applicable, particularly distance learning requirements. Instead, we continue to meet all of the independent study statutory requirements, including ensuring each student is engaged in appropriate educational activities on instructional days by assessing the time value of independent work and the quality of contemporaneous work samples. Further, our school year is longer than 175 instructional days, and we maintain daily engagement records for each student.

We are aware that the COVID-19 pandemic and societal unrest may influence many of our students to disengage. Monitoring participation is vital to help ensure student learning and wellbeing during these challenging times. Thus, our student and family engagement approach reflects positive strategies, including maintaining strong personalized relationships with students and families. These meaningful relationships help us to quickly discern student disengagement, particularly for those who disengage or are absent for three days or more (60% of the instructional days in a school week).

We assess student engagement through regular meetings with families and students, check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic assessments, formative assessments, and completion of assignments as documented in our student information system (Pathways). We upload daily engagement records to our student information system. Because we will not report student attendance for funding purposes during the 2020-21 school year, we plan to use different and temporary internal codes when a student is considered disengaged or absent.

When a student disengages, our Homeschool Teacher initiates contact with the family and if needed begins the board approved non-compliance policy. Depending on the outcome of the meeting, we will provide additional and appropriate supports to meet student needs. There are times when students will need intensive supports, including referrals to outside services. When this occurs, we collaborate with the family to explore options and facilitate referrals.

When communicating with families about student disengagement, we do not assume families speak or understand English, have access to the internet, or know how to access an email.

School Nutrition

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

As a non-classroom-based independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. However, we help families find needed resources within the community.

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

Section	Description	Total Funds	Contributing
n/a			

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.16%	This year for FRCS, we plan to spend $763,936 of our supplemental concentration funds. The 8.16% to increase or improve services is $62,336. FRCS plans to spend 100% of their total supplemental concentration funds.

Required Descriptions

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

English learners, students living in poverty, and students placed in foster care are vulnerable to the effects of the pandemic, societal unrest, and resulting learning loss that exacerbates previous achievement gaps. As such, we considered the unique needs of

unduplicated groups throughout this plan. We focus on evidence-based practices when identifying and implementing support for our unduplicated students. For example, we aligned our trauma-informed practices with the CASEL framework.

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

The actions/services intended to increase the quantity and improve the quality of support for English learners, students living in poverty, and students placed in foster care are summarized below according to respective sections:

Continuity of Learning-

- staff and parent training related trauma-informed practices
- access to community resources. Distance Learning-
- staff and parent training related trauma-informed practices in a *distance-learning format*
- diagnostic and interim assessments
- additional devices to access the distance-learning curriculum
- expenditures associated with ensuring access to the high-speed internet, including hot-spots
- online learning resources Learning Loss-
- Junior High Virtual Academy, High School Virtual Academy, JHVA Lead Teacher to help maximize our MTSS • staff and parent training related to our MTSS
- staff and parent training related to our English Language Development program
- staff training related to formative assessments, instructional supports, and the refinement of our Scope and Sequences-as explained in the Learning Loss section, these strategies are critical to accelerating learning.

Appendix C:

Bylaws and Conflict of Interest Code

Appendix D:

Financial Information

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of Feather River Charter School. The financial statements include the current fiscal year and a 5-year pro-forma annual budget and monthly cash flow statement (fiscal year 2020-21 through 2025-26).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for Feather River Charter School will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 98% attendance rate.

Due to Senate Bill 98, Feather River Charter School is anticipating a state-imposed enrollment cap for FY21-22 and is projecting a 5% growth in the subsequent years.

Table A: Enrollment & ADA

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Projected Enrollment & ADA by Grade						
TK-3 Grade	399	399	419	440	462	485
4-6 Grade	237	237	249	261	274	288
7-8 Grade	175	175	183	192	202	212
9-12 Grade	304	304	319	335	352	369
Total Projected Enrollment	**1,114**	**1,114**	**1,170**	**1,229**	**1,290**	**1,354**
Average Daily Attendance (ADA)						
ADA %	98%	98%	98%	98%	98%	98%
Total	**1,091.72**	**1,092.00**	**1,146.60**	**1,203.93**	**1,264.13**	**1,327.33**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around $10,224/ADA at Feather River Charter School. State revenue streams provide the largest source of funding making up about 99% of Feather River Charter School's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Summary of Revenue Programs						
State Aid - Revenue Limit	$10,118,659	$10,118,659	$10,632,715	$11,164,350	$11,722,569	$12,308,702
Federal Revenue	137,930	129,931	136,445	136,428	136,428	136,428
Other State Revenue	908,403	908,362	952,542	1,000,385	1,050,404	1,102,924
Other Local Revenue	135	135	142	149	156	164
Total Revenues	**$11,165,128**	**$11,157,088**	**$11,721,844**	**$12,301,311**	**$12,909,557**	**$13,548,218**
State Revenues as % of Total	*99%*	*99%*	*99%*	*99%*	*99%*	*99%*
Revenues per ADA	*$ 10,224*	*$ 10,217*	*$ 10,223*	*$ 10,218*	*$ 10,212*	*$ 10,207*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v21.2 released 9/9/2020) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at Feather River Charter School of 40.54%.

The calculator accounts for the updated implementation and cost of living adjustment (COLA) rates. These projections show that in FY21, a total of $218,372, $200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. These projections also show that $692,316, $634 per ADA, of the principal apportionment will be disbursed via In-Lieu of property tax payments.

Table C: Projected State Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
State Aid - Revenue Limit						
LCFF State Aid	$9,207,972	$9,207,972	$9,676,370	$10,160,188	$10,668,199	$11,198,957
Education Protection Account	218,372	218,372	229,320	240,786	252,825	268,121
State Aid - Prior Year	-	-	-	-	-	2
In Lieu of Property Taxes	692,316	692,316	727,025	763,376	801,545	841,622
Total State Revenue	**$10,118,659**	**$10,118,659**	**$10,632,715**	**$11,164,350**	**$11,722,569**	**$12,308,702**

Federal Revenues

Special Education

Feather River Charter School provides special education services and will work with the EDCOE Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient, and effective delivery of services. Feather River Charter School's state special education funding includes general state aid of $600/ADA. In addition to state special education funding, the revenue projection for Feather River Charter School also assumes $119/ADA of federal special education funding.

Table D: Projected Federal Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Federal Revenue						
Special Education - Entitlement	$129,931	$129,931	$136,445	$136,428	$136,428	$136,428
Other Federal Revenue	7,999	-	-	-	-	-
Total Federal Revenue	**$137,930**	**$129,931**	**$136,445**	**$136,428**	**$136,428**	**$136,428**

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $207 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $17/ADA for grades K-8 and $47/ADA for grades 9-12.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.

Table E: Projected Other State Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Other State Revenue						
State Special Education	$655,116	$655,116	$687,960	$722,358	$758,476	$796,400
Mandated Cost	27,177	27,136	27,136	28,708	30,144	31,651
State Lottery	$226,015	$226,015	$237,346	$249,214	$261,674	$274,758
Prior Year Revenue	95	95	100	105	110	116
Total Other State Revenue	**$908,403**	**$908,362**	**$952,542**	**$1,000,385**	**$1,050,404**	**$1,102,924**

Other Local Revenues

Feather River Charter School does not intend to utilize fundraising or non-public revenues.

Expenditures

The projected expenditures through 2025-26 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Summary of Projected Expenses						
Certificated Salaries	$3,685,004	$4,339,694	$4,553,784	$4,644,859	$4,737,756	$5,133,871
Classified Salaries	155,347	159,923	163,121	166,384	169,711	176,500
Employee Benefits	1,074,373	1,292,105	1,358,072	1,384,567	1,411,592	1,507,448
Total Compensation	**$4,914,724**	**$5,791,721**	**$6,074,977**	**$6,195,810**	**$6,319,060**	**$6,817,819**
Books and Supplies	1,308,983	1,335,162	1,430,142	1,531,682	1,640,432	1,791,352
Subagreement Services	2,170,229	2,213,633	2,277,466	2,343,910	2,413,166	2,534,130
Operations and Housekeeping	149,415	152,403	163,244	174,835	187,248	204,475
Facilities, Repairs and Other Leases	2,200	2,244	2,404	2,574	2,757	3,011
Professional/Consulting Services	1,174,815	1,193,252	1,271,795	1,355,292	1,444,414	1,563,699
Depreciation	2,258	2,303	2,349	2,396	2,444	2,542
Interest	103,062	126,794	202,104	115,971	-	-
Total Non-Comp	**$4,910,961**	**$5,025,791**	**$5,349,504**	**$5,526,661**	**$5,690,461**	**$6,099,208**
Total Expenses	**$9,825,685**	**$10,817,513**	**$11,424,481**	**$11,722,471**	**$12,009,521**	**$12,917,027**

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 50% of total expenditures. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers' compensation.

Feather River Charter School's teacher staffing levels are based upon enrollment projections. Ratios of Certificated Teachers to Students is expected to be below 25:1 over the course of the full 5 years of operations. The ratio is much improved at 22:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Instructional Staff Ratio						
School Attendance	1,114.3	1,114.3	1,170.0	1,228.5	1,289.9	1,354.4
Certificated Teacher	44.6	44.6	46.8	49.1	51.6	54.2
Certificated Pupil Support (including SPED)	5.0	5.0	5.0	5.0	5.0	5.0
Total Instructional Staff	**49.6**	**49.6**	**51.8**	**54.1**	**56.6**	**59.2**
Student : Instructional Staff Ratio	*22.5*	*22.5*	*22.6*	*22.7*	*22.8*	*22.9*

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Total Staffing						
Instructional Staff						
Teachers						
TK-K	4	4	5	5	5	5
1st Grade	4	4	4	4	5	5
2nd Grade	4	4	4	4	4	4
3rd Grade	4	4	4	5	5	5
4th Grade	3	3	3	3	4	4
5th Grade	3	3	4	4	4	4
6th Grade	3	3	3	3	3	4
7th Grade	3	3	3	3	4	4
8th Grade	4	4	4	4	5	5
9th Grade	3	3	4	4	4	4
10th Grade	3	3	3	3	3	4
11th Grade	2	2	2	2	2	3
12th Grade	4	4	4	4	4	4
Other		-	-	-	-	
Total Teacher	**44.6**	**44.6**	**46.8**	**49.1**	**51.6**	**54.2**
Other Instructional Staff						
Certificated Pupil Support (including SPED)	5.0	5.0	5.0	5.0	5.0	5.0
Total Other Instructional Staff	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**
Total Instructional Staff	**49.6**	**49.6**	**51.8**	**54.1**	**56.6**	**59.2**
Administrative Staff - Certified						
Director	2.0	2.0	2.0	2.0	2.0	2.0
Total Administrative Staff - Certified	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**
Support and Administrative Staff						
Support Staff - Classified (FTE)	3.0	3.0	3.0	3.0	3.0	3.0
Total Classified Staff	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Total Staffing	**54.6**	**54.6**	**56.8**	**59.1**	**61.6**	**64.2**

Budget assumes that the School and Site Directors and other 12-month employees will begin on July 1, 2020.

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.

Table I: Average Budgeted Salary by Position

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Average Budgeted Salary by Position						
Teacher (including SPED)	$ 55,967	$ 70,268	$ 70,980	$ 68,952	$ 66,982	$ 70,158
Administrative Staff - Certified	$ 128,180	$ 130,988	$ 133,608	$ 136,280	$ 139,005	$ 144,566
Classified Staff (Support and Adminsitrative)	51,782	53,308	54,374	55,461	56,570	58,833

Table J: Employee Benefits

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Employee Benefits						
STRS	$592,859	$700,861	$735,436	$750,145	$765,148	$829,120
OASDI	9,809	9,915	10,114	10,316	10,522	10,943
Medicare	55,478	65,244	68,395	69,763	71,158	77,000
Health and Welfare	335,386	420,750	444,771	453,666	462,740	481,249
State Unemployment	24,506	32,340	33,320	33,320	33,320	34,790
Workers' Compensation	48,717	62,995	66,037	67,357	68,705	74,345
Other Benefits	7,619	-	-	-	-	-
Total Benefits	**$1,074,373**	**$1,292,105**	**$1,358,072**	**$1,384,567**	**$1,411,592**	**$1,507,448**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. PRIME's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution has a rate of 16.15% in 2020-21 and 2021-22.

Books and Supplies

Many of the core programming cost projections are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative.

Table K: Books & Supplies

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Books & Supplies						
School Supplies	779,444	795,033	851,589	912,052	976,808	1,066,674
Software	123,971	126,451	135,446	145,063	155,362	169,655
Office Expense	11,221	11,446	12,260	13,131	14,063	15,357
Business Meals	1,133	1,156	1,238	1,326	1,420	1,551
Noncapitalized Equipment	393,213	401,077	429,609	460,111	492,779	538,114
Total Books & Supplies	**$1,308,983**	**$1,335,162**	**$1,430,142**	**$1,531,682**	**$1,640,432**	**$1,791,352**

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment on a per pupil, per full time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time.

Other Expenses

Many of the operating cost projections are based upon historical averages, such as communication costs, utilities, insurance, and copier lease costs.

Table L: Operations & Housekeeping

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Operations and Housekeeping						
Auto and Travel	$16,142	$16,465	$17,636	$18,888	$20,229	$22,091
Dues & Memberships	$8,003	$8,163	$8,744	$9,365	$10,030	$10,953
Insurance	$123,584	$126,056	$135,023	$144,610	$154,877	$169,126
Communications	$1,666	$1,699	$1,820	$1,949	$2,088	$2,280
Postage and Shipping	$19	$20	$21	$23	$24	$26
Total Operations and Housekeeping	**$149,415**	**$152,403**	**$163,244**	**$174,835**	**$187,248**	**$204,475**

Projected Expenses shown in the table are based on FY20 actual spending patterns and aligns to industry averages. We make note of items below as needed to explain our budgeting assumptions.

Table M: Professional Services

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Professional Services						
IT	$1,800	$1,836	$1,967	$2,106	$2,256	$2,463
Audit & Taxes	$3,600	$3,672	$3,745	$3,820	$3,897	$4,053
Legal	$19,361	$19,748	$20,143	$20,546	$20,956	$21,795
Professional Development	$44,400	$45,288	$48,510	$51,954	$55,643	$60,762
General Consulting	$6,633	$6,766	$7,247	$7,762	$8,313	$9,078
Special Activities/Field Trips	$70,279	$71,684	$76,784	$82,235	$88,074	$96,177
Bank Charges	$5,043	$5,144	$5,510	$5,901	$6,320	$6,901
Printing	$156	$160	$171	$183	$196	$214
Other taxes and fees	$5,981	$6,101	$6,535	$6,999	$7,496	$8,185
Payroll Service Fee	$7,119	$7,261	$7,777	$8,330	$8,921	$9,742
Management Fee	$757,478	$772,627	$827,590	$886,349	$949,279	$1,036,613
District Oversight Fee	$252,966	$252,966	$265,818	$279,109	$293,064	$307,718
Total Professional Services	**$1,174,815**	**$1,193,252**	**$1,271,795**	**$1,355,292**	**$1,444,414**	**$1,563,699**

Management Fee

Feather River Charter School has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 1.75% of total revenue.

Feather River Charter School has also contracted with Provenance, Inc. to provide data management and attendance tracking. Fees for these services are budgeted at 10.125% of total revenue.

Authorizer Oversight Fee

Feather River Charter School has projected that it will be required to pay a fee of 2.5% of general-purpose revenues.

Other Outgo and Transfers

Feather River Charter School has secured external financing to provide the cash necessary to sustain operations. The budget projects the cost of factoring portions of its principal apportionment payment to cover the cash shortfall during the growth phase.

Table N: Interest & Depreciation

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Depreciation & Interest						
Depreciation	$2,258	$2,303	$2,349	$2,396	$2,444	$2,542
Interest	103,062	126,794	202,104	115,971	-	-
Total Depreciation & Interest	**$105,320**	**$129,097**	**$204,453**	**$118,367**	**$2,444**	**$2,542**

Cash Flow

As noted above, Feather River Charter School will continue factoring receivables to sustain positive cash flow. The year over year surpluses will allow for the school to begin growing a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

Ending Cash Balance

At the end of Year 5, Feather River Charter School is projected to have a cash balance of $1.473M.

Table O: Statement of Activities & Cash Balance

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Statement of Activities						
Revenues						
State Aid - Revenue Limit	$10,118,659	$10,118,659	$10,632,715	$11,164,350	$11,722,569	$12,308,702
Federal Revenue	137,930	129,931	136,445	136,428	136,428	136,428
Other State Revenue	908,403	908,362	952,542	1,000,385	1,050,404	1,102,924
Other Local Revenue	135	135	142	149	156	164
Total Revenues	**$11,165,128**	**$11,157,088**	**$11,721,844**	**$12,301,311**	**$12,909,557**	**$13,548,218**
Expenses						
Certificated Salaries	$3,685,004	$4,339,694	$4,553,784	$4,644,859	$4,737,756	$5,133,871
Classified Salaries	155,347	159,923	163,121	166,384	169,711	176,500
Employee Benefits	1,074,373	1,292,105	1,358,072	1,384,567	1,411,592	1,507,448
Books & Supplies	1,308,983	1,335,162	1,430,142	1,531,682	1,640,432	1,791,352
Subagreement Services	2,170,229	2,213,633	2,277,466	2,343,910	2,413,166	2,534,130
Operations and Housekeeping	149,415	152,403	163,244	174,835	187,248	204,475
Facilities, Repairs and Other Leases	2,200	2,244	2,404	2,574	2,757	3,011
Professional Services	1,174,815	1,193,252	1,271,795	1,355,292	1,444,414	1,563,699
Depreciation and Interest	105,320	129,097	204,453	118,367	2,444	2,542
Total Expenses	**$9,825,685**	**$10,817,513**	**$11,424,481**	**$11,722,471**	**$12,009,521**	**$12,917,027**
Increase/(Decrease) of Net Assets	**$1,339,443**	**$339,575**	**$297,363**	**$578,841**	**$900,036**	**$631,191**
	13.6%	3.1%	2.6%	4.9%	7.5%	4.9%
Beginning Cash Balance	792,865	673,228	63,862	334,800	892,073	905,816
Ending Cash Balance	**$673,228**	**$63,862**	**$334,800**	**$892,073**	**$905,816**	**$1,473,206**
Cash Balance (% of Expenditures)	**6.9%**	**0.6%**	**2.9%**	**7.6%**	**7.5%**	**11.4%**

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-9-9 payment schedule. We have used this schedule to project our cash flow position for the next five years Feather River Charter School is in operation except. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from State Aid and Education Protection Account. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through the County Treasurer to a school bank account, we have assumed a one-month delay in the payments. The Economic Protection Account flows quarterly in September, December, March, and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA and are paid quarterly, except in year 1 of operations.

Expenditures

The most significant part of Feather River Charter School's cost structure is staff compensation which is generally paid evenly throughout the year. Most of the curriculum costs are front-loaded to the beginning of the school year.

Fund Balance

The fund balance is expected to be above the CDE-recommended levels in each year of operations and grow to 39.5% by the end of year 5.

Table P: Statement of Fund Balance

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*
Fund Balance						
Beginning Fund Balance	$1,015,593	$2,355,036	$2,694,612	$2,991,975	$3,570,815	$4,470,852
Increase/(Decrease) in Net Assets	1,339,443	339,575	297,363	578,841	900,036	631,191
Ending Fund Balance	**$2,355,036**	**$2,694,612**	**$2,991,975**	**$3,570,815**	**$4,470,852**	**$5,102,043**
Fund Balance (% of Expenditures)	**24.0%**	**24.9%**	**26.2%**	**30.5%**	**37.2%**	**39.5%**

Coversheet

Publication of the School Accountability Report Card (SARC)

Section: IV. Operations
Item: B. Publication of the School Accountability Report Card (SARC)
Purpose: Vote
Submitted by:
Related Material: Feather River SARC 2020-2021.pdf

Feather River Charter School

4305 South Meridian Road, Meridian, CA 95957 * (916) 241-8653 * Grades TK-12
Jenell Sherman, Principal/Executive Director

jenell.sherman@featherrivercharter.org
https://featherrivercharter.org/

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Winship-Robbins Elementary School District

17451 Pepper Street

Robbins, CA 95676

(530) 738-4386

http://winship-robbins.sutter.k12.ca.us/

District Governing Board

Hassen Mohsen, President

Janet Alonso, Clerk/VP

Melissa Boyer, Member

Jamellh Mohsen, Member

Mona Sakurada, Member

District Administration

Dawn Carl, Superintendent

Dear Feather River Charter School Family,

Welcome! We are excited about supporting and encouraging you and your family with a variety of independent study information and resources.

We understand that learning is a never-ending adventure and can take place in many different settings and at any time of the day. We believe deeply in the idea of supporting each child's learning style and each parent's teaching style. We value each and every one of our families and we are here to serve, support, encourage, and inspire community within our school. We are both student and parent-driven and our hope and heart intention is to listen, research, and create a collaborative learning environment that helps ensure the best personalized learning experience for every student and family.

We will always value and listen to our families' suggestions and opinions and would love to hear from you to ensure that we are achieving our goal of fully supporting our homeschool families. Please send us an email or give us a call to share your thoughts, ideas, suggestions, and questions with us!

Partnering with you,

Jenell Sherman

Principal/Executive Director

Contact

Feather River Charter School
4305 South Meridian Road
Meridian, CA 95957-9647

Phone: 916-241-8653
Email: jenell.sherman@featherrivercharter.org



California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020-21)	
District Name	Winship-Robbins Elementary School District
Phone Number	(530) 738-4386
Superintendent	Dawn Carl
Email Address	dawnc@sutter.k12.ca.us
Website	http://winship-robbins.sutter.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Feather River Charter School
Street	4305 South Meridian Road
City, State, Zip	Meridian, CA, 95957-9647
Phone Number	(916) 241-8653
Principal	Jenell Sherman, Principal/Executive Director
Email Address	jenell.sherman@featherrivercharter.org
Website	https://featherrivercharter.org/
County-District-School (CDS) Code	51714560133934

ABOUT OUR SCHOOL

Feather River Charter School (FRCS) opened in the fall of the 2016-17 school year. Feather River Charter School is a WASC accredited, non-classroom based public charter school authorized by Winship-Robbins Elementary School District in Sutter County serving approximately 1100 students in Sacramento, Yolo, Yuba, Sutter, Colusa, and Placer Counties for students from transitional kindergarten through 12th grade. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. Our school values and supports parent choice and personalized learning for all students.

FRCS Home School Teachers (HST's) are California credentialed teachers who partner with families to nurture, guide and enhance a student's educational needs. A focus of collaboration with academic achievement and the development of the whole child with personalized learning is pivotal.

At Feather River 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.

The Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA) were developed this year to support students. Both programs were developed to teach live online instruction providing standards aligned courses by credentialed teachers.

FRCS teachers collaborate with parents/learning coaches to create Learning Plans for students each learning period that outlines the lessons to be completed during a specified time frame. All students have access to online all access curriculum as well as curriculum to support educational standards. Internal benchmark diagnostic assessment data gathered from a computerized adaptable test, taken each fall, winter and spring, for grades TK-12, pinpoints the proficiency level of students across a range of subjects. The benchmark diagnostic assessments are specifically designed to provide meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments. This data along with learning styles are used to build the individualized learning path for each student to target specific learning objectives and standards. Regular assessment determines the level of mastery and individualizing the Learning Plan helps students progress quickly.

Teachers can provide instruction and support either in person or online through web-conference platforms. This tool allows for teacher collaboration and instruction by using video, voice, text, and shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries and the students' residences.

FRCS has implemented an online direct instruction platform (four to six week direct instruction, intervention courses for mathematics and language arts), and other programs so that all students have the critical thinking skills to be successful in college and career pathways. FRCS's tiered level of support is robust and differentiated for different learning styles. FRCS is continuously planning and adjusting programs to meet the needs of the student population served. Feather River Charter School's leadership and staff look forward to continuing their collaboration with the district in providing an option to students looking for an Independent study/homeschool program.

OUR MISSION

Feather River Charter School provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with fully credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

OUR VISION

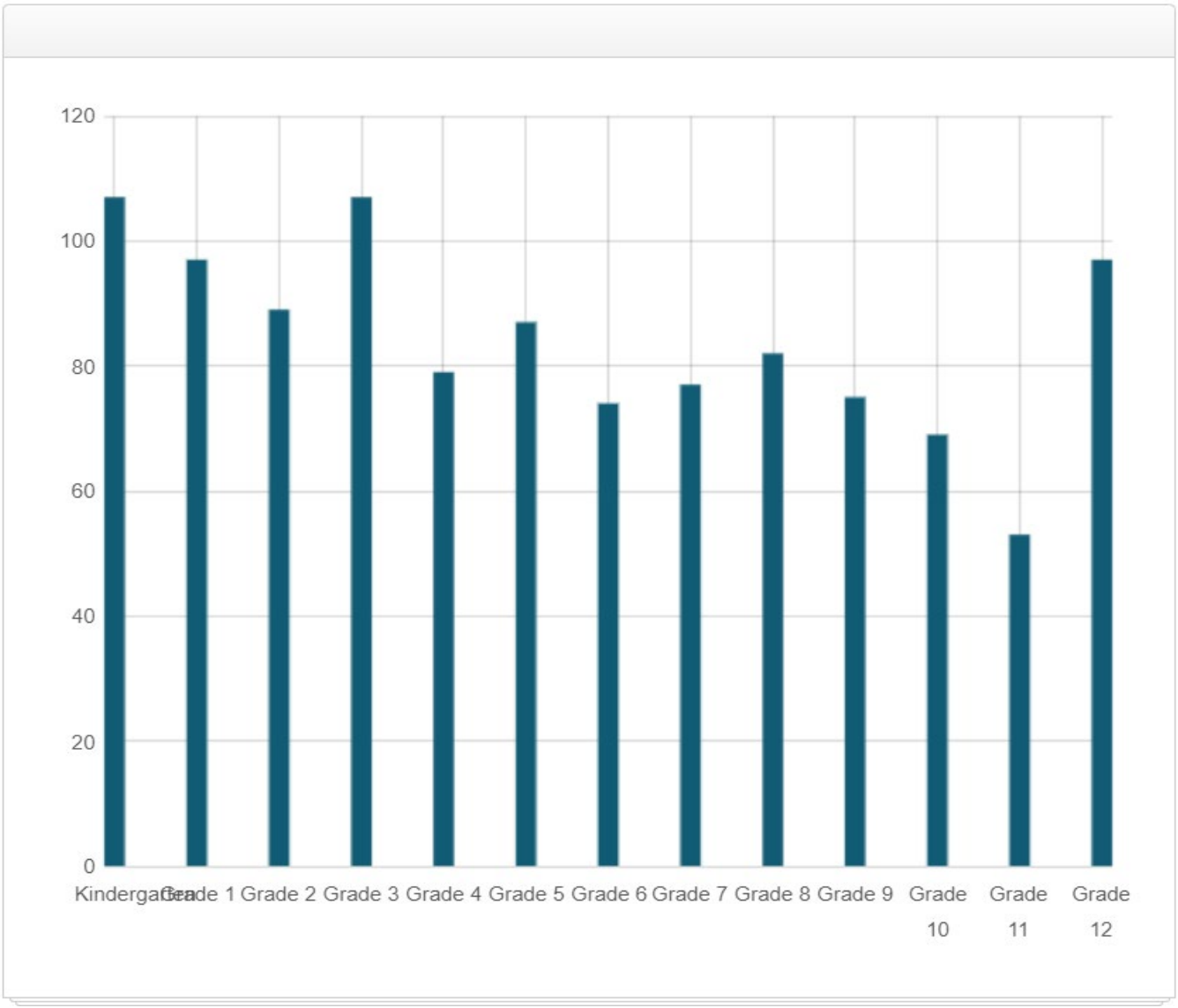
Feather River Charter School develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

FEATHER RIVER 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.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	107
Grade 1	97
Grade 2	89
Grade 3	107
Grade 4	79
Grade 5	87
Grade 6	74
Grade 7	77
Grade 8	82
Grade 9	75
Grade 10	69
Grade 11	53
Grade 12	97
Total Enrollment	1093


120
100
80
60
40
20
0
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	2.70 %
American Indian or Alaska Native	0.50 %
Asian	2.30 %
Filipino	1.00 %
Hispanic or Latino	15.50 %
Native Hawaiian or Pacific Islander	0.50 %
White	69.30 %
Two or More Races	6.50 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.20 %
English Learners	6.60 %
Students with Disabilities	11.20 %
Foster Youth	%
Homeless	0.70 %

State Priority: Basic

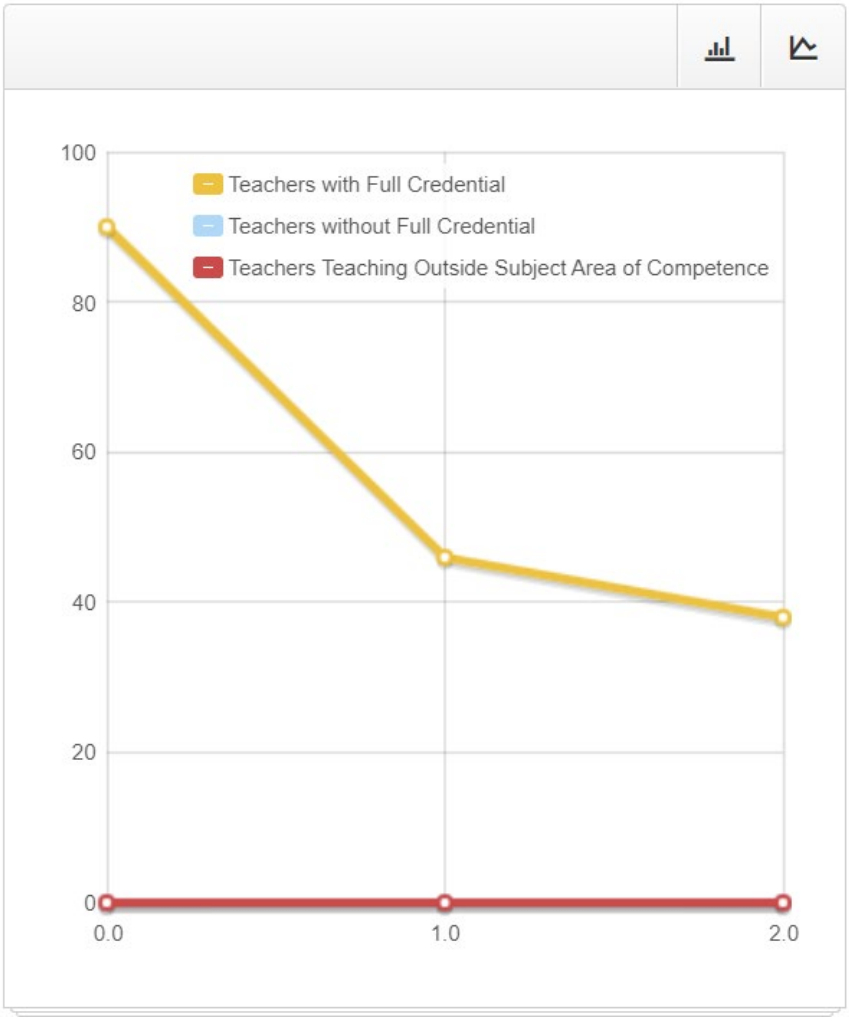
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree 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

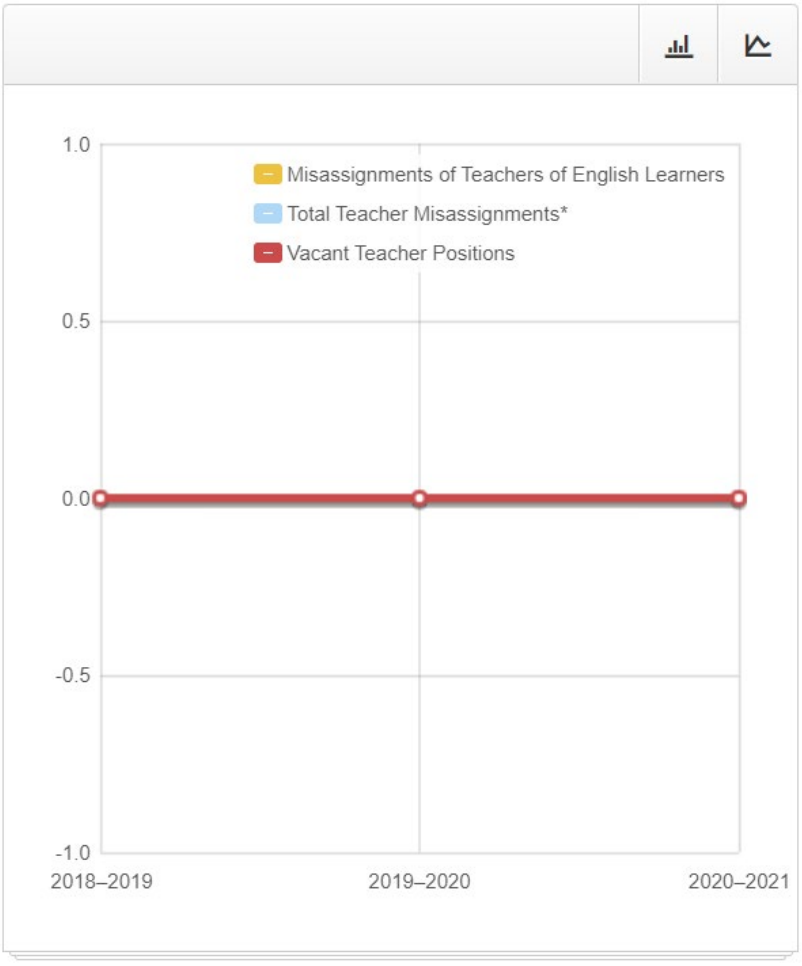
Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	90	46	38	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Embark (tk) K12 (grades k-5) Calvert/Edmentum (grades k-5) Lincoln Empowered (grades tk-5) Acellus (grades k-8) McGraw Hill (grades tk-8) RedBird Math/ELA (grades k-7) Odysseyware (grades 3-8) EdMentum OPEd Academy (grades 6-8) Edgenuity (grades 6-12) StrongMind (grades 6-8) FuelEd (grades 6-8) BrightThinker (grades 3-8)	Yes	0.00 %
Mathematics	Embark (tk) K12 (grades k-5) Calvert/Edmentum (grades k-5) Lincoln Empowered (grades tk-8) Acellus (grades k-8) McGraw Hill (grades tk-8) RedBird Math/ELA (grades k-7) ALEKS (grades 3-8) Odysseyware (grades 3-8) EdMentum OPEd Academy (grades 6-8) Edgenuity (grades 6-12) StrongMind (grades 6-8) FuelEd(grades 6-8) BrightThinker (grades 3-8)	Yes	0.00 %
Science	Embark (tk) K12 (grades k-5) Calvert/Edmentum (grades k-5) Lincoln Empowered (grades tk-8) Acellus (grades k-8) McGraw Hill (grades tk-8) ALEKS (grades 3-8) Odysseyware (grades 3-8) EdMentum OPEd Academy (grades 6-8) Edgenuity (grades 6-12) StrongMind (grades 6-8)	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	FuelEd (grades 6-8) BrightThinker (grades 3-8)		
History-Social Science	Embark (tk) K12 (grades k-5) Calvert/Edmentum (grades k-5) Lincoln Empowered (grades tk-8) Acellus (grades k-8) McGraw Hill (grades tk-8) ALEKS (grades 3-8) Odysseyware (grades 3-8) EdMentum OPEd Academy (grades 6-8) Edgenuity (grades 6-12) StrongMind (grades 6-8) FuelEd (grades 6-8) BrightThinker (grades 3-8)	Yes	0.00 %
Foreign Language	McGraw Hill Odysseyware EdMentum OPEd Academy Edgenuity StrongMind FuelEd BrightThinker	Yes	0.00 %
Health	K12 (grades K-5, PE only) Lincoln Empowered (grades tk-8) Acellus (grades k-8) McGraw Hill (grades tk-12) Odysseyware (grades 7-8) EdMentum OPEd Academy(grades 6-12) Edgenuity (grades 6-12) StrongMind (grades 6-12) FuelEd (grades 6-12) BrightThinker (grades 3-6)	Yes	0.00 %

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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Acellus (grades 9-12) McGraw Hill (grades 9-12) -Odysseyware (grades 9-12) EdMentum OPEd Academy(grades 9-12) Edgenuity (grades 9-12) StrongMind (grades 9-12) FuelEd (grades 9-12) BrightThinker (grades 9-12)	Yes	0.0 %
Science Lab Equipment (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Feather River Charter is an independent study non-classroom-based charter school and therefore does not maintain traditional school district site facilities.

State Priority: 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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	N/A	60.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	20.0%	N/A	52.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
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 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

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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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	25	N/A	24	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education (CTE) Programs (School Year 2019–2020)

Today's Career Tech Education (CTE) is a program of study integrating core academic knowledge with technical and occupational knowledge. Feather River Charter School continues to develop and implement Career Technical Education (CTE) pathways to help prepare students for rapidly shifting workplace requirements. In alignment with the statewide Doing What Matters Initiative (DWMI), we strive to develop a CTE program that is responsive to the needs of regional economies. We actively collaborate with local college and industry representatives to implement CTE course pathways, internships, and/or industry certificates that will help prepare students for the regional labor market needs. Upon completion of a CTE pathway, students have the knowledge base required to sit for and pass the exam leading to industry certification, giving them the opportunity to apply for a career-ready job. Our CTE program is also intended to prepare students for college simultaneously. As such, we are actively aligning our CTE courses with the University of California A-G subject-area requirements. Further, our CTE program provides access to all students regardless of gender, socio-economic status, special needs, and/or English proficiency.

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	11

Measure	CTE Program Participation
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	--

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	97.28%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	3.06%

State Priority: Other Pupil Outcomes

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 2019–2020)

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
	See note below.	See note below.	See note below.

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

State Priority: 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 2020–2021)

Feather River Charter School ensures parents, legal guardians, and teachers have an opportunity to participate in our school in a variety of ways. Board meetings, parent education workshops, weekly Community Connection events and weekly staff office hours are posted on school websites, social media, and shared with all families in a weekly email. The board of directors

includes parents/guardians of current or previous students who have a direct impact on the governance of the school. These parent representatives provide insight as it is related to program planning, design, and implementation. By nature of our program, parents/guardians are directly involved in their student's education and may also assist with community events, park days, and other school-related activities such as curriculum swaps or book clubs. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on effectiveness of all aspects of the school. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, lessons, classes, and outreach that enrich the students' educational experience.

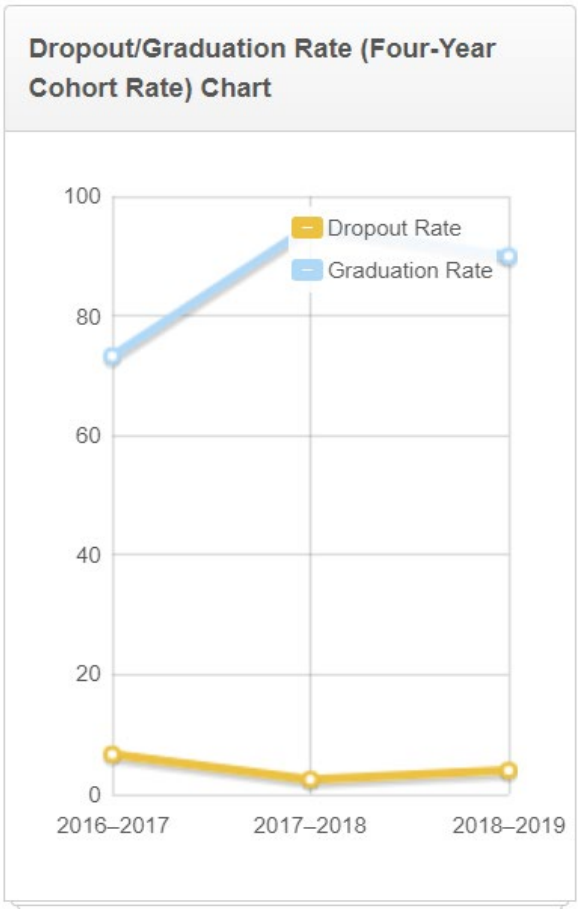
State Priority: Pupil Engagement

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)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	6.70%	2.50%	4.00%	6.70%	2.50%	4.00%	9.10%	9.60%	9.00%
Graduation Rate	73.30%	95.00%	90.00%	73.30%	95.00%	90.00%	82.70%	83.00%	84.50%



State Priority: 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

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.00%	0.00%	0.10%	0.00%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.00%	0.00%	--
Expulsions	0.00%	0.00%	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Feather River 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. The FRCS approved the Comprehensive Safety Plan on February 18, 2020 for the upcoming 2020-2021 school year. The school employs Psychologists and Counselors to provide support in the event of a crisis. The Governing Board of FRCS recognizes that students and staff have the right to a safe and secure environment. Board policies have been created and adopted to support student safety. Board policies can be found on the school's website. All staff are required to complete safety training aligned with educational necessary content such as Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment, and Suicide Prevention. FRCS is continually enhancing training and board policies as needed for both student and staff safety.

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	1561.4

*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.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.70
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.30

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	0.80
Speech/Language/Hearing Specialist	0.70
Resource Specialist (non-teaching)	
Other	18.60

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9167.00	$1050.00	$8117.00	$54455.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	$71448.00
Percent Difference – School Site and State	N/A	N/A	4.62%	-26.99%

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

Types of Services Funded (Fiscal Year 2019–2020)

Feather River Charter School is funded by State resources that include the Local Control Funding Formula (LCFF). The purpose of the LCFF is to address the Eight State Priorities for all students. Feather River Charter School utilized the Learning Continuity Plan (LCP) and prior Learning Continuity and Attendance Plan (LCAP) to support actions that are carried out annually and continuously. The types of services that are funded include: instructional materials, provides comprehensive services to support students' academic development. Eligible students receive special education services to support their individualized Education Plan (IEP), students are provided resources such as technology and related educational materials. Counseling services (Academic and Career), Specialized services include Foster Youth, Homeless, and Social-Economically Disadvantaged students, Parent Education, and Staff Professional Development.

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Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$46,965
Mid-Range Teacher Salary	--	$67,638
Highest Teacher Salary	--	$88,785
Average Principal Salary (Elementary)	--	$112,524
Average Principal Salary (Middle)	--	$117,471
Average Principal Salary (High)	--	--
Superintendent Salary	--	$128,853
Percent of Budget for Teacher Salaries	16.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 1.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	2

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Subject	Number of AP Courses Offered*
Total AP Courses Offered*	3

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

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

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Coversheet

Resolution to Approve Membership in Charter Services Organization (CSO)

Section: IV. Operations
Item: C. Resolution to Approve Membership in Charter Services Organization (CSO)
Purpose: Vote
Submitted by:
Related Material: Feather River CSO RESOLUTION.pdf

RESOLUTION OF THE BOARD OF DIRECTORS OF
FEATHER RIVER CHARTER SCHOOL TO APPROVE
MEMBERSHIP IN SEQUOIA GROVE CHARTER ALLIANCE

WHEREAS, Feather River Charter School ("School") is a California nonprofit public benefit corporation that operates a public charter school by the same name, Feather River Charter School;

WHEREAS, Sequoia Grove Charter Alliance ("SGCA") is a California nonprofit public benefit corporation that formed to support School, as well as other public charter school operators or educational organizations, by providing task-related administrative support services;

WHEREAS, the Board of Directors ("Board") of School seeks to approve School as a member of SGCA, with the rights granted by Section 5056 of the California Nonprofit Corporation Law and SGCA's bylaws, to pay the 2020-21 annual dues for membership in SGCA, and to negotiate a contract with SGCA for task-related administrative support services that will be performed under the supervision of School and over which this Board shall retain ultimate decision-making authority;

WHEREAS, the Board has determined that membership in SGCS and contracting for support services from SGCA benefits School by allowing School to focus its attention on its charter operations and achieve cost savings and other scale benefits by sharing resources with the other charter schools and educational organizations that contract with SGCA;

NOW, THEREFORE, the Board of School finds and resolves as follows:

1. School approves membership in SGCA, with the rights and authorities granted in Section 5056 of the California Nonprofit Corporation Law and SGCA's bylaws, the form of which are attached hereto as Attachment A.

2. School approves the payment of $5,000 as annual dues, as set by SGCA, for the 2020-21 fiscal year.

3. School approves and ratifies the action of the incorporator of the SGCA to appoint [**insert name**] as the director on the SGCA board that represents School. In addition, School separately appoints [**insert name**] to serve as its representative to attend SGCA's member meetings, and meetings of the SGCA board if desired, subject to any limitations imposed by law.

4. The Executive Director of School, or a designee, are authorized and directed to negotiate a contract with SGCA for task-related administrative support services that will be performed under the supervision of School and over which this Board shall retain ultimate decision-making authority, and the proposed contract shall be presented to this Board for review and approval.

5. The officers of this Board, the Executive Director of School, or their designee, are individually authorized and directed to take or cause to be taken such other actions as may be required to fulfill the purposes of this resolution.

# # #

CERTIFICATE OF ADOPTION

I, _____, Secretary of the Board of Directors of Feather River Charter School, a California nonprofit public benefit corporation, County of Sutter, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Feather River Charter School, which was duly held on _____, 2021, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

WITNESS my hand this ____ day of _____, 2021.

_____
Secretary of the Board of Directors of
Feather River Charter School

ATTACHMENT A

PROPOSED BYLAWS OF
SEQUOIA GROVE CHARTER ALLIANCE

[See Attached]

BYLAWS
OF
SEQUOIA GROVE CHARTER ALLIANCE
(A California Nonprofit Public Benefit Corporation)

- **. NAME**

Corporate Name. The name of this corporation is Sequoia Grove Charter Alliance (hereinafter the "Corporation").

• . OFFICES

Principal Office. The Corporation's principal office is located at 4305 South Meridian Road, Meridian, CA 95957. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

• . PURPOSES

Description in Articles. The Corporation's general and specific purposes are described in its Articles of Incorporation.

• . DEDICATION OF ASSETS

Dedication of Assets. This Corporation's assets are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. Upon dissolution of the Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed as set forth in its Articles of Incorporation.

• . MEMBERS

Identification of Members. The Corporation shall have one class of members that are identified in **Attachment 1**, which may be amended from time to time to reflect changes in membership pursuant to Sections 5.03 or 5.04 without amending these Bylaws. The Corporation may use the term "member" to refer to other persons or entities associated with it, but such persons or entities shall not be members within the meaning of Section 5056 of the California Nonprofit Corporation Law or these Bylaws unless or until they are elected pursuant to Section 5.03.

Rights of Members. The members shall have the rights provided by Section 5056 of the California Nonprofit Corporation Law and as set forth in these Bylaws. Membership in this Corporation is not transferable.

Election and Qualification of Members. With the exception of the initial four (4) members, new members shall be elected by a majority vote of the existing members. Each member shall be a California nonprofit public benefit corporation that operates one or more public charter schools and qualifies for tax exemption pursuant to Internal Revenue Code Section 501(c)(3) and California Revenue & Taxation Code Section 23701d. All members shall pay any annual dues set by the Corporation and shall contract with the Corporation for task-related administrative support services as a condition of membership for the entirety of its membership in the Corporation.

Resignation or Termination of Membership. A member may resign at any time upon written notice to the CEO or to the Board, or to each of the other members of the Corporation, and such resignation shall be effective immediately unless the notice specifies a later effective date of such resignation. Membership shall be terminated in a fair and reasonable manner as required by Section 5341 of the California Nonprofit Corporation Law and as follows:

(a) the member shall be given at least sixty (60) days' prior notice of the proposed termination and the reasons therefor;

(b) the member shall have an opportunity to be heard, orally or in writing, by the other members not less than fifteen (15) days before the effective date of the proposed termination; and

(c) the decision whether to terminate the membership shall be made by a majority vote of the other members.

A member who resigns or is terminated may continue to contract with the Corporation for task-related administrative support services, and shall remain liable for any charges incurred, services or benefits actually rendered, dues, assessments or fees incurred before the resignation or termination, whether arising from contract or otherwise, if approved by the Corporation.

Meetings of the Members. The members shall meet at least annually for purposes of appointing representatives to the Board, and any other actions that require approval of the members. Meetings of the members may be called by the CEO or by the Board, or by a majority of the members. Notice of meetings shall be given to all current members, as of the date of the notice, at least fifteen (15) days before the meeting in order to give each member's representative sufficient time to consult with its board of directors, if necessary. The notice shall state the place, date and time of the meeting, and shall describe the general nature of the business to be transacted at the meeting, including those matters which the Board intends to present for action by the members. The CEO shall preside as chair during meetings of the members.

Quorum and Voting. Quorum for meetings of the members shall be a majority of the existing members. All current members, as of the date of the meeting, shall be entitled to vote at the meeting. Each member shall designate in writing one (1) representative to vote on behalf of the member and shall have one (1) vote on each matter submitted for a vote of the members. A member may authorize in writing for another member to act as its proxy at the meeting, subject to the limitations set forth in Section 5613 of the California Nonprofit Corporation Law.

Participation by Teleconference and Electronic Meetings; and Board Meetings. Members may participate in meetings of the members through teleconference, electronic video communication, or other similar electronic communications or electronic transmission, so long as the following apply:

- All members participating in the meeting can communicate with each other concurrently; and,

- Each member is provided with the means of participating in all matters before the members, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the members.

- Member representatives shall also have the right to attend meetings of the Board of the Corporation, subject to any limitations imposed by law.

- **. BOARD OF DIRECTORS**

General Powers. Subject to the powers of the members as provided by law and as set forth in these Bylaws, and limitations on the Board or this Corporation set forth in the Articles of Incorporation,

these Bylaws, or the California Nonprofit Corporation Law and other applicable laws, the Corporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), management company, or committees, however composed, provided that the Corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Specific Powers. Without prejudice to such general powers, but subject to the same limitations, the Board shall have the following powers:

- To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the Corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation;

- To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations therefor which are not inconsistent with law, the Corporation's Articles of Incorporation, or these Bylaws;

- To change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California;

- To borrow money and incur indebtedness for the Corporation's purposes, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

- To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity that it may lawfully engage in;

- To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

- To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

- To establish annual dues to be paid by members, in addition to fees to be paid under any service agreements, for capital or other non-recurring purposes;

- To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the Corporation's purposes.

Number and Appointment of Directors. The Board shall be comprised of five (5) Directors, which number may be modified from time to time by resolution of the Board to reflect changes in membership pursuant to Sections 5.03 or 5.04 without amending these Bylaws. Each member of the Corporation shall appoint one (1) Director to serve on the Board. For so long as there are four (4)

members of the Corporation, the fifth (5th) Director shall be appointed by the four (4) members together or through a policy or process agreed upon by the four (4) members. All Directors shall have full voting rights. The members shall endeavor to appoint persons not currently serving as directors of the members.

Terms of Office. Each Director shall hold office for a two (2) year term, and until a successor has been appointed by the member represented by such office. The members may stagger the terms of the Directors. There shall be no limitation on the number of consecutive terms to which a Director may be reappointed.

Vacancies. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the number of Directors is increased to reflect new members. The Board or a majority of the members may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the member represented by such Director; provided that if the member fails to do so within 60 days, the Board may appoint a Director to fill the vacancy until such time as the member approves a replacement.

Removal. A Director may be removed by a majority vote of the entire Board, by the member that appointed such Director, or by a majority vote of all members. Any vacancy caused by the removal of a Director shall be filled as provided in Section 6.05.

Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the CEO, or the Board as a whole, unless the notice specifies a later time for the effectiveness of such resignation. The Corporation shall notify the member that appointed the resigning Director, and such member shall appoint a new Director to fill the vacancy. If the resignation is effective at a future time, a successor may be appointed by such member to take office when the resignation becomes effective. No Director may resign when the Corporation would then be left without at least one (1) Director in charge of its affairs.

Brown Act. In an effort to be transparent to its members and stakeholders at the members' public charter schools, the Corporation voluntarily agrees to comply with the notice and public participation requirements of the Ralph M. Brown Act (Government Code Sections 54950, *et seq*.) ("Brown Act") for meetings of the Board, in addition to rights of members pursuant to the provisions of Section 5.07(c).

Place of Meetings. Meetings of the Board may be held at the Corporation's principal office, or at any other place within or without the State of California that has been designated in the notice of the meeting, or if there is no notice, at such place as has been designated from time to time by resolution of the Board.

Annual Meetings. The Board shall meet annually for the purpose of organization, election of officers, approving the regular meeting schedule, and the transaction of such other business as may properly be brought before the meeting. The Secretary shall provide the current members a copy of the regular meeting schedule upon approval at the annual meeting.

Regular Meetings. Regular meetings of the Board, including the annual meetings, shall be held at such times and places as may be fixed by the Board and the agendas for such meetings will be posted seventy-two (72) hours prior to the meeting in a location that is freely accessible to the public, on the Corporation's website, if it has one, and a copy of the agenda shall be sent to each of the Corporation's members representatives. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Special Meetings. Special meetings of the Board for any purpose may be called at any time by the CEO, the Secretary, or any two Directors. Notice of the time and place of special meetings shall be delivered to each Director personally or by telephone or email at least twenty-four (24) hours prior to the meeting, and shall be posted in a location that is freely accessible to the public, on the Corporation's website, if it has one, and a copy sent to each of the Corporation's members representatives at the same time such notice is given to the Directors. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Quorum. A majority of the actual number of Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directors, (c) creation of and appointments to committees of the Board, and (d) indemnification of Directors. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, but no action can be taken unless and until a quorum is restored. Directors may not vote by proxy.

Participation by Teleconference and Electronic Meetings. Directors may participate in a meeting of the Board through teleconference, electronic video communication, or other similar electronic communications or electronic transmission, so long as the following apply:

- All Directors participating in the meeting can communicate with each other concurrently; and,

- Each Director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation.

Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

Action Without Meeting. Notwithstanding Section 6.08 of these Bylaws, any action required or permitted to be taken by the Board may be taken without a meeting if all Directors shall individually or collectively consent in writing to such action, provided that either: (1) the member representatives are given seven (7) days' notice of any such proposed action, or (2) such actions do not relate directly to the provision of services to the members' charter schools. Such consent(s) shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the proceedings of the Board. For purposes of this Section only, the phrase "all Directors" shall not include any "interested persons" as defined in Section 6.19 herein.

Fees and Compensation. The Directors shall receive no compensation for their service on the Board. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the Corporation's business. Subject to Section 6.19 herein and the California Nonprofit Public Benefit Corporation Law, nothing herein shall preclude a Director from serving the Corporation in any other capacity, including, but not limited to, as an officer, agent, or employee of the Corporation, and receiving compensation for such service.

Restriction on Interested Directors. Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director for service on the Board; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the Corporation.

Standard of Care.

- A Director shall perform the duties of a Director, including duties as committee-member of any committee of the Board on which the Director may serve, in good faith, in a manner such Director believes to be in the Corporation's best interests and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

- In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by: (i) one or more of the Corporation's officers or employees whom the Director believes to be reliable and competent in the matters presented; (ii) legal counsel, independent accountants, or other persons as to matters that the Director believes to be within such person's professional or expert competence; or (iii) a committee of the Board upon which the Director does not serve, as to matters within its designated authority, which committee the Director believes to merit confidence, so long as, in any such case, the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Non-Liability of Directors. No Director shall be personally liable for the Corporation's debts, liabilities, or other obligations.

Common Directorships. Pursuant to Section 5234 of the California Nonprofit Public Benefit Corporation Law, the Corporation shall not be a party to a transaction with another corporation, firm or association in which one or more of its Directors is also a director or directors ("Overlapping

Director(s)") unless, 1) prior to entering into the transaction, the material facts of the transaction and the Overlapping Director's other directorship are fully disclosed or known to the Board and the Board authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the Overlapping Director, or 2) the contract or transaction is just and reasonable to the Corporation at the time it is authorized, approved or ratified. This provision does not apply to transactions covered by Section 5233(b) of the California Nonprofit Public Benefit Corporation Law.

Executive Compensation Review. In any year in which this Corporation is legally required to do so pursuant to Section 5213 of the California Nonprofit Public Benefit Corporation Law, the Board (or a Board Committee) shall review any compensation packages (including all benefits) of the CEO, the President and the Treasurer or Chief Financial Officer, regardless of job title, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this Corporation.

- **. OFFICERS**

Required Officers. The officers of this Corporation shall be a Chief Executive Officer (who may be referred to as the Executive Director), a President (who may be referred to as the Board Chair), a Secretary, and a Treasurer (who may be referred to as the Chief Financial Officer). Any number of offices may be held by the same person, except that the Secretary, the Treasurer, or the Chief Financial Officer, if any, may not serve concurrently as the President of the Board.

- Permitted Officers. The Board of Directors may elect one or more Vice Presidents, and such other Board officers as the business of the Corporation may require, such as a Chief Financial Officer who will serve the Board and who may be separate from the Treasurer, each of whom shall be elected to hold office, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Election. Except for initial officers appointed by Board resolution and the CEO who may serve by employment contract, the officers of this Corporation shall be elected annually by the Board, and each shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under contract of employment and subject to approval by the members.

Removal. Any officer may be removed, with or without cause, by the Board at any time, or by a majority vote of the members. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Resignation. Any officer may resign at any time by giving written notice to the Board. Any such resignation shall take effect upon receipt of that notice or at any later time specified by that notice and, unless otherwise specified in that notice, the acceptance of such resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of this Corporation under any contract to which the officer is a party.

Vacancies. A vacancy in any office for any reason shall be filled in the same manner as these Bylaws provide for election to that office, provided that such vacancies shall be filled as they occur.

Chief Executive Officer. The Corporation shall have a CEO (who may be referred to as the Executive Director) who shall be the general manager and chief executive officer of the Corporation, and, subject to the control of the Board and his or her contract of employment, shall generally supervise, direct, and control the activities, affairs, and employees of the Corporation; and shall see that all resolutions of the Board are carried into effect, and shall perform any and all other duties assigned by the Board, these Bylaws or his or her employment contract.

President of the Board. The Board may elect one Director to serve as Chair of the President. He or she shall preside as Chairperson at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Secretary. The Secretary shall supervise the keeping of a full and complete record of the proceedings of the members, the Board and its committees, shall supervise the giving of such notices as may be proper and necessary, shall supervise the keeping of the minute books of this Corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Treasurer. The Treasurer (who may be referred to as the Chief Financial Officer) shall be the chief financial officer of this Corporation and shall supervise the charge and custody of all funds of this Corporation, the deposit of such funds in the manner prescribed by the Board, and the keeping and maintaining of adequate and correct accounts of this Corporation's properties and business transactions, shall render reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

- Compensation of Officers. The salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case subordinate officers appointed by the CEO, the CEO shall also have the authority to fix such officers' salaries, if any. In all cases, any salaries received by officers of the Corporation shall be fair and reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the charitable purposes of the Corporation, and subject to Section 6.23 above, as applicable.

- **. COMMITTEES**

Board Committees. The Board may create one or more committees, each consisting of two (2) or more Directors to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

- Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;

- The filling of vacancies on the Board or on any committee which has the authority of the Board;

- The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;

- The amendment or repeal of the Corporation's Bylaws or the adoption of new Bylaws;

- The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

- The appointment of other committees having the authority of the Board;

- The expenditure of corporate funds to support a nominee for Director; or

- The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 5233.

Committees must be created, and the committee-members thereof appointed, by resolution adopted by a majority of the actual number of Directors then in office. The Board may appoint, in the same manner, alternate committee-members who may replace an absent committee-member at any meeting of the committee.

Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board, including Section 5.07, but other than Section 6.08, except that special meetings of committees may also be called by resolution of the Board. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these Bylaws. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its committee-members, and may fill vacancies therein from the Directors of the Board.

Advisory Committees. The Board or the CEO, subject to any limitations imposed by the Board, may establish one or more Advisory Committees to the Board. The Advisory Committee may consist of Directors or non-Directors and may be appointed as the Board determines. Advisory committees may not exercise the authority of the Board to make decisions on behalf of this Corporation, but shall be restricted to making recommendations to the Board or Board Committees, and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Audit Committee. For any tax year in which this Corporation has gross revenues of $2 million or more, and if required by law, this Corporation shall have an Audit Committee whose committee-members shall be appointed by the Board, and who may include both Directors and non-Directors, subject to the following limitations: (a) members of the Finance Committee, if any, shall constitute less than one-half of the membership of the Audit Committee; (b) the Chair of the Audit Committee may not be a member of the Finance Committee, if any; (c) the Audit Committee may not include any of the Corporation's staff, including the CEO, the President, or the Treasurer or Chief Financial Officer; (d) the Audit Committee may not include any person who has a material financial interest in any entity doing business with this Corporation; and (e) Audit Committee-members who are not Directors may not receive compensation greater than the compensation paid to Directors for their Board service.

The Audit Committee shall: (1) recommend to the full Board for approval the retention and, when appropriate, the termination of an independent certified public accountant to serve as auditor; (2) subject to the supervision of the full Board, negotiate the compensation of the auditor on behalf of the Board; (3) confer with the auditor to satisfy the Audit Committee-members that the financial affairs of this Corporation are in order; (4) review and determine whether to accept the audit; and (5) approve performance of any non-audit services provided to this Corporation by the auditor's firm.

Other Committees.

- The President of the Board or the CEO, subject to any limitations imposed by the Board, may create other committees, either standing or special, permanent or temporary, to serve the Board which do not have the powers of the Board, and shall appoint committee-members to serve on such committees, and shall designate the Chair of the committee. If a Director is on such committee, he or she shall be the Chair of the committee.

- Meetings of a committee may be called by the President of the Board, the CEO, the Chair of the committee or a majority of the committee-members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee-members of the time and place of the meeting. A majority of the committee-members shall constitute a quorum for the transaction of business at any meeting of the committee, and a committee may take action by majority vote. Each committee may keep minutes of its proceedings and shall report periodically to the Board.

- Committee-members shall serve until resignation or removal. Any committee-member may resign at any time by giving written notice to the President of the Board or the CEO. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The President of the Board or the CEO, with prior approval of the Board if the Board so requires, or the Board, may remove any committee-member, and shall appoint a member to fill a vacancy in any committee or any position created by an increase in the committee-membership.

- **. INDEMNIFICATION AND INSURANCE**

Indemnification. To the fullest extent permitted by law, the Corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

Other Indemnification. No provision made by the Corporation to indemnify its Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of Directors, an agreement, or otherwise, shall be valid unless consistent with this Article.

Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

- **. OTHER PROVISIONS**

Maintenance of Corporate Records. The Corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law. All such records shall be kept at the Corporation's principal office, or if its principal office is outside the State of California, at its principal office in this state.

Inspection. Every Director and member of the Corporation shall have the right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the Corporation, subject to applicable law. Such inspection by a Director or member may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the Corporation shall send each Director, each member, and any other persons designated by the Board, a report containing the following information in reasonable detail:

- The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.

- The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

- The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

- The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Directors and members, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and deliver to each Director and member of the Corporation any information required by Corporations Code Section 6322 with respect to the preceding year.

Public Inspection and Disclosure. The Corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws.

Fiscal Year. The fiscal year of the Corporation shall end on June 30 each year.

- **. AMENDMENTS**

Bylaw Amendments. Subject to Section 5.02 above, the Board may adopt, amend, or repeal these Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws requires a majority vote of the actual number of Directors, and is not effective until approved by the members. Any amendment to the Articles of Incorporation or these Bylaws which would terminate memberships or affect the rights of the members shall comply with the notice and approval requirements in Section 5342 of the California Nonprofit Corporation Law.

# # #

CERTIFICATE OF ADOPTION

I certify that I am the Secretary of Sequoia Grove Charter Alliance, a California nonprofit public benefit corporation, and that the foregoing Bylaws of such corporation was duly adopted by the corporation's Board of Directors on January ___, 2021.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on January ___, 2021.

_____
Secretary, Sequoia Grove Charter Alliance

Attachment 1
Identification of Members
(Updated January ___, 2021)

As of the date indicated above, the members of Sequoia Grove Charter Alliance are the following nonprofit public benefit corporations:

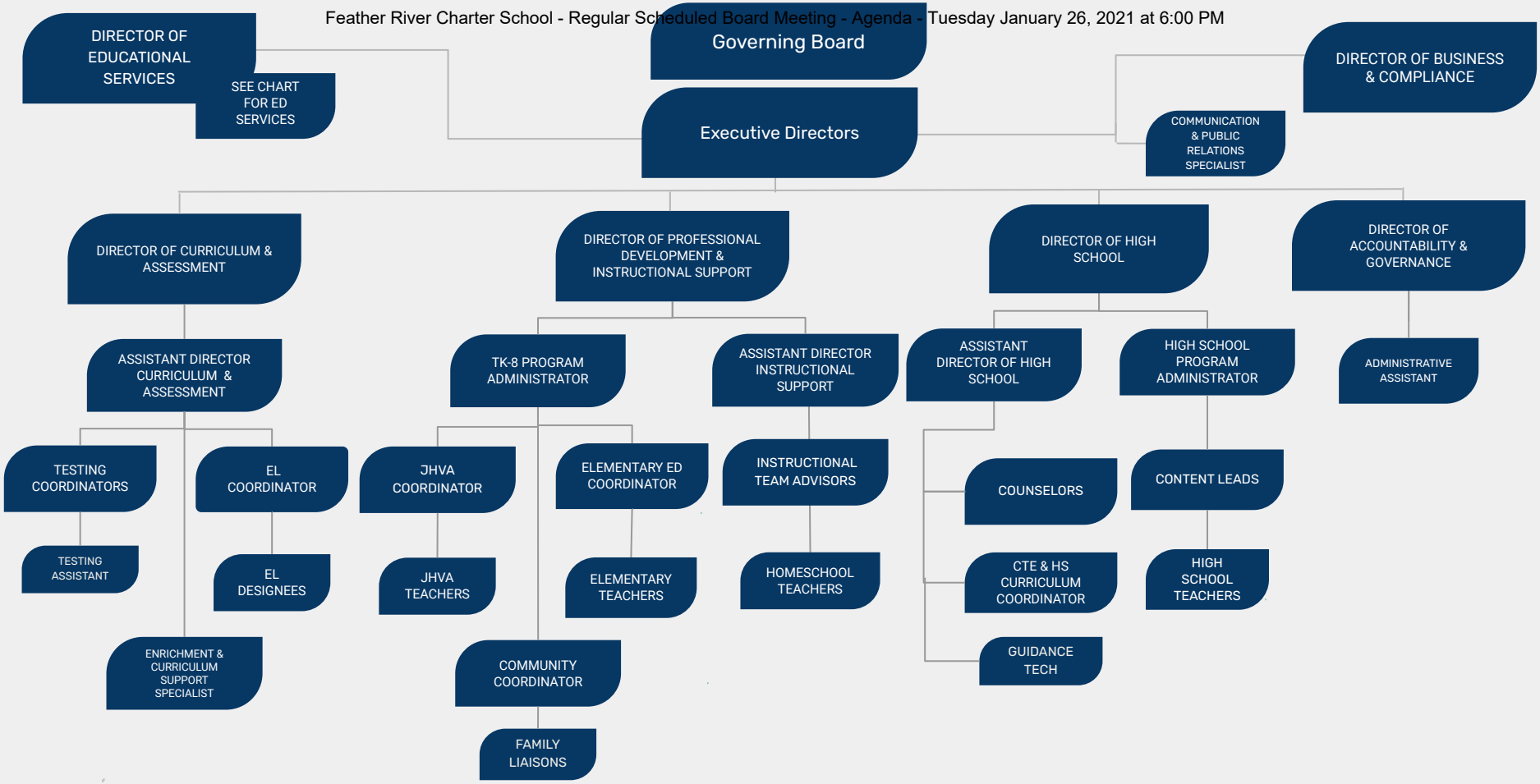
- Winship Community School;
- Feather River Charter School;

- Clarksville Charter School; and
- Lake View Charter School.

Coversheet

2021-2022 Organizational Chart

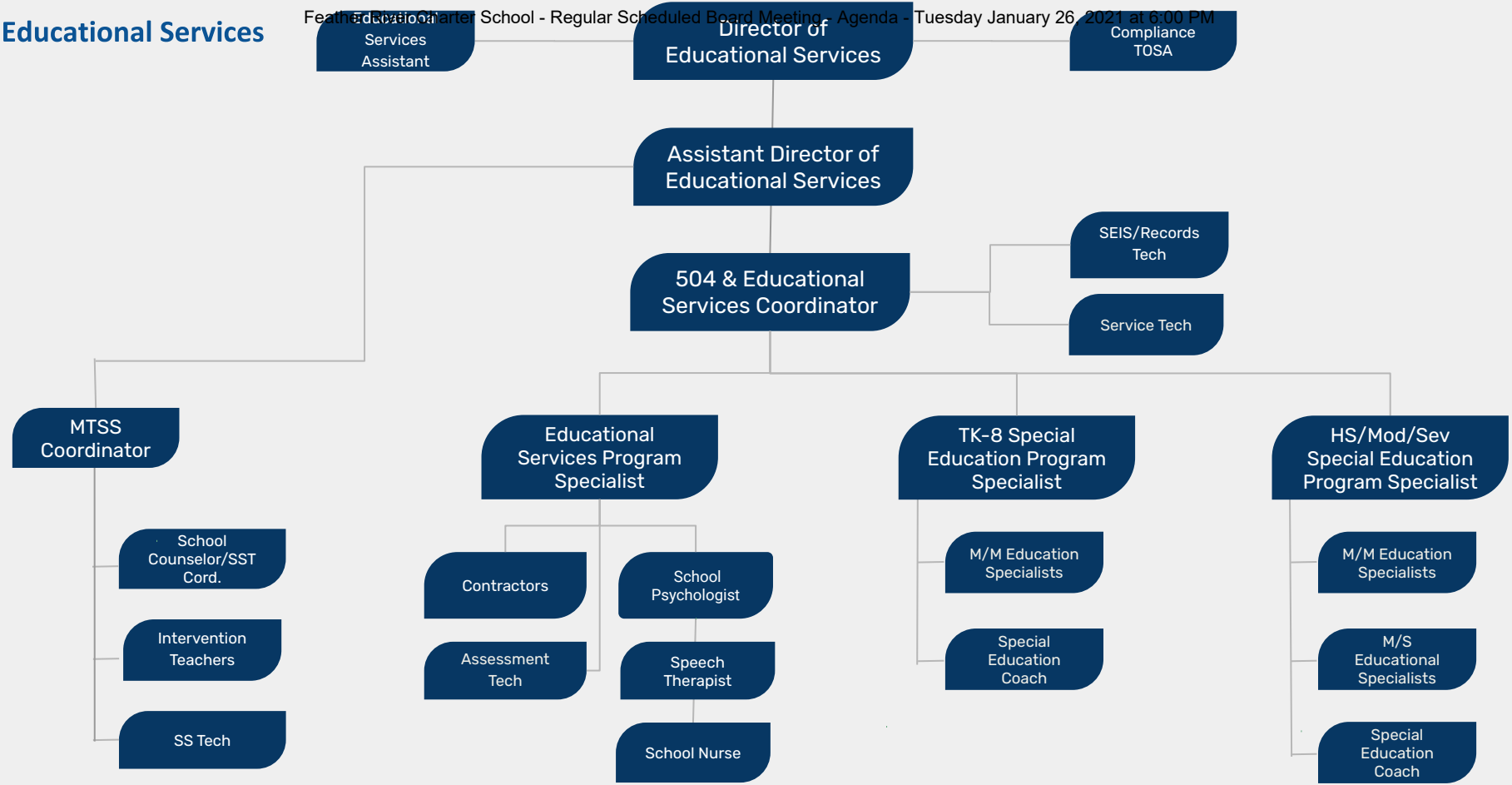
Section: IV. Operations
Item: D. 2021-2022 Organizational Chart
Purpose: Vote
Submitted by:
Related Material: North Draft Org Chart_01.23.21.pdf



*This draft organizational chart represents positions that will be shared across the school network as applicable

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Educational Services



*This draft organizational chart represents positions that will be shared across the school network as applicable

Coversheet

Disposal of Surplus, Obsolete, or Unneeded Books, Equipment, and Supplies Policy

Section:	IV. Operations
Item:	E. Disposal of Surplus, Obsolete, or Unneeded Books, Equipment, and Supplies Policy
Purpose:	Vote
Submitted by:	
Related Material:	Sale or Disposal of Obsolete Items Policy - Feather River.pdf

Disposal of Surplus, Obsolete, or Unneeded Books, Equipment, and Supplies Policy

Feather River Charter School is committed to having policies and procedures for the sale and disposal of surplus, obsolete, or unneeded books, equipment, and supplies.

The purpose of the Feather River Charter School Governing Board approving this Disposal of Surplus, Obsolete, or Unneeded Books, Equipment, and Supplies Policy is to accomplish the following:

1. Establish the Reasons the Charter School May Dispose of Materials
2. Outline the Methods that The Executive Director May Dispose of Materials
3. Establish the Evaluation Process of Obsolete and Surplus Items
4. Outline Where the Money Will be Deposited from the Sale of Items

1. **Reasons the Charter School May Dispose of Materials:** The Charter School may dispose of surplus or undistributed obsolete instructional materials in its possession that are usable for educational purposes in any of the following ways:
   - By donation to a governing board, county free library, or other state institution.
   - By donation to a public agency or institution of any territory or possession of the United States, or the government of a country that formerly was a territory or possession of the United States.
   - By donation to a nonprofit charitable organization.
   - By donation to children or adults in the State of California, or foreign countries for the purpose of increasing the general literacy of the people.
   - By sale.

2. **Outline the Methods that The Executive Director May Dispose of Materials:** The Executive Director may dispose of surplus, obsolete, or unneeded school property of nominal value through any of the following methods: The Charter School may dispose of surplus or undistributed obsolete instructional materials in its possession that are usable for educational purposes in any of the following ways:

   1. The Executive Director or designee may advertise the sale of items with a call for bids by posting and publishing public notices and sell the property to the highest responsible bidder or shall reject all bids Property for which no qualified bid has been received may be sold, donated, or disposed of without further advertising.

   2. The property may be sold by means of a public auction conducted by school employees,

employees of other public agencies or nonprofit organizations, or by contract with a private auction firm.

3. The property may be sold, donated, or disposed of without advertising under any of the following conditions:

a. The property is sold to federal, state, or local government, to any other school, or to any nonprofit public benefit corporation or charitable entity, and the sale price equals the value of the property plus the cost of disposal.

b. If the Executive Director or designee determines that the value of the property is insufficient to defray the costs of arranging a sale or auction, the property may be donated to any public or charitable organization deemed appropriate by the Board or disposed of.

4. In all cases, the property shall be offered "as is," without any warranty, and buyers or donees must agree to waive all claims with respect to the condition or utility of the property.

5. Property not suitable for sale or donation may be destroyed or otherwise disposed of by any economical means.

3. **Evaluation Process of Obsolete and Surplus Items:** The Charter School Administration will evaluate based on the definitions below and determine whether or not items are obsolete or surplus on an ongoing, as needed basis.
   - **Obsolete**: Old/outdated model/version/publication at the end of its product life cycle. Items that have not been used for more than a year and there is no foreseeable use in near future.
   - **Surplus Items**: Items whose stock surpasses the need of the school and or exceeds available storage space; Items that have not been used for more than a year and there is no foreseeable use in near future.

4. **Where the Money Will be Deposited:** Money received from the sale of surplus property shall be either deposited in the school reserve or general fund or credited to the fund from which the original purchase was made.

Coversheet

Employee Handbook

Section: IV. Operations
Item: F. Employee Handbook
Purpose: Vote
Submitted by:
Related Material: Feather River - Employee_Handbook 20-21.pdf

Feather River
CHARTER SCHOOL

EMPLOYEE HANDBOOK
2020-2021

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SECTION 1 – WELCOME

Welcome to Feather River Charter School!

We are happy to have you join us at Feather River Charter School (FRCS or School). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of FRCS, its personnel policies and procedures, and your benefits as a FRCS employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No FRCS guideline, practice, manual or rule may alter the "at-will" status of your relationship with FRCS.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, FRCS reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever FRCS determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.
We welcome you and wish you great success and fulfillment at FRCS.

SECTION 2 – GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at FRCS.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other FRCS document confers any contractual right, either express or implied, to remain in FRCS' employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by FRCS or you may resign for any reason at any time.

No supervisor or other representative of FRCS except the Executive Director or designee, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

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SECTION 3 – PHILOSOPHY

CORE PURPOSE

FRCS exists to educate and inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish FRCS from other schools:

1. Mentoring – to inspire students to forge their paths in the world
2. Passionate – to strive for excellence
3. Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

1. Innovative
2. Dynamic
3. Results-oriented
4. Data-driven
5. Extraordinary
6. Confident
7. Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, FRCS will use the following two strategic anchors to inform every decision the school makes and the basis for how decisions and actions will be evaluated:

1. Academic achievement through relevant curricula, clear expectations, and shared accountability
2. Relationship building through mentorship and consistent communication

School-wide Learning Outcomes

All students at FRCS strive to achieve the School-wide Learning Objectives (SLOs). Each year, FRCS will assess student progress towards attainment of the SLOs and review and revise the SLOs, as necessary. FRCS students will be:

1. **Technologically proficient and will:**
   a. Develop media literacy to analyze different information outlets and their influences.
   b. Navigate various online platforms and participate in virtual discussion.
   c. Use the Internet to acquire, organize, manipulate, interpret, and communicate information.
   d. Adapt, integrate and utilize various emerging online resources in order to compete in the workplace and connect with their passion.

2. **Critical thinkers who will:**
   a. Produce original products through written and/or oral work, problem solutions, or artistic presentation and/or performances.
   b. Problem solve through questioning, making inferences, predicting, and hypothesizing.
   c. Apply learned skills to new situations or problems.
   d. Take ownership of their learning and modify their performance based on feedback and assessment to attain their goals.
   e. Focus on learning state-adopted standards and demonstrate mastery in core content areas as evaluated through standardized assessments (CAASPP, STAR 360).

3. **Effective communicators who will:**
   a. Listen, speak, read, and write proficiently using standard English according to commonly accepted rubrics.
   b. Articulate thoughts, rationale and logic with confidence in oral presentation.
   c. Present work using a variety of media, including drawing, writing, short speech, or digital media.
   d. Contribute effectively in collaborations during class, office hour discussions, and class discussion forums.

4. **Responsible and self-directed citizens who will:**
   a. Set attainable personal and academic goals through the Individual Learning Plan and the Individualized Graduation Plan.
   b. Demonstrate integrity and respect within the academic and personal setting.
   c. Become active members of the community through community service and volunteering.
   d. Be cognizant of local and global issues.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

FRCS is an equal opportunity employer. In accordance with applicable law, FRCS prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, age, sexual orientation, marital status, parental status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity/expression, military service, veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), genetic information, protected medical leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. Also in accordance with applicable law, FRCS prohibits discrimination against any qualified disabled employee or applicant, against a disabled veteran, or against a veteran of the Vietnam era with a physical or mental disability. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. FRCS will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, FRCS prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of FRCS.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, FRCS will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to FRCS. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. FRCS will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of FRCS to ensure equal employment opportunity without discrimination or harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), religious creed (which includes, without limitation, to religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

FRCS prohibits any such discrimination or harassment. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to FRCS (e.g. an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms “discrimination” and “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages

- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another's work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues, such as a strip-club
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
    - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
    - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
    - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests.
    - Use of derogatory remarks, insults and/or epithets.
    - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately to Human Resources and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, opposing a practice or conduct the employee reasonably believes to be unlawful, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. An adverse employment action may include, but is not limited to, the following: demotion, suspension, reduction in pay, denial of merit salary increase, failure to hire, refusing to promote, denying employment opportunities, changing work assignments or otherwise treating an employee differently.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All FRCS employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

FRCS encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, Executive Director or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, FRCS encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. FRCS recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. FRCS is serious about enforcing its policy against harassment; however, FRCS cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to FRCS' attention so it can take whatever steps are necessary to correct the problems.

Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Executive Director or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

FRCS encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

FRCS' investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

All employees are required to fully cooperate with FRCS' investigation. which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, FRCS will provide regular progress updates, as appropriate, to those directly involved. FRCS will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

FRCS may investigate conduct in the absence of a formal complaint if FRCS has reason to believe that an individual has engaged in conduct that violates FRCS policies or applicable law. Further, FRCS may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which FRCS believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as FRCS believes appropriate under the circumstances. Due to privacy protections, FRCS may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events, or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School's Title IX Coordinator is:

Title IX Coordinator - Jenell Sherman
Email - Jenell.sherman@featherrivercharter.org

Phone Number – (916) 532-5923

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. FRCS will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the Executive Director. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of FRCS prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

Training Requirements

FRCS requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and FRCS will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, FRCS may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Executive Director of FRCS with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict FRCS' right to terminate at-will.

OPEN COMMUNICATION POLICY

We want to hear from you. FRCS strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. FRCS is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor or the Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. FRCS will attempt to keep the employee's concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

FRCS provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. For those employees that are working at a school site, the School will also make a reasonable effort to provide the employee with the use of a room or other private location in close proximity to the employee's work area for the employee to express milk in private. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location and time to express breast milk under this policy. The School will respond accordingly, generally within two business days.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to her supervisor, Human Resources or Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at FRCS and will be handled in accordance with FRCS' policy on discrimination and harassment.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of FRCS and its interest in our school will be formed in part, by FRCS employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, FRCS and our School's services.
Below are several things employees can do to help leave people with a good impression of FRCS. These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees, families and students at all times.
- Follow up on requests and questions promptly, provide professional and personable replies to inquiries and requests, and perform all duties in an orderly manner.
- Respond to email and voicemail within 24 hours during the workweek.
- Take great pride in your work and enjoy doing your very best.

WHISTLEBLOWER POLICY

FRCS is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of FRCS policy, specifically the policies contained in FRCS' Employee Handbook.

An employee who wishes to report a suspected violation of law or FRCS Policy may do so by contacting the Executive Director, Assistant Director or Human Resources.
FRCS expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of FRCS

policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Executive Director, Assistant Director or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Executive Director or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. Human Resources and a member of FRCS' administration will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

Each FRCS employee is either a "full-time," "part-time," or "temporary" employee and either an "exempt" or "non-exempt" employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 30 or more hours or more each week. Part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a "Certificated employee" or "Classified employee." Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt

This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt

This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double-time pay as

well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee

Certificated Employees are teachers and administrators. Teachers are B-Basis (11 Months) or C-Basis (10 Months) employees. Administrators are A-Basis (12 Months).

Classified Employee

Classified Employees include those employees hired by FRCS that do not primarily instruct students, nor require state certification, such maintenance, assistants and other operational employees. Full-time Classified employees are A-Basis (12 Months), B-Basis (11 Months), D-Basis (11 months) or C-Basis (10 Months) employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.
FRCS reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at School-sponsored functions is not compensated unless the supervisor has required you to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

WORKWEEK AND WORKDAY

Teachers are expected to complete their FRCS employment duties from 8:30 a.m. – 5:00 p.m. Monday- Friday excluding holidays.

VIRTUAL ACADEMY CLASSROOM EMPLOYMENT CONDITIONS

Position Responsibilities:

1. Teachers selected for special assignment including High School Virtual Academy and Junior High Virtual Academy be assigned a "Virtual Class" or "Virtual Classes"

2. Teachers are provided, at FRCS' expense, a computer capable of maintaining a high speed internet connection for conducting virtual class and other duties. Other equipment provided when necessary for class upon request.

3. Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. Monday - Friday by internet and/or phone.

4. Teachers **assigned to virtual classes will** be required to conduct a virtual classroom session **up to** two (2) hours per day for grades TK – 8 and **up to** three (3) hours per day for grades 9 – 12.

5. Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within two (2) hours by phone or four (4) hours by internet.

6. Teachers will use the tracking and monitoring system integrated into the student's assigned course. Teachers will provide continual monitoring of the student's progress and their scheduled benchmarked progress status.

7. Teachers will be responsible for all virtual school required record keeping and reporting.

Training:

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard FRCS protocols and procedures.

Worksites:

Most classes will be held virtually. Teachers may work from home.

SPECIAL EDUCATION TEACHING EMPLOYMENT CONDITIONS

Special Education Teachers/ Case Managers

1. Special Education Teachers/ Case Managers teach specialized academic instruction (SAI) sessions as well as credit bearing courses virtually.
2. Teachers are provided, at FRCS' expense, a computer capable of maintaining a high speed internet connection for conducting virtual class and other duties.

3. Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. Monday - Friday by internet and/or phone.

4. Special Education Teachers are required to teach in virtual classrooms/ sessions **up to** four (4) hours per day.

5. Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within two (2) hours by phone or four (4) hours by internet.

6. Teachers will use the tracking and monitoring system in google classroom and/or curricular program as well as SEIS. Teachers will provide continual monitoring of the student's progress and their scheduled benchmarked progress status.

7. Teachers will be responsible for all special education required record keeping and reporting.

Training:

Teachers are required to attend training sessions hosted virtually. Special Education Teachers are required to attend two in-person Charter wide meetings/trainings per year. Mileage reimbursement will follow standard FRCS protocols and procedures.

State-wide Assessments:
Special Education Teachers are required to proctor 5 days (maximum) of state-wide assessments per year.

Worksites:

Special Education Teachers work remotely as all classes and sessions are taught virtually.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of the reason or documentation for your absence.
More than three instances of tardiness by a non-exempt employee or instructional employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.
If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other school sponsored trainings that may be scheduled. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism or early departures may result in disciplinary action.
When an employee attends a school sponsored professional development and/or training, the time spent in attendance shall be counted as time worked. For virtual attendance, zoom registration/chat or sighing in on a Google Doc will serve as attendance. For in-person meetings, either online document or paper documentation will be required for the purpose of record keeping. These records will serve as the official roster of attendance.

FRCS will pay hourly employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of FRCS' normal business hours with no additional pay.

In the event that an employee must leave early or is unable to attend a scheduled training (i.e. Professional Development sessions), during their normal work hours, an employee MUST put in a time-off request according to the time-off policy. Employees may also be required to attend make-up sessions of any missed training.

Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and employee signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record. Employees must record all time actually worked.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or double-time. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

FRCS prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a "Second Meal Period Waiver" form.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest

periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked	**Number of Rest Periods**
3.5 hours to 6 hours	1, 10-minute rest period
Over 6 hours to 10 hours	2, 10-minute rest periods
Over 10 hours to 14 hours	3, 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period – for any reason – must immediately report this issue in writing (via email) to Human Resources on the same workday that he or she experienced the non-compliant meal or rest period. The employee must include a description providing a thorough explanation for the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by FRCS), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to Human Resources.

PAYDAYS

Employees are paid semi-monthly in accordance with the School's payroll schedule. The Payroll Coordinator or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by FRCS for one of our employees, we are obligated by law to comply with the demand. The affected employee will receive notice from his or her supervisor or Human Resources as soon as possible.

PAYROLL WITHHOLDINGS

FRCS is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, FRCS must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions FRCS will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 form and submitting it to Human Resources.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

FRCS employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with FRCS within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Executive Director and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If a teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails re-certification, training, or testing, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

RESIDENCY REQUIREMENTS

All employees of Feather River Charter School with in-person requirements as part of their job description are required to live and reside in California, in the region where students are served. Employees are not permitted to work for Feather River Charter School while out of the state of California, unless on a pre-approved basis.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.
TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation.
The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is FRCS' policy that all School employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:
"Any child care custodian, health practitioner, or employee of a child protective agency 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 shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required.

It is extremely important that FRCS' employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your direct supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without FRCS' assistance, he or she is required to notify FRCS of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with FRCS.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by FRCS. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee's personal information and changes affecting the employee's status (ex. name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment. Salary increases and promotions are solely within the discretion of FRCS and depend upon many factors in addition to performance.

Teachers:

At the start of each academic year, each Teacher will meet with their Supervisor to establish Performance Objectives or SMART Goals for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by their Supervisor

The Supervisor will generally evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the FRCS' charter, and standards for teaching performance developed by the Executive Director, the FRCS Board of Directors, and/or other FRCS staff.

In addition to these more formal performance evaluations, FRCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

FRCS' provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit FRCS' right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and FRCS. Accordingly, either the employee or FRCS can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Classified Staff:

Formal evaluations are generally held once each year. You will be provided a copy of the evaluation tool and as part of the process you will do a self-evaluation. Your supervisor may schedule your evaluation time in advance so that you are prepared for the process.

In addition to these more formal performance evaluations, FRCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT[1]

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as possible. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave. A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition" for FMLA/CFRA;
3. The care of the employee's siblings, grandparents, grandchildren with a "serious health condition" for CFRA only;
4. The "serious health condition" of the employee;
5. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
6. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing

[1] Employees may qualify for FMLA Leave only if the School has 50 or more employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Human Resources to determine whether you are eligible for FMLA/CFRA leave.

eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any available PTO during unpaid family and medical leave. You will also be required to use any available paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

NEW PARENT LEAVE ACT[2]

Pursuant to the California New Parent Leave Act ("NPLA"), eligible employees may request a new parent leave of absence pursuant to this policy. Eligible employees are those who have been employed by the School for at least 12 months, have worked at least 1,250 hours during the 12 months immediately prior to the new parent leave of absence, and are employed at a worksite where there between 20 and 49 employees of the School within 75 miles.

If an employee is employed at a worksite where there are 50 or more employees of the School within 75 miles, and is otherwise eligible for leave pursuant to the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), the employee will be eligible for leave pursuant to FMLA and CFRA in lieu of being eligible for leave pursuant to NPLA. In other words, an employee cannot be eligible for leave under both NPLA and FMLA/CFRA. While the School is subject to compliance with FMLA and CFRA, it is the School's belief that none of its employees are currently eligible for FMLA/CFRA pursuant to the qualifying conditions set forth in applicable statutes/regulations. If an employee has questions about eligibility under NPLA, FMLA, or CFRA, please contact Human Resources.

An employee may request leave under this policy for the following baby-bonding reasons: the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child. This leave may be taken for up to 12 workweeks during the designated 12-month period, which will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much leave time has been taken and therefore determine the amount of leave that is available. This leave may be taken in addition to the Pregnancy Disability Leave set forth below, subject to those terms and conditions.

Notwithstanding the previous paragraph, if both of the child's parents work for the School, the parent-employees dually share the 12-week leave entitlement under NPLA. In other words, each parent-employee is not separately entitled to 12 weeks of leave. Each parent does not get 12 weeks of leave. The School may grant simultaneous leave to both parents.

Ordinarily, you must request a planned new parent leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

When an approved new parent leave ends, the employee will be reinstated to the same position or a comparable position, unless the job ceased to exist because of legitimate business reasons. An

[2] Employees may qualify for NPLA Leave only if the School has between 20 and 49 employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Human Resources to determine whether you are eligible for NPLA leave.

employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if the employee had been continuously employed in this position during the new parent leave. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

New parent leave is unpaid. However, you may utilize any available PTO and PSL during your leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO/PSL. The use of such benefits does not extend the length of the leave.

Benefit accrual, such as PTO and holiday pay, if any, will be suspended during new parent leave and will resume upon return to active employment. Group health benefits will be maintained during the approved new parent leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

For more information on new parent leave, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as

California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

ADDITIONAL LEAVES

Some of the following leaves are designated with asterisks, which means that application and employee eligibility requirements of the leave (either in part or in whole) depends on whether the School employs the minimum number of employees indicated below. Policies without an asterisk apply regardless of the number of School employees.

*The School has 15 or more employees

**The School has 16 or more employees

***The School has 25 or more employees

Should you have any questions as to eligibility requirements of any leave policy, please contact Human Resources.

MILITARY SPOUSE LEAVE***

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.
The employee may use available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e. FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE

FRCS provides regular full-time employees up to three (3) days of paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five (5) days with prior approval from your supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.
Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any available PTO during jury/witness duty leave.
In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off. Nothing in this policy requires the employee to bring his or her mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE***

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed daycare facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll your child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.
The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing PTO in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.
This leave is unpaid but the employee may choose to use available PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if they are:

- A victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) is a victim of such a crime.

An employee must give reasonable advanced notice to the School by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use available PSL or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE***

If you are a victim of domestic violence, you may take unpaid time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available PTO (if applicable) or PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling, or safety planning related to domestic violence, sexual assault, or stalking.

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault;
- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation. The School will maintain confidentiality to the extent possible regarding any requests for accommodations under this policy.

The School will also, to the extent allowed by law, maintain the confidentiality to the extent possible of an employee requesting leave under this provision. The School will not discharge, discriminate, or retaliate against an employee who exercises their rights under this law. Domestic

violence, sexual assault, and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

FRCS is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked FRCS for help or changes in the workplace to ensure safety at work.

Employers are prohibited from discharging, discriminating, or retaliating against an employee who is a victim of domestic violence, the victim of sexual assault or stalking for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military & Veterans Code section 389 et seq. and the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), found at 38 U.S.C. Section 4301 et seq., ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave.

Please see Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE***

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize available PTO if you want compensation for this time off. If you do not have any PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE*

Pursuant to California law, the School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ

to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

The School requires that bone marrow donors use up to five days of available accrued PSL or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued PSL or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the School with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the School will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the School as much notice as possible of the intended dates upon which the leave would begin and end.

This leave does not run concurrently with FMLA/CFRA.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE***

FRCS will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use allotted and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts FRCS' right to discipline an employee, up to and including termination of employment, for violation of FRCS' Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer, or emergency rescue personnel. This is an unpaid leave, but the employee may use any earned sick, and/or PTO.

CIVIL AIR PATROL LEAVE**

FRCS provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with FRCS for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.
Employees may use available paid time off for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of PTO under this policy.

COVID-19 RELATED EMPLOYMENT LEAVE POLICIES (See ADDENDUM A)

SECTION 9 – BENEFITS

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday
- Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on

another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved time off

PAID TIME OFF (PTO) - A BASIS ONLY

Full-time A-Basis (12 Months) school based employees are entitled to paid time off (PTO) according to this policy. PTO days may be used for vacation, personal time, illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, part time employees are not eligible to receive or accumulate PTO.

PTO must be scheduled at least five (5) days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least one (1) hour before your shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. Your supervisor uses his/her discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

All full-time A-Basis (12 Months) employees may be eligible to receive up to ten (10) days (i.e., 80 hours) of PTO each school year (July 1- June 30). Once an employee's PTO balance reaches twenty (20) days (i.e., 160 hours), the employee stops receiving any additional PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, vacation time may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday, he or she will be required to use available PTO to make up for the absence.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by their supervisor and will be taken without pay.
- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned his/her job and voluntarily resigned from employment.
- Upon separation of employment, employees will be paid their earned PTO based on their date of separation and their regular rate of pay.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.
Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Allotment

PSL days are allotted as set forth below to eligible employees:

- Full-time A-Basis, B-Basis, C-Basis, and D-Basis school based employees:
  On July 1 of each year, eligible employees will be allotted ten days (80 hours) of PSL per school year (July 1 – June 30), which unused PSL days will carryover year to year subject to a cap of 18 days (144 hours). Employees hired after July 1 but before December 31 will receive ten days (80 hours) of PSL on his or her first day of employment. Employees hired after December 31 will receive five days (40 hours) of PSL on his or her first day of employment.
- All other eligible employees:
  All other eligible employees will be allotted three days (24 hours) of PSL each school year (July 1 – June 30) on July 1 or on his or her first day of employment, even if hired mid-year. PSL days are "use it or lose it" and, as such, do not carry over from year to year.

Limits on Use

Eligible employees may use PSL beginning on the 90th day of employment.
PSL may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

PAID SICK LEAVE DONATION POLICY

Personal Hardship

Employees who have exhausted all paid sick leave (PSL) may request donations from co-workers through this policy. The PSL donation policy applies to employees suffering from a catastrophic illness or other medical emergency, which for the purposes of this policy, constitutes an employee's or a family member's medical condition that will require the prolonged/extended

absence of the employee from duty and will result in a substantial loss of income to the employee due to the exhaustion of all PSL available.

Eligibility

Employees who are experiencing hardship due to a catastrophic illness or medical emergency are eligible to request and receive donations of PSL from other employees who have agreed to surrender leave to the School sponsored leave bank.

Requests for Donations

A written request for PSL donations that describes the specific medical emergency or medical condition must be submitted to Human Resources. Human Resources will verify the employee's eligibility, and make a written determination which will be given to the employee as soon as practical.

Donations of Paid Leave

Employees who have more than 24 hours of PSL and who wish to donate PSL to the School sponsored leave bank on behalf of an eligible employee shall complete a PSL Donation Form indicating the number of PSL hours to be donated and the employee, if any, who the employee requests receive the benefit of the donation. All such donations are voluntary and irrevocable.

1. Donating employees must maintain a minimum of 24 hours of PSL after reducing their leave balance to effect the donation.
2. In any 12-month period, no employee may donate more than 40 hours.
3. Voluntary donations of PSL are final upon submission of a signed PSL Donation Form that satisfies the conditions established by this policy. The donating employee's PSL balance account shall thereupon be reduced by the hours donated.
4. Donated hours not used by the eligible employee during the hardship period shall remain in the eligible employee's PSL account balance.
5. The names of donating employees, hours donated, and the value of such donations shall be kept confidential to the extent possible.

Valuation of Donated PSL

The value of the donated paid leave shall be determined by multiplying the number of hours donated by the donating employee's current hourly rate to determine the value of the donation in dollars ("Donation Value"). The Donation Value shall then be divided by the eligible employee's current hourly rate to determine the number of hours to be added to the eligible employee's PSL balance. Human Resources shall periodically notify the eligible employee of donations made pursuant to this policy. The eligible employee may then request to receive payment for these hours, which will be treated as taxable "wages" to such eligible employee for the payroll period utilized. No employee shall receive payment for more than 40 hours of paid leave, whether allotted or donated, during any week unless required by state or federal law.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by FRCS. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by FRCS. This amount will be determined on

an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact Human Resources.

Full-time employees will also be covered under an insurance policy that includes Life, Short-term Disability and Long-Term Disability at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the School that will be the employee's responsibility to purchase and pay for.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under FRCS' health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at FRCS group rates plus an administration fee. FRCS or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under FRCS' health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

FRCS withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under FRCS policy and applicable law.

FRCS will require you to take up to two weeks of unused PTO prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.
In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.
If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS POLICY

COMMUNICATIONS POLICY

Every employee is responsible for using FRCS' computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The Communication Systems are the property of FRCS and have been provided for use in conducting FRCS business. All communications and information transmitted by, received from, created, or stored in its FRCS' Communication Systems are records and property of FRCS. The Communication Systems are to be used for School purposes only. Employees may, however, use FRCS technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with FRCS business, and does not violate any FRCS policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

FRCS has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email and instant messages sent and received by users and/or voicemails. Further, FRCS may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of FRCS' Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from FRCS' Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish FRCS' right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed FRCS upon request for any reason that FRCS, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though FRCS has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Executive Director.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on FRCS letterhead.

Offensive and Inappropriate Material

FRCS' policy against discrimination and harassment, sexual or otherwise, applies fully to FRCS' Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in FRCS' computers. Employees encountering or receiving this kind of material should immediately report the incident to their Executive Director and Human Resources.

FRCS may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by FRCS networks. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to FRCS' blocking software.

Solicitations

FRCS' Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Executive Director is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of his/her Executive Director.

Games and Entertainment Software

Employees may not use a FRCS Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to FRCS' "Confidential Information" policy, contained herein, for a general description of what FRCS deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

FRCS' Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from his/her Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any FRCS approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of FRCS, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of FRCS."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to FRCS' network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to FRCS' network.

Files obtained from sources outside FRCS including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage FRCS' computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-FRCS sources, without first scanning the material with FRCS approved virus checking software. If you suspect that a virus has been introduced into FRCS network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

FRCS reserves the right to modify this policy at any time, with or without notice. FRCS may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA POLICY

FRCS has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Teachers are not to initiate "friendships" with students or parents. Employees must delete any students already on their "friends" list immediately.

With regard to social networking content, employees should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any School-related business or policy, employee, student, or parent. Additionally, employees should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. FRCS encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs

If you are developing a website or writing a blog that will mention FRCS, you must identify that you are an employee of the organization and that the views expressed on the blog or web site are yours alone and do not represent the views of FRCS. Unless given permission by your Executive Director, you are not authorized to speak on behalf of FRCS or to represent that you do so. If you

are developing a site or writing a blog that will mention FRCS, as a courtesy to the organization, please let your Executive Director know in advance of publication. Your Executive Director may choose to visit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to FRCS. This includes, but is not limited to, information about curriculum, School dynamics, School programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what FRCS considers confidential and proprietary. If you have any questions about whether information has been released publicly or doubts of any kind, speak with your Executive Director and Human Resources.
When writing a blog or participating in any other social networking site, employees should speak respectfully about FRCS and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by FRCS and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking may be legally liable for anything he/she writes or presents online. Employees can be disciplined, if appropriate, by FRCS for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.
Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director.
Failure to comply with FRCS' social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

FRCS attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.
Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - Immediately report the incident to his/her immediate supervisor and IT.
    - Obtain an official police report documenting the theft or loss; and
    - Provide a copy of the police report to his/her immediate supervisor, or Executive Director and IT.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment.
The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Personal cell phones should not be used while you are working if assigned to a location. Cell phones should be turned off and stored with your other personal belongings while you are working.

If you are required to perform business on a cell phone for FRCS while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle

to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, FRCS has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by FRCS.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.
Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by FRCS employees is prohibited at all times in all working areas on School premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.
The sole exceptions to this policy are charitable and community activities supported and approved by FRCS.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. FRCS must approve any postings prior to posting.

FRCS reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.
Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.
Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. If you have questions, talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

ANTI-NEPOTISM POLICY

Policy Statement

It is the policy of FRCS to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a FRCS decision-maker and his or her Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all FRCS board members, employees, individual consultants hired or retained by FRCS, and School Services Providers hired or retained by FRCS.

Relationships between FRCS board members, employees, consultants, or School Services Providers are permissible under the following circumstances:

(a) Family Members of FRCS board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.

(b) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or

School Services Provider(s), or in the case of a board member, in the discretion of the FRCS board of directors.

(c) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a board member, in the discretion of the FRCS board of directors.

Definitions

"Family Members" include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law and father-in-law.

"Nepotism" describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

"**School Services Provider**" shall mean any provider of school services to FRCS, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to FRCS.

Procedures

When a Family Member of a current FRCS board member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family Member's application/request must be denied if a conflict under this policy exists (*e.g.*, if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that FRCS' best interests would be served otherwise.

When a Family Member of a current FRCS board member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within FRCS, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether he or she has a Family Member who is presently employed by or on the board of FRCS, but such information may not be used as a basis for an employment decision except as stated herein.

When a relationship that creates a conflict with this policy occurs during employment, FRCS will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and FRCS. If a mutual agreement is unattainable, the Board will determine, in FRCS' best interest, which employee is to be transferred or separated.

Responsibilities

The Executive Director or designee shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Executive Director or designee will deny the application for employment. Special circumstances may be reviewed by the Board in the event that FRCS' best interests would be served by the employment of a Family Member.

The Executive Director or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Executive Director or designee which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the Executive Director.

VIOLENCE IN THE WORKPLACE

FRCS has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect FRCS or which occur on FRCS property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on FRCS premises, regardless of the relationship between FRCS and the parties involved
- All threats or acts of violence occurring off FRCS premises involving someone who is acting in the capacity of a representative of FRCS

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy FRCS property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

FRCS' prohibition against threats and acts of violence applies to all persons involved in FRCS' operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on FRCS property. Violations of this policy

by any individual on FRCS property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors, to their Executive Director and Human Resources.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. Your Executive Director or immediate supervisor will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive, or reduce productivity. Consult your supervisor if you have any questions regarding appropriate attire.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any school activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries

- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting

When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor, Human resources or the Executive Director promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you

should immediately notify your supervisor, Human Resources, or the Executive Director. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. Human resources will open and investigation into the instance and document any findings. After the investigation has concluded the report and the findings will be filed with Human Resources. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Executive Director. A Report will be created and documentation will be filed with Human Resources.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work
- Failure of an employee to obtain permission to leave work for any reason during normal working hours
- Abuse of sick leave
- Violation of the Communications Policy

- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace, during working hours, without authorization of the School due to privacy and confidentiality concerns and protections.
The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During your employment with the School, you will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. You must not disclose to the School any confidential or proprietary information or material belonging to former employers or others.
Violations of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Executive Director so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.
FRCS expects employees to devote their best efforts to the interests of our school. FRCS recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at FRCS or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with FRCS whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Executive Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination.

This policy is in addition to FRCS' Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

<u>Outside Employment</u>

If you are a full time employee we expect that you devote your full professional effort to your position at FRCS. If you wish to participate in outside work activities you are required to obtain written approval from the Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with FRCS' interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at FRCS.
- Involve organizations that are doing or seek to do business with FRCS including actual or potential vendors.
- Violate provisions of law or FRCS policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to FRCS must be given priority. Full time employees are hired and continue employment with the understanding that FRCS is their primary employer and that other

employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of FRCS that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of FRCS. During working hours or on school premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.
An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, his or her duties as an officer of employee of FRCS if any of the following apply:

1. It involves the use of FRCS time, facilities, equipment, supplies, or the officer's or employee's position or influence with FRCS, for private gain or advantage.
2. It involves receipt or acceptance by the officer of employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with FRCS.
3. It involves the performance of an act as part of the outside activity that involves services performed for FRCS.
4. It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raise any ethical or conflict of interest concerns, or create any conditions that impact the officer's or employee's job performance.

Officers and employees may not use FRCS' name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of FRCS, the officer or employee shall obtain a written determination of the Executive Director or his or her designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

Feather River Charter School's ("School") policy is to reimburse its employees for all reasonable and necessary expenditures or losses incurred in direct consequence of the discharge of their duties.

Personal Cell Phones

Employees are not required to use their personal cell phones to perform work on behalf of the School. The School has provided employees with a GOOGLE voice account for any calls related to School work. If an employee elects to use his or her personal cell phone, such use is a voluntary choice and is not reasonable or necessary to the performance of the employee's duties. As such, employees will not be reimbursed for using personal cell phones.

Internet Expenses

Employees are not required to use their personal internet access (WiFi) to perform work on behalf of the School. The School has provided employees with a mobile hot spot for any work performed on behalf of the School requiring Internet access. If an employee elects to use his or her personal Internet access, such use is a voluntary choice and is not reasonable or necessary to the performance of an employee's duties. As such, employees will not be reimbursed for using personal Internet access.

Utilities

Employees who are required to use some of their personal utilities (e.g. electricity) while performing remote work on behalf of the School may receive a stipend for reimbursement of the employee's use of their personal utilities. The School has reviewed objective data regarding the range of costs for utilities and established a $15.00 utilities stipend per month based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expense incurred in using some of their personal utilities while performing work on behalf of the School.

If an employee believes that the stipend is insufficient to reimburse all reasonable expenses necessarily incurred in using their personal utilities while performing work on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees will be required to submit documentation to support any request for additional utilities reimbursement.

Travel

With current COVID-19 related restrictions and the virtual instruction platforms in place, employees are not expected or required to travel in order to discharge any duties on behalf of the School. Accordingly, employees are not eligible for travel reimbursements at this time (including, but not limited to, in-person attendance at conferences, mileage, etc.).

If and when the School requires employees to drive their personal vehicle to perform duties on behalf of the School in the course and scope of employment, the School will reimburse employees for the reasonable and necessary expense of using their personal vehicle on behalf of the School. Employees are not authorized to drive their personal vehicle on behalf of the School without written authorization from the Executive Director of the School.

If authorized to drive, employees will receive a monthly reimbursement payment from the School for mileage expenses incurred beyond the employees' normal daily commute. Employees will be

paid for mileage reimbursement at the per mile rate amount designated by the Federal Internal Revenue Service at the time the miles are driven on behalf of the School. Employees are required to submit a monthly written report of all miles driven on behalf of the School during that month. If any employee believes that the mileage reimbursement that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal vehicle on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees may be required to submit additional documentation to support any request for additional mileage reimbursement.

Other Expenses

With the exception of those employees who are required to use their personal utilities during the course and scope of their employment with the School, it is the School's policy to provide its employees with all necessary equipment to perform their duties on behalf of the School. The School does not require employees to purchase any additional equipment in order to perform work for the School. If any employee believes that additional equipment is reasonable and necessary to perform his or her duties on behalf of the School, the employee must immediately notify the School's Human Resources Department.

Office Supplies

The School will issue employees gift cards to an office supply vendor on a per semester basis for the purchase of ink (if applicable), paper and miscellaneous desk supplies (e.g. staplers, paper clips, writing utensils and file folders). Any other items outside these categories must be pre-approved by the employee's supervisor before an employee purchases any other item using the School issued gift card. Employees must submit receipts for all purchases used with the gift card directly to Human Resources at the end of each semester. To the extent an employee believes additional funds in excess of the gift card are reasonable and necessary to perform his or her job during the applicable semester, the employee must immediately notify the Human Resources Department.

If employees choose to purchase additional equipment or supplies without written authorization from the School, such expenses would not be reasonable or necessarily incurred in connection with work for the School. Those expenses would be optional expenses that employees voluntarily elect to incur and not reasonably necessary expenditures incurred by employees in direct consequence of the discharge of their duties for the School.

If, however, an employee believes that he or she has been required to incur any unexpected necessary and reasonable expense in order to perform his or her duties on behalf of the School, the employee should immediately report that expense to the School's Human Resources Department. Employees will be required to submit documentation to support any request for reimbursement of such expenses.

Reporting

If any employee believes that he or she has not been fully reimbursed for all reasonable and necessary expenses he or she has been required to incur while working for the School, the

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employee should immediately inform the School's Human Resources Department. All reports of possible inadequate reimbursement will be promptly reviewed, including a review of all of the employee's expense related records and receipts. If, as a result of the review, it is determined that the employee has been inadequately reimbursed for actual and necessary business expenses, the School will promptly reimburse the employee, in full, for all actual, reasonable and necessary business-related expenses incurred. It is every employee's responsibility to keep accurate records and receipts of all business related expenses for the purpose of requesting reimbursement.

There will be no retaliation against any employee who reports an expense reimbursement issue in good faith or who honestly assists in reviewing such an issue, even if the review produces insufficient evidence that there has been a violation.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement

It is the policy of FRCS that FRCS shall not provide any funds or thing of value to any student or his or her parent or guardian that a school district could not legally provide to a similarly situated student, or his or her parent or guardian. FRCS does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.
Additionally, a student, parent or guardian shall not use his or her status as a student, parent or guardian with FRCS in order to obtain funds or thing of value from FRCS. For example, this policy prohibits an individual from utilizing his or her status as a parent or guardian to obtain a vendor contract with FRCS for compensation. It also prohibits an individual from utilizing his or her status as a parent or guardian to refer or encourage any students enrolled in FRCS, or their parents or guardians, to select that individual or his or her company or another provider of services, in connection with the student's education at FRCS, resulting in the individual's receipt of funds or thing of value from FRCS.

Procedures

The prior approval of the Executive Director or his or her designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

1. Any funds or thing of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a student, parent or guardian would any funds or thing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
2. Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, thing of value or incentive must be provided to the Executive Director or his or her designee.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of FRCS to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event:
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises:
- Refusing to submit to an inspection or testing when requested by administration:
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the

School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by intoxilator, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.
Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, vaping and/or pipes (both tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on FRCS property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

FRCS cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on FRCS' premises, including the parking area, or away from school property while on school business FRCS employees are prohibited from using personal property for work-related purposes unless approved in advance by the Executive Director.

SAFETY POLICY

FRCS is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Executive Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor or Executive Director immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem.
All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

FRCS has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

FRCS has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Executive Director.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Executive Director.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

FRCS will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from FRCS; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to FRCS for three consecutive work days. FRCS requests that employees provide at least two weeks written notice of a voluntary termination. All FRCS property must be returned immediately upon terminating employment. FRCS retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of FRCS' Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, FRCS reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at FRCS may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at FRCS. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, FRCS will disclose only the dates of employment and the title of the last position held. FRCS will verify or disclose additional information about the employee only if the employee provides written authorization for FRCS to provide the information. However, FRCS will provide information about current or former employees as required by law or court order. FRCS will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

ADDENDUM A

COVID-19 RELATED EMPLOYMENT LEAVE POLICIES

EMERGENCY PAID SICK LEAVE ("COVID-PSL")

Purpose

Feather River Charter School ("School") enacted this policy in accordance with the Families First Coronavirus Response Act ("FFCRA") to provide emergency paid sick leave ("COVID-PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary employees) who work for the School are eligible to use COVID-PSL beginning on the first day of employment as set forth in this policy.

Definitions

For purposes of this policy, the following definitions are incorporated:

"Caring for an individual" relates to the care for an employee's immediate family member, a person who regularly resides in the employee's home, or a similar person with whom the employee has a relationship that creates an expectation that the employee would care for the person if he or she were quarantined or self-quarantined.

"Health care provider" means a doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the State in which the doctor practices; or any other health care provider as authorized by statute.

"Seeking a medical diagnosis" for COVID-19 is limited to time the employee is unable to work or telework because the employee is experiencing symptoms such as a fever, dry cough, shortness of breath or any other symptoms identified by the U.S. Centers for Disease Control and Prevention and the employee is taking affirmative steps to obtain a medical diagnosis, such as making, waiting for, or attending an appointment for a test for COVID-19.

The definitions of "child care provider," "school," and "son or daughter" are the same as those set forth in the School's E-FMLA policy below.

Permitted Use

Eligible employees may use COVID-PSL to take paid time off if an employee is unable to work (or telework) due to any of the six qualifying reasons set forth below:

1. The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID–19.

2. The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID–19. This includes situations in which the employee has been advised to self-quarantine because the employee has COVID-19, it is believed the employee may have COVID-19 due to known exposure or symptoms or the employee is deemed particularly vulnerable to COVID-19.

3. The employee is experiencing symptoms of COVID–19 and seeking a medical diagnosis.

4. The employee is caring for an individual who is subject to an order as described in subparagraph (1) or has been advised as described in subparagraph (2).

5. The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID–19 precautions. This may be taken if no other suitable person is available to care for the child during the period of the leave.

6. The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

Hours of Paid Leave Received

Full-time employees are entitled to 80 hours of COVID-PSL.

Part-time employees are entitled to the number of hours they work on average over a two-week period. For those with varying schedules, the School will determine the number of hours, which generally includes a backward looking calculation of hours worked in the previous six months.

Caps on Amount of Paid Leave Received

For qualifying reasons 1-3, the employee will receive their regular rate of pay up to $511 daily and an aggregate total of $5,110. For qualifying reasons 4-6, the employee will receive their regular rate of pay up to $200 daily and an aggregate total of $2,000.

Limits on Use

COVID-PSL is only available for use while qualifying reasons exist or through December 31, 2020, whichever is earlier. If an otherwise eligible employee received COVID-PSL from a prior employer, the employee may not be entitled to COVID-PSL under this policy.

Intermittent Leave

If the School and the employee agree, an employee may take the leave intermittently for any qualifying reason.

Use Of Paid Benefits

Employees may elect to use other accrued unused School paid leave benefits pursuant to those applicable policies before using COVID-PSL, although employees are not required to do so. If the School and the employee agree, employee's accrued unused paid benefits through applicable School policies may supplement the amount the employee receives under COVID-PSL up to the full amount of the employee's regular compensation for time taken off under this policy.

Maintenance of Health Benefits

The School will provide continued coverage under the School's group health plan if employee participates in the group health plan at the time leave is taken. The employee is responsible for paying the same portion of the premium costs the employee paid prior to COVID-PSL. Unless otherwise noted, the employee's portion of contributions will be deducted from the employee's pay.

Notification

The employee must completely fill out and submit a Request for Leave Form and provide reasonable advance notification of the need to use COVID-PSL, if foreseeable. Additional documentation supporting the need for leave may be requested. If the need to use COVID-PSL is not foreseeable, the employee must submit the Request for Leave Form as soon as practicable. However, paid leave may not be provided until the requested certification is submitted and approved. If you need assistance in completing or submitting your form, please contact Human Resources.

Termination

Employees will not receive pay in lieu of unused COVID-PSL. Unused COVID-PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their COVID-PSL.

This COVID-PSL policy may be modified, altered, or otherwise amended or deleted in the School's sole and absolute discretion.

EMERGENCY FAMILY AND MEDICAL LEAVE EXPANSION ACT ("E-FMLA")

Purpose

Feather River Charter School ("School") enacted this policy in accordance with the Families First Coronavirus Response Act ("FFCRA") to provide paid time off to eligible employees for qualifying child care reasons.

Eligible Employees

All employees (including part-time and temporary employees) who work for the School for a minimum of 30 days are eligible to use E-FMLA as set forth in this policy.

Definitions

For purposes of this policy, the following definitions are incorporated:

"Child care provider" means a provider who receives compensation for providing child care services on a regular basis, including an 'eligible child care provider' (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n).

"Public health emergency" means an emergency with respect to COVID-19 declared by a Federal, State or local authority.

"School" means an 'elementary school' or 'secondary school' as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

"Son or Daughter" is the employee's own child, which includes a biological, adopted, foster child, stepchild, a legal ward, or a child for whom you are standing in loco parentis who is under the age of 18 years of age; or 18 years or older who is incapable of self-care because of a mental or physical disability.

Permitted Use

Eligible employees may use E-FMLA if they are unable to work (or telework) due to a need for leave to care for their son or daughter if their child's school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency. This may be taken if no other suitable person is available to care for the child during the period of the leave.

Paid Leave Received

Employees are entitled to up to twelve weeks of time off under E-FMLA. The first two weeks are unpaid, but may be paid if the employee elects to use COVID-PSL or other applicable School paid benefits during this time. The remaining ten weeks are paid at two-thirds of the employee's regular rate of pay, up to a daily maximum of $200 and an aggregate total of $10,000. The amount paid

is also based on the number of hours the employee would otherwise normally be scheduled to work.

Part-time employees are entitled to the number of hours they work on average over a two-week period. For those with varying schedules, the School will determine the number of hours, which generally includes a backward looking calculation of hours worked in the previous six months.

Limits on Use

E-FMLA is only available for use while qualifying reasons exist or through December 31, 2020, whichever is earlier. Please also note that any time off for FMLA reasons during the relevant period will count against remaining availability of E-FMLA. For instance, if an employee took three weeks of FMLA during the relevant time period, the employee will have nine weeks available under E-FMLA for use. In this example, the first two weeks of the available nine weeks would be unpaid and the remaining seven weeks would be paid in accordance with the above calculations.

Intermittent Leave

If the School and the Employee agree, an employee who needs time off for E-FMLA, may take time off intermittently.

Use Of Paid Benefits

After the first two workweeks (10 work days), employees may elect to use, or the School may require the use of, other applicable accrued unused School's paid leave benefits concurrently with E-FMLA. If the School and the employee agree, employee's accrued unused paid leave benefits through the School may supplement the employee's two-thirds pay pursuant to E-FMLA up to the full amount of the employee's regular compensation for time taken off under this policy.

Maintenance of Health Benefits

The School will provide continued coverage under the School's group health plan if the employee participates in the group health plan at the time leave is taken. The employee is responsible for paying the same portion of the premium costs the employee paid prior E-FMLA. Unless otherwise noted, the employee's contribution portion will be deducted from the employee's pay. The School will provide instructions to employees as their payment for benefit contributions during any unpaid time off under E-FMLA.

Notification

The employee must completely fill out and submit a Request for Leave Form and provide reasonable advance notification of the need to use E-FMLA, if foreseeable. Documentation from the employee's school or child care provider regarding the closure or unavailability must be submitted with the Request for Leave Form.

If the need to use E-FMLA is not foreseeable, the employee must submit the Request for Leave Form as soon as practicable. However, *paid* leave may not be provided until the requested

certification is submitted and approved. If you need assistance in completing or submitting your form, please contact Human Resources.

Termination

Employees will not receive pay in lieu of unused E-FMLA. Unused E-FMLA will not be paid out upon termination.

Restoration to Position

Generally, an employee who takes E-FMLA leave shall be entitled, upon return from such leave, to be restored either (A) to the position of employment held by the employee when the leave commenced; or (B) to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment. In accordance with applicable law, restoration to a position may not be possible if certain conditions exist which include, but are not limited to, economic conditions or other changes in operating conditions of the School that affect employment and are caused by a public health emergency.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for requesting or using E-FMLA.

Other

Please note that under certain circumstances, the School may be exempt from the requirements of E-FMLA. In addition, employees may be eligible for time off under the School's FMLA policy if the employee has a serious health condition related to COVID-19, or to care for the employee's spouse, son, daughter or parent with a serious health condition related to COVID-19.

Other terms and conditions of FMLA may apply to this leave. Please see Human Resources for additional information.

This E-FMLA policy may be modified, altered, or otherwise amended or deleted in the School's sole and absolute discretion.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Feather River Charter School's ("FRCS") Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding FRCS' expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of FRCS' policies.

In particular, I have read and understand FRCS' Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with FRCS at any time, FRCS, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and FRCS for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director of FRCS, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. This is the entire agreement between FRCS and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with FRCS, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

FRCS reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than FRCS Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print): _____

Employee Signature: _____

Date: _____