Feather River Charter School

Special Board Meeting

Date and Time

Tuesday September 8, 2020 at 5:30 PM PDT

Location

3840 Rosin Court #100
Sacramento, CA 95834

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

Meeting ID: 965 6834 7400
Dial by your location
+1 669 900 6833 US (San Jose)

Agenda

I. Opening Items

- **A.** Record Attendance
- **B.** Call the Meeting to Order
- **C.** Approval of the Agenda
- **D.** Public Comments
- **E.** Executive Director's Report

- Board on Track Platform Introduction

II. Academic Excellence

A. Learning Continuity & Attendance Plan

Public Hearing

B. 2020-2021 EL Master Plan

C. English Language Development Process

III. Finance

A. Unaudited Actuals for 2019-2020

IV. Governance

A. Conflict of Interest Policy

B. Officer Selection

Select Officers for the Following Roles:

- Treasurer
- Secretary

C. Board Training Calendar

V. Closing Items

A. Announcement of Next Regular Scheduled Board Meeting

September 22, 2020 at 6:00 p.m.

B. Adjourn Meeting

Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each,

with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 951-290-3013 at least 48 hours before the scheduled board meeting so every 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

Learning Continuity & Attendance Plan

Section: II. Academic Excellence
Item: A. Learning Continuity & Attendance Plan
Purpose: Discuss
Submitted by: Jenell Sherman
Related Material:
DRAFTLCAP.20.21FRCSv.2.pdf
Feather River Charter School_ Public Hearing for Learning Continuity and Attendance Plan, v. 2.pdf

BACKGROUND:
The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in EC Section 43509. The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–21 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement. The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social-emotional well-being; and continuing to provide school meals for students. As part of the timeline for adopting the plan, LEAs are required to: Hold a public hearing to allow input from the stakeholders and the public Present the final plan for board approval at the next regular board meeting

RECOMMENDATION:
Public Hearing

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@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 impact 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

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languages and provided translation services during virtual meetings. Since a substantive portion of our curriculum is 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.

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[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 placed-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- One of our planned expenditures explicitly supports this input.

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.

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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
- 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
- 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
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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
Provide instructional state standard aligned materials and ensure that we administer appropriate trauma informed practice, training and materials.	$ 3,000	Y
Expenditures associated with researching and access to virtual 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

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. 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:

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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.

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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.

We elaborate on related professional development in the section below called Distance Learning Professional Development.

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 longer than 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.

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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's 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.

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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 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 Director 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 matter courses. Further, 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 staff 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 English verbal 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.

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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. Focusing on maintaining 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 is a variety of ways, explained in greater detail with 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
Provide school counselors to support students in targeted services with social and academic wellness	$20,000	Y
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 help EL	$6,858	Y
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

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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 that 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 student 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.

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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.

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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.

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.

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

Description	Total Funds	Contributing
Creation of Junior High Virtual Academy Program Coordinator	$17,900	Y
Creation of High School Virtual Academy Program Coordinator	$12,850	Y
Creation of Junior High Virtual Academy Lead Teacher	$10,000	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	$2,500	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 wellbeing 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.

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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 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 is not engaging in instruction and is at risk of learning loss.]

Because we operated as a non-classroom-based independent study work 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.

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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 connects with the family and if needed begins the board approved non-compliance policy. Depending on what we learn during this meeting, we will provide additional and appropriate supports to meet student needs. Of course, 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			

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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
10.97%	This year for FRCS, we plan to spend $62,936 of our supplemental concentration funds. This represents a decrease of $72,701 in the 18-19 School Year (last official LCAP) due to a ldecrease in student enrollment. From a percentage perspective, we plan to spend 100% of our LCFF. Compare the percentage from 18-19 of 3.35% to 100%, this represents an increase of 97.7%.

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, 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.

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PUBLIC HEARING FOR LEARNING CONTINUITY AND ATTENDANCE PLAN

Feather River Charter School
September 8, 2020

SENATE BILL (SB) 98

- Due to disruptions to public education, the California Department of Education is replacing the LCAP with the Learning Continuity and Attandance plan for (2020-2021) (SB98 established California EC 43509)
- The Learning Continuity and Attendance Plan is not as comprehensive as the LCAP



LEARNING CONTINUITY AND ATTENDANCE PLAN



- Like the LCAP, the Learning Continuity and Attendance Plan is a process that must be transparent and include input from all stakeholders.
- Today's public hearing is a part of the transparency and is intended to provide an opportunity for all stakeholders to provide and ask questions and provide input.
- A draft of the Learning Continuity and Attendance Plan was available for review 72 hours before today's public hearing.

LCAP

- Mental Health and Social and Emotional Well-Being
- Pupil Engagement and Outreach
- School Nutrition
- Increased or Improved Services for Foster Youth, English Learners and Low-Income Students

Stakeholder engagement



TIMELINE

July 31, 2020

Template released

Public Hearing

September 8, 2020

Board of Directors plan adoption

September 22, 2020

Coversheet

2020-2021 EL Master Plan

Section: II. Academic Excellence
Item: B. 2020-2021 EL Master Plan
Purpose: Vote
Submitted by: Jenell Sherman
Related Material: Feather River v.2 Charter School EL Master Plan_Updated Aug 2020.pdf

BACKGROUND:
Every year, each school is required to provide an annual update to its plan to serve English Language Learners. The goal of the plan is to help students learn English, have full access to a challenging academic curriculum, and build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results. This plan describes how we identify, serve, and support students who initially enroll in our school with limited proficiency in the English language. English Learner (EL) programs will be fully implemented. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education. English Learners will master the English language as efficiently and effectively as possible. English Learners will achieve academic success comparable to English Only (EO) students. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students. Form an English Learners Advisory Committee to foster a better involvement of EL parents, thereby increasing academic achievement of the EL population, advise the School Board, principal, and EL Coordinator, on issues pertaining to English Learners (ELs), assist in the development of the school's needs assessment and Language Census Report, and provide input on formal school plans, such as WASC self study and LCAP.

RECOMMENDATION:
Board Approval

ENGLISH LEARNER MASTER PLAN 2020-2021



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Master Plan for Services to English Learners

2020-2021

Feather River Charter School aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

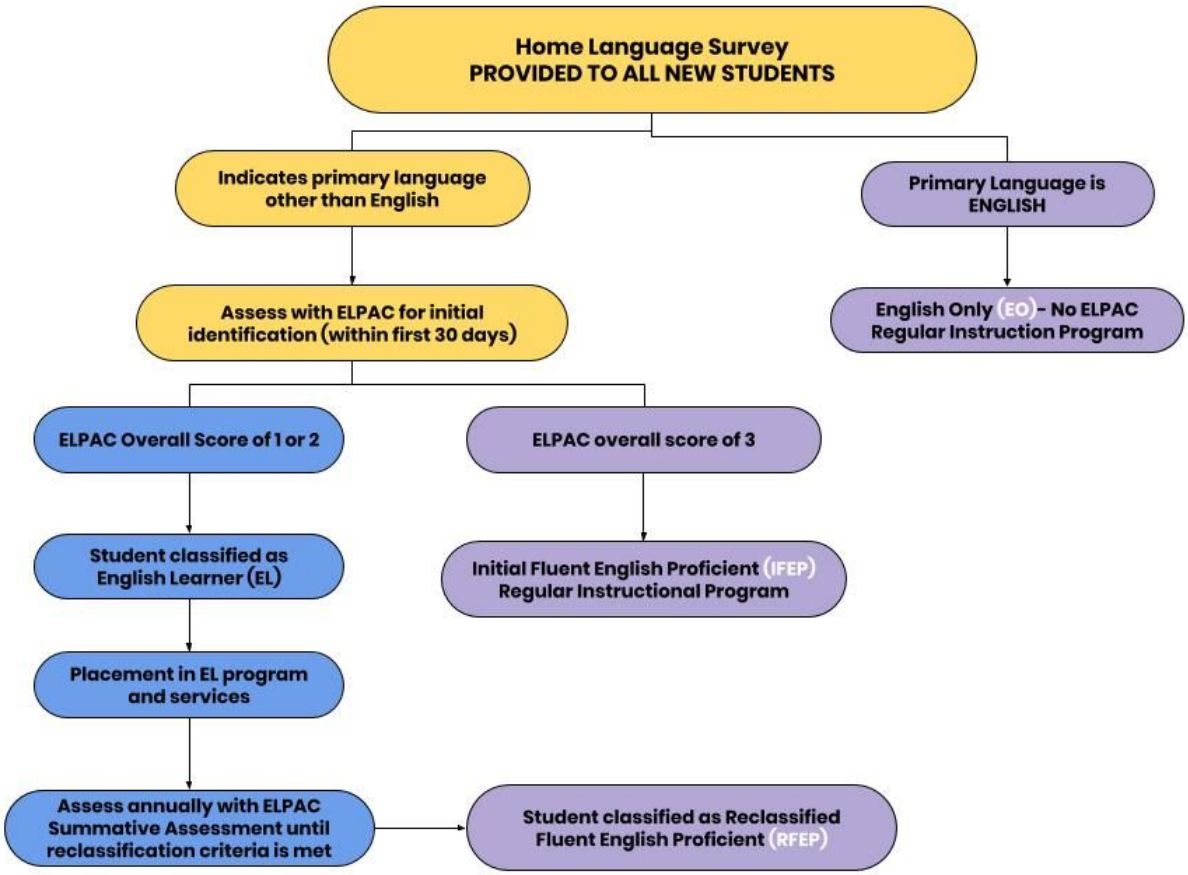
This plan describes how we identify, serve and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth six goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.
6. Form an English Learners Advisory Committee to foster a better involvement of EL parents, thereby increasing academic achievement of the EL population, advise the School Board, principal, and EL Coordinator, on issues pertaining to English Learners (ELs), assist in the development of the school's needs assessment and Language

Census Report, and provide input on formal school plans, such as WASC self study and LCAP.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders



Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in Feather River Charter

School and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment		
Initial ELPAC	Within 30 days of enrollment: pending possible extension from the state.	July 1-May 30
Initial ELPAC score report and Notification Letter will be mailed, after testing. See Appendix 1		
Summative ELPAC	Given to current EL students	Feb 1- May 30

Step 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student's English language proficiency level must be assessed and given the results (pending an extension from the state) within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include scale scores and proficiency levels.

School staff calculates a preliminary score for the purpose of determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Parent Notification of English Language Testing Form. The assessment is also forwarded by the El Coordinator for official scoring. These official results override the informal scoring if the scores differ. The official results are sent to the parent within 30 days of receipt by the school. ELPAC results are maintained in the student's English Learner folder inside the cumulative folder, and in the school's student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given a California Department of Education (CDE) approved alternative assessment.

The School will annually assess the ELP and academic progress of each English learner. The School shall administer the ELPAC summative assessment during the annual summative assessment window.

When administering an initial or summative ELPAC assessment to a pupil with a disability, the School shall provide designated supports or accommodations, in accordance with the student's individualized education plan (IEP) or Section 504 plan. When a student's IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student.

When a student's IEP team determines that the student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment, or a Section of either test, even with resources, the student shall be assessed as specified in the student's IEP.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Criteria for reasonable fluency in English

Level	Description
Initial Fluent English Proficient **[IFEP]**	Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).
Intermediate English Learner	Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *ELD Standards*.
Novice English Learner	Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *ELD Standards*.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students- the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners proceed to primary language assessment. Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parent Notification

- Results of assessments
- Student Placement

Step 3: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC will receive official notification informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such a program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)—**A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and

appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

- **Core Instruction in English**
- **Daily Leveled ELD** for 30 – 60 minutes based on the student need and level independently at home through BrainPop ELL program with teacher monitoring progress.
- **SDAIE** strategies/vocabulary development will be embedded in curriculum and enhanced with teacher support in person or during online sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate programs regularly.
- Designated ELD Direct Instruction Classes—via a virtual online platform.
- BrainPop ELL- brings English language learning to life in your classroom! To help you make the most of this product, explore this rich collection of support resources, from ELL-specific graphic organizers and action images to learning strategies, lesson plans, vocabulary activities, and more. Proficiency-based English language learning program appropriate for all ages, at no cost to students.
- Reading Eggs- provides a comprehensive range of research-based online reading lessons, activities and books that teach children aged 2–13 the literacy skills needed for a lifetime of reading success. The comprehensive reading program is grounded in solid educational research and covers the five pillars of reading – phonics, phonemic awareness, vocabulary, comprehension, and fluency. Provided with a minimal cost.
- Mathseeds/Mathletics- It is a comprehensive online mathematics program for children aged 3-13. It offers a vast range of carefully structured lessons and activities that build mathematical skills over a broad range of numbers, shapes, and measurement topics. This program can be used for intervention in math. This eligibility is dependent on their STAR360 scores and is only given to students who score in the yellow intervention or red urgent intervention categories.
- In addition, any other school-provided online programs.

Step 4: Program Placement

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the criteria for “Probably English Proficient” in the ELPAC Scoring Guide. They include:

1. Student’s *overall* proficiency level is Early Advanced or higher, *and*
2. Proficiency in *each* skill area is Intermediate or higher. The skill areas are Listening, Speaking, Reading, and Writing (Kindergarten through 12th grade).

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support

services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- McGraw Hill Flex Curriculum (EL supports based on Level)

AT RISK EL STUDENTS & LTEL's (Long Term English Learners)

Feather River will annually run a list of the at risk ELs (4-5 years as an EL) and our LTELs (6+ years as EL) and work with HSTs to strongly encourage the following supports:
* Automatic access to BrainPop ELL
*Virtual Reading Comprehension virtual classes offered by qualified instructors
*Reading Horizons option
*ELD Support Class option
*School's EL designee will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify

STAFFING

Per state and federal law all teachers of our EL students hold a valid CA teaching credential with authorization to instruct English Learners. This CLAD or English Learner authorization is met through coursework completion, passing scores on the 3 CTEL examinations. EL students are not assigned to teachers who have not yet earned this authorization, or, as in the case of a new teacher, with a preliminary credential, who is still working to clear their credential. Feather River will:

- Ensure appropriate assignments of teachers for English Learners
- Recruit qualified EL certified teachers through position postings
- Assure that teachers hold proper California Teacher Credentialing (CTC) authorizations
- Provide opportunities for teachers who do not hold appropriate certification to enroll in training

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

Feather River Charter School is committed to providing ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and school procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification

- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, Enrichment Center staff, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

The professional development offered will be designed to improve the instruction and assessment of ELs; designed to enhance the ability of teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures and instructional strategies for ELs; effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge and teaching skills as demonstrated through classroom observation.

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC starting in February.

If a student was tested with the initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
3. HST and family review the examples of possible evidence for student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency

5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, the EL Coordinator.

RECLASSIFICATION

Feather River Charter School reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation.

Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition, common, grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

Reclassification Policy, Criteria, and Process:

Feather River Charter School's Director of ELD, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon release of ELPAC scores by the state.

Per California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

1) ELPAC Score - Student must have an Overall Performance Level score of 4 (the statewide standardized ELP criterion), with no more than one subscore of 2.
2) Teacher Evaluation - Student progress as observed by the teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.

3) Parent Opinion and Consultation - Parents will be invited to and are strongly encouraged to participate in a phone conference, as noted in Parent Notification Letter of Reclassification.
4) English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the AR STAR Assessment and SBAC scores. The cut score requirements/criteria are indicated in the chart below.
5) Math Proficiency- EL students should be performing at or above grade level in math. Student should perform at standard nearly met on SBAC math and/or have a Min. Math score for STAR 360 that is provided in the chart, per grade level.

Grade	Minimum ELA SBAC Score	Minimum Reading Score on STAR360	Minimum Math SBAC Score	Minimum Math Score on STAR360
TK/K	n/a	50	n/a	n/a
1st	n/a	71	n/a	240
2nd	n/a	182	n/a	396
3rd	Standard nearly met	323	Standard nearly met	482
4th	Standard nearly met	424	Standard nearly met	567
5th	Standard nearly met	525	Standard nearly met	634
6th	Standard nearly met	626	Standard nearly met	699
7th	Standard nearly met	713	Standard nearly met	736
8th	Standard nearly met	847	Standard nearly met	767
9th	n/a	925	n/a	780
10th	n/a	981	n/a	782
11th	Standard nearly met	1026	Standard nearly met	803
12th	n/a	1141	n/a	817

Process

1. The ELD coordinator will complete the Reclassification Form for students who meet the first criteria. (Appendix 2).
2. Form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to a phone conference where they can consult with the Director of ELD and/or teacher, and their child. See Appendix 3
4. At this point, if everyone is in agreement, student is then redesignated RFEP.
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process are the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the Director of ELD to consider the alternative reclassification criteria and form. The IEP team, to include parent and the Director of ELD, will discuss and complete the form. If the student is found to meet these criteria, he/she will then be reclassified to RFEP and four-year monitoring will commence, as with all other RFEP students. See Appendix 4

RFEP Monitoring

Per the California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continued monitoring of that student.

Feather River Charter School will monitor RFEP's curriculum, interventions and assessments quarterly. RFEPs will also have a formal yearly monitoring check each year over the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

Annual RFEP Monitoring Schedule

Student's	Monitoring Month,	Student's Last	Monitoring Month,

Last Name	Annually for Four Years	Name	Annually for Four Years
A-C	October	M-O	February
D-F	November	P-R	March
G-H	December	S-V	April
I-L	January	W-Z	May

If at any point the student is scoring below grade level, intervention measures will be put in place, so as to ensure that the student is receiving as much support as possible, toward maintaining English language proficiency and academic growth. See Appendix 5

INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> Date: <Date_Testing_Completed>

SSID: <SSID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. In California, the name of the test is the Initial English Language Proficiency Assessments for California (ELPAC). This letter also explains the criteria for a student to exit, or reclassify out of, the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results

See enclosed Student Score Report

Based on the results of the English language proficiency assessment, your child has been identified as an <Calculated_ELAS> student.

Program Placement

If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English

Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note, that this does not change your student's homeschool teacher.

If your student was identified as an **English Learner (EL**), he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to the ELPAC results. Please note, that this does not change your student's homeschool teacher.

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California *Education Code* [*EC*] Section 313[f])	LEA Criteria **Feather River Charter School EL Master Plan**
English Language Proficiency Assessment	Overall Performance Level score of 4 (the statewide standardized ELP criterion) with no more than one subscore of 2 in the domains of reading, writing, listening and speaking.
Teacher Evaluation	Student progress as observed by teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to and are strongly encouraged to participate in a phone conference, as noted in Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.

Intervention and Support Options

In addition to the instructional support provided by your homeschool teacher, Feather River Charter School offers MTSS and other programs to help your student with their English fluency and academic achievement goals through a multi-tiered system of supports (MTSS).

Response to Instruction and Intervention through the Multi-Tiered System of Supports (MTSS)

The school will provide intervention for all students TK-12. The following descriptors provide an overview of specific interventions to support ELs. Intervention for Long Term ELs is the responsibility of the Home School Teachers as well as the entire intervention team.

Tier 1 intervention: Provided until proficiency goal is reached

- The general education teacher begins and/or provides Tier 1 level supports on a class/roster-wide basis. Additionally, the teacher ensures that the students are working in an evidence-based curriculum. To complement the evidence-based curriculum, parents and students have access to high quality, school created direct instruction video libraries. The video libraries meet the needs of academic intervention and success. Video libraries are also offered for speech production, stuttering (fluency) and spoken language. These video libraries educate the parents/learning coach on developmental milestones. They also guide the parent/learning coach or HST specifically on how to support the student within the general education program with strategies they can start using immediately.

Tier 2 Intervention: Provided for students who have not yet reached proficiency through Tier 1 interventions

- Tier 1 plus online Interventions, as well as video libraries and direct instruction offered through Tier 2.
- Long Term ELs will continue to receive intensive intervention during direct virtual English Language Development instruction.
- Students receive direct virtual instruction.

Tier 3 Interventions: Provided for students who have not reached proficiency through Tier 2 strategies

- Tiers 1 and 2 Interventions, plus
- Direct Individual virtual instruction and intervention program
- Long Term ELs receive additional small group direct virtual or one-on-one assistance during the virtual intervention instruction.
- Long Term ELs receive additional intervention through an online program

Tier 4 Intervention: Provided for students who have not reached proficiency through previously administered intervention strategies

- Students who do not show progress after a designated time will be recommended to a Student Study Team with possible recommendation for Special Education testing.

Additional Online Programs:

1. **BrainPop**—BrainPOP ELL brings English language learning to life in your classroom! To help you make the most of this pr ELL is organized in three levels, corresponding to beginning, intermediate, and advanced. Each level consists of six units, and each unit includes five movies with associated features. We recommend that absolute beginners start with the first Level 1,

Unit 1 movie.oduct, explore this rich collection of support resources, from ELL-specific graphic organizers and action images to learning strategies, lesson plans, vocabulary activities, and more.

2. **Curriculum supplemental support**—check with student's chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.
3. **MathSeeds/Mathletics**—It is a comprehensive online mathematics program for children aged 3-13. It offers a vast range of carefully structured lessons and activities that build mathematical skills over a broad range of numbers, shapes and measurement topics. This program can be used for intervention in math. This eligibility is dependent on their STAR360 scores and is only given to students who score in the yellow intervention or red urgent intervention categories
4. **Reading Horizons**--When a student is more than 2 grade levels behind in ELA. This is also a great support for EL students
5. **Learning Ally**—this program is an audiobook program that reads books to students so that they can hear what it should sound like, as it is read by an English fluent person.
6. **Reading Eggs**--instructs students in the five core literacy areas outlined by the National Reading Panel as essential components of reading instruction. These include: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. It develops essential reading skills in a progression that will take a non-reader through to a grade 2 reading level.

Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

HST Name: _____

Student Name: _____

SSID: _____ **Scope:** _____

List of evidence attached:

Reading	Writing
Listening	Speaking

Additional teacher comments and observations:

Teacher Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Final Outcome: Student ELAS will be corrected to IFEP: Yes No

EL Coordinator: _____ **Date: _____**

Complete all information below and email along with evidence documentation to the EL Designee.

.

English Language Learner
Reclassification Form

Student Name:	**Grade:**
Teacher Name:	**Date:**

1. ELPAC Scores

2. English Language Proficiency/ Academic Performance

Overall Score			Comparison Data	English	Mathematic
Subscores: Reading			Grades/Progress Indicators		
Writing			SBAC Scores		
Listening			STAR360 Scores		
Speaking			Other		

3. Teacher Evaluation

4. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature: EI Coordinator:

_____ _____

Parent Signature: Official RFP Date:

_____ _____

Parent Notification Letter of Reclassification

Date:

Dear Parent/Guardian of _____

State and federal laws require all school districts in California to give a state assessment of English proficiency each year to every student who is identified as an English Learner. The assessment is called “English Language Proficiency Assessments for California (ELPAC).” The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for this year. Scores are in and based on your child’s performance on this test, your child may be Reclassified as Fluent English Proficient (RFEP). In addition to the ELPAC scores, criteria used to make this decision include:

- an evaluation of your child’s academic performance by the teacher,
- your child’s English proficiency as measured by Smarter Balance Assessment (SBAC), Star 360 and/or iReady assessment
- your opinion as the parent/guardian regarding your child’s proficiency in English and readiness to be reclassified.

You are invited to contact me on the number below for a phone conference, so that we may discuss and decide on your child’s readiness and overall qualification for reclassification. Questions regarding the ELPAC or your child’s results may be directed to me as well.

We urge you to make this contact and hold this conference as soon as possible. Together we can make decisions that are in the best interest of your child.

Sincerely,

Erin Emerson
English Learner Designee
Feather River Charter School
erin.emerson@inspireschools.org

English Language Learner
RFEP Monitoring Form

Student Name:	Grade:	Evaluation Interval: Year 1 Year 3 Year 2 Year 4
Teacher Name:	Date:	RFEP Date:

Academic Achievement		
	English	**Mathematics**
Classroom Grades		
SBAC Scores		
STAR 360 Scores		
Other		

Was academic performance satisfactory? Yes No

Are intervention strategies necessary? Yes No

Target Intervention (if required)		
Specific Academic Need:	Description of Specific Intervention:	Performance Target (SMART Goal):
Specific Academic Need:	Description of Specific Intervention:	Performance Target (SMART Goal):
Specific Academic Need:	Description of Specific Intervention:	Performance Target (SMART Goal):

Additional Comments/Information

Teacher Signature Date

Parent Signature Date

EL Coordinator or Designee Date

Reclassification Form
For English Learners with Disabilities

Student Name:	Grade:
Teacher Name:	Today's Date:
Primary Disability:	Date of last IEP:
Secondary Disability	

1. **Indicate which assessment the student took:** ELPAC_____ Alternate Version _____

2. <u>ELPAC Scores</u>

3. English Language Proficiency/ <u>Academic Performance</u>

Overall Score			**Comparison Data**	**English**	**Mathematic**
Subscores: Reading			**Grades/Progress Indicators**		
Writing			**SBAC Scores**		
Listening			**STAR360 Scores**		
Speaking			**Other**		

4. Has student met language proficiency criteria as assessment by ELPAC? Yes___ No__
5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes____ No____
6. **If so, in which domains?** Reading_____ Writing_____ Listening_____ Speaking_____

Provide an explanation below by using the following criteria to help determine if factors other than English Language Proficiency are responsible for limited achievement on the ELPAC and/or ELA:

_____ Student's performance is commensurate with the student's ability, due to the student's learning disability.

_____Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners.

_____ Student's errors are indicative of the student's disability versus a language barrier.

_____ Other/also:

7. **Was an English proficiency goal written into the student's IEP?** Yes ____ No _____

8. **Did the student meet the English proficiency goal?** Yes____ No _____

9. **Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified?** Yes____ No _____

10. **Teacher Evaluation**

11. **Parent Opinion**

Final Outcome: Student will be reclassified: Yes ___ No _____

Teacher Signature:	**EL Coordinator**
Parent Signature:	**Official RFEP Date:**
Case Carrier:	**IEP Team Member:**
IEP Team Member:	**IEP Team Member:**

Coversheet

English Language Development Process

Section: II. Academic Excellence
Item: C. English Language Development Process
Purpose: Vote
Submitted by: Jenell Sherman
Related Material: English Language Development Process - Feather River V2.pdf

BACKGROUND:
This process replaces the previously approved English Language Compliance Policy. Upon further review, the language in the process has been aligned with educational standards of support.

RECOMMENDATION:
Board Approval

~~English Language Development Compliance Policy~~

2020-2021 English Language Development Process

Feather River Charter School is committed to providing English Language Development. English Language Development (ELD) is considered by the CDE to be core instruction for Multilingual students and not an elective, intervention, or an instructional service. According to Title V California Code of Regulations 11300 (a), the Charter School must comply with offering Designated English Language Development. "Designated English Language Development" means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist Multilingual students in developing critical English language skills necessary for academic content learning in English.

It has been determined that 30 minutes a day can be sufficient to provide instruction to ensure that English learners are meeting their language and academic goals. The 30 minutes should include daily specific vocabulary building - both academic and social language. Students should also be practicing speaking and reading every day. This can be done with online programs that include interactive activities and videos and/or textbook and workbook activities. See our available ELD resources here.

HSTs will work with parents to provide documentation that demonstrates that the requirement is being fulfilled. Failure to comply with the guidelines set forth will result in steps towards non-compliance for the student.

EL Requirement Process

- Students will log a minimum of 30 minutes of ELD time per day
    - An English Language Development Log will be provided by the EL Department with options listed to satisfy the requirement.
- HST collects log filled out by parent each LP
- HST will upload EL learning log for each LP requiring an upload
- HST fills out an ELD participation sheet to confirm the 30 minute daily requirement for each LP.

Support Actions

- **1st Action:** If the student has completed less than 60% of the required time, then the parent/guardian receives a 1st notification email to schedule a meeting from the EL Designee.
    - HST, EL Designee, and family meet to discuss student non-participation concerns. Learning objectives and state requirements are reviewed with student and parents.
    - EL Designee sends ELD Success Plan to HST and family that includes a scheduled

follow-up meeting

- **2nd Action:** If the student has completed less than 60% of the required time, then they receive the 2nd notification email to schedule a meeting from the EL Designee.
    - HST, EL Designee, EL Coordinator and family meet to discuss student non-participation concerns. Learning objectives and state requirements are reviewed with student and parents
    - EL Designee sends ELD Success Plan to HST and family that includes a scheduled follow-up meeting

- **3rd Action:** If the student has completed less than 60% of the required time, then they receive the 3rd notification email to schedule a meeting from the EL Designee.
    - HST, EL Designee, EL Coordinator, School Administrator, and family meet to discuss student non-participation concerns. Learning objectives and state requirements are reviewed with student and parents
- EL Designee sends ELD Success Plan to HST and family that includes a scheduled follow-up meeting

~~The purpose of the Feather River Charter School Governing Board approving this English Language Compliance is to accomplish the following:~~

~~1. Define Designated English Language Development~~
~~2. Establish the Expected Timeline for Instruction~~
~~3. Outline the Non-Compliance Procedures~~

~~**1. Definition of Designated English Language Development:** "Designated English Language Development" means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist Multilingual students in developing critical English language skills necessary for academic content learning in English.~~

~~**2. Expected Timeline for Instruction:** It has been determined that 30 minutes a day is sufficient to provide instruction to ensure that English learners are meeting their language and academic goals. The 30 minutes should include daily specific vocabulary building - both academic and social language. Students should also be practicing speaking and reading every day. This can be done with online programs that include interactive activities and videos and/or textbook and workbook activities. See our available ELD resources here.~~

~~**3. Non-Compliance Procedures:** HSTs will work with parents to provide documentation that demonstrates that the requirement is being fulfilled. Failure to comply with the guidelines set forth will result in steps towards non-compliance for the student.~~

~~EL Compliance Policy~~
- ~~Students will log a minimum of 30 minutes of ELD time per day~~
    - ~~An English Language Development Log will be provided by the EL Department with options listed to satisfy the requirement.~~

- HST collects log filled out by parent each LP
- HST will upload EL compliancy log for each LP requiring an upload
- HST fills out a ELD Compliance sheet to confirm compliance each LP

Non-Compliance Actions

- 1st Warning: If the student has completed less than 60% of the required time, then they receive 1st warning of EL non-compliance consisting of an email and a phone call from the EL Designee.
    - HST emails Designee to notify that there has been non-compliance. Designee sends email and makes a follow up phone call for clarification.

- 2nd Warning: If the student has 2 LP's in a row of less than 60% of the required time, they will receive their 2nd warning of EL non-compliance consisting of a hard copy letter mailed home, an administrator phone call, and a follow-up email to recap what was discussed in the phone call.
    - HST emails Designee to notify that there is a 2nd non-compliance.

- 3rd Warning: If the student has 3 LP's in a row of less than 60% of the required time, they receive 3rd warning of EL non-compliance consisting of an administrator phone call communicating that they are in danger of being dismissed unless immediate corrective steps are taken and reported within 3 days.
    - HST emails Designee to notify that there has been a 3rd non-compliance in a row.

- Administrative Withdrawal: If by LP 4, the student has 3 non-compliant LPs, they will be administratively withdrawn.

Coversheet

Unaudited Actuals for 2019-2020

Section: III. Finance
Item: A. Unaudited Actuals for 2019-2020
Purpose: Vote
Submitted by: Jenell Sherman
Related Material: FY1920-Feather River-UAR-51714560133934.pdf
Feather River_Financial Package_UAR.pdf

BACKGROUND:
Unaudited Actuals are an annual statement reporting the financial activities of the LEA in which the data are not yet formally audited. Unaudited Actuals are presented to the Board each September, reflecting the LEA's final year-end closing from the previous June. These are the foundational reports for the auditors to perform their review.

RECOMMENDATION:
Board Approval following Charter Impact presentation

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

CHARTER SCHOOL CERTIFICATION

Charter School Name: Feather River Charter School
CDS #: 51714560133934
Charter Approving Entity: Winship-Robbins Elementary
County: Sutter
Charter #: 1801

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Joel Ryan	Dawn Carl	Spencer Styles
Name	Name	Name
Director of External Business Services	Superintendent	Charter Impact, Inc.
Title	Title	Title
530-822-2928	530-738-4386	888-474-0322
Telephone	Telephone	Telephone
JoelR@sutter.k12.ca.us	DawnC@sutter.k12.ca.us	sstyles@charterimpact.com
Email address	Email address	Email address

To the entity that approved the charter school:

(X) 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: Jenell Sherman Title: Principal

To the County Superintendent of Schools:

(X) 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

(X) 2019-20 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: Feather River Charter School
CDS #: 51714560133934
Charter Approving Entity: Winship-Robbins Elementary
County: Sutter
Charter #: 1801

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

[X] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	9,207,971.00		9,207,971.00
Education Protection Account State Aid - Current Year	8012	218,372.00		218,372.00
State Aid - Prior Years	8019	(22,552.00)		(22,552.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	692,316.00		692,316.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		10,096,107.00	0.00	10,096,107.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182		347,888.00	347,888.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	347,888.00	347,888.00
3. Other State Revenues				
Special Education - State	StateRevSE		559,361.00	559,361.00
All Other State Revenues	StateRevAO	257,305.28	112,671.57	369,976.85
Total, Other State Revenues		257,305.28	672,032.57	929,337.85
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO			0.00
Total, Local Revenues		0.00	0.00	0.00
5. TOTAL REVENUES		10,353,412.28	1,019,920.57	11,373,332.85
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	3,494,738.53	458,989.58	3,953,728.11
Certificated Pupil Support Salaries	1200	4,833.34		4,833.34
Certificated Supervisors' and Administrators' Salaries	1300	271,395.88	70,950.00	342,345.88
Other Certificated Salaries	1900	7,107.32		7,107.32
Total, Certificated Salaries		3,778,075.07	529,939.58	4,308,014.65
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	56,555.24	55,753.08	112,308.32
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical, Technical and Office Salaries	2400			0.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		56,555.24	55,753.08	112,308.32

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: Feather River Charter School

CDS #: 51714560133934

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	543,900.05	88,296.47	632,196.52
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	58,966.68	11,675.54	70,642.22
Health and Welfare Benefits	3401-3402	638,220.84	97,480.39	735,701.23
Unemployment Insurance	3501-3502	38,087.11	4,263.00	42,350.11
Workers' Compensation Insurance	3601-3602	34,096.37	5,207.80	39,304.17
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	73,415.57		73,415.57
Total, Employee Benefits		1,386,686.62	206,923.20	1,593,609.82
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100			0.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	814,633.69	79,853.96	894,487.65
Noncapitalized Equipment	4400	58,072.28		58,072.28
Food	4700			0.00
Total, Books and Supplies		872,705.97	79,853.96	952,559.93
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	1,866,837.95	578,391.21	2,445,229.16
Travel and Conferences	5200	23,710.26	40.00	23,750.26
Dues and Memberships	5300	10,360.44		10,360.44
Insurance	5400	48,123.24		48,123.24
Operations and Housekeeping Services	5500			0.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	3,661.66		3,661.66
Transfers of Direct Costs	5700-5799	433,396.14	(433,396.14)	0.00
Professional/Consulting Services and Operating Expend.	5800	788,262.15	65,207.68	853,469.83
Communications	5900	1,341.99		1,341.99
Total, Services and Other Operating Expenditures		3,175,693.83	210,242.75	3,385,936.58
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	2,954.85		2,954.85
Total, Capital Outlay		2,954.85	0.00	2,954.85
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438	110,897.00		110,897.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		110,897.00	0.00	110,897.00
Total, Other Outgo		110,897.00	0.00	110,897.00
8. TOTAL EXPENDITURES		9,383,568.58	1,082,712.57	10,466,281.15

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

Charter School Name: Feather River Charter School

CDS #: 51714560133934

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		969,843.70	(62,792.00)	907,051.70
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		969,843.70	(62,792.00)	907,051.70
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	(567,689.78)		(567,689.78)
b. Adjustments/Restatements	9793, 9795	699,843.81		699,843.81
c. Adjusted Beginning Fund Balance /Net Position		132,154.03	0.00	132,154.03
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,101,997.73	(62,792.00)	1,039,205.73
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	5,349.87		5,349.87
b. Restricted Net Position	9797		(62,792.00)	(62,792.00)
c. Unrestricted Net Position	9790A	1,096,647.86	0.00	1,096,647.86

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: Feather River Charter School

CDS #: 51714560133934

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	500,091.57	(62,792.00)	437,299.57
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	7,129,292.65		7,129,292.65
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	48,142.84		48,142.84
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489	5,349.87		5,349.87
9. TOTAL ASSETS		7,682,876.93	(62,792.00)	7,620,084.93
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	5,314,177.20		5,314,177.20
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	125,002.00		125,002.00
4. Unearned Revenue	9650	1,141,700.00		1,141,700.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		6,580,879.20	0.00	6,580,879.20
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		1,101,997.73	(62,792.00)	1,039,205.73

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: Feather River Charter School
CDS #: 51714560133934

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2019 to June 30, 2020

Charter School Name: Feather River Charter School
CDS #: 51714560133934

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:
Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a.	Total Expenditures (B8)	10,466,281.15
b.	Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	347,888.00
c.	Subtotal of State & Local Expenditures [a minus b]	10,118,393.15
d.	Less Community Services [L2 Total]	0.00
e.	Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	113,851.85
	TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	$ 10,004,541.30

CHARTER IMPACT

Feather River Charter School

Unaudited Actual Report

FEATHER RIVER - Enrollment

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	1,107	1111	2234
ADA	1,085	1092	2122
Attendance Rate	98.0%	98.3%	95.0%
Unduplicated %	40.5%	40.5%	40.5%
Revenue per ADA		$10,417	$10,030
Expenses per ADA		$9,586	$9,688

Year-end Enrollment and ADA missed budgeted target

FEATHER RIVER - Revenue

- (-) variance due to actual v. budgeted ADA.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 10,096,107	$ 19,371,516	$ (9,275,409)	$ 10,096,107	$ 19,371,516	$ (9,275,409)
Federal Revenue	347,888	321,332	26,556	347,888	321,332	26,556
Other State Revenue	929,338	1,590,504	(661,166)	929,338	1,590,504	(661,166)
Other Local Revenue	-	-	-	-	-	-
Total Revenue	**$11,373,333**	**$21,283,352**	**$ (9,910,019)**	**$ 11,373,333**	**$ 21,283,352**	**$ (9,910,019)**

FEATHER RIVER - Expenses

- Year-end expenses favorable to budget and aligns to adjusted ADA.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 4,308,015	$ 6,737,060	$ 2,429,045	$ 4,308,015	$ 6,737,060	$ 2,429,045
Classified Salaries	112,308	-	(112,308)	112,308	-	(112,308)
Benefits	1,593,610	1,865,543	271,933	1,593,610	1,865,543	271,933
Books and Supplies	952,560	2,629,111	1,676,551	952,560	2,629,111	1,676,551
Subagreement Services	2,445,229	6,050,848	3,605,619	2,445,229	6,050,848	3,605,619
Operations	83,576	268,246	184,670	83,576	268,246	184,670
Facilities	3,662	442,576	438,914	3,662	442,576	438,914
Professional Services	853,470	2,225,391	1,371,921	853,470	2,225,391	1,371,921
Depreciation	2,955	12,229	9,274	2,955	12,229	9,274
Interest	110,897	326,152	215,255	110,897	326,152	215,255
Total Expenses	**$10,466,281**	**$20,557,156**	**$10,090,874**	**$ 10,466,281**	**$ 20,557,156**	**$ 10,090,874**

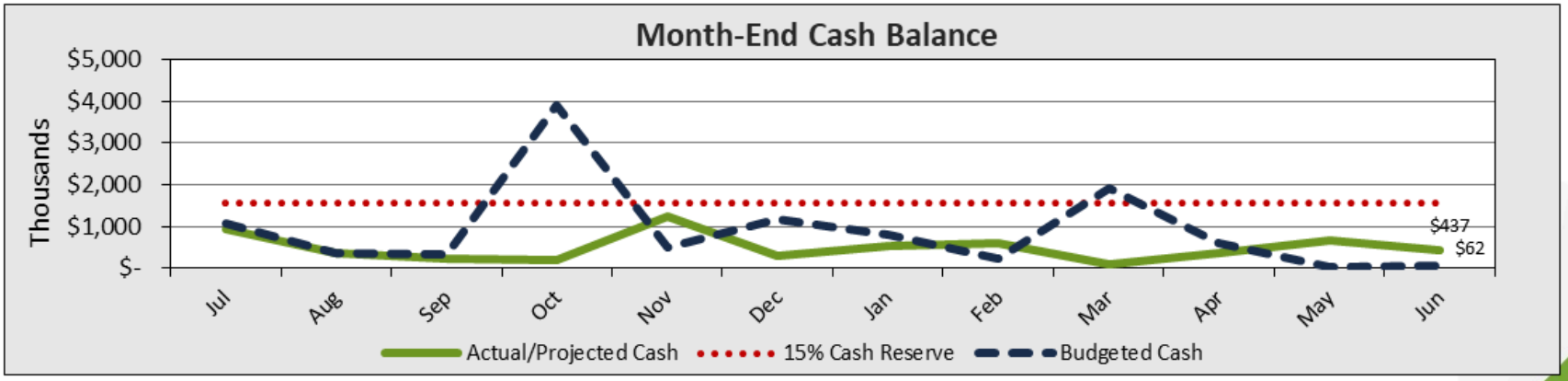
FEATHER RIVER - Fund Balance

- Year-end surplus exceeds budget.
- Overall increase in fund balance reserves.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ 907,082**	**$ 726,196**	**$ 180,856**	**$ 907,052**	**$ 726,196**	**$ 180,856**
Beginning Fund Balance	132,154	132,154		132,154	132,154	
Ending Fund Balance	**$ 1,039,236**	**$ 858,350**		**$ 1,039,206**	**$ 858,350**	
As a % of Annual Expenses	*9.9%*	*4.2%*		*9.9%*	*4.2%*	

FEATHER RIVER - Cash Balance

- Year-end cash balance exceeds budget with minor deviation from budget after Quarter 2.



FEATHER RIVER - Appendix

- Monthly Cash Flow / Forecast 19-20

Feather River Charter School

Monthly Cash Flow/Forecast FY19-20

Revised 9/2/2020

ADA = 1091.85

CHARTER IMPACT

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Annual Budget	Favorable / (Unfav.)
Revenues															ADA = 2122.30	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	1,174,404	1,174,404	2,113,927	2,113,927	2,113,927	2,113,927.00	2,113,927	-	-	-	(3,710,472.00)	-	**9,207,971.00**	18,415,887	(9,207,916)
8012 Education Protection Account	-	-	-	135,298	-	-	135,297.00	-	-	-	-	(52,223.00)	-	**218,372.00**	424,460	(206,088)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	1,342	-	-	(23,894.00)	-	**(22,552.00)**	-	(22,552)
8096 In Lieu of Property Taxes	-	-	-	-	112,109	99,652	99,652.00	49,826	-	100,939	100,950.00	129,188.00	-	**692,316.00**	531,169	161,147
	-	1,174,404	1,174,404	2,249,225	2,226,036	2,213,579	2,348,876.00	2,163,753	1,342	100,939	100,950.00	(3,657,401.00)	-	**10,096,107.00**	**19,371,516**	**(9,275,409)**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	347,888.00	-	**347,888.00**	321,332	26,556
	-	-	-	-	-	-	-	-	-	-	-	347,888.00	-	**347,888.00**	**321,332**	**26,556**
Other State Revenue																
8311 State Special Education	70,772.00	70,772	-	-	-	-	509,560.00	-	-	-	-	(91,743.00)	-	**559,361.00**	1,098,821	(539,460)
8550 Mandated Cost	-	-	-	-	-	58,734	-	-	-	-	-	-	-	**58,734.00**	58,734	0
8560 State Lottery	-	-	-	-	-	-	-	142,025	-	-	137,474.75	(62,946.94)	-	**216,552.94**	432,949	(216,396)
8598 Prior Year Revenue	-	135	1,429	-	-	-	2,235.00	52,460	-	-	380.00	4,387.00	-	**61,025.91**	-	61,026
8599 Other State Revenue	-	-	-	-	-	-	-	19,876	-	-	-	13,788.00	-	**33,664.00**	-	33,664
	70,772.00	70,907	1,429	-	-	58,734	511,795.00	214,361	-	-	137,854.75	(136,514.94)	-	**929,337.85**	**1,590,504**	**(661,166)**
Total Revenue	**70,772.00**	**1,245,311**	**1,175,833**	**2,249,225**	**2,226,036**	**2,272,313**	**2,860,671.00**	**2,378,114**	**1,342**	**100,939**	**238,804.75**	**(3,446,027.94)**	**-**	**11,373,332.85**	**21,283,352**	**(9,910,019)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	475,566.92	555,879	581,501	579,744	(225,494)	(315,331)	282,578.48	287,635	302,320	305,839	300,470.10	299,046.60	-	**3,429,755.39**	5,516,000	2,086,245
1175 Teachers' Extra Duty/Stipends	7,500.02	46,296	69,617	68,805	(8,710)	8,570	38,777.68	37,717	86,022	37,742	37,591.68	94,045.69	-	**523,972.72**	827,400	303,427
1200 Pupil Support Salaries	14,551.27	16,792	18,740	24,792	24,024	(94,066)	-	-	-	-	-	-	-	**4,833.34**	33,660	28,827
1300 Administrators' Salaries	26,166.68	26,796	33,775	39,183	52,404	(17,604)	29,500.00	29,500	34,225	29,500	29,500.00	29,400.00	-	**342,345.88**	360,000	17,654
1900 Other Certificated Salaries	7,107.32	-	-	-	-	-	-	-	-	-	-	-	-	**7,107.32**	-	(7,107)
	530,892.21	645,762	703,633	712,525	(157,776)	(418,431)	350,856.16	354,851	422,568	373,081	367,561.78	422,492.29	-	**4,308,014.65**	**6,737,060**	**2,429,045**
Classified Salaries																
2100 Instructional Salaries	50,283.95	49,597	56,135	57,845	53,569	(208,872)	9,494.16	8,288	9,092	9,092	8,690.32	9,092.24	-	**112,308.32**	-	(112,308)
2200 Support Salaries	-	1,692	3,231	3,788	3,481	(12,192)	-	-	-	-	-	-	-	**-**	-	-
	50,283.95	51,289	59,366	61,634	57,050	(221,064)	9,494.16	8,288	9,092	9,092	8,690.32	9,092.24	-	**112,308.32**	**-**	**(112,308)**
Benefits																
3101 STRS	89,642.99	105,448	114,735	120,282	(44,480)	(50,763)	57,052.03	42,307	63,071	62,477	6,755.49	65,669.16	-	**632,196.52**	1,125,089	492,893
3301 OASDI	3,221.68	3,534	4,166	3,800	2,495	(12,582)	587.58	513	563	563	537.74	562.66	-	**7,960.20**	-	(7,960)
3311 Medicare	8,207.25	9,877	10,627	10,875	(3,062)	(7,178)	5,113.47	5,148	6,163	5,415	5,346.87	6,149.17	-	**62,682.02**	97,687	35,005
3401 Health and Welfare	(16,334.97)	94,211	70,761	77,067	84,821	162,928	89,376.68	85,270	72,765	27,074	(38,772.56)	26,535.02	-	**735,701.23**	480,000	(255,701)
3501 State Unemployment	7,633.35	6,289	2,757	3,187	(7,251)	304	14,065.36	4,860	9,781	725	-	0.02	-	**42,350.11**	47,040	4,690
3601 Workers' Compensation	-	12,584	6,292	6,292	6,384	14,787	6,421.24	6,292	6,292	4,214	(33,507.20)	3,254.40	-	**39,304.17**	94,319	55,015
3901 Other Benefits	-	0	874	173	-	-	-	-	-	0	-	72,368.93	-	**73,415.57**	21,408	(52,008)
	92,370.30	231,942	210,212	221,676	38,906	107,496	172,616.36	144,389	158,634	100,468	(59,639.66)	174,539.36	-	**1,593,609.82**	**1,865,543**	**271,933**
Books and Supplies																
4302 School Supplies	48,886.05	89,925	69,269	85,935	56,019	39,629	66,459.64	59,162	62,642	71,845	119,414.49	51,359.95	-	**820,546.54**	1,853,775	1,033,229
4305 Software	2,976.02	4,216	5,729	4,163	4,379	4,790	463.89	5,065	(14,882)	10,154	8,084.59	28,793.16	-	**63,931.34**	358,213	294,282
4310 Office Expense	777.71	859	673	1,163	1,481	593	1,041.56	288	133	785	775.03	94.16	-	**8,664.02**	103,346	94,682
4311 Business Meals	-	-	-	572	87	568	75.58	-	43	-	-	-	-	**1,345.75**	1,500	154
4400 Noncapitalized Equipment	-	599	-	-	-	-	-	-	(1,217)	20,697	-	37,993.54	-	**58,072.28**	312,277	254,205
	52,639.78	95,599	75,671	91,833	61,965	45,580	68,040.67	64,515	46,720	103,482	128,274.11	118,240.81	-	**952,559.93**	**2,629,111**	**1,676,551**
Subagreement Services																
5102 Special Education	2,452.50	18,927	22,270	36,776	52,725	27,720	64,303.84	25,130	47,655	27,198	37,282.46	164,114.92	-	**526,554.07**	828,247	301,693
5105 Security	-	5,488	-	-	-	-	-	-	-	-	-	-	-	**5,488.16**	409	(5,080)
5106 Other Educational Consultants	50,441.66	65,333	58,956	147,333	109,881	176,735	185,289.40	179,365	136,336	90,056	121,846.52	(572,174.90)	-	**749,398.88**	2,774,607	2,025,208
5107 Instructional Services	8,138.78	150,193	159,696	106,009	106,009	106,009	89,357.00	86,811	84,077	87,841	89,818.00	89,830.00	-	**1,163,788.05**	2,447,585	1,283,797
	61,032.94	239,941	240,922	290,118	268,616	310,464	338,950.24	291,306	268,068	205,095	248,946.98	(318,229.98)	-	**2,445,229.16**	**6,050,848**	**3,605,619**
Operations and Housekeeping																
5201 Auto and Travel	4,132.46	8,572	2,243	3,136	3,753	629	44.50	529	540	-	171.31	-	-	**23,750.26**	155,611	131,860
5300 Dues & Memberships	3,015.33	3,015	3,015	(2,206)	-	-	-	2,770	-	750	-	-	-	**10,360.44**	21,001	10,640
5400 Insurance	99.76	29,654	14,877	14,877	14,877	6,392	14,876.67	14,877	8,249	10,718	(84,642.60)	3,270.60	-	**48,123.24**	58,320	10,197
5900 Communications	314.45	-	-	76	36	20	55.66	56	56	56	-	197.64	-	**866.54**	153	(714)
5901 Postage and Shipping	-	-	-	-	-	-	-	-	-	-	-	475.45	-	**475.45**	13,878	13,403
	7,562.00	41,241	20,135	15,882	18,665	7,041	14,976.83	18,231	8,845	11,524	(84,471.29)	3,943.69	-	**83,575.93**	**268,246**	**184,670**

Feather River Charter School

Monthly Cash Flow/Forecast FY19-20

Revised 9/2/2020

ADA = 1091.85

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Annual Budget	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																
5601 Rent	35,406.61	40,276	40,276	(120,828)	4,869	-	-	-	-	1,000	-	-	-	**1,000.00**	387,060	386,060
5604 Other Leases	-	-	-	-	55	-	-	1,375	937	(720)	375.00	-	-	**2,021.66**	-	(2,022)
5610 Repairs and Maintenance	-	640	-	-	-	-	-	-	-	-	-	-	-	**640.00**	55,177	54,537
	35,406.61	40,916	40,276	(120,828)	4,924	-	-	1,375	937	280	375.00	-	-	**3,661.66**	**442,576**	**438,914**
Professional/Consulting Services																
5801 IT	-	1,265	-	1,400	-	-	-	-	-	-	-	-	-	**2,665.00**	9,553	6,888
5802 Audit & Taxes	-	-	-	-	-	5,400	-	-	-	-	-	3,000.00	-	**8,400.00**	8,667	267
5803 Legal	-	1,305	1,110	231	288	99	6,333.10	1,394	336	132	319.25	9,927.95	-	**21,474.79**	3,363	(18,112)
5804 Professional Development	800.00	32,111	520	987	32,111	-	(299.00)	-	-	133	3,762.00	8,500.00	-	**78,623.23**	5,567	(73,056)
5805 General Consulting	-	-	-	250	1,020	1,000	-	750	1,650	690	-	-	-	**5,359.98**	73,526	68,166
5806 Special Activities/Field Trips	15,831.89	12,802	16,485	12,393	1,776	435	2,852.30	(492)	1,399	718	1,338.95	1,191.11	-	**66,730.21**	752,026	685,296
5807 Bank Charges	-	-	77	694	506	203	125.10	228	41	154	260.92	82.16	-	**2,370.74**	2,143	(228)
5808 Printing	-	-	-	-	-	-	-	-	47	24	-	48.53	-	**119.54**	1,311	1,191
5809 Other taxes and fees	-	47	35	875	609	34	0.98	0	-	-	12,349.50	22.00	-	**13,971.88**	40,338	26,366
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	1,976.20	-	**1,976.20**	-	(1,976)
5811 Management Fee	2,477.02	45,711	48,603	32,264	32,264	32,264	27,196.00	26,421	25,589	26,738	24,684.50	24,684.50	-	**348,895.05**	744,917	396,022
5812 District Oversight Fee	-	-	-	-	121,072	30,896	-	-	61,392	-	-	89,523.69	-	**302,883.21**	581,145	278,262
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	2,835	2,835
	19,108.91	93,240	66,830	49,094	189,645	70,329	36,208.48	28,301	90,455	28,588	42,715.12	138,956.14	-	**853,469.83**	**2,225,391**	**1,371,921**
Depreciation																
6900 Depreciation Expense	1,155.13	1,155	1,155	1,155	1,155	(3,208)	64.45	64	64	64	64.45	64.45	-	**2,954.85**	12,229	9,274
	1,155.13	1,155	1,155	1,155	1,155	(3,208)	64.45	64	64	64	64.45	64.45	-	**2,954.85**	**12,229**	**9,274**
Interest																
7438 Interest Expense	-	-	2,206	444	65,250	351	345.00	322	-	-	25,694.00	16,285.00	-	**110,897.00**	326,152	215,255
	-	-	2,206	444	65,250	351	345.00	322	-	-	25,694.00	16,285.00	-	**110,897.00**	**326,152**	**215,255**
Total Expenses	**850,452**	**1,441,085**	**1,420,406**	**1,323,533**	**548,401**	**(101,442)**	**991,552**	**911,643**	**1,005,383**	**831,674**	**678,211**	**565,384**	**-**	**10,466,281.15**	**20,557,156**	**10,090,874**
Monthly Surplus (Deficit)	**(779,680)**	**(195,774)**	**(244,573)**	**925,692**	**1,677,635**	**2,373,755**	**1,869,119**	**1,466,471**	**(1,004,041)**	**(730,735)**	**(439,406)**	**(4,011,412)**	**-**	**907,051.70**	**726,196**	**180,856**
														0.09		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(779,680)	(195,774)	(244,573)	925,692	1,677,635	2,373,755	1,869,119	1,466,471	(1,004,041)	(730,735)	(439,406)	(4,011,412)	-	**907,051.70**		
Cash flows from operating activities																
Depreciation/Amortization	1,155	1,155	1,155	1,155	1,155	(3,208)	64	64	64	64	64	64	-	**2,954.85**		
Public Funding Receivables	3,488,968	163,745	64,221	64,323	94,292	-		212,818	(1,342)	-	-	(719,063)	-	**3,367,962.63**		
Grants and Contributions Rec.		-	4,929	-	-	-	78	-	-	-	128,983	(2,066,468)	-	**(1,932,477.74)**		
Due To/From Related Parties	1,393,241	448,959	1,107,609	1,182,988	(724,137)	(1,323,060)	388,142	187,756	72,615	921,104	(154,032)	952,959	-	**4,454,143.50**		
Prepaid Expenses	5,867	(38,272)	3,865	(2,443)	51,359	850	100	(48,306)	51,089	46,392	(40,773)	(14,307)	-	**15,419.42**		
Other Assets	-	1,620	-	-	-	-	-	-	127,700	1,000	-	-	-	**130,320.00**		
Accounts Payable	(546,721)	17,877	(603)	(12,378)	12,693	(41,919)	82,233	(33,025)	216,286	134,864	210,885	48,986	-	**89,177.42**		
Accrued Expenses	(127,196)	44,800	(23,038)	(225,358)	(3,301)	(75,621)	(54,637)	73,201	49,652	(110,337)	(37,875)	4,431,968	-	**3,942,257.18**		
Other Liabilities	837	-	-	-	-	-	-	-	-	-	-	1,141,700	-	**1,142,536.93**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	1,796,800	-	-	-	-		782,200		-	**2,579,000.00**		
Payments on Factoring	(2,662,900)	(1,022,600)	(1,022,600)	(1,962,400)	(1,840,700)	(1,840,700)	(2,025,600)	(1,796,800)	-	-	(137,855)	-	-	**(14,312,155.00)**		
Proceeds from Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Payments on Debt	-	-	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	-	-	-	-	-	**(124,998.00)**		
Total Change in Cash	773,571	(578,490)	(129,868)	(49,254)	1,044,963	(930,736)	238,666	41,347	(487,978)	262,353	312,190	(235,572)				
Cash, Beginning of Month	176,107	949,678	371,188	241,320	192,066	1,237,029	306,293	544,959	586,306	98,328	360,681	672,872				
Cash, End of Month	**949,678**	**371,188**	**241,320**	**192,066**	**1,237,029**	**306,293**	**544,959**	**586,306**	**98,328**	**360,681**	**672,872**	**437,300**				

Cert.	Instr.
55.1%	83.2%
1,878,845	468,769

Pupil:Teacher Ratio
17.90 :1

Coversheet

Conflict of Interest Policy

Section: IV. Governance
Item: A. Conflict of Interest Policy
Purpose: Vote
Submitted by: Jenell Sherman
Related Material: Feather River Revised Nonprofit Conflict of Interest Policy.pdf

BACKGROUND:
This is an updated version of our conflict of interest policy with the new name of Feather River Charter School replacing Inspire North.

RECOMMENDATION:
Board Approval

REVISED NONPROFIT CONFLICT OF INTEREST POLICY
OF
FEATHER RIVER CHARTER SCHOOL ~~INSPIRE CHARTER SCHOOL - NORTH~~

Article I
Purpose

Section 1.1. This Revised Nonprofit Conflict of Interest Policy (this "Policy") has been adopted and approved by the Board of Directors of Feather River Charter School ~~Inspire Charter School – North~~ (the "Corporation") for the purposes of (1) protecting the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person (as defined hereinafter) or might result in a possible excess benefit transaction; and (2) establishing policies and procedures to be adhered to and implemented by the Corporation whenever it is contemplating entering into such transactions or arrangements, and whenever determining appropriate levels of compensation, direct and indirect, including benefits and perquisites for any Interested Person. The Corporation and each director, officer, member of a committee with Board-delegated powers, and key employee intends to comply with this Policy in such a manner so as to avoid any "excess benefit transaction" that would be subject to intermediate sanctions and excise taxes under section 4958 of the Internal Revenue Code of 1986, as amended (the "Code"). This Policy also is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest applicable to nonprofit and charitable corporations, and the Corporation shall comply with the requirements of each such federal or state law in addition to the requirements of this Policy.

Section 1.2. The Corporation is a nonprofit corporation duly organized and existing under the laws of the state of California, which shall apply for a determination by the Internal Revenue Service that the Corporation is exempt from income tax under section 501(c)(3) of the Code, and as such is organized and operated exclusively for charitable, educational, and scientific purposes, not for pecuniary profit, and no part of the net earnings of the Corporation shall inure to the benefit of any person or non-exempt entity.

Article II
Definitions

Section 2.1. Interested Person

Any director, officer, member of a committee with Board-delegated powers, or key employee, as defined below, who has a direct or indirect financial interest, as defined below, is an interested person ("Interested Person").

Section 2.2. Financial Interest

A person has a "financial interest" if the person has, directly or indirectly, through business, investment or family, any of the following:

a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

"Compensation" includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial, benefits, perquisites, reimbursements for personal expenses, or entitlements relating to personal uses of property or service rights of the Corporation.

A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 2.3. Key Employee

A person is a "key employee" if he or she meets the three tests set forth for that term in the Glossary to the Instructions to Form 990 Return of Organization Exempt from Income Tax. Those tests generally provide that a key employee is an employee who has (i) reportable compensation from the Corporation and all related organizations, for the calendar year, in excess of $150,000; (ii) responsibilities similar to officers and directors or manages a discrete segment of the Corporation that represents at least 10% of its activities, assets, income, expenses, or capital budget; and (iii) is one of the 20 employees with the highest reportable compensation from the organization and related organizations for the calendar year.

Article III
Conflict Procedures

Section 3.1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her financial interest and all material facts to the Board of Directors of the Corporation (the "Board") or to any special committees with Board-delegated powers (e.g., conflicts or compensation committees) considering the proposed transaction or arrangement.

Section 3.2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall excuse himself/herself from the Board or committee meeting while the determination of whether a conflict of interest exists is discussed and voted upon. The remaining Board or committee members shall determine whether a conflict of interest exists.

Section 3.3. Procedures for Addressing the Conflict of Interest

a. An Interested Person may make a presentation at the Board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the possible conflict of interest.

b. The Board or the committee shall undertake, or appoint a disinterested person or committee to undertake, an appropriate due diligence investigation, including an

analysis of all material facts related to the possible conflict of interest, collection of data on comparable arrangements or transactions, and the development and investigation of alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and charitable, educational, and scientific purposes and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.

e. Compliance with California Corporations Code section 5233 regarding self-dealing transactions in applicable circumstances shall constitute compliance with the requirements of this policy.

Section 3.4. Violations of the Conflict of Interest Policy

a. If the Board or committee has reasonable cause to believe that a director, officer, or key employee has failed to disclose an actual or possible conflict of interest, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.

b. After hearing the response of such person and making such further investigation as may be warranted under the circumstances, if the Board or committee determines that the director, officer, or key employee is an Interested Person and has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Prompt corrective action must be required in order to avoid the second-tier penalty tax under section 4958 of the Code and other additional liability and must include full restitution to the Corporation.

Article IV
Records of Proceedings

Section 4.1. The minutes of the Board and any special committee with Board-delegated powers shall contain the following:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest exists.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Article V
Compensation Procedures

Section 5.1. No Interested Person shall vote on any matter relating to his or her compensation, irrespective of whether said compensation is received directly or indirectly from the Corporation. No Interested Person, however, is prohibited from providing information to the Board or a committee regarding compensation, including factual data on comparable compensation for comparable services or the reasonableness of the proposed compensation.

Section 5.2. The Corporation shall endeavor to ensure that all compensation arrangements affecting Interested Persons are objectively reasonable, based on the relevant market for persons of comparable skills, training, education and experience and performing similar duties for comparable organizations under similar conditions and circumstances. The Corporation shall consider and give due weight to studies published by third parties regarding rates of compensation whenever and, to the extent that, such studies are reliable, comparable and available.

Article VI
Annual Statements

Section 6.1. Each director, officer, member of a committee with Board-delegated powers, and key employee shall annually sign a statement which affirms that such person:

a. has received a copy of this Policy of the Corporation,

b. has read and understands this Policy,

c. has agreed to comply with this Policy, and

d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its stated charitable, educational, and scientific purposes and do not result in private inurement or unreasonable or excessive economic benefit to private individuals or entities.

Article VII
Periodic Reviews

Section 7.1. To ensure that the Corporation operates in a manner consistent with its charitable, educational, and scientific purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation shall conduct periodic reviews of its compensation arrangements and any other transactions or arrangements that may provide a financial interest to any Interested Person. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements are reasonable, based on competent survey information, and the result of arms-length bargaining,

b. Whether transactions of the Corporation result in private inurement or impermissible private benefit,

c. Whether transactions and arrangements with third parties conform to written policies, including this Policy, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable, educational, and scientific purposes, and do not result in private inurement, impermissible private benefit or in an excess benefit transaction, and

d. Whether the Corporation's expense reimbursement procedures are adequate in terms of required documentation, whether persons seeking reimbursement are complying with these procedures, and whether such expenses relate to furthering the Corporation's charitable, educational, and scientific purposes and do not result in private inurement or impermissible private benefit.

Article VIII
Use of Outside Experts

Section 8.1. In determining whether a conflict of interest exists, determining compensation or conducting the periodic reviews required by this Policy, the Corporation may, but need not, use outside advisors and consultants. If outside experts are used, their use shall be documented, but shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted in accordance with this Policy.

Article IX
California Government Code section 1090

Section 9.1. To the extent required by law, the Corporation shall comply with Article 4 (commencing with section 1090) of Chapter 1 of Division 4 of Title 1 of the California Government Code as applicable and with regard to its charter school operations.

Article X

Section 10.1. This policy shall supersede the prior conflict of interest policy adopted by the Corporation, but shall supplement any Conflict of Interest Code adopted by the Corporation in compliance with the Political Reform Act of 1974 (Title 9 (commencing with section 81000) of the California Government Code).

Adopted by the Board of Directors of Feather River Charter School ~~Inspire Charter School – North~~ , on September 8, 2019, effective immediately.

AGREEMENT TO COMPLY
WITH
REVISED NONPROFIT CONFLICT OF INTEREST POLICY

I, a director, officer, member of a committee with Board-delegated powers, or key employee, hereby state that I have received a copy of the Revised Nonprofit Conflict of Interest Policy of Feather River Charter School ~~Inspire Charter School – North~~ , have read it and understand it, and hereby agree to comply with this Policy. I understand that I will engage only in activities to further the charitable, educational, and scientific purposes of this Corporation, which will not result in private inurement, unreasonable private benefit, or acts of self-dealing.

Signature: _____

Print name: _____

Date: _____

Coversheet

Board Training Calendar

Section: IV. Governance
Item: C. Board Training Calendar
Purpose: Vote
Submitted by:
Related Material: Board Training Plan_Feather River.pdf

Board Training Plan Options

School	Date(s)	In-Person or Virtual	Brown Act (Option 1-4)	Planned Topics in Addition to the Brown Act
Feather River				

TRAINING

I. Required Training

Brown Act

Option 1 - Charter School Development Center (Asynchronous)

A series of short instructional videos that discuss in-depth the Ralph M. Brown Act. This online training opportunity is a self-paced instructional tutorial that can be done individually at home or viewed as part of a collective board training.

Option 2 - California Special Districts Association (Asynchronous)

We Should See You- Brown Act Compliance

On-Demand Webinar

Description: This webinar will provide education for public officials and employees at all levels about the legal requirements and procedures to ensure public business is conducted in full compliance with California's transparency laws. Attendees will learn the Brown Act's requirements concerning agendas, meeting procedures, public participation and permissible closed session exceptions. Attendees will also learn about potential pitfalls that may lead to inadvertent violations as a result of the use of email, text messaging and social media as well as emerging issues and legislative updates.

Cost: $85

+

Board Training Plan Options

Brown Act Compliance During a Pandemic

On Demand Webinar

Description: Learn how to conduct an open and public meeting at a time when public health officials are recommending or requiring cancellation of public assemblies and social distancing. Find out how the Governor's Executive Order N-25-20 temporarily suspends certain Brown Act provisions to allow special districts to make meetings accessible electronically. In this webinar, Alexandra Barnhill, an experienced municipal lawyer and General Counsel for several special districts, will walk you through what an agency can and cannot do under the revised laws. She will discuss complex questions about maintaining attorney/client privilege in closed sessions and recommend best practices to achieve transparency in these uncertain times.

Cost: $85

Option 3 - HANSBERGER & KLEIN School Law (Asynchronous)

Online Course

This course covers the following topics:

1. Purpose and Scope of the Act
2. Definition of Meetings
3. Notice and Agenda Requirements for Meetings
4. Rights of the Public
5. Permissible Closed Sessions
6. Penalties and Remedies for Violations of the Act

Cost: $24.99 (must be completed in 30 days)

Option 4 - Private Legal Counsel/Consultant (Live Training)

Hire a legal expert like lawyer, Jennifer McQuarrie, to lead a Brown Act Training Session.

Cost: Hourly Rate

Board Training Plan Options

II. Optional + Recommended

1. Financial Training - Charter Impact
2. Legislative - Authorizer, Legal, Lobbyist, or School Team Member

III. Other Optional Topics

CSDC Asynchronous Trainings
Online, self-paced videos and quizzes that allow charter school board members to learn at their own pace

MODULE 1
On Being a Board Member
This module covers all the basics, from the best practices in board member on-boarding to a basic understanding of the “power” a governing board has in charter school leadership.

MODULE 2
Speaking the Language
The education community speaks its own language and often talks in acronyms. This module provides a basic translation for the most commonly used education vernacular.

MODULE 3
Laws, Lobbying, and the Legislature
Charter schools were created by the California Legislature and are subject to new laws and changes every year. In this module, board members will gain an understanding of the role of the Legislature in governing charter schools and of how charter leaders play a part in impacting the Legislature.

MODULE 4
Governing Board Roles and Responsibilities
A difficult part of governing a charter school can be understanding the difference between governance and management. This module walks board members through traditional divisions of duties and clarifies some best practices.

Board Training Plan Options

MODULE 5
Human Resources
The majority of a charter school's budget is spent on personnel costs – both salary and benefits. Governing board members need to have a basic understanding of issues like PERS, STRS, and labor negotiations in order to make educated decisions. This module provides a framework for those discussions.

MODULE 6
California Charter Basic
Have you ever wondered how California charter schools came to be? This module gives a basic understanding of the past 25 years of charter school history and asks some important questions about the future of chartered schools in California.

California Special Districts Association

What Every Board Member Should Know On-Demand Webinar
Being a Board member and representing the public is an obligation that most individuals never hold. It is clearly necessary that the multi-faceted responsibilities and expectations of a Board member be well understood. This class outlines the basic responsibilities of a Board member for the candidate, the newly elected, or the experienced sitting Board members.