Feather River Charter School

Regular Scheduled Board Meeting

Date and Time

Monday June 6, 2022 at 5:00 PM PDT

Location

Join Zoom Meeting
https://sequoiagrove-org.zoom.us/j/4075258260
Meeting ID: 407 525 8260
Passcode: 546272

One tap mobile
+14086380968,,4075258260# US (San Jose)
+16699006833,,4075258260# US (San Jose)

Dial by your location
+1 408 638 0968 US (San Jose)
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 646 876 9923 US (New York)
Meeting ID: 407 525 8260
Find your local number: https://sequoiagrove-org.zoom.us/u/kcv9bkellW

“Meeting held pursuant to Government Code 54953 and emergency findings previously adopted by the Board”

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Record Attendance/Establish Quorum		David Brockmyer	
B.	Approval to Continue Meeting Virtually per AB361		David Brockmyer	
C.	Call the Meeting to Order		David Brockmyer	
D.	Approval of Consent Agenda		David Brockmyer	

Consent Agenda - Consideration for Action - One motion and vote will enact all consent agenda items that are routine in nature

1. Approval of the Agenda
2. Approval of the Minutes from May 24, 2022 Regular Board Meeting
3. Approval of Parent Student Handbook 2022-2023
4. Approval of Employee Handbook 2022-2023
5. Approval of Updated Homeless Education Policy 2022-2023

E.	Public Comments on Non-Agenda Items		David Brockmyer	3 m
II.	**Finances**			**5:03 PM**
A.	Presentation of Local Control and Accountability Plan 2021-2024		Jenell Sherman	
B.	Public Hearing for Local Control and Accountability Plan 2021-2024		David Brockmyer	
C.	Presentation of 2022-2023 Annual Budget		Dr. Amanda Johnson	
D.	Public Hearing for 2022-2023 Annual Budget		David Brockmyer	

	Purpose	Presenter	Time

III. Closing Items

A. Board Requests for Future Agenda Items — David Brockmyer

B. Announcement of Next Regular Scheduled Board Meeting — David Brockmyer

The Next Regular Scheduled Board Meeting is June 7, 2022 at 5:00 PM.

C. Adjourn Meeting — David Brockmyer

Public Comment Rules for Non-Agenda Items: Members of the public may address the Board on non-agenda items through the teleconference platform, Zoom, during the time allocation for public comment on nonagenda items. 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 during this time or simply communicate orally your desire to address the Board when the Board asks for public comments on non-agenda items. 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 members of the public are allotted 4 minutes each to accommodate translation time. By law, the Board is allowed to take action only on items on the agenda. However, the Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

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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 (530) 927-5137 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

Approval to Continue Meeting Virtually per AB361

Section: I. Opening Items
Item: B. Approval to Continue Meeting Virtually per AB361
Purpose:
Submitted by:

BACKGROUND:

AB 361 provides that if a state of emergency remains in place, a local agency must make the following findings by majority vote every 30 days, in order to continue using the bill's exemption to the Brown Act teleconferencing rules:

(A) The legislative body has reconsidered the circumstances of the emergency; and

(B) Either of the following circumstances exists:

1. the state of emergency continues to directly impact the ability of board members to meet safely in person, or
2. State or local officials continue to impose or recommend social distancing measures.

Charter school boards are required to vote every 30 days to make the required findings regarding the continuing emergency and vote to continue using the law's exemptions.

RECOMMENDATION:

The School Board has met the finding that a state of emergency continues to directly impact the ability of the members to meet safely in person. Motion to continue the School Board meetings virtually pursuant to AB 361.

Coversheet

Approval of Consent Agenda

Section: I. Opening Items
Item: D. Approval of Consent Agenda
Purpose:
Submitted by:
Related Material: 2022_05_24_board_meeting_minutes FR.pdf
FRCS Parent Student Handbook 22-23.pdf
SGCA_Employee_Handbook_22-23_final redline draft.pdf
Homeless Education Policy - Feather River - redline.pdf

DRAFT

Feather River Charter School

Minutes

Regular Scheduled Board Meeting

Date and Time
Tuesday May 24, 2022 at 5:30 PM

Location
Join Zoom Meeting
https://sequoiagrove-org.zoom.us/j/4075258260
Meeting ID: 407 525 8260
Passcode: 546272
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+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 646 876 9923 US (New York)
Meeting ID: 407 525 8260
Find your local number: https://sequoiagrove-org.zoom.us/u/kcv9bkellW

"Meeting held pursuant to Government Code 54953 and emergency findings previously adopted by the Board"

Directors Present
James Clark (remote), Juina Carter (remote), Matt Tozer (remote), Nick Wavrin (remote)

Directors Absent
David Brockmyer

Guests Present

Darcy Belleza (remote), Dr. Amanda Johnson (remote), James Surmeian (remote), Jenell Sherman (remote), Julie Haycock-Cavender (remote), Katie Royer (remote), Megan Nason (remote), Shannon Breckenridge (remote)

I. Opening Items

A. Record Attendance/Establish Quorum

B. Approval of Resolution to Continue Meeting Virtually per AB361

Nick Wavrin made a motion to approve Resolution to Continue Meeting Virtually.
Juina Carter seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Matt Tozer	Absent
Juina Carter	Aye
James Clark	Aye
David Brockmyer	Absent
Nick Wavrin	Aye

C. Call the Meeting to Order

James Clark called a meeting of the board of directors of Feather River Charter School to order on Tuesday May 24, 2022 at 5:33 PM.

D. Approval of Consent Agenda

Juina Carter made a motion to approve the Consent Agenda.
Nick Wavrin seconded the motion.
Consent Agenda - Consideration for Action - One motion and vote will enact all consent agenda items that are routine in nature

1. Approval of the Agenda
2. Approval of the Minutes from April 26, 2022 Regular Board Meeting
3. Approval of School/Parent/Student Compact 2022-2023
4. Approval of Universal Pre-Kindergarten Plan 2022-2023
5. Staff Health Benefits 2022-2023
6. Pathways Renewal Contract 2022-2023
7. Board on Track Renewal Contract 2022-2023
8. Charter Safe Renewal

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

Roll Call

Nick Wavrin	Aye
Juina Carter	Aye
David Brockmyer	Absent
Matt Tozer	Absent
James Clark	Aye

Juina Carter made a motion to approve the minutes from Regular Scheduled Board Meeting on 04-26-22.
Nick Wavrin seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

James Clark	Aye
Matt Tozer	Absent
David Brockmyer	Absent
Nick Wavrin	Aye
Juina Carter	Aye

E. Public Comments on Non-Agenda Items

No public comments.

F. Presentation of Executive Director's Report

Jenell Sherman presented the *Executive Director's Report.*

II. Governance

A. Approval to move Board Member #5 Nomination:Matt Tozer to Item 2B of the Agenda

Nick Wavrin made a motion to approve moving Board Member #5 Nomination of Matt Tozer to Item 2B on the Agenda.
Juina Carter seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Matt Tozer	Absent
David Brockmyer	Absent
Nick Wavrin	Aye
Juina Carter	Aye
James Clark	Aye

B. Approval of Nomination on Board Member #5: Matt Tozer

Juina Carter made a motion to approve Matt Tozer as Board Member #5.
Nick Wavrin seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

David Brockmyer	Absent
Nick Wavrin	Aye
James Clark	Aye
Matt Tozer	Absent
Juina Carter	Aye

C. Approval of Nomination of Board Member #3: Juina Carter

Nick Wavrin made a motion to nominate Juina Carter as Board Member #3.
Matt Tozer seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Matt Tozer	Aye
Juina Carter	Abstain
David Brockmyer	Absent
Nick Wavrin	Aye
James Clark	Aye

D.

Approval of Nomination of Board Member #4: Nick Wavrin

Juina Carter made a motion to approve Nick Wavrin as Board Member #4.
Matt Tozer seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
David Brockmyer	Absent
Juina Carter	Aye
Nick Wavrin	Abstain
Matt Tozer	Aye
James Clark	Aye

III. Finances

A. Approval of April Financials

Juina Carter made a motion to approve the April Financials.
Matt Tozer seconded the motion.
James Surmerian presented the April Financials.

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

B. Approval of Executive Director Memorandum of Understanding

Nick Wavrin made a motion to approve the Executive Director Memorandum of Understanding.
Matt Tozer seconded the motion.
Dr. Amanda Johnson presented the Executive Director Memorandum of Understanding.

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

IV. Governance

A. Approval of Board Calendar 2022-2023

Matt Tozer made a motion to approve the Board Calendar 2022-2023.
Juina Carter seconded the motion.
Jenell Sherman presented the Board Calendar 2022-2023.

The Governing Board likes 5:00 PM but will check with Dave Brockmyer before voting.

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

B. Approval of New June Board Meeting Dates

Juina Carter made a motion to to approve the New June Board Meeting Dates as noted.
Matt Tozer seconded the motion.
Move June 1 Regular Scheduled Meeting to June 7, and add a Regular Scheduled Board Meeting on June 6 for Public Hearing of Local Accountability and Control Plan and Budget Overview for Parents.

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

C. Board Evaluation

Juina Carter made a motion to table the Board Evaluation as noted.
Nick Wavrin seconded the motion.
Staff will send out brief survey to community for input on Governing Board Evaluation.

Governing Board decided to table the Board Evaluation until after getting community feedback.

Governing Board would like more reporting of student academic performance.

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

V. Closing Items

A. Board Requests for Future Agenda Items

No board requests.

B. Announcement of Next Regular Scheduled Board Meeting

James Clark announced the Next Regular Scheduled Board Meeting is June 6, 2022 at 5:00 PM.

C. Adjourn Meeting

James Clark made a motion to adjourn.
Nick Wavrin seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:32 PM.

Respectfully Submitted,
James Clark

Prepared by:
Katie Royer

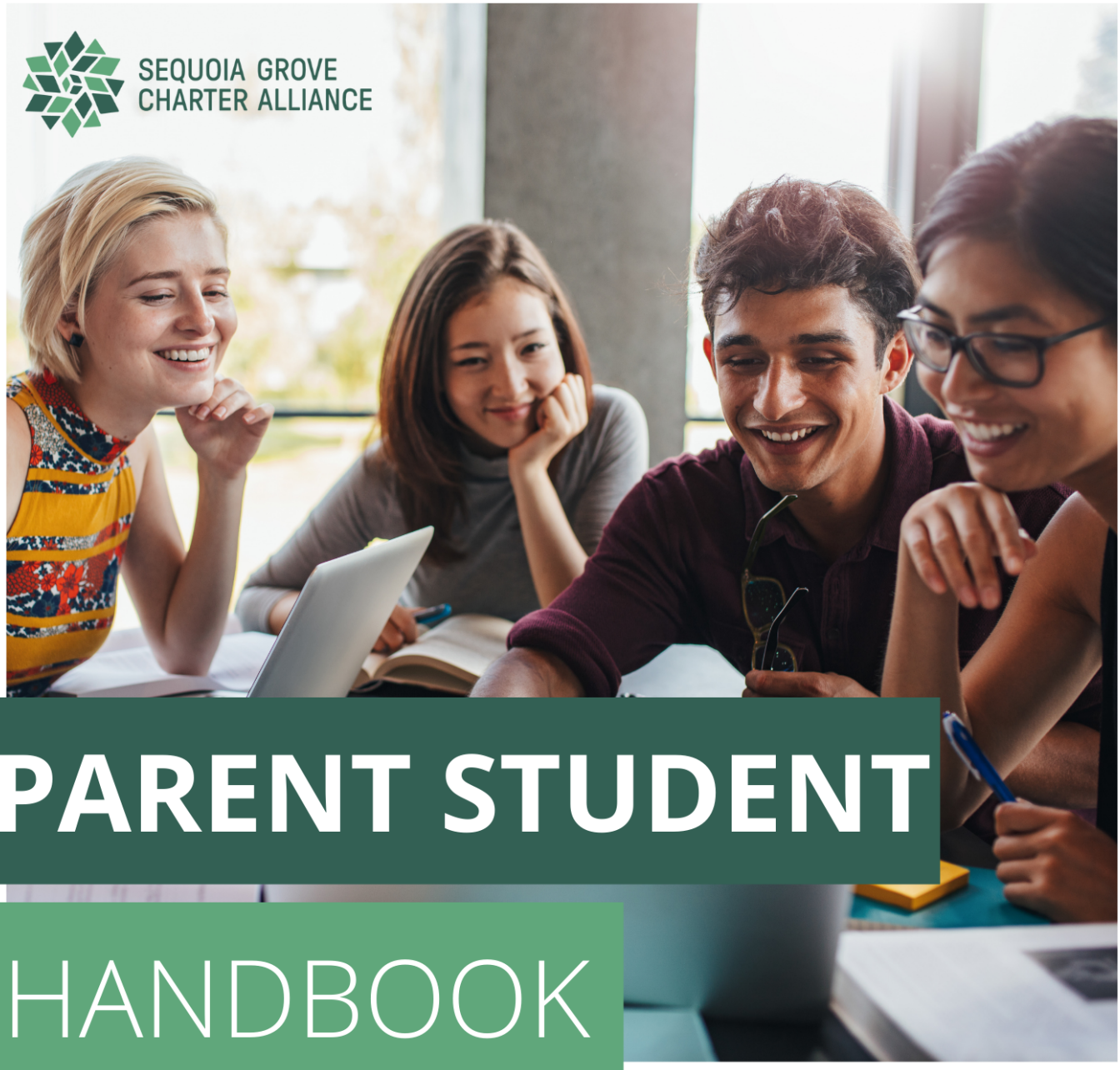
Noted by:

_____
Board Secretary
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PARENT STUDENT HANDBOOK

Feather River CHARTER SCHOOL

2022-23

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5

SCHOOL MISSION AND VISION STATEMENT

Mission Statement

Feather RiverCharter School is a tuition-free, public charter school serving Transitional Kindergarten through 12th grade students in Sacramento, Yolo, Yuba, Sutter, Butte, Colusa and Placer Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs.

Vision Statement

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

DESCRIPTION OF THE PROGRAM

CCS remains a model program that places a large emphasis on family and community engagement, meaningful relationships, and social emotional literacy as a basis for academic growth and life-long learning.

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

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

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

working collaboratively and with mutual respect.

Core Strategies Include:

• High Quality, Standards-Based Instruction: We will ensure the highest level of academic achievement for all students through the use of a guaranteed, viable curriculum and instructional strategies.

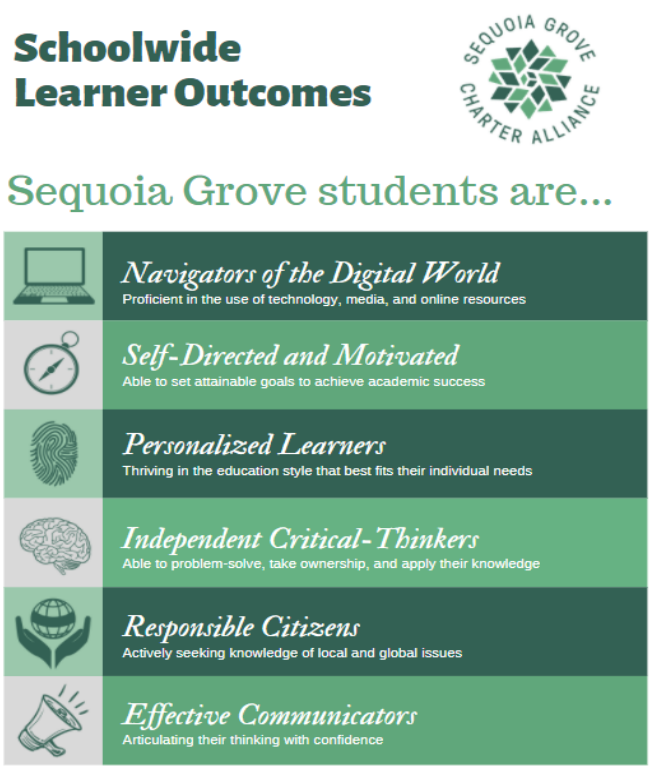
• Build a Culture of Trust, Collaboration, and Success: We will create a safe learning environment for all stakeholders-students, parents, staff, Board, and surrounding community.

• Expand Student Learning Opportunities: We will maximize resources, understand our diversity, accelerate and enrich student learning.

• Fiscal Development and Sustainability: We will increase community involvement in effectively and efficiently utilizing all funding to fulfill our mission.

SCHOOLWIDE LEARNER OUTCOMES (SLOS)

Schoolwide Learner Outcomes, represent what students engage in and strive to achieve when they work through our program. The SLOs are an ingrained part of our school culture, and reflect our school vision. We believe that educating the whole child is most important and we value our homeschool community. Teachers, students, and parents partner together throughout the year to review and reflect on student progress of the SLOs. SLOs are also an essential part of the WASC process as it demonstrates our school's commitment to support student learning.



SEQUOIA GROVE CHARTER ALLIANCE (SGCA)

You are coming in at an exciting time in the history of our schools. In the past, we've contracted with an outside charter management organization for many of the operational aspects of our schools. However, with the creation of our own Charter Services Organization (CSO), Sequoia Grove Charter Alliance, we are now fully in control of the programs and services we provide our students. And since the governing board of Sequoia Grove is composed of members that are appointed by Charter Schools, we can know confidently that our students' interests will be front and center.

ADMISSIONS, REGISTRATION, & INTAKE

Required registration documentation includes: proof of age, immunization record or waiver, proof of residence. The student must reside within El Dorado, Amador, Alpine, Sacramento or Placer County. Proof of residency documentation and verification must occur prior to registration and annually every August.

If, while attending our school, a family moves they must submit a new proof of residence annually and within **ten days (10)** of a mid-year change in residence to por@sequoiagrove.org

If a family moves **outside of the authorizing or adjacent authorizing county** for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster Youth and students of active military families.

Proof of Residency (POR):

All students must provide Proof of Residency at the beginning of the school year that is dated ON or AFTER July 1, 2021 **(bill DATE when service rendered, NOT due date)**.

Service address: If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current property tax bill, vote-by-mail ballot, mortgage statement, or lease agreement. Please make sure that the name, date and address are visible on the document you provide. This document will have to be updated and resubmitted to the school annually every August.

- Document type: The document submitted MUST be a **FULL** copy of one of the following.
    - Utility bill (e.g. Gas, Electric, Home Phone or Cable)
    - Property tax receipt from the current year
    - Current mortgage/rental agreement *(Agreements must have the signature page.)*
    - Current home or rental insurance agreement dated after July 1. Contracts must have the signature page. Contracts older than 90 days, must be accompanied by the landlord stating the agreement is still in effect. If there are any challenges with the landlord, please contact Darcy Belleza, darcy.belleza@sequoiagrove.org
    - Correspondence from a government agency ie: CalWORKS, Social Security, Medi-Cal
    - Pay stub

Note: If your residency situation does not allow you to produce one of the POR documents listed above, (e.g., living with a friend/relative or in transition) you may complete our Affidavit to Verify Residency Form to fulfill the POR requirement. Affidavit to Verify Residency Form - Sequoia Grove Schools.pdf

Additional High School Registration Requirements:

High School transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans (IGP). Transcripts should be submitted during the registration process and can be submitted by hand, faxed, or emailed to our enrollment or records team.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Enrollment in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Instructional Amounts until the Master Agreement is signed and returned.

All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion.

Our school is a full-time, general education, non-classroom based/independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

Kindergarten And Transitional Kindergarten Policy

Enrollment in Kindergarten:

- A child is eligible for kindergarten if the child will have their fifth birthday by September 1.

Enrollment in Kindergarten for Transitional Kindergarten Eligible Students:

- A child having attained the age of five years at any time during the school year with the approval of the parent or guardian, may be admitted to kindergarten subject to the following conditions:
    - The governing board determines that the admittance is in the best interests of the child. Determination will be based on standard criteria set by school administration and is based on standardized guidelines for academic and developmental readiness for kindergarten. Staff determination of grade level placement will be made based on multiple measures including grade level appropriate formal assessments and student observations.
    - The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

Enrollment in Transitional Kindergarten:

- Transitional Kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. For the 2022-23 school year, students must turn five years old between September 2nd, 2022, and February 2nd, 2023, to qualify for transitional kindergarten.

THE PARENT/GUARDIAN'S ROLE

As the learning coach you are the primary educator for your student(s). This is a crucial role you fulfill within our non-classroom based/independent study environment. As a Parent Educator you have agreed to provide regular academic instruction for your

student. This can include instructional and enrichment classes through approved vendors, however you are responsible for providing regular and consistent access to education. Below are some of the expectations that will ensure success for you and your student.

- Regularly support your student in daily learning during the school day, following the educational plan you and your Homeschool Teacher agree to.
- Treat all Homeschool Teachers and school staff with respect and professionalism.
- Work in collaboration with your Homeschool Teacher, ensuring your student actively participates fully in their homeschool learning journey.
- Ensure your student participates in online or other recommended intervention support if needed and assigned by your Homeschool Teacher.
- Complete and submit the monthly Student Learning Log (attendance log).
- Complete the 360 online assessments and internal benchmarks when requested by Homeschool Teacher 3 times per school year.
- Support student(s) with state-mandated testing (SBAC, CAST, ELPAC (if needed) and Physical Fitness Test).
- Practice consistent communication to enhance collaboration by reading and responding to emails and phone calls daily
- Attend regularly scheduled Learning Records meetings, as well as any other necessary meetings (on the phone, via web conference, or in-person), with school staff and student(s).

Attendance

Parents are responsible for ensuring that their child is actively engaged in learning each school day. At the end of each learning period (LP) parents will log into the parent portal to sign and submit attendance for each student in their household. Please note that attendance requirements are subject to change and are dependent upon the requirements put in place by the state legislature.

What can parents do in their Parent Portal?

- Log and Submit Attendance
- View Report Cards
- View State Test Results
- View their child's Class Schedule
- View the Parent/Student Handbook
- View the I Can Statements
- Request a Work Permit
- Submit their Household Data Collection Form
- Complete ELD log

Learning Record Meetings

HSTs are required to meet with their students once every 20 school days. These meetings are a time for students to share the work and progress they've made during the last learning period (LP). During this time, parents and teachers work together to develop a monthly learning plan to help students work towards their academic and enrichment goals.

Review of Student Work

Families share all of the learning that has occurred during Learning Records meetings with their teacher(s). Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I Can Statements.

TK-8th Grade Work Samples

While we still review a body of work at each of our Learning Records Meetings, we only collect one sample per LP. We have eight LPs a year, so by the end of the school year, we will have collected two samples from each of the four main subject areas: one for each subject, each semester.

High School Work Samples

High school students must provide a packet of work each LP that includes a sample from each class they are enrolled in on the Master Agreement.

STUDENT BEHAVIORAL EXPECTATIONS

Learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom and virtual class sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events

At our school, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

1. When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
3. No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
4. No offensive comments, language, or gestures are part of the learning

environment.
5. Impersonating another person on an online platform is prohibited.
6. Use only your own username and password for online platforms and do not share these with others.
7. Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

Consequences

Staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Please see the Board approved policy for more detailed information.

CURRICULUM CHOICES & LEARNING PATHS

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents design a learning plan that can incorporate:
A variety of curriculum options and platforms

- Academic support including interventions
- A child's optimal learning modalities
- A wide variety of enrichment resources, materials, and experiences
- School-sponsored learning, enrichment, field trips, and student activities
- A blend of virtual and in-person support

If you are looking for an engaging and easy-to-follow learning platform, explore the school adopted options with your Homeschool Teacher. Other curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through our Online Purchasing System (OPS).
.
Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education

- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Homeschool Teacher they will work with you to identify alternative lessons to meet the lesson objectives.

Curriculum: Transitional Kindergarten - 8th Grade

Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs or choose from one of our 150 plus curriculum vendors of homeschool curriculum for a personalized learning path. A discussion with your credentialed Homeschool Teacher will help pinpoint how to select, order and gain the most from your curriculum. Please refer to our school website for curriculum options as offerings may change due to availability.

- Adventure Virtual Academy - An academic enrichment program that supports and supplements core content instruction for students in TK-8th Grades. Classes are offered one or two days per week in four or eight week sessions, with a mix of in person, virtual, and hybrid options.
- Junior High Virtual Academy - Synchronous two day a week courses taught by our teachers.

Curriculum: High School

Our school offers an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Homeschool Teacher or a High School Counselor, based on the student's short and long-term academic goals. We provide high school students with various homeschool curricula and vendor options, including college prep, "a-g," and AP courses. Please check with your HST as offerings may change due to availability. Students have the freedom to choose courses in:

- High School Virtual Academy- HSVA offers three unique pathways:
    1. **HSVA-Live!** Synchronous, classes two days each week
    2. **HSVA-Edmentum** - Guided by one of our skilled virtual teachers, who assign and assess work on a regular basis
    3. **HSVA-Hybrid**- Asynchronous online course with the added benefit of one day each week of specialized tutoring and support by our teachers.
- Other Curriculum - Can be ordered through the Online Purchasing System. Any curriculum can be adapted to A-G standards using the course outline and guidance from the Homeschool Teacher.

AP courses are also offered through BYU, K12, UC Scout, APEX, and other curricula options that offer College Board adoptable AP courses with an AP instructor attached. Please refer to your school's website for ordering information.

GRADUATION REQUIREMENTS

High School graduation requirements and college entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

College admission requirements will vary from school to school, it is recommended that students check admission requirements before applying to their college of choice. Students can always reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses (*Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics*)	30
English	6 semester courses	30
Math	4 semester courses (*Algebra 1 must be completed*)	20
Science	4 semester courses (*Must include 1 year of Physical Science and 1 year of Biological Science*)	20
Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
Total =		**200 Credits**

* Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

Suggested Course Sequence			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
• English 9 • Pre-Algebra or other math • Physical Science *or* Earth Science • Elective/ Elective • Elective/ Elective	• English 10 • World History • Algebra • Biology • Elective/ Elective • Elective/ Elective	• US History • English 11 • World Language *or* Visual & Performing Arts • Elective/ Elective • Elective/ Elective	• Economics *and* Government • Elective/ Elective • Elective/ Elective • Elective/ Elective • Elective/ Elective

4-Year College Entrance Requirements

Students who plan to apply to a 4-year college right after high school graduation should plan to meet "a-g" requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. Students who plan to attend a community college would also be better prepared for college rigor with an "a-g" foundation. The "a-g" requirements are summarized below:

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

Students who plan to apply to the UC or CSU systems will need to take courses that are "a-g" approved. All "a-g" courses must be completed with a grade of C or better. There are alternative ways to meet "a-g" requirements through testing and community college courses. Students can check the progress of their "a-g" requirements by consulting with their high school counselor and using the californiacolleges.org planning tool.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the "a-g" requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to take the SAT or ACT. SAT Subject Tests are usually optional; however, students who are applying to specific departments or highly selective schools will want to check with the admissions office of the college or university of interest to verify requirements.

A-G Suggested Course Sequence			
9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
• English 9 • Algebra 1 • Physical Science *or* Earth Science • Visual & Performing Arts • Elective/ Elective	• English 10 • World History • Geometry • Lab Biology • World Language I • Elective/ Elective	• US History • English 11 • World Language II • Algebra II • Lab Chemistry	• Economics *and* Government • English 12 • World Language III • Lab Physics • AG Elective • Elective/ Elective

For more information, please visit the sites below:

- "A-G" Requirements
- Feather River's "a-g" Course List
- SAT Information
- ACT Information

WASC ACCREDITATION

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.

- Assures the school community that the school's short and long term goals are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because many school districts and universities will only accept credits from WASC accredited schools.
- The military often requires applicants to be from accredited schools
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

CCGI - COLLEGE AND CAREER GUIDANCE INITIATIVE (CALIFORNIACOLLEGES.EDU)

Students have the opportunity to explore plans for their future using this helpful website. CCGI offers several quizzes/aptitude tests to help discover a great career fit. They also have a research database to help you find the training you'll need to get there-- whether that means college or vocational training. CCGI helps you track the high school courses you're taking, volunteer service you've performed and resumes you've developed and will transfer all of this information, making college applications and financial aid a breeze. Our counselors will be offering courses that will assist you in using this valuable tool.

Concurrent Enrollment & Dual Enrollment with Yuba College

Community College courses are a great way for college-bound students to start accruing units, and for career-minded students to get practical job training. As a homeschooler, you could earn an AA degree while still in high school and enter a four year institution as a transfer. You are also able to open doors to direct career training that does not require a college degree. From automotive repair, EMT training, construction skills, law enforcement and cosmetology to business, child development and culinary, your local community college is one of the best places to gain skills.

As usual, your students are able to take concurrent enrollment courses at any community college. They would apply at the school and get the concurrent enrollment form signed by their high school counselor before registering for courses. Our students have a wide variety of courses and settings to choose from and are enrolled in courses alongside college students.

NEW!!! This year, we're offering a handful of Dual Enrollment courses through Yuba College. These are virtual courses that are only open to our homeschooling high school students, so the class will be filled with students from our family of schools only. Yuba College professors sensitive to the needs of high schoolers will teach these courses with college-level curriculum. Course grades and credits will be recorded on both the high school and college transcripts.

Career Technical Education: CTE

We have great NEW offerings for CTE! CTE is a vital component to prepare our students to be college and career ready. Today's Career Tech Education (CTE) is a program of study integrating core academic knowledge with technical and occupational knowledge.

Upon completion of a CTE pathway, students could have the knowledge base required to sit for and pass the exam leading to industry certification, if required, giving them the opportunity to apply for a career-ready job. While CTE is career-focused education preparing students for the world of work, completion of a pathway prepares students for college as well and is a valuable addition to one's application, giving students a boost when applying to a particular program of study.

Three ways to complete a CTE Pathway:

Option 2 – Find something to fit your interests at a local Community College. There are great opportunities for everything from child development to auto repair. Use this CHART to find outstanding hands-on job training near your student.
Option 3 - Use eDynamic's software with a credentialed teacher attached (ordered as a product) for the most enriched experience. Catalog HERE

Look for exciting information about a new partnership with Earn and Learn that will help bring industry internships and job-readiness skills to our students

High School Elective Credit for 7th & 8th Graders

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by 7th and 8th grade students. As a parent-choice school, we allow 7th and 8th graders to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Homeschool Teacher to discuss starting high school courses early prior to enrolling in high school level courses.

ACADEMIC EXPECTATIONS

TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Homeschool Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Parent Educators must ensure that students are engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for students who need additional academic and social-emotional support. Per Independent Study law, families are required to meet with their Homeschool Teacher, at minimum, once every 20 school days or as needed.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher. Short and long term goals will be created based on the needs of each student. A guidance counselor is also assigned to each student and will review the IGP. Our ultimate goal is to help students meet

graduation requirements. It is incredibly important for students to pass courses so that graduation is attainable within 4 years of high school.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Homeschool Teacher and guidance counselor if they wish to graduate high school early. Students who have surpassed the minimum number of credits that should be earned at the end of each semester must still be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be “on track” for graduation. Students who become credit deficient should work with their teacher and guidance counselor to adjust the Individualized Graduation Plan. Students are expected to meet with their Homeschool Teacher(s) regularly to ensure adequate progress is made toward completing courses.

I Can Statements

I Can Statements are family-friendly guides that can be used to help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I Can Statements help make grade level learning targets clear for families and they address the standards students of the same grade learn in all public schools.

The school is committed to empowering each student to reach their full potential. Our students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the I Can Statements (State Standards), the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Learning Plans for each student. in your planners and school website. I Can Statements will be discussed and be a pivotal part of each Learning Period to guide planning.

Assignment & Work Records (AWR)

Assignment & Work Records are a digital checklist created for each student and work parallel to the I Can Statements/Standards. AWR's are personalized for each student and are a strategic plan that helps ensure appropriate progress through the standards is achieved.

Testing

The table below lists the assessments that our schools participate in over the course of a school year. For more detailed information about testing and its importance to our schools, please see page 35.

Testing At a Glance	
STAR	STAR 360 - Internal local assessment for language arts and math taken at home by grades TK-11 three times a year.
CAASPP Interim	CAASPP Interim Math/ELA Assessments - taken mid-year by grades 3-8 & 11 in place of their mid-year Star Math test.
PFT	Physical Fitness Test - State assessment taken by grades 5, 7, and 9 once a year in the winter/early spring.
ELPAC	English Language Proficiency Test - State assessment taken once in the fall for newly designated EL Students (Initial ELPAC) and once in the spring for all EL Students (Summative ELPAC).
CAST	CA Science Test - State assessment taken by grades 5, 8, and once in High School in the spring during CAASPP Testing. • High School students take this test during their last year enrolled in a science course or - either in 11th or 12th grade.
CAASPP	CA Assessment of Student Performance and Progress - Also referred to as the SBAC. State assessment given once a year in the spring by students in grades 3-8 & 11.

Academic Integrity

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed. By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered a violation of our Academic Integrity Policy:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)

- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** A grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week and parent/guardian notification
- **Second offense:** A grade of F and/or 0% on the assignment/exam with no resubmit and conference with parent/guardian
- **Third offense:** A grade of F in the class, in-person conference, and placement on Academic Probation for 1 year
- **Fourth offense:** Disciplinary hearing; possible expulsion from the school

Students placed on Academic Probation may be subject to the following consequences:

- Copy of cheating referral placed in permanent cumulative file
- Proctored unit tests and finals by a school staff member
- Restricted from participating in school activities (field trips, prom, graduation)
- Ineligible to receive letters of recommendation from school staff

REPORT CARDS

Students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan is guided by the I Can Statements or appropriate state standards.

TK-7th

At this grade level, report cards are optional. If the family wishes to have a report card for their child, the parent and HST will work together to evaluate student progress and determine appropriate grades based on student progress towards mastery of the I Can Statements (grade level standards). HSTs can use a variety of methods to support their claim of student achievement including test results, discussions held during LP meetings, and review of student work.

8th-12th

At this grade level, report cards are required and should be based on proficiency of the standards for all enrolled courses on their Master Agreement. The percentage targets translate into the letter grades shown below. Parents must keep track of grades for their student(s) if they are not enrolled in a class where the instructor grades the

coursework. Some parents may need assistance in coming up with a plan to track and calculate grades. In addition to report cards, high school students will also receive mid-semester progress reports to indicate the grades the student is on-track to receive by the end of the semester.

Grading Scale	
TK-5th	**6th-12th**
EE = Exceeds Expectations	A = 90-100%
ME = Meets Expectations	B = 80-89%
BE = Below Expectations	C = 70-79%
AR = At Risk	D = 60-69%
NG = No Grade Earned	F = 59% and below

It is our school's policy and practice that individual student data is never shared with anyone other than the parent and teacher. The data is used solely to show grade level and school-wide trends for accreditation purposes.

ATTENDANCE

- Parents/Guardians are responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Logs (Attendance Logs) must be signed and submitted to your Homeschool Teacher at the end of each Learning Period. The Homeschool Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed 10 percent or more of the school days, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Homeschool Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, this will be documented and a non-compliance letter may be sent.
- After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and he/she may be subject to withdrawal. Refer to Non-Compliance Policy on school's website.
- This policy is subject to change when new requirements are put in place by the state legislature.

WITHDRAWING YOUR STUDENT

To withdraw your student, please provide your Homeschool Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work sample
- Complete the Family Withdrawal Survey and exit interview with your HST

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

Please Note: Last day of documented attendance is the last day of enrollment.

Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense.

Educational Materials & Restitution Policy

This policy supports the School's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

Overview: Students attending School may receive access to certain School property during the course of the school year, including educational technology and textbooks, and parents are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $10,000.

The School shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to the School. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

The School, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school property (e.g., educational technology, textbooks, etc.). The School may also withhold full privileges of participation in school activities.

Withholding Grades, Diploma and Transcripts and Transferring Students:

The authority to withhold grades, diplomas, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt. Please review the school's website with Board policy.

HOMELESS & FOSTER YOUTH

The law states it is the responsibility of schools to ensure that students considered homeless can receive a free, appropriate public education and to remove barriers to homeless students' school access, attendance, and success (see definition of homelessness below).

Homeless and Foster students in Feather RiverCharter School will be closely monitored by their Homeschool Teacher and School Staff. Students who have Performance Indicators below grade level will be encouraged to enroll in intervention programs and an intervention plan will be developed and closely monitored by the Homeschool Teacher and appropriate staff members. Monitoring of achievement and course correction, as well as increasing and decreasing the time of the task and direct instruction as needed for students who need intervention will occur each month during the learning period meetings. Please view the school's website for more information on policies and information to support Homeless and Foster Youth Students.

The term "homeless children and youth"—

A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and

2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...

3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

4. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

As defined by McKinney-Vento Homeless Assistance Act – Title IX, Part A of the Every Student Succeeds Act

SPECIAL EDUCATION

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

In cooperation with El Dorado County Charter Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Common Questions

Following are the most common questions that the Special Education department receives from families regarding Special Education at our school. Please review and contact the Special Education Team if you would like to discuss these topics further.

What is Special Education?

Special Education is specially designed instruction, supports, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Who should you contact when you believe your child may need additional academic support?

Your assigned Homeschool Teacher is the best person to initially discuss any academic questions or concerns. Your Homeschool Teacher will most likely recommend interventions and/or accommodations for you to use with your child if appropriate.

In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention. Depending on the

successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

How is it determined that a student is eligible to receive Special Education?
Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education, Homeschool Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When the school receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" to determine if the child has a disability and determine the child's educational needs. A full evaluation means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by the school via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

What is an Individual Education Program (IEP)?
An IEP is a contractual, legal obligation, on the part of the school stating how the school plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

What is the role of the parent in an IEP meeting?
Parents are encouraged to participate in the IEP meeting by providing information on which supplementary aids and services, program accommodations, and support for the parent's role as learning coach are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals. Please speak with your Special Education teacher further regarding the structure of IEP meetings and if you have any questions or concerns.

How are Special Education services provided at our independent study school?
Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- Specialized Academic Instruction (SAI) is usually delivered virtually and is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their

academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and they are carefully selected by the school.

Should Special Education Teachers be included in the development of a student's education plan, designed by the Homeschool Teacher?
Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

Shall your Homeschool Teacher collect work samples for students with an IEP?
The school Work Sample policy is the same for all students.

Differential Graduation and Competency Standards and Certificates of Educational Achievement for Students with Disabilities:
Feather RiverCharter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the School's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and Charter wide assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the student's ability to complete the Charter School's prescribed course of study to earn a high school diploma. No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co curricular activities.

High School Diploma and Certificate of Educational Achievement /Completion:
Instead of a high school diploma, a student with exceptional needs may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (a) The student has satisfactorily completed a prescribed alternative course of study (b) The student has satisfactorily achieved his or her IEP goals and objectives during high school as determined by the IEP team; or (c) The student has satisfactorily attended high school, participated in the instruction specified in his or her IEP, and has met the objectives of the statement of transition services.

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation

in which a graduating student of similar age without disabilities would be eligible to participate. In addition, the Executive Director or designee shall ensure that the student will continue to have access to special education related supports and services until the student meets Charter School's criteria to receive a high school diploma or until age 22. Whether a student receives a certificate of completion or a diploma is confidential. The Charter School does not inform other students whether their peers are receiving a certificate or a diploma, and all students will participate equally in graduation ceremonies and activities.

PROGRAM DESCRIPTION WITHIN PERSONALIZED LEARNING

CCS focuses on personalized learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. As a non-classroom based charter, our students have the opportunity to utilize state public funds to provide educational products and opportunities for learning. In order to allow families flexibility on their personalized learning path, we allocate instructional amounts every year. This amount should be used to carefully select educational products to support academic learning. HST's will partner with each family to support the I Can Statements within the student's learning style. HST's are to also ensure that students are equipped with curriculum, texts, books, etc. that support academics prior to approving enrichment based opportunities.

Instructional amounts can be utilized to support curriculum, school approved technology, supplemental enrichment materials, field trip opportunities, enrichment services, lessons, and classes that fit each student's academic goals and align with the student's Master Agreement. All orders must be nonsectarian and approved by your HST. As a California funded public school, we are obligated to be fiscally responsible with the use of state funds.

Product:

- Curriculum
- Technology Items*
- Enrichment Materials
- Educational Field Trips

Here are some examples of acceptable and prohibited items. This is not an exhaustive list and you should reach out to your HST if you have any questions regarding enrichment materials.

Acceptable Items

- Curriculum materials (secular only)
- Educational Quality materials only
- Educational materials that support a student's learning plan
- Basic school supplies adequate for the length of one project, one semester, or one year
- Basic equipment for documented learning needs

- Student admission for educational field trips

Prohibited Items

- Items that must be permanently affixed in a home
- Items that are too large to be transported by car
- Furniture, storage containers, or organizational items
- Accessories or parts for non-school-owned items
- Amusement or water park tickets
- Items or activities that may be deemed dangerous (zip lines, go karts, etc)
- Religious materials of any kind
- Toys
- Clothing or wearable items
- Registration & uniform fees
- Household tools or items
- Any materials used to generate revenue

Service through Community Partners:

- Academic Enrichment Classes
- Tutoring Services
- STEM Classes
- Fine Art Lessons & Classes
- Performing Arts Lessons & Classes
- Physical Education Classes

Services include, but are not limited to, fine arts classes, academic extension courses, physical education classes, tutoring, driver's education, dance lessons, music lessons, or any other service that requires an instructor-to-student interaction in either a virtual or in-person setting. All service providers must become approved vendors and submit to fingerprinting and a background check for the safety of our students. Again, for high school students only, HSTs must make sure that a student's enrichment activities align with a course on their Master Agreement.

**The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.*

All materials ordered through the school with state public funding are the property of the school. Materials are loaned to enrolled students for educational purposes only. Non-consumable materials must be returned to the school upon withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned. For additional information about student returns and liability please see the school's website to review the Educational Materials and Restitution Policy.

All services requested through the school with state public funding will only be provided with an Enrichment Certificate with an approved vendor during the student's enrollment

period ending on the last day of school. Any services provided without an Enrichment Certificate and/or beyond the student's enrollment dates will be the financial responsibility of the family. Upon withdrawal, families shall be responsible for notifying their service vendor(s) they are no longer enrolled with the school.
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How to Request Services/Products

1. Visit the Online Purchasing System (OPS) to request services and products.
2. Services may only be requested through approved service vendors (Community Partners).
    - Community Partner services no more than 10-12 hours per week, per Community Partner
3. The first time a family uses a vendor for service, they will need to sign and submit a waiver form.
4. If families are requesting a service, an Enrichment Certificate will be created and sent via email to the parent. Parents can also access a viewable copy of the Enrichment Certificates in OPS. Certificates must be requested and approved prior to our schools agreeing to pay for services. Please allow for processing time during which time students are not able to start services until the Enrichment Certificate is approved. Students are not able to start services without an Enrichment Certificate. Backdated services requests will not be approved or paid.
5. Each vendor will invoice the charter school for the services approved on the certificate.
6. The school pays vendors directly. Parents should not pay vendors for student services as we cannot provide payment/reimbursement to families.
7. Technology devices: Please refer to your school's website for ordering information
8. Field Trips & Events: Please refer to your school's website for ordering information

We believe in inspiring our community and learning through educational experiences through school-organized field trips and events.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students.

Liability

All families will be required to sign a liability waiver releasing the school from any and all liability or costs associated with or arising from their participation in each field trip.

How to Request School-Organized Field Trips & Events

Please refer to our school's website for school-organized field trips and events.

Technology Team

Choosing technology can be overwhelming. Please visit our school's website to view a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's instructional Amounts as it aligns with your student's learning plan.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements.

Tech Costs

Most devices offered are business-class devices and are not found in local retail stores, so be certain you are comparing the exact same models and specs with approved vendors. Remember, all taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the price you see. Unfortunately, we are not able to price match.

Pricing also includes software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device is standard. These items are factored into the instructional Planning Amount cost of Tech Items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer/laptop per student
- 1 tablet per student
- 1 printer per student

How to Order

Tech devices are available through the Enrichment Ordering System and can be ordered in the same fashion as other enrichment items. For a read-only catalog of current offerings, you may visit your school's website.

Tech Center Returns

All Tech items are the property of the school and returns should be submitted to the Tech Team. Please contact us for detailed directions on how to return items. The school is unable to sell any enrichment/technology items to families.

Contact Information:
Sequoia Grove Charter Alliance Information Technology Department
Phone: 530-341-3684
Email: helpdesk@sequoiagrove.org

Parent-Student Information Technology Acceptable Use Policy

It is the school's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to school policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

Definitions:

1. School, Organization, and or We – Feather RiverCharter School and its subsidiaries, programs, and divisions
2. Sequoia Grove Charter Alliance- SGCA
3. You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
4. Resources - Devices, systems, services or networks owned, operated or issued by the school
5. User - Any person(s) accessing or utilizing school resources that is not a resource operator
6. Acceptable Use Policy (AUP) - Parent/Student Information Technology Acceptable Use Policy

User Responsibilities:

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

1. You agree to learn about and comply with all the information outlined in this AUP document.
2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
    a. Never leaving items unattended
    b. Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
    c. Never removing protective accessories or features (e.g. cases, bumpers)

   d. Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
   e. Maintaining student supervision by parent/guardian during access and usage
3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
4. Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
5. You are expected to make a reasonable effort to protect your passwords, information and data.
6. You must safeguard internal safety and security policies, such as authentication methods and password conventions.
7. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
8. Items, devices and resources issued by the school are school property and must be returned or relinquished to the school upon request.

Acceptable Use of School Resources by Users:

1. All school-issued accounts are intended solely for use by the person authorized to use the account.
2. When sharing or exposing personal information or data online, extreme caution should be exercised.
3. Any information or communication accessible via any school network should be assumed as private property.
4. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
5. The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
6. Educational and instructional use as related to the school only.

Unacceptable Use(s) of School Resources:

1. All commercial or for-profit usage is prohibited.
2. The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
3. Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws (Title 17, USC)
4. Any attempt to circumvent CCS security measures, content filters or access restricted resources is prohibited.
5. All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious

actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.

6. The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
7. Publicly advertising internal authentication methods and/or password conventions.
8. Impersonation of any user other than yourself is prohibited.
9. Unauthorized falsification or modification of any school records is prohibited.
10. The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
11. Political lobbying or advertising is prohibited.
12. Unauthorized maintenance, service, repairs, or upgrades are prohibited. school-owned or operated resources must be maintained by SGCA or authorized third parties.

Expectation of Privacy:

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

1. Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
2. Monitor an individual's use of school-owned resources
3. Locate or track the location of a school-owned resource
4. Confiscate, search, disable or wipe any school-owned device, item or their contents/data

Personal devices are private. SGCA does not and will not access personal devices.

Cyberbullying:

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos. messages, and social media). Examples of this behavior include but are not limited to:

1. Transmitting false, cruel, hateful or embarrassing information or media targeting others
2. Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
3. Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
4. Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
5. Posting a student picture without their permission.
6. The use of derogatory comments, including those regarding race, age, gender,

sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

Student Departure:

1. Upon student departure (e.g. withdrawal, graduation, or expulsion) from the school, all issued items must be returned within 30 days. Contact SGCA Tech for a schedule of mobile return locations or request prepaid return labels.

2. For information regarding technology returns, please review tech policy on our school's website.

Non-Compliance Policy

Homeschool Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements. However, from time to time, a family or student may fail to meet some of these requirements and become non-compliant.

Non-Compliance is defined as meeting one or more of the following criteria:

- Missing 2 or more assignments during a learning period
- Missing 1 or more attendance logs
- Missing a scheduled meeting after 2 attempts have been made to reschedule
- No communication after 3 attempts have been made
- Not submitting work samples when requested

In these instances, the school will initiate the non-compliance process:

Step 1: The HST will call & email the family when a concern or issue arises. The HST will clearly state why the family or student is in non-compliance and provide a 5-day plan for them to come back into compliance.

Step 2: If, after 5 school days, the family or student is still in non-compliance, the HST's Instructional Team Advisor will call & email the family and offer another 2 school days for them to come back into compliance.

Step 3: If, after 2 school days, the family or student is still in non-compliance, a letter will be emailed and sent via certified mail notifying the family they have an additional 5 school days to come into compliance.

Step 4: If, after 5 school days, the family or student is still in non-compliance, a second letter will be emailed and sent via certified mail notifying the family that an Administrative Conference Call has been scheduled to determine next steps.

Step 5: During the Administrative Conference Call the best course of action will be determined. This may include an Administrative Withdrawal of the family or student in non-compliance.

If at any point in time a family or student becomes compliant, the non-compliance process stops. However, if there is relapse in non-compliance, the process will pick back up at the point at which it was left off.

Work Samples

To meet California Independent Study Guidelines, work samples are required and will be collected each Learning Period by your Homeschool Teacher. Students are required to submit work samples, as requested, to demonstrate and document their learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Acceptable Work Sample Criteria:

- Must be an original piece of work by the student demonstrating a good reflection of their learning and abilities
- Must be neat and legible
- Scanned samples are acceptable if they are clear and easy to read
- Must include the student's first and last name and full date at the top
- Must be completed and dated within the designated Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary of the learning from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them.

Non-Compliant Work Samples Include:

- Missing student's first and last name or the full date
- Name and date not matching the sample type (handwritten samples must have a handwritten name/date, type samples must have a typed name/date)
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated outside of the Learning Period
- Worksheets from a sectarian publisher
- A photograph which does not include the student's summary of the project/concept
- Incomplete work or a list of answers without the accompanying questions

TESTING & ASSESSMENT

Assessment data is critical to our school. Assessments are one indicator of student learning. Assessment data shows the effectiveness of our academic programs and also serves as a required part of the WASC accreditation and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of

standards. Furthermore, having WASC accreditation validates the integrity of the school's program for High School transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is never finished. Maintaining accreditation is an ongoing cycle of inquiry and improvement through regular assessment, planning, implementing, monitoring and reassessing changes made by the school.

Assessment data is also a critical piece in our charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Our school must remain in good standing with each authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is essential for the health of our school that all students participate in school-wide and state-mandated testing. We do our very best to listen to the needs of parents and students.

State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8 and 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 3-11: Internal Benchmark Assessments taken in the Fall, Winter, and Spring
- Grades 3 -8: Interim Assessments in Math, ELA, or both
- Grades 5, 8, and one time in high school during the year of their last science course: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)
- ELPAC: English Language Proficiency Assessments for California (English Learners only)

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on all state testing. If a school has less than 95%

of its students participate in any assessment, the school receives an academic performance penalty by the state of California.

School staff administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through the Parent Portal.

Often our families have questions or concerns about the SBAC/CAST assessments. We want our families to feel informed about assessments so they are prepared and feel more comfortable partaking. We have created a Parent Testing Website for this purpose. We also ask that you work closely with your teacher so your student can be assigned any designated supports that would help them during their testing session.

ELPAC: Testing for English Language Learners

California state law requires that the English Language Proficiency Assessments for California (ELPAC) be given each year to English Learners. The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. The purpose of ELPAC is to ensure all students receive adequate support to become English language proficient in their grade level.

New students that have another language indicated besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified as English proficient . At that point, they will no longer need to take the test.

Internal Diagnostic: Star Assessments & Interim CAASPP Assessments

Our school believes that ongoing assessments will help to inform and guide instructional practices. The Star Assessment is not designed to find flaws, but rather to build strength and skills necessary to become successful in the student's educational career.

We chose the Star Assessments because of its adaptive and non-adaptive nature. The Standards Mastery and the Diagnostic reports pinpoint students' needs down to the sub-skill level. The Star Assessment provides data-driven insights and support for successful implementation of standards. The homeschool teacher will provide the parents with the results of the Star Assessment, so the parent and teacher can collaborate to create a personalized learning plan for each student. These assessments will occur twice a year, once in the fall and spring of each year.

Interim CAASPP Assessments

Our families with students in applicable grade levels will also be asked to participate in a CAASPP interim benchmark assessment during our winter testing window. This assessment will help our school and homeschool teachers identify areas of strength and need for students as we head into CAASPP testing in the Spring.

RECORDS DEPARTMENT

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts. Contact information: records@sequoiagrove.org

Document Requested	Expected Time of Processing
Work Permit	• 2-3 Business Days
Enrollment Verification	• 2-3 Business Days
Copies of Grades & Official/Unofficial Transcripts	• 3-5 Business Days
Copies of Cumulative File (Student Records)	• 3-5 Business Days

Entertainment Work Permits:

Families download the Application for Permission to Work in Entertainment Industry form DLSE 277 from the CA Department of Industrial Relations Website

Once the family fills out the top portion of the form they email the form to: records@sequoiagrove.org

The Records Department will receive this form and process within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the Records Department will sign, stamp, and provide the family with two copies. One will be sent via email, the other through regular US mail.

The family then has three options when submitting the completed application back to the CA Department of Industrial Relations.

- Online
- By Mail
- In-Person

Non-Entertainment Work Permits:

Families download a Statement of Intent to Employ a Minor and Request for Work Permit form CDE B1-1 from the CA Department of Industrial Relations Website. They may also obtain this form from their potential employer. Once the family fills out the top section of the B1-1 form they email it to records@sequoiagrove.org

The Records Department will receive this form and process within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the Records Department will fill out and sign the

bottom portion of the B1-1 form and complete form B1-4, which is the actual permit. Both forms will then be mailed to the family.

Concurrent, College Enrollment

For all concurrent, college enrollment requests, please send applications and inquiries to your Guidance Counselor. There is a minimum five (5) business day turnaround for these applications, so please plan accordingly.

HARASSMENT

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

Harassment for any reason including, but not limited to: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators and board of directors. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. For these types of complaints, the School will follow the Title IX Policy processes and procedures, which may be found in the School's Title IX Sexual Harassment Policy and Grievance Procedures.

The school will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

In situations in which electronic or cyberbullying originates from a non-school

computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be so severely disruptive of the educational process that it markedly interrupts or severely impedes the student learning.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

EXPULSION & SUSPENSION

This Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at CCS. In creating this policy, CCS has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* CCS is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Please see CCS's website for the

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the school to amend a record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically

allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Disclaimer and Acknowledgments:

1. The school reserves the right to modify its policies at any time.
2. All items, devices, and resources issued by the school are school property. School property must be returned or relinquished to the school upon request or departure from the school.
3. The school reserves the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
4. Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
5. The school will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
6. Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
7. Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
8. The school will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
9. School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
10. The school may confiscate and search any school technology in the event of policy
11. The school is not in any way an Internet Service Provider.

ACRONYM GUIDE

504 - A customized education plan for students with physical or mental impairments that legally ensures they will be treated fairly at school.

A-G - Refers to the college entrance requirements set forth by the University of California (UC) and California State University (CSU) systems.

CAASPP - California Assessment of Student Performance and Progress

CAST - California Science Test

CELDT - California English Language Development Test

ELA - English Language Arts

ELD - English Language Development

ELPAC - English Language Proficiency Assessment of CA

EMR - Educational Material Resource (for placing PRODUCT/MATERIAL orders in OPS)

EUs - Educational Units (aka Credits/Instructional Funds/Amounts remaining in OPS)

GenEd - General Education (as opposed to Special Education)

HDC - Household Data Collection

HS - High School

HQT - Highly Qualified Teacher

HST - Homeschool Teacher

IGP - Individualized Graduation Plan

ITA - Instructional Team Advisor

LC - Learning Coach

LP - Learning Period

MA - Master Agreement

MTSS - Multi-Tiered System of Supports

OPS - Order Purchasing System

PFT - Physical Fitness Test

POR - Proof of Residence

RTI - Response to Intervention

SAI - Specialized Academic Instruction (provided by SPED)

SLP - Speech-Language Pathologist

SPED - Special Education

SSID - Statewide Student Identifier

SST - Student Success Team

VAPA - Visual and Performing Arts

VCI - Vendor Course Instructor (for placing SERVICE orders in OPS)

WASC - Western Association of Schools and Colleges

WS - Work Sample

SCHOOL CALENDAR

As a public charter school, we offer families full-time, continued enrollment throughout the entire school year.



SIGNING OF RECEIPT & ACKNOWLEDGEMENT

By signing, you are agreeing to the policies and procedures of the Parent Student

Handbook including, but not limited to:

- Registration Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Instructional Amounts & Learning Plans
- Academic Integrity
- Field Trip Guidelines

User Agreement:

I have read, understand, and will abide by the above **PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY** while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to be in compliance with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, **PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY** HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS *PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.*

_____

Student Name (Print)

_____ _____

Student Signature Date

_____

Parent/Guardian Name (Print)

_____ _____

Parent/Guardian Signature Date


SEQUOIA GROVE
CHARTER ALLIANCE
Employee Handbook
2022-23

Sequoia Grove Charter Alliance

Welcome to Clarksville Charter School, Feather River Charter School and Lake View Charter School Members of the Sequoia Grove Charter Alliance! Herein below, “your School” is defined as the charter school in which you are contractually employed.

We are happy to have you join us. We believe our Schools are truly unique and serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn. This handbook has been written to provide you with an overview of our Schools, its personnel policies and procedures, and your benefits as an employee.

This handbook is intended to explain in general terms policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No School guideline, practice, manual or rule may alter the “at-will” status of your relationship with your School.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, your School reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever your School determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures. We welcome you and wish you great success and fulfillment at your School.

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Section 1 - General

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at our ~~your~~ School. This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or Human Resources. You are responsible for reading, understanding, and complying with the provisions of this handbook. Our objective is to provide ~~you~~ employees with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other School document confers any contractual right, either express or implied, to remain in your School of employment, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by your School or you may resign for any reason at any time.

No supervisor or other representative of your School except the Executive Director or designee, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Further, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur. Up to date policies are found on the Schools' governing board websites.

Section 2 - Philosophy

CORE PURPOSE

~~Your~~ Our School exists to educate and inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following ~~three~~ core values are what distinguish your School from other schools:

- Building Relationships
- Respecting Staff
- Valuing Parents
- Mentoring Students
- Collaborative Environment
- Passion for Excellence
- Choice in Education
- The Homeschool Heart

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

- Innovative
- Dynamic
- Results-oriented
- Data-driven
- Extraordinary
- Confident
- Energetic

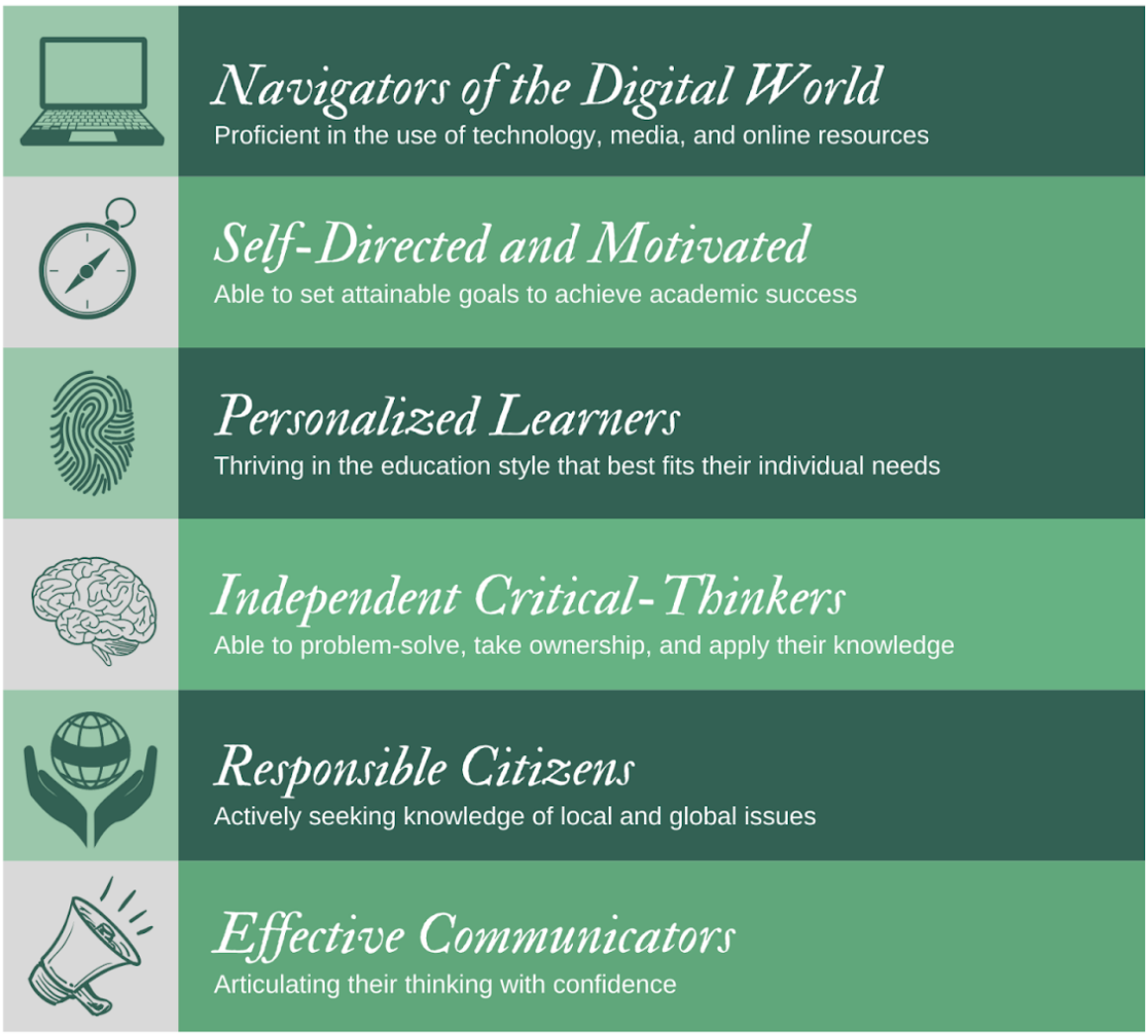
STRATEGIC ANCHORS

To ensure success of our core purpose and core values, ~~your~~ our School will use the following two strategic anchors to inform every decision the School makes and the basis for how decisions and actions will be evaluated:

- Academic achievement through relevant curricula, clear expectations, and shared accountability
- Relationship building through mentorship and consistent communication

SCHOOLWIDE LEARNER OUTCOMES

Our Schools have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture. They reflect our school vision, the College and Career Readiness standards, and the education of the whole child.



Section 3 - Employment

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

~~Your~~ Our School is an equal opportunity employer. In accordance with applicable law, your School prohibits discrimination, harassment, intimidation, and bullying based on

actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics. ~~Your~~ Our School will ensure that applicants and employees are treated equally in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, ~~y~~our School prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of your School.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, your School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to your School. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. ~~Your~~ Our School will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request. If the employee ~~you~~ believes they~~you~~ have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of your School to ensure equal employment opportunity without discrimination, harassment, intimidation, or bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics. ~~Your~~ Our School prohibits any such discrimination or harassment. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors for both curriculum and enrichment along with community partners or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to your School (e.g. an outside community partner~~vendor~~, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business

or school-related social events.

What is Harassment?

- Harassment can take many forms. As used in this Employee Handbook, the terms “discrimination” and “harassment” includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:
- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity or gender expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including, but not limited to, touching, blocking normal movement or interfering with another’s work regardless of the gender of the individuals involved, including, but not limited to threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding work functions in inappropriate venues~~, such as a strip club~~
- Sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee’s refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
    - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
    - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
    - Such conduct has the purpose or effect of substantially interfering with the individual’s work performance or creating an intimidating, hostile or offensive working environment.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests
- Use of derogatory remarks, insults and/or epithets
- Verbal or physical conduct that sabotages or undermines a person’s work performance that is threatening, humiliating or intimidating
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school

operations and interfere with the privacy of others

What is Retaliation?
Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately to Human Resources and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, opposing a practice or conduct the employee reasonably believes to be unlawful, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. An adverse employment action may include, but is not limited to, the following: demotion, suspension, reduction in pay, denial of merit salary increase, failure to hire, refusing to promote, denying employment opportunities, changing work assignments or otherwise treating an employee differently.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility
All School employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting
~~Your~~ ~~Our~~ School encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, Executive Director or Human Resources. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint. In addition, your School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender

that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. ~~Your~~ Our School recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. ~~Your~~ Our School is serious about enforcing its policy against harassment; however, your School cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to your School's attention so it can take whatever steps are necessary to correct the problems.

Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, the Executive Director or the Chair of the Board of Directors, if appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies.

The School's Title IX Coordinators are stated on each school's websites under Title IX.

~~For Lake View Charter School and Winship Community Schools:~~

~~Julie Haycock Email- julie.haycock@sequoiagrove.org - Phone Winship (916) 957-5770 Lake View (916) 957-5877¶~~

~~For Clarksville and Feather River Charter Schools: ¶~~

~~Jenell Sherman Email- jenell.sherman@sequoiagrove.org Phone Clarksville (916) 526-3794 Feather River (916) 957-5781~~

If an employee has ~~you have~~ a complaint about Title IX, contact the Title IX Coordinator listed in the Title IX Policy ~~above~~. The employee has ~~You have~~ 180 days of the date of the alleged discrimination, unless the time for filing is extended for good cause by the Title IX Coordinator. Although the employee is ~~you are~~ not required to utilize the School's internal grievance procedure, the employee ~~you~~ may do so prior to filing a complaint with the Office of Civil Rights (OCR). If ~~you~~ the employee uses ~~use~~ the School's internal grievance process, the ~~your~~ Title IX

complaint must be filed with the Office of Civil Rights within 60 days after the last act of the School's grievance process. If using the School's grievance process, the School will investigate student Title IX claims of discrimination using the processes adopted through the Uniform Complaint Procedure. A copy of each the School's Uniform Complaint Procedures is available on each ~~the~~ School's website.

Questions, concerns or complaints regarding compliance with Title IX employee issues, please contact the Human Resources Director. ~~4818 Golden Foothills Parkway #9, El Dorado Hills, CA 95762~~. Questions, concerns or complaints regarding harassment, discrimination, intimidation and bullying, please contact the Equity Compliance Officer, Darcy Belleza, darcy.belleza@seqouiagrove.org. ~~4818 Golden Foothills Parkway #9, El Dorado Hills, CA 95762.~~

Universal Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated. ~~Your~~ Our School encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

~~Your~~ Our School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter. All employees are required to fully cooperate with your School's investigation which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, ~~y~~our School will provide regular progress updates, as appropriate, to those directly involved. ~~Your~~ Our School will strive to complete its investigation as efficiently as possible in light of the allegations, and will reach any conclusions based on the evidence collected and credibility of the witnesses. Your School may investigate conduct in the absence of a formal complaint if ~~y~~our School has reason to believe that an individual has engaged in conduct that violates School policies or applicable law. Further, ~~y~~our School may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation. Any conduct which ~~y~~our School believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation

of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as ~~y~~our School believes appropriate under the circumstances. Due to privacy protections, ~~y~~our School may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action. The employee ~~You~~ may view the Universal Complaint Procedure on ~~y~~our school's website.

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. Your School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with Human Resources or the Executive Director. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of your School prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If the employee~~you~~ believe~~s you~~ they have experienced discrimination, harassment, or abusive conduct the employee~~you~~ may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC.

Training Requirements

~~Your~~ Our School requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining as legally required, thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both the employee~~you~~ and ~~your~~ the School will have

the right to terminate ~~your~~ employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, the ~~your~~ School may eliminate or change any term or condition of ~~your~~ employment (including but not limited to ~~your~~ job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Executive Director of your School with the approval of the Board of Directors, has the authority to alter the employee's ~~your~~ employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict your School's right to terminate at-will.

PROFESSIONAL DEVELOPMENT ~~TRANSCRIPTS~~ FOR SALARY ADVANCEMENT

Employees who wish to advance their salary beyond their initial placement may receive credit for upper-division and/or graduate level college/university courses up to 6 semester units or two classes per school year. These courses must be pre-approved first by the employee's direct supervisor, and then by a school Director prior to registering for courses. Courses that are commonly accepted are courses that:

- Are related to education
- Are related to the courses the teacher is currently teaching
- Enhance the teacher's teaching abilities

Note: Employees must receive passing grades on their transcripts (C- or higher, or Pass) for those units to qualify toward a salary increase.

Once pre-approved courses have been completed, employees will need to send all post-baccalaureate transcripts, including the newly completed course transcripts, to the Human Resources Department for the information to be added to their employee file. Transcripts must be submitted by June 1st of the current school year for salary schedule consideration for the following school year. No more than 6 units or two classes will be approved per school year for salary advancement purposes.*

*Special consideration may be given to employees who are seeking an advanced degree (such as a Masters or Doctorate) or are working toward completion of additional credentials or certifications. As with other coursework, these require pre-approval from the employee's direct supervisor and a school Director.

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~~If you choose to enroll in courses for Professional Development, please complete the Units for Salary Adjustment FormAdditional Units Survey in the HST Handbook no later than June 1stMarch 15September 1, for consideration for the upcoming school year. As a reminder, all courses taken for Professional Development and growth need to be pre-approved if using said courses towards salary schedule advancement. Anytime you wish to get pre-approval to take a class for additional units, please complete the second section of the form.The pre-approval process is to ensure that the proposed courses are educationally relevant and sound and pertain to the position for which you are employed¶~~

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~~Once pre-approved courses have been taken and passed Aall transcripts must be turned into Human Resources before JuneSeptember 1st to be considered for salary schedule advancement. Any transcripts not received by June 1st will not count towards salary schedule advancement for the next school year commencing on July 1st. the **current** school year. This is an approval of courses to confirm that courses to be enrolled in are educationally relevant and sound. Failure to complete the *Professional Development Survey* before the deadline may result in no credit received for courses taken.¶~~

EMPLOYEE PLACEMENT ON SALARY SCHEDULE

Salary placement for newly hired employees is contingent upon all documentation (i.e. transcripts, verification of experience, credential accreditation, etc) being received and verified. There are no retroactive salary placements. It is the employees' responsibility to furnish the Human Resources Department with verification of these items upon hire.

Initial salary schedule placement is determined by the number of post-baccalaureate units and the number of years of previous teaching experience.

In order for units to be considered for initial placement on the salary schedule, post-baccalaureate units must meet the following criteria:

- Earned after Bachelor's degree completion date
- Upper-division and/or graduate-level courses
- Relevant to the field of education

Previous teaching work experience may be accepted on a year-for-year basis for up to five years of credit if it meets the following criteria:

- Must have worked with the same employer for at least one year
- Worked in a full-time capacity

- Worked at least 75% of the school year

Note: Substitute teaching experience is not accepted

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OPEN COMMUNICATION POLICY

We want to hear from our employees ~~you~~. Our ~~Your~~ School strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. Our ~~Your~~ School is interested in all of our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor or the Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. Your School will attempt to keep the employee's concerns and complaints and any ~~resulting~~ potential investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

Your School provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. For those employees who~~that~~ are working at a school location~~schoollocation~~ ~~site~~, the School will also make a reasonable effort to provide the employee with the use of a room or other private location in close proximity to the employee's work area for the employee to express milk in private. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations. Employees requesting an accommodation under this policy should comply with the following requirements:

- The employee should complete an accommodation request form and contact the employee's supervisor or Human Resources to request designation of a location

and time to express breast milk under this policy. The School will respond accordingly, generally within two business days.
- The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to her supervisor, Human Resources or Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at your School and will be handled in accordance with your School's policy on discrimination and harassment. If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of your School and its interest in our school will be formed in part, by School employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, our School and our School's services.

Below are several things employees can do to help leave people with a good impression of our School. These are the building blocks for our continued success:
- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees, families and students at all times
- Follow up on requests and questions promptly, provide professional and personable replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the work week.
- Take great pride in your work and enjoy doing your very best.

WHISTLEBLOWER POLICY

Your School is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1)

reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of School policy, specifically the policies contained in your School's Employee Handbook. An employee who wishes to report a suspected violation of law or School Policy may do so by contacting the Executive Director or Human Resources.

Your School expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of School policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Executive Director or Human Resources. Any supervisor, manager, or human resources staff member that receives complaints of retaliation must immediately inform the Executive Director or Chair of the Board of Directors, if appropriate.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality as much as possible (although confidentiality cannot be guaranteed) and consistent with a full and fair investigation. ~~Human Resources and a member of~~ School administration (and, or , and an administrative designee) will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

Section 4 - The Employment Process

EMPLOYEE STATUS AND CLASSIFICATIONS

Each School employee is either a "full-time," "part-time," or "temporary" employee and either an "exempt" or "non-exempt" employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 30 or more hours ~~or more~~ each week. Part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a "Certificated employee" or "Classified

employee." Some of the policies and benefits described in this handbook depend on the employee's designation. ~~how the employee is designated.~~

Exempt
This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Typically, full-time Teachers and Administrators are exempt employees.

Non-Exempt
This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double-time pay as well as meal and rest breaks, as prescribed by law. Typically, all part-time and temporary employees are non-exempt. Additionally, most Classified staff are typically non-exempt employees.

Certificated Employee
Certificated Employees are teachers and administrators

- Salary Schedule A: Homeschool teachers (HST) ~~are Schedule A~~¶
- Salary Schedule B: Specialized Teachers including High School Teachers, ~~and~~ Virtual Academy Teachers, and Education Specialists~~, Speech Pathologists, Nurses, and Occupational Therapists are Schedule B~~¶
- Salary Schedule C: Leadership including Coordinators, Counselors, Speech Pathologists, Nurses, and Occupational Therapists ~~is Schedule C~~¶
- Salary Schedule D: Administrative Positions ~~on is Schedule D~~
- ~~Classified see below for Schedule E~~
- Salary Schedule F: Part-time Homeschool teachers ~~HST's are Schedule F~~

Classified Employee
Classified Employees include those employees hired by the School that do not primarily instruct students, nor require state certification, such as maintenance, assistants and other operational employees.

- Salary Schedule E: Classified Employees ~~are Schedule E on the salary schedule~~

WORK SCHEDULES
All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether the employee~~you~~ works~~work~~ during the academic year or on an annual basis. The Executive Director or ~~your~~ direct supervisor will assign the employee an ~~your~~ individual work schedule. In order to accommodate the needs of our school(s)

~~business~~, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be available to be reached by phone, email or in-person with scheduled meeting(s)/event(s). ~~at their desks or workstations at the start of their scheduled shift, ready to work.~~ If the employee~~you~~ needs~~need~~ to modify their ~~your~~ schedule, request the change with Human Resources or their ~~your~~ supervisor. All schedule changes or modifications must be approved by the Executive Director or their ~~your~~ supervisor.

Your School reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at School-sponsored functions is not compensated unless the supervisor has required the employee~~you~~ to attend. Employees violating these rules may be subject to disciplinary action up to and including termination.

WORKWEEK AND WORKDAY

Staff are expected to complete their School employment duties from 8:30 a.m. – 5:00 p.m., Monday- Friday, excluding holidays, Pacific Standard Time.

VIRTUAL TEACHING EMPLOYMENT CONDITIONS

Position Responsibilities:

- Teachers selected for special assignment including, but not limited to, High School Virtual Academy, Junior High Virtual Academy, Intervention, Adventure Academy, or other created programs deemed "Virtual" within the job description will be assigned a "Virtual Class" or "Virtual Classes"
- Teachers are provided, at the School's expense, a computer capable of maintaining a high speed internet connection for conducting virtual classes, including a computer, dual external monitors, external keyboard and mouse, and a headset. Other equipment provided when necessary for class upon request
- Teachers must be available each school day from 8:30 a.m. – 5:00 p.m., Monday - Friday by internet and/or phone Pacific Standard Time.
- Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within twenty-four (24) hours
- Teachers will use the tracking and monitoring system integrated into the student's assigned course. Teachers will provide continual monitoring of the student's progress and their scheduled benchmarked progress status.
- Teachers will be responsible for all virtual school required record keeping and reporting
- Teachers are required to attend training sessions hosted virtually or

in-personMileage reimbursement will follow standard School protocols and procedures
- Worksites: Most classes will be held virtually. Teachers may work from home

SPECIAL EDUCATION TEACHING EMPLOYMENT CONDITIONS

Special Education Teachers/ Case Managers:

- Special Education Teachers/ Case Managers teach specialized academic instruction (SAI) and transition services ~~as well as~~ virtually
- Teachers are provided, at the School's expense, a computer capable of maintaining a high speed internet connection for conducting virtual class and other duties
- Teachers must be available each school day from 8:30 a.m. – 5:00 p.m. Monday - Friday by internet and/or phone Pacific Standard Time
- Special Education Teachers are required to teach in virtual classrooms/ sessions
- Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within twenty-four (24) hours
- Teachers will use the tracking and monitoring system in G~~oogle~~Drive ~~classroom~~ and curricular programs as well as SEIS.
- Teachers will provide continual monitoring of the student's progress at the scheduled progress reporting times
- Teachers are responsible for collecting data and student work samples for student IEP goals and special education taught courses
- Teachers will be responsible for all special education required record keeping and reporting. Training:
    - Teachers are required to attend training sessions hosted virtually or in-person.
    - Special Education Teachers are required to attend two in-person schoolwide meetings/trainings per year. Mileage reimbursement will follow standard School protocols and procedures

Worksites:

- Special Education Teachers work remotely as all classes and sessions are taught virtually

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If the employee~~you~~ is ~~are~~ unable to report for work on any particular day, the employee~~you~~ must call their ~~your~~ supervisor at least one hour before the time ~~you are~~ scheduled to begin working for that day. If the employee~~you~~ calls in less than one hour before the ~~your~~ scheduled time to begin work, the employee~~you~~ will be considered ~~tardy~~ late for that day. Absent extenuating circumstances or a medical provider's order excusing the employee~~you~~ from work for a period of time, the employee~~you~~ must call in on any day the employee is ~~you are~~ scheduled to work and will not report to work. The School understands that

in some cases, advance notice is not possible. In these cases, notify the ~~your~~ supervisor personally at the earliest possible moment. In some circumstances, the employee~~you~~ may be required to provide verification of the reason or documentation for the ~~your~~ absence.

If a non-exempt employee or instructional employee has more~~More~~ than three instances of ~~tardiness~~ being late ~~by a non-exempt employee or instructional employee~~ during any twelve-month period, it will be ~~are~~ considered excessive. Any unexcused absence is considered excessive. If the employee~~you~~ fails~~fail~~ to report for work without any notification to the employee's ~~you~~r supervisor and the absence continues for a period of three business days, the School will determine that the employee~~you~~ has ~~have~~ abandoned their ~~your~~ job and voluntarily terminated their ~~your~~ employment.

PROFESSIONAL DEVELOPMENT

Employees are expected to attend and participate in all professional development sessions and other scheduled school sponsored trainings ~~that may be scheduled~~. While we understand that scheduling conflicts may arise, consistent tardiness, absenteeism or early departures may result in disciplinary action. When an employee attends a school sponsored professional development and/or training, the time spent in attendance shall be counted as time worked.

For virtual attendance, video registration/chat or signing in on a Google Doc/Survey will serve as attendance. For in-person meetings, either online document or paper documentation will be required for the purpose of record keeping. These records will serve as the official roster of attendance. Your School will pay hourly employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours at the employee's hourly rate. As exempt employees, salaried staff may be required to attend training seminars that may be outside of your School's normal business hours with no additional pay. In the event that an employee must leave early or is unable to attend a scheduled training (i.e. Professional Development sessions), during their normal work hours, an employee MUST put in a time-off request according to the time-off policy. Employees may also be required to attend make-up sessions of any missed training. Failure to comply with this policy may result in disciplinary action.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's time keeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and employee signature. Absences and overtime must be accurately identified on the employee's~~your~~ time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. ~~You cannot record time and/or submit a time record for another employee.~~ Each employee must sign and submit his or her own time record. ~~Employees must record all time actually worked.~~

Exempt employees must report full days of absence from work. Deductions from an

exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact Human Resources with any questions concerning their pay so that inadvertent errors can be corrected.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime or double-time. Failure to obtain such approval may subject an employee to discipline, up to and including termination. However, in all cases, the School will compensate its non-exempt employees for all hours worked.

OFF THE CLOCK WORK

Your School prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During the ~~your~~ meal periods and rest periods, employees ~~you~~ may not work at all and~~. You~~ are excused from all duties. ~~In addition, please understand that you may not combine R~~required meal or rest periods may not be combined in order to take a longer break. Employees ~~Also, you~~ may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that an employee ~~you~~ believes they ~~you~~ cannot take a meal or rest period, or is ~~you are~~ unable to take a full meal or rest period pursuant to School policy or ~~you~~ must begin the~~your~~ meal period more than five hours after the ~~your~~ work period began, they ~~you~~ must notify Human Resources in advance whenever possible and as soon as possible ~~(and, in any event, as soon as possible)~~ so that the proper measures may be taken. Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver "form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30 minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a

"Second Meal Period Waiver" form.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's timesheet. Meal periods are unpaid time and employees are free to leave the premises, if working at a site. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. The ~~Your~~ supervisor may schedule the ~~your~~ rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time and~~; they~~ cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	One 10-minute rest period
Over 6 hours to 10 hours	Two 10-minute rest periods
Over 10 hours to 14 hours	Three 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period immediately as set forth below. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Missed, Late or Short/Interrupted Meal and Rest Periods

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period – for any reason – must immediately report this issue in writing (via email) to Human Resources on the same workday that he or she experienced the non-compliant meal or rest period. The employee must include a description providing a thorough explanation for the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by your school), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must

report the reason for the non-compliant meal or rest period to Human Resources.

PAYDAYS

Employees are paid semi-monthly in accordance with the School's payroll schedule. EmployeesThe Payroll Coordinator or his or her designee will distribute checks to those who do not have direct deposit will receive their checks via mail. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be maileddistributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of ayour paycheck to any other person other than the employee. If you have an automatic deposit is used for theyour paycheck, theyour funds will be deposited to the financial institution you requested by the employee by the end of business on the scheduled payday. While an automatic deposit may actually credit to the employee'syour account before theyour actual "payday," the School is not responsible for automatic payments or withdraws dated prior to theyour actual payday and the employeeyou should not depend on early deposits of your pay. If a wage garnishment order is received by your School for anone of our employees, the school iswe are obligated by law to comply with the demand. The affected employee will receive notice from his or her supervisor or Human Resources as soon as possible.

DEFERRED PAY

Starting in the 2023-2024 school year, the Sequoia Grove Schools are movingplanning to move to a 10.5 month (21 pay period) for all Salary Schedule A & B staff and an 11 month (22 pay period) for all Salary Schedule C staff payroll year. This is to assist the Charters with better aligning employment contracts, pay schedules, and staff calendars.

The schools are offering an optional deferral (summer hold back program) starting in the 2022-2023 school year to assist staff with creating a paycheck for the remaining two (2) or three (3) pay periods in the 2023-2024 school year. This will not impact theyour total salary of an employee.

EmployeesStaff will have the opportunity to opt-in or opt-out of the summer hold back program. Employees whoIf staff choose to opt-in to the program, they will be able to choose the deferred amount per paycheck to be withheld allowing flexibility on the amount that will be paid on the two (2) or three (3) "deferred" paychecks. Once the amount is selected and set by the Payroll Team, it cannot be changed for that school year.

PAYROLL WITHHOLDINGS

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty) and State Disability Insurance from each employee's paycheck as

outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, theyour School must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions theyour School will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask Human Resources to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W4 or DE4 form and submitting it to Human Resources.

Section 5 - Conditions of Employment

IMMIGRATION LAW COMPLIANCE

The School employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with theyour School within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

All If you are a credentialed employees team member, you must provide copies of your credentials, official transcripts, and/or test scores prior to theyour first day of actual work. Failure to provide these documents may delay an employeesyour ability to begin work. EmployeesYou are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both theyour Executive Director and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided. If an employee teacher fails to obtain the appropriate credential, or allows a credential, certificate, registration, or required course deadline to expire, or fails recertification, training, or testing, the School reserves the right to suspend the teacher without pay until the teacher's credential is cleared, or release the teacher from at-will employment as necessary.

TEACHER INDUCTION

The~~Your~~ school does not offer Teacher Induction. Please refer to the California Commission on Teacher Credentialing and board policy in relation to the schools' Teacher Induction Policy.

RESIDENCY REQUIREMENTS

All employees with in-person requirements as part of their job description are required to live and reside in California, in the region where students are served. ~~Employees are not permitted to work for the School while out of the state of California, unless on a pre-approved basis.~~ All approved out of area employees will have this listed within their employment contract, i.e 100% virtual contract.

TEMPORARY RESIDENCY

Temporary Residency for Certificated Employee: All certificated employees (with in-person requirements as part of their job description) who are seeking to relocate with a temporary residence are required to: Write a "Temporary Residency Request" to their supervisor and Executive Director or designee minimum of 5 days prior to departing primary residence.

Certificated employees must obtain written approval from their supervisor and Executive Director or designee for the Temporary Residency to be granted. Failure to do so, will result in a dock in pay for days absent. Temporary Residency may be approved for a maximum of two weeks and the Certificated employee is expected to continue and perform all job duties per their job description, communicate and execute all job duties with students, colleagues, and all work-related entities. All full time c~~C~~ertificated employees are expected to continue to be available between the scheduled hours of 8:30am-5pm Pacific Time. Though a temporary residency may not be the norm, employees are encouraged to review the other leave policies outlined in the Employee Handbook that may be deemed more appropriate for the circumstance. Temporary Residency is not to be construed as a vacation, as only employees working over 210 days ~~Administration (Schedule D) and Classified~~ have~~s~~ PTO in their contract. All Certificated staff, please refer to the Leave policies or Human Resources for more clarification.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of the employee's ~~your~~ ability to begin work

or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

As required by law, all individuals working or volunteering at the School will be required to submit to fingerprinting and a criminal background investigation. The School shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since ~~our~~ employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is the~~your~~ School's policy that all employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

"Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Teachers or staff who become aware of suspected child abuse should report the suspicions as required. All employees will be mandated child abuse reporers and will participate in annual training, follow all applicable reporting laws and the same policies. The~~Your~~ School's Child Abuse and Neglect Policy will contain detailed policies and procedure for the immediate reporting of suspected child abuse and neglect. All appropriate staff are required to certify knowledge of the policy annually, and employees shall receive mandated reporter training annually. The~~Your~~ school will provide this training, as well as other trainings, mandated by law during the first month of the school year. ~~week before school begins~~.

It is extremely important that School employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity. Your direct supervisor is available to answer

any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without the School's assistance, he or she is required to notify the School of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with the School.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to Human Resources. All requests should be put in writing preferably on the form maintained by the School. If the request includes a request for copies, the employee or former employee may be required to pay for the actual costs of copying. The Employer will respond to such a request within 30 days of receipt of the written request. Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports, or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying Human Resources about changes in the employee's personal information and changes affecting the employee's status (ex. name changes, address or telephone number changes, marriages or divorces, etc.) This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

Section 6 - Performance

PERFORMANCE EVALUATIONS

~~Performance evaluations:~~ The purpose of a staff evaluation is to safeguard and improve the quality of educational support and service received by students and families by ~~SGOA eE~~ employees and to provide staff with important feedback to improve their practice and identify options for professional development and growth. ~~Every staff member will be evaluated on an~~ Every staff member will be evaluated annually or biennially per administrator discretion. Evaluations will be conducted in the spring of each school year. ~~and will be completed no later than thirty (30) calendar days before the end of the employee's scheduled work year. annually basis. or biennially per administrator discretion. Evaluations will be conducted in the spring of each school year and will be completed no later than thirty (30) calendar days before the end of the employee's scheduled work year. to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance.~~ The employee's supervisor may identify opportunities for professional growth. It is not a right of any employee to be provided a performance

plan. A signed copy of the Final Evaluation and any supporting documents shall be kept on file with the HR Director.

¶

Certificated Staff:

At the start of each academic year, each certificated staff member will meet with their Supervisor or Instructional Team Advisor to establish and/or review Performance Objectives or SMART Goals for that school year. The certificated staff member will put these objectives in writing and complete a pre-evaluation template to be provided by their Supervisor or Instructional Team Advisor. The Immediate Supervisor will evaluate the certificated staff member annually or biennially per administrator discretion. Evaluations will be conducted in the spring of each school year and will be completed no later than thirty (30) calendar days before the end of the employee's scheduled work year.

The evaluation will be based on factors including the certificated staff member's job description, accomplishment of the Performance Objectives, and standards for teaching performance. In addition to these more formal performance evaluations, the~~your~~ School encourages employees~~you~~ and ~~employees~~your their supervisor to discuss ~~your~~ job performance on an ongoing basis.

The School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Classified Staff:

Formal evaluations are generally held once each year. Employees~~You~~ will be provided a copy of the evaluation tool and as part of the process, ~~you~~ will do a self-evaluation. The direct~~Your~~ supervisor may schedule the~~your~~ evaluation time in advance so that the employee is~~you are~~ prepared for the process. In addition to these more formal performance evaluations, the School encourages staff members and supervisors ~~you and your supervisor~~ to discuss their~~your~~ job performance on an ongoing basis.

Section 7 - Leaves

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT[1]

The School complies with the federal Family and Medical Leave Act (FMLA and the California Family Rights Act (CFRA), both of which require the School to permit each eligible employee to take up to 12 work weeks of leave in any 12-month period for the birth or adoption of a child, the employee's own serious health condition or for the

serious health condition of the employee's child, parent, or spouse. CFRA further allows for 12 work weeks of leave to care for the serious health condition of the employee's grandchild, grandparent, parent-in-law, domestic partner, or sibling.

Child means a biological, adopted, or foster child, a stepchild, a legal ward, a child of domestic partner, or a person to whom the employee stands in loco parentis. Parent means a biological, foster, or adoptive parent, a stepparent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child. For ease of reference in this policy, all leave taken under FMLA and CFRA will be referred to as "FMLA Leave," except to the extent that leave under FMLA and CFRA do not overlap. It is also the policy of the School that it will not interfere with, restrain, or deny any employee's rights provided by FMLA and CFRA. FMLA leave runs concurrently with Pregnancy Disability Leave, while CFRA leave does not.

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and, for purposes of FMLA leave only, are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, the employee~~you~~ must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, the employee~~you~~ must request the leave as soon as possible. Please~~You should~~ use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. The care of the employee's spouse, child, parent,, or registered domestic partner with a "serious health condition";
3. The care of a grandchild, grandparent, parent-in-law, domestic partner, or sibling with a serious health condition. Leave taken pursuant to this section is available only through CFRA and not FMLA. As such, FMLA does not run concurrently with leave taken for the employee's grandchild, grandparent, domestic partner, or sibling with a serious health condition.
4. The "serious health condition" of the employee;
5. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred in the line of duty on active duty or that existed before the beginning of the member's active duty and was

aggravated by service in the line of duty; or

6. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, registered domestic partner, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation. Domestic partner leave under this section is only available through CFRA and not FMLA.

A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital or other medical care or residential health care facility or continuing treatment or supervision by a health care provider. Employees~~You~~ may take a leave under paragraphs (2) or (3) above only if due to a serious health condition, or a ~~your~~ spouse, child, grandchild, grandparent, sibling, parent, or registered domestic partner requires care or assistance as certified in writing by the family member's health care provider. If ~~you are~~ seeking a leave under paragraph (4) above, the employee~~you~~ must provide the School with a medical certification from a~~your~~ health care provider establishing eligibility for the leave, and the employee~~you~~ must provide the School with a release to return to work from the health care provider before returning to work. The employee~~You~~ must provide the required medical certification, which can be obtained from Human Resources, to the School in a timely manner to avoid a delay or denial of leave. ~~You may obtain the appropriate forms from Human Resources.~~

Family and medical leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against the employee's ~~you~~r state and federal family and medical leave entitlements to the fullest extent permitted by law. The employee~~You~~ will be required to use any available sick time during unpaid family and medical leave. The employee~~You~~ will also be required to use any available paid sick leave during unpaid family and medical leave that is due to the employee's~~your~~ own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available paid sick leave.

Benefit accrual, such as PSL, PTO, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a

family and medical leave, group health benefits will be maintained as if ~~you were~~ continuously employed. However, the employee~~you~~ must continue to pay his/her~~your~~ share of applicable premiums (for themselves~~yourself~~ and any dependents) during the leave.

If the employee out on leave chooses not to return from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond the employee's control or because of recurrence, continuation, or onset of a serious health condition.

If the employee~~you~~ does not return to work on the first workday following the expiration of an approved family and medical leave, the employee~~you~~ will be deemed to have resigned from his/her~~your~~ employment. Upon returning from such a leave, the employee~~you~~ will normally be reinstated to their ~~your~~ original or an equivalent position and will receive pay and benefits equivalent to those ~~you~~ received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

Before an employee will be permitted to return from leave taken because of their own serious health condition, the employee must obtain a certification ~~from their health condition, the employee must obtain a certification~~ from their health care provider certifying the ability of the employee~~that they are able~~ to resume work.

If an employee~~you~~ has ~~have~~ any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

2022 COVID-19 SUPPLEMENTAL PAID SICK LEAVE

Covered employees in the public or private sectors who work for employers with 26 or more employees are entitled to up to 80 hours of 2022 COVID-19 related paid sick leave from January 1, 2022 through September 30, 2022, immediately upon an oral or written request to their employer, with up to 40 of those hours available only when an employee or family member tests positive for COVID-19.

A full-time covered employee may take up to 40 hours of leave *if the employee is unable to work or telework for any of the following reasons*:

- Vaccine-Related: The covered employee is attending a vaccine or booster appointment for themselves or a family member or cannot work or telework because they have vaccine--related symptoms or are caring for a family member with vaccine-related symptoms. An employer may limit an employee to 24 hours or 3 days of leave for each vaccination or booster appointment and any consequent side effects, unless a health care provider verifies that more recovery time is needed *

- Caring for Yourself: The employee is subject to quarantine or isolation period related to COVID-19~~CovidOVID19~~ as defined by an order or guidance of the California Department of Public Health, the federal Centers for Disease Control and Prevention, or a local public health officer with jurisdiction over the workplace; has been advised by a healthcare provider to quarantine; or is experiencing COVID-19 symptoms and seeking a medical diagnosis
- Caring for a Family Member: The covered employee is caring for a family member who is subject to a COVID-19 quarantine or isolation period or has been advised by a healthcare provider to quarantine due to COVID-19, or is caring for a child whose school or place of care is closed or unavailable due to COVID-19 on the premises

* A full-time covered employee may take up to an additional 40 hours of leave *if the employee is unable to work or telework for either of the following reasons*:

- The covered employee tests positive for COVID-19
- The covered employee is caring for a family member who tested positive for COVID-19.*
  *A family member includes a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling.

Part-time covered Employees: Part-time covered employees may take as leave up to the amount of hours they work over two weeks, with half of those hours available only when they or a family member test positive for COVID-19.

For more information, please visit the 2022 COVID-19 Supplemental Leave Policy linked

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a healthcare provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to

an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any unused allotted sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any available PTO during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if ~~you were~~ continuously employed. However, the employee~~you~~ must continue to pay their ~~your~~ share of applicable premiums (for themselves~~yourself~~ and any dependents) during the leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition entitling the employee to pregnancy disability leave in the first instance, or a non pregnancy-related medical condition requiring other leave or other circumstances beyond the control of the employee, the School reserves the right to recover from the employee the premium the School paid for the employee's group health plan while out on leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If an employee~~you~~ has ~~have~~ any questions regarding pregnancy disability leave,

please contact Human Resources.

ADDITIONAL LEAVES

Some of the following leaves are designated with asterisks, which means that application and employee eligibility requirements of the leave (either in part or in whole) depends on whether the School employs the minimum number of employees indicated below. Policies without an asterisk apply regardless of the number of School employees.

*The School has 15 or more employees
**The School has 16 or more employees
***The School has 25 or more employees

Should an employee have ~~you have~~ any questions as to eligibility requirements of any leave policy, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse or registered domestic partner of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict. An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required. The employee may use available PSL or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration leave will depend upon the rate of recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e. FMLA/CFRA if applicable). Human Resources will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If the employee ~~you~~ ha~~s~~ve ~~any~~ questions concerning this leave and/or any benefit related questions, please contact Human Resources.

BEREAVEMENT LEAVE

The School provides regular full-time employees up to three (3) days of paid bereavement leave, beyond sick ~~or personal time~~, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from the employee's~~your~~ home, employee~~you~~ may receive paid leave for five (5) days with prior approval from the~~your~~ supervisor.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In

addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any available PTO ~~or personal time~~ off during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any non-exempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. ~~The employee may be required to prove he or she is a registered voter.~~

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Available PTO may be used for this time off. Nothing in this policy requires the employee to bring his or her mail (absentee) ballot to work, including mailing such absentee ballots from work.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of his/her~~their~~ child(ren). If the employee is ~~you are~~ the parent, legal guardian, stepparent, foster parent, grandparent, person standing *in loco parentis* of a child who is in school up to grade 12, or who attends a licensed daycare facility, employee~~you~~ may take up to 40 hours of unpaid leave per year to participate in the activities of the school or daycare facility, to find, enroll or reenroll the employee's~~your~~ child in a school or with a licensed childcare provider and/or to address a childcare provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is

approved by his or her supervisor;
- Employees must use existing PTO in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed childcare/day care facility.

SCHOOL APPEARANCE~~/SUSPENSION~~ LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid but the employee may choose to use available PTO. The employee~~You~~ will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work for various reasons related to crime or abuse if:

- The employee is a victim of a crime;
- An immediate family member is a victim of a crime (immediate family member means: spouse, registered domestic partner, child, step- child, adoptive child, foster child, legal ward of the court, adopted child, a child of a domestic partner, a child to whom the employee stands in loco parentis, a person to whom the employee stood in loco parentis when the person was a minor, sibling, step-sibling, foster sibling, adoptive sibling, half-sibling, parent, step-parent, or the child or a registered domestic partner, or any other individual whose close association with the employer is the equivalent of any of these family relationships)
- “Victim of crime” means a victim of stalking, domestic violence, or sexual assault, victim of crime that caused physical injury or that caused mental injury and a direct threat of physical injury or a person whose immediate family member is deceased as the direct result of crime
- Leave may be taken for any of the following reasons:
- An employee may take leave to appear in court to comply with a subpoena or other court order as a witness in any judicial proceeding;
- An employee victim may take time off to obtain or attempt to obtain any relief, which includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the victim or their child
- An employee victim to seek medical attention for injuries caused by crime or abuse
- ~~An employee victim to seek medical attention for injuries caused by crime or abuse~~

- An employee victim to obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of crime or abuse
- An employee victim to obtain psychological counseling or mental health services related to an experience of crime or abuse
- An employee victim to participate in safety planning and to take other actions to increase safety from future crime or abuse, including temporary or permanent relocation
- An employee is entitled to attend judicial proceedings relating to crimes listed below relating to that crime or those crimes against an immediate family member victim, a registered domestic partner of a victim or the child of a registered domestic partner of a victim: 1) A violent felony as defined in Penal Code section 667.5(c); 2) A serious felony as defined in Penal Code section 1192.7(c);or 3) A felony provision of law proscribing theft or embezzlement.

An employee must give reasonable advance notice to the School by providing documentation of the proceeding, unless advanced notice is not feasible. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf

When an unscheduled absence occurs, the School shall not take action against the employee if the employee, within a reasonable time after the absence, provides a certification to the employer.

Documentation may be from any of the following:

- A police report indicating that the employee was a victim
- A court order protecting or separating the employee from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court
- Documentation from a licensed medical professional, domestic violence counselor, a sexual assault counselor, victim advocate, licensed health care provider, or counselor that the employee was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse
- Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized by this Crime Victim Leave.
- This leave is unpaid but the employee may choose to use available PSL or ~~personal time off~~ (PTO). The employee~~You~~ will not be discharged or discriminated against because of an absence protected by this law. The School will also, to the extent possible and allowed by law, maintain the confidentiality of an employee requesting leave under this provision

DOMESTIC VIOLENCE LEAVE

If an employee is ~~you are~~ the victim of domestic violence, sexual assault, or stalking, the employee ~~you~~ may be entitled to a reasonable accommodation for their ~~your~~ safety while at work. Reasonable accommodations may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone, changed work station, installed lock, assistance in documenting domestic violence, sexual assault, stalking, or other crime that occurs in the workplace, an implemented safety procedure, or another adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other crime, or referral to a victim assistance organization. The School is not required to undertake an action that constitutes an undue hardship on its business operations. If an employee~~you~~ requires a reasonable accommodation in line with this policy, please contact the School's human resources manager.

Employees~~You~~ will not be discharged, discriminated against, or retaliated against because of a request for an accommodation under this policy.

Employers are prohibited from discharging, discriminating, or retaliating against an employee who is a victim of domestic violence, the victim of sexual assault or stalking for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military & Veterans Code section 389 et seq. and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") found at 38 U.S.C. Section 4301 et seq., ensure that employees are not adversely affected in their employment after taking leave for military service.

Individuals who are employed in California are entitled to up to 30 days of paid military leave for active duty (including active duty training). The paid military training does not cover leave for inactive duty training, such as drills. To supplement any lost income, the employee may elect to use PTO time or any other paid leave time available through the employer. The employer is not allowed to force the employee to use their accrued paid leave time.

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~~Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify Human Resources regarding the need for military leave. Please see Human Resources for more information regarding job reinstatement rights upon completion of military service.~~

Military Spouse Leave

Under California's Military Spouse Leave Law, eligible employees who work 20 or

more hours per week and the employer has 20 employees or more, can take military spouse leave. This provides for up to 10 days of unpaid leave while a military spouse is away on deployment.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, the employee~~you~~ may utilize available PTO if employee~~you~~ wants compensation for this time off. If the employee~~you~~ does not have any PTO available, employee~~you~~ will be permitted to take the time off without pay.

Literacy Education Leave

California provides for allowing employees to take unpaid leave to participate in an adult literacy program. Employers must make reasonable accommodations to assist any employee with illiteracy problems who requests participation in an adult literacy program. Literacy education leave is time off work granted to an adult employee who reveals that he or she has a problem with illiteracy. Illiteracy is the condition of being unable to, or have great difficulty with, reading and writing. Time off from work as a result of illiteracy is granted by the Employee Literacy Assistance Act.

The employee may take time off to learn to read if the below three conditions apply:

- The employee works for a private employer.
- The private employer regularly employs 25 or more employees.
- The employee is illiterate and discloses that illiteracy to his or her employer.

Employer Expectations

An employer is expected to:

- Make reasonable accommodations for any employee, who reveals a problem of illiteracy, and requests assistance in enrolling in an adult literacy education program.
- Assistance includes but is not limited to: helping the employee locate literacy education programs, enrolling in literacy education programs, or arranging for a tutor or other provider of literacy education services to visit the employee's place of work

ORGAN DONOR / BONE MARROW DONOR LEAVE

Pursuant to California law, the School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. The School requires that bone marrow donors use up to five days of available accrued PSL or ~~vacation~~ leave, including unpaid leave, ~~time~~

during the course of the leave. Organ donors must use up to ten days of available accrued PSL or leave, including unpaid leave ~~vacation time~~ during the course of the leave.

~~The employee will also be given an additional unpaid leave of absence, not exceeding 30 business days in a one-year period, when that employee is an organ donor, for the purpose of donating the employee's organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.~~ To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the School with written verification of the employee's ~~his or her~~ status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the School will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the School as much notice as possible of the intended dates upon which the leave would begin and end.

This leave does not run concurrently with FMLA/CFRA. Employees~~You~~ may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to receive paid time off and other benefits as if they had continued working. An employee shall not have any greater rights during this leave than if he or she had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

Your School will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. The employee~~You~~ may use allotted and unused sick leave. All reasonable measures to safeguard their ~~your~~ privacy will be maintained.

This policy in no way restricts your School's right to discipline an employee, up to and including termination of employment, for violation of your School's Substance and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE

The employee is ~~You~~ ~~are~~ allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer, or emergency rescue personnel. This is an unpaid leave, but the employee may use any earned sick, and/or PTO.

CIVIL AIR PATROL LEAVE

The School provides eligible employees who are volunteer members of the California

Wing of the Civil Air Patrol and are called to emergency operational missions up to (10) days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with the School for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken. Employees may use available paid time off for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of PTO under this policy.

Section 8 - Benefits

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday
- Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays. Eligible employees will receive time off with pay at their regular rate of pay on the School- observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if the employee~~you~~ receives~~receive~~ 8 hours of holiday pay on Monday and works 40 hours Tuesday-Saturday (8 hours/day), the employee~~you~~ will not be eligible

for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid time off (PTO) if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved time off

PAID TIME OFF (PTO) - SCHEDULE D-ADMINISTRATION & SCHEDULE E-CLASSIFIED

Full-time Administrative (Schedule D) and Full-Time Classified (Schedule E) school employees are entitled to paid time off (PTO) according to this policy. PTO days may be used for ~~vacation, personal time,~~ illness, or time off to care for family or dependents. All other employees, including teachers, temporary employees, and part time employees are not eligible to receive or accumulate PTO. PTO must be scheduled at least five (5) days in advance and approved by their ~~your~~ supervisor, except in the case of an illness or emergency. In the case of illness or emergency the employee is ~~you are~~ required to contact their ~~your~~ immediate supervisor at least one (1) hour before their ~~your~~ shift begins, if possible or otherwise as soon as practicable. Employees using extended PTO time (in excess of three (3) days) must submit a request at least two (2) weeks before the extended PTO or, if used as sick time, the employee may be required to submit a doctor's release upon return to work. ~~The Your~~ Ssupervisors use~~s~~ their~~his/her~~ discretion to approve PTO without advance notice.

Unless used for illness related purposes, PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, testing administration day, or immediately before or after holidays without supervisor's permission.

22/23 school year

All full-time Salary Schedule D (Administration) and E (Classified) will have the ability to carry (roll-over) up to 40 hours (5 days) of unused PTO from the 21/22 school year to the 22/23 school year. These employees will be allotted a new 40 hours (5 days) of PTO on July 1, 2022, for the 22/23 school year for a max of 80 hours (10 days) including the new PTO hours and any carry over that was left.

Updates for the 23/24 school year

After the 22-23 school year, the Sequoia Grove Schools will no longer carry over

unused PTO to subsequent school years. All full-time Salary Schedule D (Administration) and E (Classified) will continue to receive 40 hours (5 days) of PTO on July 1st of each school year.

22/23	23/24
• Carry over a max of 40 unused PTO hrs from 21/22 • Received 40 PTO hrs • Max 80 PTO hrs	• No PTO carry over • Received 40 PTO hrs

~~All full time Administrative and Classified, School employees may be eligible to receive up to 480 hours of PTO per school year (July 1 - June 30) Each year, eligible employees will begin accruing PTO at 6.66 hours per month. For the 22/23 school year School Administration and Classified employees can accumulate, up to ten days (80 hours) of PTO per school year (July 1 – June 30). 40 hours of Uunused PTO days will carry over from the 21/22 school year to the 22/23 school year subject to a cap of 205 days (4160 hours). Starting 23/24 school year unused PTO days will no longer carry over to subsequent school years.~~

Employees hired after July 1 will receive a prorated amount based off of months worked in the school year. This time will be accrued monthly at ~~6~~3.33 hours per month. PTO days will not accumulate during any unpaid leave of absence.

The following terms also apply to PTO:

- For both non-exempt and exempt employees, ~~vacation~~ leave, including unpaid leave, ~~time~~ may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday, he or she will be required to use available PTO to make up for the absence.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by their supervisor and will be taken without pay.
- Any employee who misses three (3) consecutive days of work without notice to their supervisor may be deemed to have abandoned his/her job and voluntarily resigned from employment.
- Upon separation of employment, employees will be paid their earned PTO based on their date of separation and their regular rate of pay.
- To the extent permitted by law, PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.

As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including teachers, part-time and temporary employees) who work for the School more than 30 days within a year in California are allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their allotted PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law. Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Allotment

PSL days are allotted as set forth below to eligible employees:

- Full-time employees:
    - Each year, eligible employees will begin accruing PSL at 6.66 hours per month, up to ten days (80 hours) of PSL per school year (July 1 – June 30).
    - Unused PSL days will carry over year to year subject to a cap of 18 days (144 hours).
    - Employees hired after July 1 will receive a prorated amount based off of months worked in the school year. This time will be accrued monthly at 6.66 hours per month.
- ~~All other eligible employees:~~

~~All other eligible employees will be allotted three days (24 hours) of PSL each school year (July 1 – June 30) on July 1 or on his or her first day of employment, even if hired mid- year. PSL days are "use it or lose it" and, as such, do not carry over from year to year.¶~~

- All eligible PT employees will be allotted three days (24 hours) of PSL each school year (July 1 – June 30) on July 1 or on the first day of employment, even if hired mid-year. PSL days are "use it or lose it" and, as such, do not carry over from year to year.

Changes for PSL Accrual for 23/24 School Year

With the 23/24 payroll deferral (moving from a 12-month to an 11-month payroll) the accruing of paid sick leave will also change to align with the work year and payroll.

What does this mean?

This means that you accrue PSL at a different rate per month starting in the 23/24 school year.

22/23	23/24
6.66 hrs per month across 12 months	7.27 hrs per month across 11 months

Limits on Use

Eligible employees may use PSL beginning on the 90th day of employment. PSL may be taken in minimum increments of .25 hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable. If the employee is ~~you are~~ out using sick time for more than 3 consecutive days a doctor's note is required to return to work. If a doctor's note is not supplied it will be unapproved unpaid time off unless previously arranged with the employee's ~~your~~ Director.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

PAID SICK LEAVE DONATION POLICY

Personal Hardship

Employees who have exhausted all paid sick leave (PSL) may request donations from co-workers through this policy. The PSL donation policy applies to employees suffering from a catastrophic illness or other medical emergency, which for the purposes of this policy, constitutes an employee's or a family member's medical condition that will require the prolonged/extended absence of the employee from duty and will result in a substantial loss of income to the employee due to the exhaustion of all PSL available.

Eligibility
Employees who are experiencing hardship due to a catastrophic illness or medical emergency are eligible to request and receive donations of PSL from other employees who have agreed to surrender leave to the School sponsored leave bank.

Requests for Donations
A written request for PSL donations that describes the specific medical emergency or medical condition must be submitted to Human Resources. Human Resources will verify the employee's eligibility, and make a written determination which will be given to the employee as soon as practical.

Donations of Paid Leave
Employees who have more than 24 hours of PSL and who wish to donate PSL to the School sponsored leave bank on behalf of an eligible employee shall complete a PSL Donation Form indicating the number of PSL hours to be donated and the employee, if any, who the employee requests receive the benefit of the donation. All such donations are voluntary and irrevocable.

1. Donating employees must maintain a minimum of 24 hours of PSL after reducing their leave balance to effect the donation.
2. In any 12-month period, no employee may donate more than 40 hours.
3. Voluntary donations of PSL are final upon submission of a signed PSL Donation Form that satisfies the conditions established by this policy. The donating employee's PSL balance account shall thereupon be reduced by the hours donated.
4. Donated hours not used by the eligible employee during the hardship period shall remain in the eligible employee's PSL account balance.
5. The names of donating employees, hours donated, and the value of such donations shall be kept confidential to the extent possible.

Valuation of Donated PSL
The value of the donated paid leave shall be determined by multiplying the number of hours donated by the donating employee's current hourly rate to determine the value of the donation in dollars ("Donation Value"). The Donation Value shall then be divided by the eligible employee's current hourly rate to determine the number of hours to be added to the eligible employee's PSL balance. Human Resources shall periodically notify the eligible employee of donations made pursuant to this policy. The eligible employee may then request to receive payment for these hours, which will be treated as taxable "wages" to such eligible employees for the payroll period utilized. No employee shall receive payment for more than 40 hours of paid leave, whether allotted or donated, during any week unless required by state or federal law.

INSURANCE BENEFITS
Full-time employees are entitled to insurance benefits offered by the School. These insurance benefits will include medical, dental, and vision. The School will set a defined

contribution towards the employee's insurance premiums that are sponsored by the School. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If the employee ~~you~~ has~~ve~~ any benefit related questions while on a leave of absence, they should~~please~~ contact Human Resources.

Full-time employees will also be covered under an insurance policy that includes Life Insurance at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the School that will be the employee's responsibility to purchase and pay for.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at the School group rates plus an administration fee. The School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the School's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If the employee is~~you are~~ a full time ~~regular employee~~ contributing to a teacher's retirement system STRS, the employee's~~employee is~~your earnings from this job are not covered under Social Security. When the employee ~~you~~ retires~~retire~~, or if the employee ~~you~~ becomes ~~become~~ disabled, the employee ~~you~~ may receive a pension based on earnings from this job. If the employee does ~~you~~ do, and ~~the employee is you~~ they are also entitled to a benefit from Social Security based on either their ~~your~~ own work or the work of their ~~your~~ spouse, or former spouse, their ~~your~~ pension may affect the amount of the Social Security benefit the employee ~~you~~ receives. The employee's ~~You~~r Medicare benefits, however, will not be affected.

The School withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security) for temporary employees and Medicare

withholding and matching programs as required by law.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)
All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)
Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption) The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under the School policy and applicable law.

The program will be administered in a manner consistent with California law. For more information regarding this program, the employee ~~you~~ may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE
Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance. If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

Section 9 - Employee Communications Policy

COMMUNICATIONS POLICY
Every employee is responsible for using the School's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The Communication Systems are the property of the School and have been provided

for use in conducting School business. All communications and information transmitted by, received from, created, or stored in its School Communication Systems are records and property of the School. The Communication Systems are to be used for School purposes only. Employees may, however, use the School technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with School business, and does not violate any School policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies

No Expectation of Privacy

The School has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email and instant messages sent and received by users and/or voicemails. Further, the School may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of your school' Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from the School's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish the School's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to the School upon request for any reason that the School, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send, or receive on the Communication Systems.

Notwithstanding the foregoing, even though the School has the right to retrieve, read, and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by

them. Any exception to this policy must receive the prior approval of the Executive Director.

Professional Use of Communication Systems Required
Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on the School letterhead.

Offensive and Inappropriate Material
The School's policy against discrimination and harassment, sexual or otherwise, applies fully to the School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in the School's computers. Employees encountering or receiving this kind of material should immediately report the incident to their Executive Director and Human Resources.

The School may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by the School networks. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to the School's blocking software.

Solicitations
The School's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Executive Director or designee is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees
Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of his/her Executive Director or designee.

Games and Entertainment Software
Employees may not use a School Internet connection to download games or other

entertainment software, or to play games over the Internet.

Confidential Information
Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to the School's "Confidential Information" policy, contained herein, for a general description of what the School deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks
The School's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from his/her Executive Director or designee. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any School approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of the School, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of the School."

Maintenance and Security of the System
Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video, and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to the School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer the employee is ~~you~~ using is not connected to the School's network. Files obtained from sources outside the School including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage the School's computer network. Employees should never download files from the Internet,

accept email attachments from outsiders, or use disks from non-School sources, without first scanning the material with the School approved virus checking software. If the employee ~~you~~ suspects that a virus has been introduced into the School network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

The School reserves the right to modify this policy at any time, with or without notice. The School may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources, which shall control in the event of a conflict.

SOCIAL MEDIA POLICY

The School has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited, to Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If the employee ~~you~~ wishes~~wish~~ to use networking protocols or set up a social media site as a part of the educational process, please work with ~~your~~ the administrators and technology staff to identify and use a restricted, School-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Teachers are not to initiate "friendships" with students or parents. Employees must delete any students already on their "friends" list immediately.

With regard to social networking content, employees should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any School-related business or policy, employee, student, or parent. Additionally, employees should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. The School encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs

If the employee is~~you~~ ~~are~~ developing a website or writing a blog that will mention the School, the employee ~~you~~ must identify that ~~you~~they are an employee of the organization and that the views expressed on the blog or web site are theirs~~yours~~ alone and do not represent the views of the School. Unless given permission by the ~~your~~ Executive Director or designee, the employee is ~~you~~ ~~are~~ not authorized to speak on behalf of the School or to represent that the employee ~~you~~ do so. If the employee is ~~you~~ ~~are~~ developing a site or writing a blog that will mention the School, as a courtesy to the organization, please let the ~~your~~ Executive Director or designee know in advance of publication. The ~~Your~~ Executive Director or designee may choose to visit your blog or social networking site from time to time.

~~You~~ ~~The employee~~ The employee may not share information that is confidential and proprietary with regard to the School. This includes, but is not limited to, information about curriculum, School dynamics, School programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what the School considers confidential and proprietary. If the employee ~~you~~ ha~~s~~ve any questions about whether information has been released publicly or doubts of any kind, speak with ~~your~~ the Executive Director or designee and Human Resources.

When writing a blog or participating in any other social networking site, employees should speak respectfully about the School and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by the School and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking may be legally liable for anything ~~he/she~~ writte~~n~~s or presented~~presents~~ online. Employees can be disciplined, if appropriate, by the School for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act. Employees may not comment on a student's blog or a student's other social networking commentaries. Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director or designee. Failure to comply with the School's social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

The School attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, staff uniforms and any other equipment that may be assigned to them if the loss is due to willful misconduct or gross negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be charged for any damages, loss or theft to the laptop caused by willful misconduct or gross negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School. Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - Immediately report the incident to his/her immediate supervisor and IT.
    - Obtain an official police report documenting the theft or loss; and
    - Provide a copy of the police report to his/her immediate supervisor, or Executive Director, or designee and IT.

If the employee fails to adhere to these procedures, the employee may be held legally and financially responsible to the School for the replacement of such equipment. The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

There is no expectation of privacy in School equipment. The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the

School. Other audits may be performed on the usage and internal controls as deemed necessary. Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Personal cell phones should not be used while the employee is ~~you are~~ working, if assigned to a location. Cell phones should be turned off and stored with ~~your~~ other personal belongings while ~~you are~~ working. If the employee is ~~you are~~ required to perform business on a cell phone for the School while driving, ~~you~~ they must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on a ~~your~~ cell phone while driving a ~~School~~ vehicle or ~~your~~ own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email. If ~~you are~~ assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Telephone Calls and Texting

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, the School has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed, or controlled by the School. Any written materials shall not be posted on school social media platforms. Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks. Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by the School employees is prohibited at all times in all working areas on School premises. Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by the School. School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School. The School must approve any postings prior to posting.

The School reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business. Employees are required to leave School premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on School premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions
School "premises": property owned, leased, operated, managed, or controlled by the School, including buildings, parking lots, and play areas that the School has the right to use exclusively or in common with others, vehicles owned or operated by the School.

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.
Work areas: all areas controlled by the School where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility
If the employee ~~you~~ ha~~s~~ve a need to solicit and/or distribute materials on School premises, it must be in compliance with this policy. ~~If you have~~ Please ask questions and ~~,~~talk with Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If employees ~~you~~ are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

Policy Statement
It is the policy of the School to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between the School decision-maker and his or her Family Member. This policy is to ensure effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all the School board members, employees, individual consultants hired or retained by the School, and School Services Providers hired or

retained by the School.

Relationships between School Board Members, Employees, Consultants, or School Services Providers are permissible under the following circumstances:

Family Members of the School board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other.

(a) Any time a Board Member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not result in an adverse impact on work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor(s) of the employee(s), consultant(s), or School Services Provider(s), or in the case of a board member, at the discretion of the School Board of Directors
(b) Any time a Board Member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not create an actual conflict of interest under the law, and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be at the discretion of the supervisor(s) of the employee(s), consultant(s) or School Services Provider(s), or in the case of a Board Member, at the discretion of the School Board of Directors

Definitions
“Family Members” include an employee's parent, child (natural, adopted, or legal guardianship), spouse, domestic partner, brother, sister, grandparent, grandchild, step-relationships within the preceding categories, brother-in-law, sister-in-law, son-in-law, daughter-in-law and father-in-law.

“Nepotism” describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) on the basis of the familial relationship.

“School Services Provider” shall mean any provider of school services to the School, and in the case of an organization shall mean be the responsible individual at such organization that provides school services to the School.

Procedures
When a Family Member of a current the School Board Member, employee, individual consultant, or School Services Provider applies to become a board member or employee, or requests to be a consultant or School Services Provider, the Family

Member's application/request must be denied if a conflict under this policy exists (e.g., if one Family Member would have the authority or be in a position to directly supervise, hire, or discharge the other). Special circumstances may be reviewed by the Board in the event that the School's best interests would be served otherwise.

When a Family Member of a current School Board Member, employee, individual consultant, or School Services Provider applies for a transfer to a new employment position within the School, the Family Member's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application for transfer must either be denied or one of the Family Members must seek a position transfer to avoid the conflict, if any such opportunity exists. In the event that no such opportunity exists, the application for transfer must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or School Services Provider to state whether he or she has a Family Member who is presently employed by or on the board of the School, but such information may not be used as a basis for an employment decision except as stated herein. When a relationship that creates a conflict with this policy occurs during employment, the School will attempt to arrange a transfer or change in position/duties to eliminate the conflict. If a suitable transfer/change in position/duties is not available, one of the employees may be separated from service. Every attempt will be made to effect transfer or separation on the basis of agreement between the employees involved and the School. If a mutual agreement is unattainable, the Board will determine, in the School's best interest, which employee is to be transferred or separated.

Responsibilities

The Executive Director or designee shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a Family Member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then the Executive Director or designee will deny the application for employment. Special circumstances may be reviewed by the Board in the event that the School's best interests would be served by the employment of a Family Member.

The Executive Director or designee shall investigate reports of Nepotism and take appropriate action. Employees are required to disclose changes in their personal situations to the Executive Director or designee which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the Executive Director,or designee.

VIOLENCE IN THE WORKPLACE

The School has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect the School or which occur on the

School property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on the School premises, regardless of the relationship between the School and the parties involved
- All threats or acts of violence occurring off the School premises involving someone who is acting in the capacity of a representative of the School

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy the School property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

The School's prohibition against threats and acts of violence applies to all persons involved in the School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers, and anyone else, including parents on the School property or at school sponsored events. Violations of this policy by any individual on the School property or at school sponsored events will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors, to their Executive Director or designee and Human Resources.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, employees~~employee~~ must report the incident. There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

Section 10 - Standards of Conduct

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. TheYour Executive Director, designee or immediate supervisor will inform employees you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive, or reduce productivity.

Consult your supervisor if there are you have any questions regarding appropriate attire. SWe encourage staff are expected to wear their Sequoia Grove or charter school branded staff uniformsclothing at school events unless otherwise informed. If employees you chooses to wear other attire, theplease make sure that clothing shoulddoes not include references that are political, religious, or anything (logos, images, and text) that may be viewed as offensive to others.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

It is the responsibility of staff members to keep interactions with students professional at all times. Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff members must understand their own responsibilities for ensuring they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind

- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed at a Resource Center or other location
- Allowing students in the employee's ~~your~~ home without signed parental permission for a pre- planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any school activity (exclusive of tutorials)
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Ensuring all online platform interactions with students have another adult present
- Keeping reasonable and appropriate space between the employee ~~you~~ and the student
- Stopping and correcting students if they cross the employee's ~~your~~ own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior-staff or administration if the employee ~~you~~ finds themself ~~yourself~~ in a difficult~~difficult~~ situation related to boundaries
- Involving the employee's supervisor in discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or

other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in the employee's ~~your~~ best judgment could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or co- workers
- Asking another staff member to be present, or within close supervisory distance, when the employee ~~you~~ must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any ~~of your~~ actions, which are contrary to these provisions, are worth sacrificing your job and career

Reporting
When any staff member becomes aware of another staff member, volunteer, guest or vendor having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor, Human resources or the Executive Director or designee promptly. Reasonable suspicion means it is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating
The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible.

Consequences
Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS
The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, the employee ~~you~~ should immediately notify their ~~your~~ supervisor, Human Resources, the Executive Director or designee. We will absolutely not tolerate conduct toward our customers or the general public that might

be interpreted as unlawful discrimination or harassment. Human resources will open an investigation into the instance and document any findings. After the investigation has concluded the report and the findings will be filed with Human Resources. If the employee ~~you~~ witnesses~~witness~~ conduct in violation of this policy, the employee ~~you~~ should immediately bring it to the attention of their ~~your~~ supervisor, Executive Director or designee. A Report will be created and documentation will be filed with Human Resources.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records
- Recording the work time of another employee or allowing any other employee to record one's own ~~your~~ work time, or allowing falsification of any time card, either your own or another's
- Theft, deliberate or careless damage, or loss of any School property or the property of any employee or customer
- Provoking a fight or fighting during working hours or on School property
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School
- Violation of the Substance and Alcohol policy
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of administration, or the use of abusive or threatening or abusive language toward a supervisor or member of administration
- Unreported absence on scheduled workdays unless otherwise excused
- Excessive tardiness or absenteeism unless otherwise excused
- Unauthorized use of School equipment, time, materials, facilities, or the School name
- Sleeping or malingering on the job
- Failure to observe working schedules, including the required rest and meal periods
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during the employee's ~~your~~ working time or the working time of the employee(s) solicited
- Distributing unauthorized literature or any written or printed material during working time or in work areas ("Working time" does not include the employee's ~~your~~ meal and break periods)
- Failure to timely notify your supervisor when the employee ~~you~~ is ~~are~~ unable to report to work

- Failure of an employee to obtain permission to leave work for any reason during normal working hours
- Abuse of sick leave
- Violation of the Communications Policy
- Failure to provide a physician's certificate when requested or required to do so
- Violating the School's Personal Standards or dress code
- Breaching confidentiality
- Making derogatory racial, ethnic, religious, or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours
- Violation of any safety, health, security, or School rule
- Negligence or other conduct leading to the endangerment of harm of a child or children
- Working overtime without authorization or refusing to work assigned overtime
- Unsatisfactory job performance
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false

CONFIDENTIAL INFORMATION

It is important to the School to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, student information, all student lists, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law.

The School prohibits audio or video recordings in the workplace during working hours, without authorization of the School and/or participant due to privacy and confidentiality concerns and protections. The School devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of the School you will, during the course of ~~your~~ employment, have access to and become familiar with various trade secrets and confidential information that are owned by the School. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of the School, either during the term of ~~your~~ employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to the School during extended leaves of absence or upon termination.

During ~~your~~ employment with the School, employees~~you~~ will not be permitted nor required to breach any obligation to keep in confidence proprietary information, knowledge, or data acquired during your former employment. The employee ~~You~~ must not disclose to the School any confidential or proprietary information or material

belonging to former employers or others. Any vViolation of this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Executive Director or designee so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

The School expects employees to devote their best efforts to the interests of our school. The School recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at the School or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with the School whether as a regular employee or as a consultant.

If the employee ~~you~~ hash~~have~~ any questions whether an action or proposed course of conduct would create a conflict of interest, ~~you should~~ immediately contact the Executive Director or designee to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including, immediate termination. This policy is in addition to the School's Revised Nonprofit Conflict of Interest Policy and Conflict of Interest Code.

Outside Employment

All~~If you are a~~ full time employees are~~we~~ expected to~~hat you~~ devote ~~your~~ full professional effort to the~~your~~ position at the School. If the employee ~~you~~ wishes~~wish~~ to participate in outside work activities, the employee is ~~you are~~ required to obtain written approval from the Executive Director or designee prior to starting those activities. Approval will be granted unless the activity conflicts with the School's interests. In general, outside work activities are not allowed when they:

- Prevent the employee ~~you~~ from performing work for which you are employed at the School
- Involve organizations that are doing or seek to do business with the School including actual or potential vendors
- Violate provisions of law or the School policies or rules.

- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave)

The employee's ~~Your~~ obligations to the School must be given priority. Full time employees are hired and continue employment with the understanding that the School is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

POLICY REGARDING INCONSISTENT, INCOMPATIBLE OR CONFLICTING EMPLOYMENT, ACTIVITY OR ENTERPRISE BY SCHOOL PERSONNEL

Policy Statement

It is the policy of the School that its officers and employees may not engage in any outside activity, employment, or enterprise for compensation which is inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of the School. During working hours or on school premises, officers or employees shall not engage in political or religious activities, or recruit or solicit students or members of the public for political or religious activities.

An officer's or employee's outside activity, employment, or enterprise for compensation shall be determined to be inconsistent, incompatible with, or in conflict with, his or her duties as an officer of employee of the School if any of the following apply:

1. It involves the use of the School time, facilities, equipment, supplies, or the officer's or employee's position or influence with the School, for private gain or advantage.
2. It involves receipt or acceptance by the officer or employee of any money or other consideration for the performance of an act that would otherwise be required within the scope of the officer or employee's duties with the School.
3. It involves the performance of an act as part of the outside activity that involves services performed for the School.
4. It affects the officer's or employee's work hours, interferes or conflicts with the officer's or employee's job duties, raises any ethical or conflict of interest concerns, or creates any conditions that impact the officer's or employee's job performance.
5. Officers and employees may not use the School's name, logo, supplies, equipment or other property in connection with any outside activities.

Procedure

In the event that an officer or employee believes that an outside activity for compensation may be inconsistent, incompatible with, or in conflict with, his or her duties as an officer or employee of the School, the officer or employee shall obtain a written determination of the Executive Director or designee that the outside activity is not in violation of this policy before engaging in such activity.

EXPENSE REIMBURSEMENT POLICY

The School's policy is to reimburse its employees for reasonable and necessary expenditures or losses incurred in direct consequence of the discharge of their duties. School employees will receive a stipend to cover expenses as categorized below to be paid over 10 months or begin the monthly rate in relation to employment start date.

TRAVEL: Mileage

CATEGORY 1:
HOMESCHOOL TEACHERS, INSTRUCTIONAL TEAM ADVISORS, ADMIN ASSISTANT
Expected to use their personal vehicles during the course and scope of their employment. As such, the School provides:

- Full-time employees: $500 stipend each semester to cover costs related to the use of personal vehicles
- Part-time employees: $250 each semester to cover costs related to the use of personal vehicles
    - The School will pay the part-time employee the hourly rate for time incurred to and from scheduled events and activities

CATEGORY 2:
SPECIAL EDUCATION AND STUDENT SUPPORT
NURSE
VIRTUAL/OUT OF SERVICE AREA EMPLOYEES

- Not eligible for travel stipend
- With prior approval, the employee may complete the mileage reimbursement process when attending local meetings and events once they are in area of school service

CATEGORY 3:
FAMILY LIAISONS

- Full-time employee: $500 stipend each semester to cover costs related to the use of personal vehicles

PART-TIME FAMILY LIAISONS

- $250 each semester to cover costs related to the use of personal vehicles
    - The School will pay the part-time employee the hourly rate for time incurred to and from scheduled events and activities

Travel
All teachers are expected to serve students in-person, that are assigned or requested on their roster and are required to drive up to 60 miles and/or one hour to meet with

their students as part of their normal commute*.

*Commuting miles are the miles the employee drives between the employee's home and regular workplace.

If and when the School requires employees to drive their personal vehicle to perform duties on behalf of the School (in the course and scope of employment) beyond their normal commute, the School will reimburse employees for the reasonable and necessary expense of using their personal vehicle on behalf of the School.

Employees will receive a monthly reimbursement payment from the School for mileage expenses incurred beyond the employees' normal daily commute of up to 60 miles and/or a distance of one hour from their home. Employees will be paid for mileage reimbursement at the per mile rate amount designated by the Federal Internal Revenue Service, at the time the miles are driven on behalf of the School.

Employees are required to submit:

- a monthly written report of all miles driven
- with a printed map showing the locations driven, on behalf of the School during that month.

If any employee believes that the mileage reimbursement that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal vehicle on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees may be required to submit additional documentation to support any request for additional mileage reimbursement.

HOTELS, MEALS, AND GRATUITY

The Executive Director or designee must pre-approve all out-of-town travel which requires overnight stays.

Hotels

Employees will be reimbursed for pre-approved overnight stays at hotels/motels when the approved event is more than 150 miles from either the employee's residence or the School site, or at the pre-approval of the Executive Director or designee. In the event travel cannot occur within the employees daily working hours, the employee may seek approval from the Executive Director or designee to request a hotel stay. For travel that requires overnight stays, the Charter will pay for the employee's hotel stay. The hotel stay must be approved through the Charter's Request and Approval process. The Executive Director or designee will secure the accommodations unless reimbursement has been approved. In general, accommodations will be $100 - $150 per night.

- Staff may stay at the rate of up to two-times the federal per diem rate

with the Executive Director or designee's pre-approval
- Lodging in excess of double the per diem rate (excluding room tax and mandatory additional charges) must have the Executive Director or designee's advance approval
- If any employee exceeds the lodging allowance without prior approval, the Charter will only reimburse up to double the federal per diem rate

Meals

An employee can seek meal reimbursement based on the following:

1. Gained prior Executive Director or designee's approval to attend a multi-day conference
   a. Meal reimbursement is not for single day conferences or meetings
   b. Meal reimbursement starts on the second day of the conference and is paid daily through the last day of the trip
2. Meal reimbursement cannot be claimed when the conference or airline provided a meal*

Meal Allowance

Meal reimbursements shall not exceed the allowed maximum rate listed in the reimbursement meal rates table listed herein. Meals for which there are no itemized receipts will not be reimbursed; there are no exceptions.

Items needed for Upload: Itemized receipts for meal reimbursements are required. Alcoholic beverages are not an allowable expense.

Reimbursement Meal Rates Table:

Maximum Meal Criteria for claiming meal expenses is as follows, along with maximum meal reimbursement amounts, including applicable taxes, and tips up to 18% of meal total.	
Breakfast*	$12
Lunch*	$16
Dinner*	$22

*Note: Full meals included in the airfare, hotel, and conference fees, or otherwise provided may not also be claimed for reimbursement. The same meal may not be claimed more than once on any date (this occurs, for example, when lunch is included in registration but employees choose to dine elsewhere). Continental breakfasts of rolls, coffee, and juice provided by hotels or conferences are not considered full meals. If the employee has special dietary needs due to medical conditions or food allergies, and meal accommodations are not provided by the hotel or conference,

reimbursement may be submitted with an explanation.

Gratuity
Employees are allowed to tip up to 18% of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary for an approved expense (such as meals or taxi fares). Any incremental excess is the responsibility of the employee.

In order to be eligible for reimbursement employees must follow the procedures noted below:

1. Receive pre-approval from the Executive Director or designee
2. Please utilize the Reimbursement Request Form
3. Complete the employee information section
4. Mileage reimbursement
    a. Date, student or activity, mileage
        i. Only fill out mileage for which you are requesting reimbursement
    b. Attach mileage log
    c. Attach Google or other web-based map(s) with the shortest distance
5. Expense reimbursement
    a. Date, purchase type, description, cost
    b. Attach itemized receipts
    c. Attach pre-approval email
6. Confirm submission
7. Sign the reimbursement
8. The Executive Director or designee will review the submission
    a. Once approved, the reimbursement will move to Accounts Payable to be processed for payment.
    b. The employee will be reimbursed in the form of a check or direct deposit whichever method signed up for. Paper checks will be mailed by Charter Impact

¶

Personal Cell Phones
Employees are not required to use their personal cell phones to perform work on behalf of the School. The School has provided employees with a web-based ~~Google Voice~~ account or similar service for any calls related to School work. If an employee elects to use his or her personal cell phone, such use is a voluntary choice and is not reasonable or necessary to the performance of the employee's duties. ~~As such, employees will not be reimbursed for using personal cell phones.¶~~

~~**Internet Expenses**~~
~~Employees are not required to use their personal internet access (WiFi) to perform work on behalf of the School. The School has provided employees with a mobile hot spot for any work performed on behalf of the School requiring Internet access. If an~~

~~employee elects to use his or her personal Internet access, such use is a voluntary choice and is not reasonable or necessary to the performance of an employee's duties. As such, employees will not be reimbursed for using personal Internet access.~~

Monthly Stipend for Phone and Utilities

Employees who are required to use some of their personal utilities (e.g. electricity) while performing remote work on behalf of the School may receive a stipend for reimbursement of the employee's use of their personal utilities. The School has reviewed objective data regarding the range of costs for utilities and established a ~~$15.00 utilities~~ stipend in the amount of $250 for full-time employees and $125 for part-time employees for the use of personal cell phones and utilities and an additional amount for taxes associated therewith. School employees will receive a stipend as categorized to be paid over 10 months or begin the ~~per~~ monthly rate in relation to employment start date. All employees will be provided with a school hot spot to be used for internet access to perform their job duties. If an employee elects to use their personal Internet access, such use is a voluntary choice and is not reasonable or necessary to the performance of an employee's duties.

The School has established this monthly stipend based on its good faith belief that the stipend will more than fully reimburse employees for any reasonable and necessary expenses incurred in using their personal cell phones and utilities to perform work on behalf of the School. If any employee believes that the stipend that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal cell phone or utilities expenses on behalf of the School, the employee must immediately report this expense issue to the Executive Director or designee for review and approval then submit to the Accounting Department.

Employees will be required to submit documentation to support any request for additional reimbursement in excess of the monthly stipend. Employees that are eligible for this monthly stipend are required to submit a Request for Monthly Stipend form affirming that the employee uses their personal cell phone and utilities to perform work on behalf of the School and that the employee will immediately notify the School if the employee no longer incurs an expense related to the personal use of their cell phone and/or utilities in the discharge of their duties. The School reserves the right to request supporting documentation from employees at any time to support the employees request for the monthly stipend. Failure to provide such documentation as requested may delay or cease further payments of the monthly stipend to the employee.

**Please note that the School may establish varying stipend amounts for personal cell phones, internet expenses and utilities based on multiple factors such as workload, part-time or full-time status of the employee and other relevant factors

~~based on its good faith belief that the stipend will more than fully reimburse~~

employees for any reasonable and necessary expense incurred in using some of their personal utilities while performing work on behalf of the School.¶

If an employee believes that the stipend is insufficient to reimburse all reasonable expenses necessarily incurred in using their personal utilities while performing work on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees will be required to submit documentation to support any request for additional utilities reimbursement.

Travel¶
All teachers are expected to serve students in-person, that are assigned or requested on their roster and are required to drive up to 60 miles and/or one hour to meet with their students as part of their normal commute*.¶
¶
*Commuting miles are the miles you drive between your home and regular workplace. ¶
¶
If and when the School requires employees to drive their personal vehicle to perform duties on behalf of the School (in the course and scope of employment) beyond their normal commute, the School will reimburse employees for the reasonable and necessary expense of using their personal vehicle on behalf of the School.¶
¶
Employees will receive a monthly reimbursement payment from the School for mileage expenses incurred beyond the employees' normal daily commute of up to 60 miles and/or a distance of one hour from their home. Employees will be paid for mileage reimbursement at the per mile rate amount designated by the Federal Internal Revenue Service, at the time the miles are driven on behalf of the School.¶
¶
Employees are required to submit:¶

- a monthly written report of all miles driven¶
- with a printed map showing the locations driven, on behalf of the School during that month.¶

¶
If any employee believes that the mileage reimbursement that he or she receives from the School is insufficient to reimburse the employee for all reasonable expenses necessarily incurred by the employee in using his or her personal vehicle on behalf of the School, the employee must immediately report this expense issue to the School's Human Resources Department. Employees may be required to submit additional documentation to support any request for additional mileage reimbursement.¶

Other Expenses

With the exception of those certain employees who are required to use their personal vehicles, cell phones, internet access and utilities during the course and scope of their employment for the School, it is the School's policy to provide its

employees with all necessary equipment to perform their duties on behalf of the School including laptops. The School does not require employees to purchase any additional equipment in order to perform work for the School. If any employee believes that additional equipment is reasonable and necessary to perform his or her duties on behalf of the School, the employee must immediately notify the Executive Director or designee.

~~With the exception of those employees who are required to use their personal utilities during the course and scope of their employment with the School, it is the School's policy to provide its employees with all necessary equipment to perform their duties on behalf of the School. The School does not require employees to purchase any additional equipment in order to perform work for the School. If any employee believes that additional equipment is reasonable and necessary to perform his or her duties on behalf of the School, the employee must immediately notify the School's Human Resources Department.¶~~

Office Supplies

~~The School will issue employees an allocated amount to utilize office supplies on a per semester basis for the purchase of ink (if applicable), paper and miscellaneous desk supplies (e.g. staplers, paper clips, writing utensils and file folders). Any other items outside these categories must be pre-approved by the employee's supervisor before an employee purchases any other item using the School issued gift card. To the extent an employee believes additional funds in excess of the allotment due to employment status are reasonable and necessary to perform his or her job during the applicable semester, the employee must immediately notify the Human Resources Department. If the employee does not spend the allocated amount, the remaining balance does not transfer to the next fiscal school year.~~

The purchase of printer ink, paper, miscellaneous desk supplies (e.g. staplers, paper clips, writing utensils and file folders) and/or stamps/mailing charges for School-related correspondence will have a $250 stipend for full-time employees and $125 for part-time employees. School employees will receive a stipend as categorized below to be paid over 10 months or begin the monthly rate in relation to employment start date. This stipend is in lieu of staff ordering in the ordering system.

If employees choose to purchase additional equipment or supplies without written authorization from the School, such expenses would not be reasonable or necessarily incurred in connection with work for the School. Those expenses would be optional expenses that employees voluntarily elect to incur and not reasonably necessary expenditures incurred by employees in direct consequence of the discharge of their duties for the School.

If, however, an employee believes that they have been~~they he or she havehas been~~ required to incur any unexpected necessary and reasonable expense in order to perform ~~his or her~~ duties on behalf of the School, the employee should immediately report that expense to the School's Executive Director or designee~~Human Resources~~

~~Department~~. Employees will be required to submit documentation to support any request for reimbursement of such expenses.

Reporting
If any employee believes that they ~~he or she~~ ~~haveh~~as have not been fully reimbursed for all reasonable and necessary expenses that ~~he or she~~ have been required to incur while working for the School, the employee should immediately inform the Executive Director or designee ~~School's Human Resources Department~~. All reports of possible inadequate reimbursement will be promptly reviewed, including a review of all of the employee's expense related records and receipts. If, as a result of the review, it is determined that the employee has been inadequately reimbursed for actual and necessary business expenses, the School will promptly reimburse the employee, in full, for all actual, reasonable and necessary business-related expenses incurred. It is every employee's responsibility to keep accurate records and receipts of all business-related expenses for the purpose of requesting reimbursement.

There will be no retaliation against any employee who reports an expense reimbursement issue in good faith or who honestly assists in reviewing such an issue, even if the review produces insufficient evidence that there has been a violation.

POLICY CONFIRMING RESTRICTION ON THE PROVISION OF FUNDS OR OTHER THINGS OF VALUE TO STUDENTS, PARENTS OR GUARDIANS

Policy Statement
It is the policy of the School that the School shall not provide any funds or items~~thing~~ of value to any student or his or her parent or guardian that a school district could not legally provide to a similarly situated student, or his or her parent or guardian. The School does not and shall not provide, for example, "sign up bonuses" to parents or guardians or other incentives unrelated to education.

Additionally, a student, parent or guardian shall not use his or her status as a student, parent or guardian with the School in order to obtain funds or items~~things~~ of value from the School. For example, this policy prohibits an individual from utilizing his or her status as a parent or guardian to obtain a vendor contract with the School for compensation. It also prohibits an individual from utilizing his or her status as a parent or guardian to refer or encourage any students enrolled in the School, or their parents or guardians, to select that individual or his or her company or another provider of services, in connection with the student's education at the School, resulting in the individual's receipt of funds or thing of value from the School.

Procedures
The prior approval of the Executive Director or his or her designee must be obtained for any of the following in order to ensure that it does not conflict with this policy:

1. Any funds or item~~thing~~ of value provided to a student, parent or guardian which has not previously been approved. This applies in any situation in which a

student, parent or guardian would have anywould any funds or itemthing of value, whether in their capacity as a student, parent, guardian, vendor, service provider or other circumstance.
2. Any proposed incentive to be offered to students or parents.

In requesting approval, the educational purpose of any such funds, itemthing of value or incentive must be provided to the Executive Director or designee.

Section 11 - Safety

SUBSTANCE AND ALCOHOL POLICY

It is the intent of the School to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success. For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event:
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises:
- Refusing to submit to an inspection or testing when requested by administration:
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if the employee is ~~are~~ required to take any kind of prescription or

nonprescription medication that will affect the ~~your~~ ability to perform the~~your~~ job, the employee~~you~~ is~~are~~ required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place the employee ~~you~~ on another assignment or take other action as appropriate to protect the employee's~~your~~ safety and the safety of other employees and students. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee. This policy will not be construed to prohibit the use of alcohol at social or business functions. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. As a result, employees do not have an expectation of privacy in this regard. Violation of this Substance and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion. Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance. Compliance with this Substance and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination. Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by breathalyzer ~~intoxicator~~, blood test, urinalysis, medical examination of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine

the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non- nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, vaping and/or pipes (both tobacco and marijuana products). Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground or event location.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on School property. Be cautious: keep school property and/or personal possessions out of sight and always keep the~~lock your~~ car locked. Ensuring that the parked ~~your~~ vehicle and personal property are against loss and damage is recommended for the~~your~~ protection of the employee.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will utilize the Expense Reimbursement Policy under Mileage Reimbursement. ~~be reimbursed for mileage at the rate established by the Internal Revenue Services and in accordance with the School's Reimbursement policies.~~ Employees must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

The School cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on the School's premises, including the parking area, or away from school property. While on school business, employees are prohibited from using personal property for work-related purposes unless approved in advance by the Executive Director or designee.

SAFETY POLICY

The School is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor, Executive Director or designee immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, bring it to the attention of your supervisor, Executive Director or designee immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and

immediately contact the Executive Director or designee regarding the problem. All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources. The School has in place a written Injury and Illness Prevention Program as required by law.

ERGONOMICS

The School has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Executive Director or designee.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If there are~~you have~~ any questions or concerns about possible chemical exposure in a~~your~~ work area, contact the~~your~~ Executive Director or designee.

COVID-19

Although the school is~~we are~~ a non-classroom-based program, the school recognizes that there are circumstances when staff, students, and parents/guardians may interact in-person as part of the educational program. This can include but is not limited to in-person instruction between staff and students, parent teacher meetings, field trips, park days, and individualized services ("in-person activities"). The~~Our~~ COVID-19 Policy is based on guidance provided by the U.S. Centers for Disease Control and Prevention ("CDC"), the California Division of Occupational Safety and Health Administration ("Cal/OSHA"), the California Department of Education ("CDE"), and the California Department of Public Health ("CDPH"). Charter School will, as necessary, consult with the respective county health officer, or designated staff, to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health guidelines.

The Charter School will fully cooperate with county public health officials regarding the screening, monitoring, and documentation that will be required to permit careful scrutiny of health outcomes associated with conducting in-person activities. To the extent any mandatory public health guidance is revised to materially conflict with this Policy, Charter School will follow such guidance and not this Policy. As COVID-19 Guidance is continually evolving, please refer to CDPH for the latest guidance.

Section 12 - Termination

VOLUNTARY TERMINATION

The School will consider an employee to have voluntarily terminated his or her

employment if the employee does any of the following: (1) elects to resign from the School; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the School; or (3) fails to report for work without notice to the School for three consecutive work days. The School requests that employees provide at least two weeks written notice of a voluntary termination. All School property must be returned immediately upon terminating employment. The School retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of the School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, the School reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at the School may be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at the School. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to Human Resources. Only Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees. With respect to verification requests, the School will disclose only the dates of employment and the title of the last position held. The School will verify or disclose additional information about the employee only if the employee provides written authorization for the School to provide the information. However, the School will provide information about current or former employees as required by law or court order. The School will not provide any letters of reference for current or former employees. Please refer all questions about this policy to Human Resources.

Section 13 - Employee Handbook Acknowledgement

By my signature below, I acknowledge that I have received a copy of the School Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding the School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of the School's policies.

In particular, I have read and understand the School's Equipment/Laptop Computer Policy, Anti-Nepotism Policy, Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel, Policy Confirming Restrictions on the Provision of Funds or Other Things of Value to Students, Parents or Guardians, and restrictions and procedures to avoid Conflicts of Interest.

Just as I am free to terminate the employment relationship with the School at any time, the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director or designee of the School, with the approval of the Board of Directors, has the authority to alter the~~your~~ employment at-will status of employees, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director or designee. This is the entire agreement between the School and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with the School, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

The School reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice. Other than the School Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print):	_____
Employee Signature:	_____
Date:	_____

Homeless Education Policy

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

When there are at least 15 homeless students in a school, the Local Control and Accountability Plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52064, 52066)

Board policies shall be regularly reviewed and updated to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

Feather River Charter school annually administers a housing questionnaire to ensure easy identification of homeless students. If the primary language of a student's parent/guardian or an unaccompanied youth is not English , either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or unaccompanied youth. (Education Code 48851)

The Board shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire.

At least annually, the Board shall receive a report on the identification of and outcomes for homeless students, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, strategies shall be revised as needed to more effectively identify and support the education of homeless students.

The purpose of the Feather River Charter School Governing Board approving this Homeless

Education Policy is to accomplish the following:

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

1. Definitions:

· ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:

o Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

o Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;

o Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

o Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.

· ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.

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

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

o Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;

o Consider student-centered factors related to the child's or youth's best interest,

including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;

o If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and

o In the case of an unaccompanied youth, ensure that the School liaison assists in placement or admission decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

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

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

· Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

· Ensure that homeless children and youth are admitted in, and have a full and equal opportunity to succeed in the School;

· Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;

· Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

· Ensure that admission disputes are mediated in accordance with the dispute resolution process outlined below;

· Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied

youths;

· Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;

· Ensure that unaccompanied youths 1) are admitted to school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

· Ensure that the district liaison's contact information, other information on homelessness, and resources available to persons experiencing homelessness are posted on the district and school websites.

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

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

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.
A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school

year.

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

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

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

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

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

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

5. **Transportation**: The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion
   the responsibility and costs for providing the student with transportation to and from the Charter School.

6. **Comparable Education Services:** Each homeless student will be provided access to services

comparable to services offered to other students in the Charter School, including but not limited to the following:

- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- Programs in career and technical education
- Access to interscholastic sports or other extracurricular activities.

7. Coursework and Graduation Requirements: The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed.

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

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

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

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

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Inform the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Inform the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a
postsecondary educational institution; 3) Provide information to the student about transfer

opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student.

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

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

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

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

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

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

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

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

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

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

Coversheet

Presentation of Local Control and Accountability Plan 2021-2024

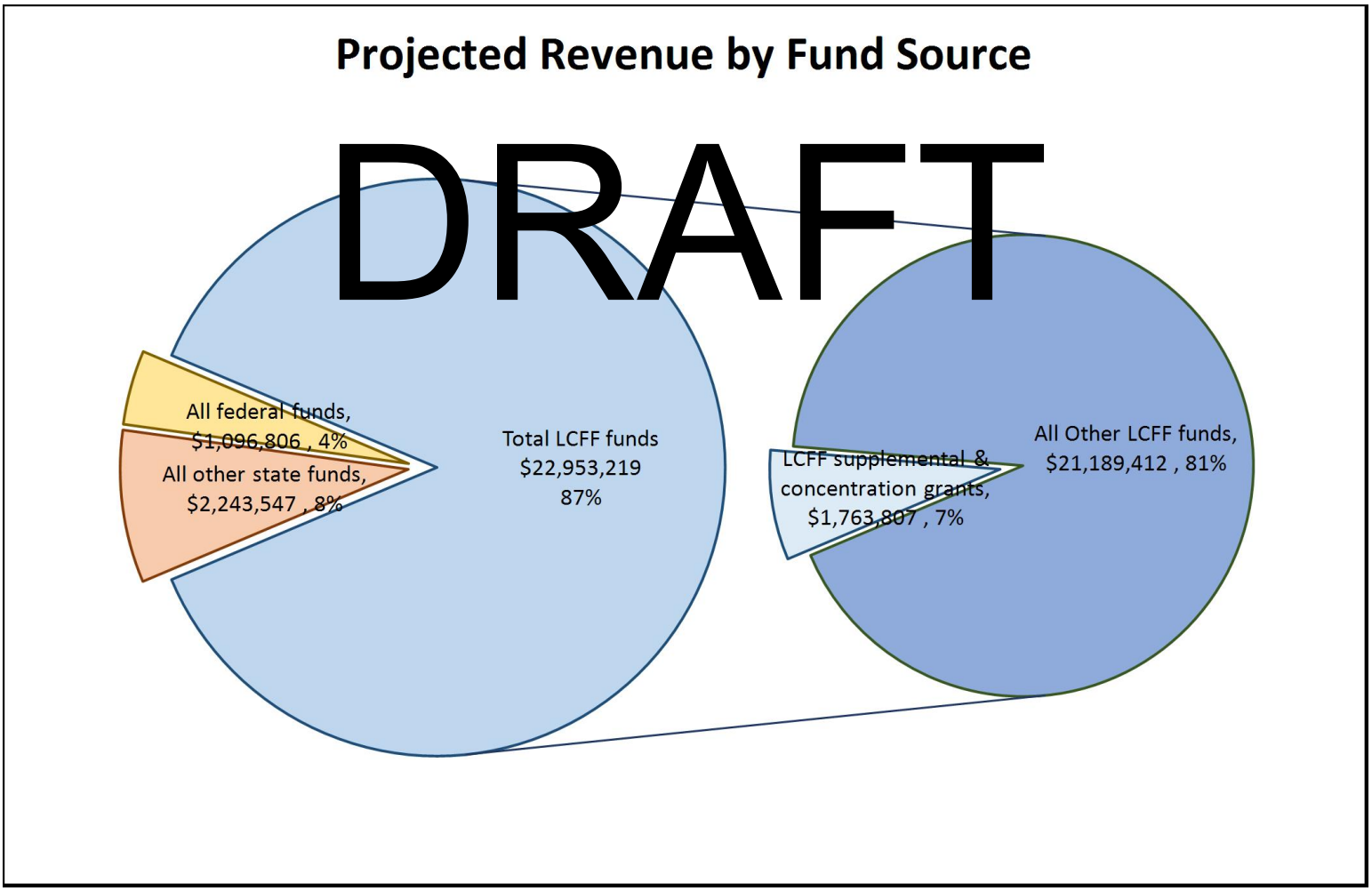
Section: II. Finances
Item: A. Presentation of Local Control and Accountability Plan 2021-2024
Purpose:
Submitted by:
Related Material:
138308-2022_Local_Control_and_Accountability_Plan_Feather_River_Charter_School_DRAFT.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Feather River Charter School
CDS Code: 51 71456 0133934
School Year: 2022-23
LEA contact information:
Jenell Sherman
Executive Director
jenell.sherman@featherrivercharter.com
916-957-5781

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

Budget Overview for the 2022-23 School Year



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

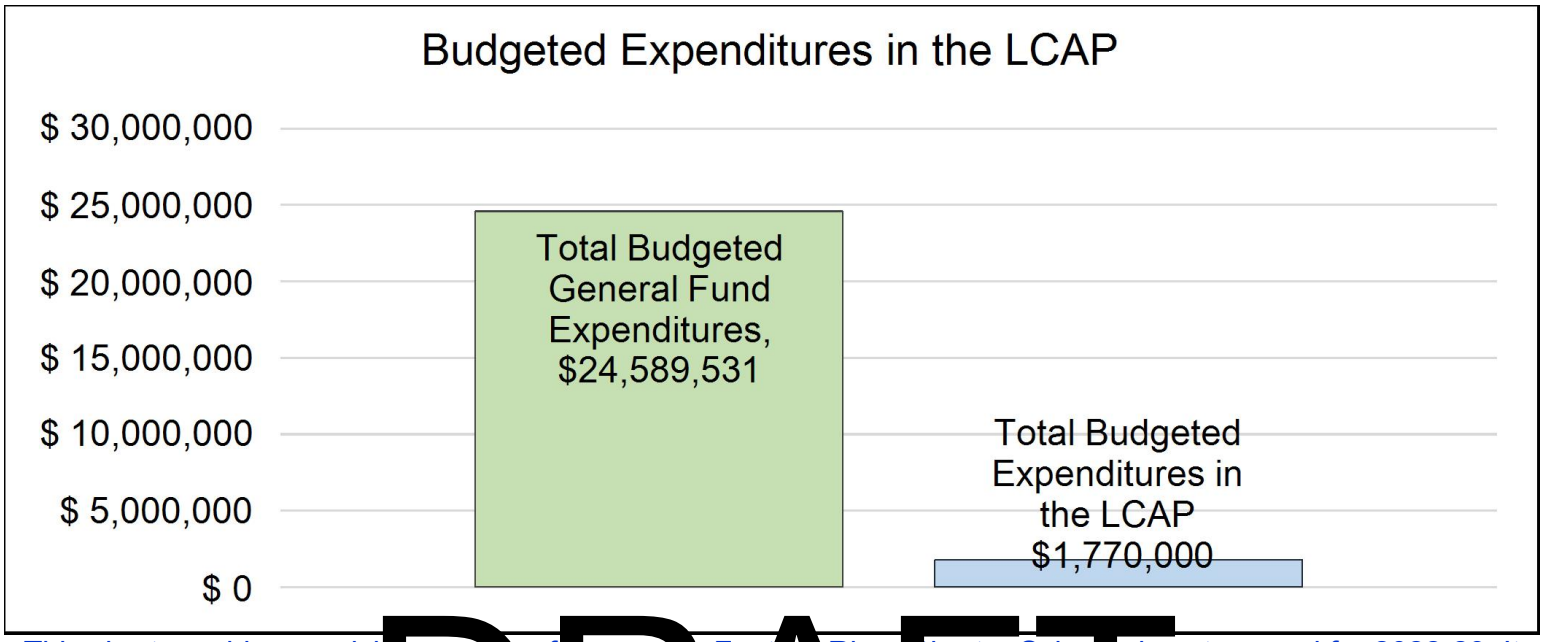
The text description for the above chart is as follows: The total revenue projected for Feather River Charter School is $26,293,572, of which $22,953,219 is Local Control Funding Formula (LCFF), $2,243,547 is other state

funds, $0 is local funds, and $1,096,806 is federal funds. Of the $22,953,219 in LCFF Funds, $1,763,807 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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LCFF Budget Overview for Parents

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



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

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The text description of the above chart is as follows: Feather River Charter School plans to spend $24,589,531 for the 2022-23 school year. Of that amount, $1,770,000 is tied to actions/services in the LCAP and $24,589,531 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

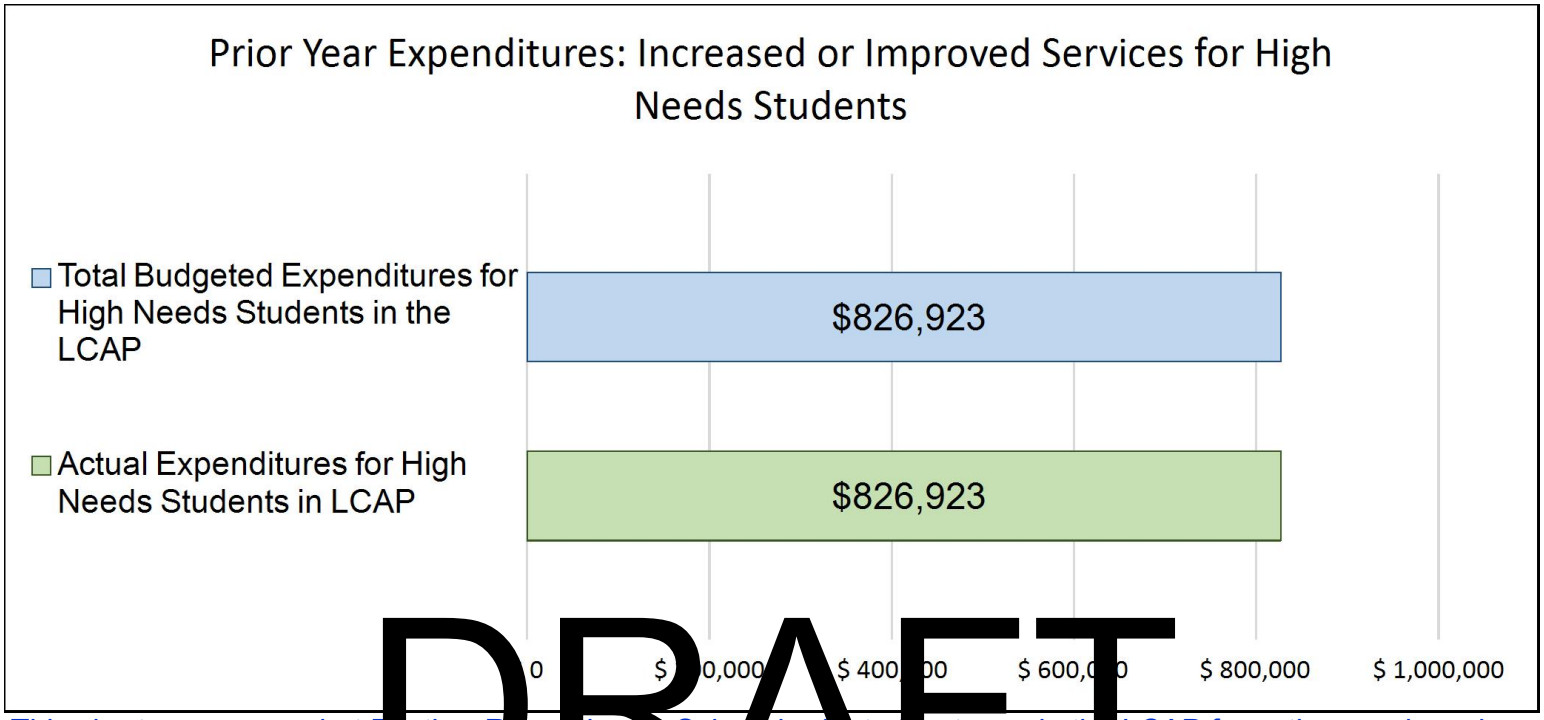
Operational costs and Professional Services rendered to run the school.

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

In 2022-23, Feather River Charter School is projecting it will receive $1,763,807 based on the enrollment of foster youth, English learner, and low-income students. Feather River Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Feather River Charter School plans to spend $1,770,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Feather River Charter School's LCAP budgeted $826,923 for planned actions to increase or improve services for high needs students. Feather River Charter School actually spent $826,923 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Feather River Charter School	Jenell Sherman Executive Director	jenell.sherman@clarksvillecharter.com (916) 526-3794

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

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

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The Educator Effectiveness Block Grant draft was presented and explained to the Governing Board and community members in a public board meeting on December 7, 2021. The Educator Effectiveness Block Grant was subsequently board approved on December 14, 2021.

The A-G Improvement Grant will be presented to the community and Governing Board members at the February 16, 2022 Board Meeting.

The Expanded Learning Opportunities Grant is accessible to the public on our school website, when drafting this plan we initially held several meetings with different departments within our school. Additionally, we sent out surveys to our community, staff, parents, and students to gain insight on school strategies, policies, and areas of focus that could be revisited within academic and social-emotional wellness.The ELO was board approved on May 27, 2021. Please see the link below for more detailed information.

https://www.featherrivercharter.org/fs/resource-manager/view/e63b379a-89a8-42f4-b934-1358d14293dd

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

FRCS did not receive a concentration grant or the concentration grant add-on, therefore this is not applicable.

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

ESSER III Expenditure Plan: The ESSER III Expenditure Plan includes meaningful consultation with community members in the Community Engagement section. Please see the link below for more detailed information.
https://www.featherrivercharter.org/fs/resource-manager/view/fd8f1b3c-343c-4426-b4ac-441b6cedc457

ESSER II Assurances: FRCS completed submission on April 05, 2021 through the CDE portal.

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

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Our ESSER III plans include continuing the programs and safety measures that we have implemented with the ELO and ESSER II funding along with our LCAP goals. Our ESSER III plan will be implemented starting in the 2021-22 school year. During the current 21/22 school year we have been able to utilize the ESSER II funding to support the purchase of equipment, materials, PPE supplies, and COVID test kits in order to maintain the health and safety of our staff and students. FRCS has continued to maintain the health and safety of students, educators and other staff along with ensuring continuity of services with the implementation of the ESSER II plan. FRCS has increased nursing services to ensure local, state and federal compliance, as well as COVID support. COVID PPE equipment, supplies and COVID tests, as required by CDPH. FRCS will extend school year learning to address learning loss and credit recovery. Intervention staffing and stiped will support providing additional intervention and learning loss/acceleration programs to students through research based programs and supports. Virtual learning technology and program support will provide students with the capability and connectivity to daily instruction, support and services. FRCS will increase staffing to support identifying and serving students with disabilities. FRCS will increase opportunities and support for mental health offering and social emotional learning.

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

COVID policies were presented and approved to the Governing Board on October 19, 2021 with a COVID-19 Schoolwide Health and Safety Plan. The plan is based on guidance provided by the U.S. Centers for Disease Control and Prevention, the California Division of Occupational Safety and Health Administration, the California Department of Education and the California Department of Public Health. The FRCS board asked for clarified language and the revised version was approved on November 16, 2021. FRCS also presented a COVID-19 Testing Policy

for staff which was board approved on October 12, 2021. Staff at FRCS regularly attends COVID-19 Webinars and sessions to ensure that the school is up to date on COVID-19 related items. The school's website has a dedicated place for COVID-19 related items and announcements. As adjustments and recommendations are made by CDPH and local authorities for schools, FRCS adjusts and revises communications. FRCS has implemented several safety measures with our fiscal resources such as the purchase of equipment, materials, PPE supplies, and COVID test kits in order to maintain the health and safety of our staff and students. We have also increased nurse services to ensure local, state, and federal compliance as well as COVID-19 support. Some examples of purchases were disinfectant wipes for shared technology and equipment, sanitizer, PPE equipment, COVID Tests, and shipping expenses to ship COVID tests to staff.

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

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

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Introduction

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

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

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement

- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

Instructions

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

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

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Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Feather River Charter School	Jenell Sherman Executive Director	jenell.sherman@featherrivercharter.org 916-957-5781

Plan Summary [2022-23]

General Information

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

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Feather River Charter School (FRCS) opened in the fall of the 2016-17 school year. Feather River Charter School is a WASC accredited, nonclassroom based public charter school authorized by Winship-Robbins Elementary School District in Sutter County serving approximately 1100 students in Sacramento, Yolo, Yuba, Sutter, Colusa, and Placer Counties for students from transitional kindergarten through 12th grade. We take great pride in being able to offer our students flexible, personalized learning experiences through our many unique and dynamic programs. Our school values and supports parent choice and personalized learning for all students. FRCS Home School Teachers (HST's) are California credentialed teachers who partner with families to nurture, guide and enhance a student's educational needs. A focus of collaboration with academic achievement and the development of the whole child with personalized learning is pivotal. At Feather River Charter, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child. FRCS teachers collaborate with parents/learning coaches to create Learning Plans for students each learning period that outlines the lessons to be completed during a specified time frame. All students have access to online all access curriculum as well as curriculum to support educational standards. Internal benchmark diagnostic assessment data gathered from a computerized adaptable test, taken each fall, winter and spring, for grades TK-12, pinpoints the proficiency level of students across a range of subjects. The benchmark diagnostic assessments are specifically designed to provide meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments. This data along with learning styles are used to build the individualized learning path for each student to target specific learning objectives and standards. Regular assessment determines the level of mastery and individualizing the Learning Plan helps students progress quickly. Teachers can provide instruction and support either in person or online through web-conference platforms. This tool allows for teacher collaboration and instruction by using video, voice, text, and shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries and the students' residences. FRCS's tiered level of support is robust and differentiated for different learning styles. FRCS is continuously planning and adjusting programs to meet the needs of the student population served. Feather River Charter School's leadership and staff look forward to continuing their collaboration with the district in providing an option to students looking for an Independent study/homeschool program. Being part of Feather River Charter

School ensures our students are guided to become Navigators of the Digital World, Self-Directed Individuals, Personalized Learners, Independent Critical Thinkers, and Responsible Citizens of local and global issues. It is our mission to provide a flexible personalized learning experience, empower families to tailor a program designed around the specific needs of each student. In collaboration with fully credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

Reflections: Successes

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

FRCS has implemented an online direct instruction platform (four-to-six-week direct instruction, intervention courses for mathematics and language arts), and other programs so that all students have the critical thinking skills to be successful in college and career pathways. Additionally we offered three (3) separate, three (3) week cycles of study skills intervention which included direct instruction on test taking skills in order to support students who scored yellow on the Winter STAR 360.The Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA) were developed this year to support students. Both programs were developed to teach live online instruction providing standards aligned course by credentialed teachers. Due do COVID restrictions, the CDE did not release the 2020 Dashboard with all state indicators. The CDE released Dashboard 2020 results for two state indicators College and Career Indicator, and Graduation Rate Indicator. Reviewing our 2019 Dashboard results we have maintained the highest achieving performance score Blue for both our Chronic Absenteeism Indicator (0.3%) and Suspension Rate Indicator (0%). Additionally, the percent of our cohort graduate students who scored at "Prepared" on our College and Career indicator increased by 3.4% (32.4%). The Academic Indicator ELA had a slight increase of 4.7 DFS points for all students. For the English Learner Progress Indicator, we have scored at a Medium performance level with 54.7% of our EL's making progress towards English proficiency. Our school has maintained a standard met performance score on all Local Indicators on the California School Dashboard. Looking at our student groups' performances for each indicator, English Learners improved on Chronic Absenteeism from 1.7% to 0% of EL students chronically absent. Hispanic student group improved significantly on the Academic Indicator ELA by 13 DFS points. Additionally, analyzing the students who participated in the2020 AP exam, we had 100% of our students score at a 3 or higher which is a really positive accomplishment for our high school department. We are continuously working on achieving student academic success in each of the state indicators and continue to monitor our progress each year.

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Reflections: Identified Need

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

Reviewing our 2019 California Schools Dashboard results, our Graduation Rate Indicator received a "Orange" performance score. CDE released the 2020 and 2021 Dashboard results for the Graduation Rate Indicator but did not provide a performance color score. Based on the 2021 California Dashboard our graduation rate declined by 3.8% from the previous dashboard release and currently is at 87.7%, although this is not where we anticipated to be, we have been working to increase our overall graduation rate. We have started closely monitoring our cohort graduates ensuring any potential dropouts are provided a more intensive one to one guidance and assisted in reaching their

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educational goals. The College and Career Indicator received an overall performance score of “Orange”, on the 2019 California Dashboard but we had an increase of 13.4% on the 2020 dashboard release resulting in 32.4% of our students being prepared. Although we have shown improvement, we are still working to increase the percent of students who are college and career ready. We are working to review and implement new CTE course pathways that are more appealing to our students, based on the feedback we received from our stakeholders: community partners, parents, and students. Additionally, our Academic Indicator Math received a performance score of “Orange”, and within this indicator our subgroups which scored at a “Red” performance score include EL’s, Low SES, SWD’s, Hispanic, and Two or More Races. In order to help all our students with an increased focus on unduplicated student groups to increase their performance score on the state assessments we have started implementing an online direct instruction intervention platform, which includes four-to-six-weeks of direct intervention instruction. Intervention courses targeted the core content areas of mathematics, reading, and writing. Additionally we offered three (3) separate, three (3) week cycles of study skills intervention which included direct instruction on test taking skills in order to support students who scored yellow on the Winter STAR 360. When we reviewed for any performance gaps amongst our subgroups on any state indicator, we found there was a performance gap between all students and students with disabilities on the Academic Indicator ELA. We are hoping the additional online direct instruction will assist in student performance growth not only for SWD’s but for all subgroups.

LCAP Highlights

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

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Feather River Charter School takes state accountability measures very seriously and understands that there are areas we need to prioritize and create new policies or procedures to address and improve to achieve student academic success. Some identified areas of need based on the 2019 California Dashboard in the Academic Indicator Math, which we received a “Orange” performance score. Another area which was highlighted based on our Dashboard results was the performance gap amongst our students with disabilities and all students on the Academic Indicator ELA. FRCS has supported SWD's need for targeted language arts instruction by adding Reading Specialists, structured multi-sensory literacy programming as well as reading programs for specialized academic instruction. We have taken steps such as providing additional support for our unduplicated students such as professional learning for families and staff focused on instructional strategies to help students reach their academic potential. We will also implement and assess formative and interim assessments to be able to monitor our students throughout the year. With the provided data, we disaggregate the information to provide the individualized support needed for each student before the administration of the state assessments. This action plan will help students improve their overall scores on the state assessments and strengthen their academic performance. The College and Career Indicator is also an area of focus. To increase the number of students who are college and career ready, we will increase the number of course offerings in college and career indicators providing students with more opportunities to meet the requirements within this state indicator. Graduation Rate Indicator is also an area of focus for FRCS, we have created new roles and procedures to be able to monitor data regarding student dropout rates. Our school has continued to build professional development about CCI indicators and implemented an additional planning tool on our Individualized Graduation Plan for students, parent, and teacher future planning.

Comprehensive Support and Improvement

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

Schools Identified

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

Our school has not been identified for CSI.

Support for Identified Schools

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

Our school has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Our school has not been identified for CSI.

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Engaging Educational Partners

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

Before developing the process of LCAP, our school initially conducted several meetings with different departments within our school. We began this process by gaining insight and perspective to what our teachers and staff felt our areas of focus should be within each department. We also sent our surveys to our stakeholders: community partners, staff, parents, and students to receive feedback regarding what they feel our school strategies, policies, or procedures should include for next year as actions items we can implement. The surveys we received from our stakeholders were analyzed thoroughly to gain insight on what overarching goals should be for our school and within those goals how we can create actions to meet the needs of our community. Our team presented to the School Board a series of LCAP presentations which consisted of information related to proposed goals and actions for the upcoming years to foster collaboration, transparency, and to gather input. Meetings occurred with the English Learners Advisory Committee which consists of parents of our English Learners. Presentations to Charter department staff were held to gather department feedback. A charter wide staff presentation was conducted at a monthly staff meeting. Lastly, we collaborated with our SELPA where we asked for any feedback regarding our proposed goals and actions for the coming years.

A summary of the feedback provided by specific educational partners.

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When analyzing the feedback, we received with various stakeholders we received an immense amount of positive feedback regarding the current set policies and procedures and what we have planned for the coming year. The feedback from our parents of English Learners Advisory Committee consisted of great positivity regarding our English Language Development courses and parents felt very supported with our current program. Some suggestions the committee felt would be beneficial for the program consisted of offering more paper based English Language Development supplemental programs rather than a complete online based program. The Committee also suggested offering more afternoon zoom courses, having access to Star 360 interim benchmark assessments in the parental portal, and having the weekly newsletter contain information regarding what teachers are working on in classes. Analyzing the feedback received from our parents through the surveys we received great suggestions which we have incorporated into our LCAP as action items and almost all our parents were extremely satisfied with the current policies and procedures of our school. The feedback received consisted of adding more parent workshops related to strengthening student achievement and resuming in person activities for students, which was suspended due to COVID restrictions. The staff feedback received from the surveys was very positive regarding how the school is working collaboratively and aligning curriculum programs with state standards. When asked which state priorities the school should focus on, much of the staff felt we should prioritize the following state priorities Basic Services (Teacher credential, instructional materials), Course Access (Student access to a broad course of study), and Parent Involvement (Efforts to seek parent input and participation). We have thoroughly gone through the feedback received from each of our stakeholders and have been actively working on how we can incorporate the recommendations received to meet the needs of our community. We thank our stakeholders for their participation in the surveys.

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

Feather River Charter School believes in putting the community we serve first and addressing their individual needs as action, to be able to create an optimal learning environment for the families we serve. After receiving feedback from our stakeholders, many of their

recommendations regarding our programs within each department of our school were considered when proceeding with developing our planned goals, actions, and metrics for the 2020-21 LCAP. Our English Learner population is an area we are always looking to improve and create more supportive learning for our students and parents. From the feedback we received from our English Learners Advisory Committee we are implementing actions such as professional learning for families and staff which will focus on instructional strategies and being able to collaborate with parents and help support our English Learner population to reach their academic goals. The goals and actions we specifically added from our ELAC input include:

Goal 2, Action 2: Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support for our English Learners.

This will contribute to our plans to offer more creative English Language Development support options available both online and paper based.

From the feedback we received from our surveys to our parents we found there was a need for additional professional development for our families to ensure they have all the information they need about our curriculum and programs for all our students and specifically our unduplicated students. To address this area of need, we specifically implemented

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- Goal 1 Action 1: Professional Learning related to student learning needs, particularly for English learners, foster youth, students who qualify for free or reduced lunch
- Goal 1 Action 2: Professional Learning related to student learning needs, particularly for Students with Disabilities.

We also received feedback from our High school graduate students for this year through our grad survey sent out by our High School department. Analyzing the responses, we received regarding our CTE program and our college and career readiness programs led us to create Goal 3: Increase the number of students who are high school, college, career, and life ready and within the goal create the following action items:

- Goal 3 Action 2: Provide College Readiness Assessments and Preparatory Workshops
- Goal 3 Action 1: Increase number of course offerings in college and career indicators

Lastly, we met with our SELPA and received feedback in terms of prioritizing the needs of our students with special needs which led us to create the following Goal and actions:

- Goal 3 Action 3: Partnership with Earn and Learn Organization and additional secondary support programs
- Goal 3 Action 4: Individualized Graduation Plan

We hope to ensure the implementation of these actions will provide us with the growth we are expecting in the coming school years and be able to optimize our student achievement data. Overall, we are very thrilled for the new changes in the coming years and how we were able to meet with each of our stakeholders, parents, and students and be able to use the feedback we receive into action items for our schools future planning.

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Goals and Actions

Goal

Goal #	Description
1	FRCS will continue to develop plans and utilize data to strengthen student achievement for all students. List priorities Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning

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An explanation of why the LEA has developed this goal.

FRCS is a strong believer in data driven decision making and how we can constantly monitor student academic data to maintain or improve current set policies and procedures. We are working on using various lenses of approach to identify areas of need and focus on implementing new strategies and techniques to increase student achievement. The actions we have initiated will directly contribute to utilizing student achievement data to progress on California State dashboard indicators. We had created these actions and metrics because we saw a performance gap for certain student groups and on specific dashboard indicators and needed to close the achievement gap. Our actions provide additional support and the tools needed to help our student groups performing at a red or orange performance level reach their higher achievement level goals.

For our English Learner progress indicator on the California Dashboard, we have 42% of our English Learners making progress towards English proficiency. To increase support for our English Learners we will create additional professional learning development for staff and families to focus on instructional strategies to help our students. On our most recent available California Dashboard state assessment results for CAASPP our students' distance from standard (DFS) score for English Language Arts was -27.6 and for Mathematics was -85.9 to increase the number of students scoring at standard we have utilized the STAR 360 program in order to monitor the progress of our students by conducting these interim assessments throughout the year. The administration of these assessments will allow for us to collect data in relation to where our students are performing before the state assessments and be able to provide additional individualized support where needed for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will have home access to technology and the Internet.	100%	100%			100%
Increase participation rate on Interim benchmarks assessments	ELA 92% Math 93%	21-22 Star Assessment ELA- 92% Math- 92%			ELA 95% Math 95%
% of teachers report mastery on program implementation including Data Analysis, differentiation, assessment, and technology use.	93%	100%			100%
100% of teachers will be fully credentialed in the area of instruction or assignment.	100%	100%			100%
% of students enrolled in Direct instruction courses offerings	47%	27.86%			40%
Schoolwide Distance from standard (DFS) on the CAASPP ELA	Baseline: 2018-2019 • 27.6	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21			-18.6

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwide Distance from standard (DFS) on the CAASPP Math	Baseline: 2018-2019 • 85.9	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21			-76.9
% of students who have access to standard aligned instructional material	100%	100%			100%
Maintain safe facilities as demonstrated in a local inventory report.	FRCS does not have a facility	FRCS does not have a fa[illegible]			FRCS does not have a facility
Implementation of state standards, particularly English language development	100%	00			100%
% of students who score at standards Met/Exceeded on California Science Test (CAST)	Baseline: 2018-2019 25.4%	21-22 CAST Results will be available in August 2022 FRCS opted out of State testing in 20-21			35%
% of students scoring at ready or conditionally ready on the EAP for ELA	Baseline: 2018-2019 42%	21-22 EAP Results will be available in August 2022 FRCS opted out of State testing in 20-21			57%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students scoring at ready or conditionally ready on the EAP for Math	Baseline: 2018-2019 20%	21-22 EAP Results will be available in August 2022 FRCS opted out of State testing in 20-21			35%
% of priority group students (EL, FY, those with exceptional needs) who received tier 2 support)	14%	47%			45%

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Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain student groups such as English Learners, foster youth, and students who qualify for free or reduced lunch are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.	$170,000.00	Yes
1.2	Professional Learning related to student learning needs, particularly for Students with Disabilities	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain groups such as our Students with Disabilities are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to	$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focus on professional learning. This action aligns with Feather River's Special Education Plan element 3b.		
1.3	Implement and assess formative and interim assessments	Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We will implement assessments regularly to help us determine whether and to what degree students are making progress toward expected learning outcomes. We will focus on programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will improve services for our unduplicated groups and students with disabilities because it will add to our current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support which, as a school we will be able to closely monitor with a data driven model to focus targeted instruction to mitigate a potential increase in student learning loss. This action aligns with Feather River Special Education Plan Element 3c.	$150,000.00	Yes
1.4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Our most recent available California dashboard data shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We are creating and implementing a TK-6 academic online program with instruction from our teachers. This program will consist of online/synchronous classes and rotating workshops focusing on standards-based mathematics and language arts foundational concepts. We will target students who are working towards proficiency in ELA and Math from prior CAASPP and STAR 360 testing data. This program will increase and improve services for our unduplicated groups and is in addition to our current program offerings. It will be implemented schoolwide, however, our unduplicated student groups will benefit principally, as students in these groups are more likely to need additional academic support.	$185,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		These are the best use of funds because our data demonstrates that these students need additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding.		
1.5	Purchase additional technology	We will provide mobile internet connectivity and technology for student use for connectivity at home. The goal is schoolwide and is important because most of our resources and curriculum are offered online. An example is to provide a standards-based online curriculum for our unduplicated students. Another example is providing hotspots to ensure that our unduplicated students can attend our live or synchronous classes for academic and social emotional well-being. Schoolwide, however, we know priority groups will benefit due to financial strain of these students.	$90,000.00	Yes
1.6	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	Our most recent available California Dashboard data shows that schoolwide our students are 27 points below standard for ELA and 84 points below standard for Math. We will hire certificated staff to expand our middle school direct instruction courses for English Language Arts and Math. Additionally, we will hire and maintain certificated staff to create online/synchronous instruction support programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will increase and improve services for our unduplicated groups because it will add to a current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action.	$280,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
1.7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	We will purchase digital and paper resources, software, and workshops to assist staff, teachers and families with student services and the processes within the department. We are aware that student services have certain documents, processes and needs associated with compliance. The purchase of these will help in streamlining the process for our schools. An example of an expenditure is for our Student Study Team and Section 504 processes, Beyond SST will promote a digital manner for making referrals, scheduling, and holding meetings, creating Intervention and 504 plans as well as tracking data. Unduplicated students will benefit from the purchase of resources as some families have requested to remain off technology, therefore the ability to purchase printed materials will accommodate and support their educational requests. This will also support child find and create a continuum of supports and services for students.	$5,000.00	Yes

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Goal Analysis [2021-22]

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

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

All actions for Goal 1 were fully implemented as planned there were no substantive differences in planned actions and actual implementation of these actions.

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

There were no significant difference between the Budged Expenditures and Estimated Actual Expenditures to be reported.

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

All actions within Goal 1 were necessary in making progress toward reaching the goal of how we will continue to develop plans and utilize data to strengthen student achievement for all students. For example, Action 1.1 helped families of our priority group students become more aware and utilize the resources they have available which ultimately contributed to increase student academic achievement. Additionally,

Action 1.3 also contributed to reaching this goal by providing the necessary data from interim benchmark assessments which teachers, parents, students, and administrators can utilize to monitor academic performance at different points of time during the school year.

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

There have been no changes made this planned goal, metrics, desired outcomes, or actions for the coming year.

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

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Goals and Actions

Goal

Goal #	Description
2	FRCS will promote a safe, healthy, and engaged learning environment for all students. List Priorities Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure our students including unduplicated students (foster youth, English learners, and students who qualify for free or reduced lunch) are receiving the additional support they need. Our high school dropout rate was 10.53%. To address this area of concern, we will hire a Guidance Tech to monitor these students and address any individualized needs to be able to provide any additional support. On the California Dashboard, our most recent available 2019 English Learner Progress Indicator results show only 54.7% of our English Learners are making progress towards English proficiency. To address this area of improvement we will hire and maintain certificated staff to provide online/synchronous instruction, programs, and support for our English Learners. For our 2021-22 school year we had 6.8% of our English Learners reclassified, to improve these results we will fund support staff for unduplicated student support, which includes hiring a bilingual family liaison to support our non-English speaking populations. We hope these actions will contribute to improving our overall Goal to promote a safe, healthy, and engaged learning environment for all our students.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who feel safe or connected to the school	Students: 93% Parents: 92% Teachers: 94%	Students: 100% Parents: 89% Teachers: 100%			Students:100% Parents: 100% Teachers: 100%
The percent student suspension rate	0%	0%			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percent student expulsion rate	0%	0%			0%
The percent High school dropout rate	3.7%	10.53%			0%
The percent Middle school dropout rate	0%	0%			0%
Maintain Chronic Absenteeism Indicator at 0% for all students	0.3%	TBD in 2022 California Dashboard Release			0%
1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually	100%	100%			100%
Increase opportunities for student participation in leadership, enrichment, and academic events i.e. NHS NJHS, Enrichment	Fall: 77 students Spring: 81 students	21-22 School Year Data Community Program Club Fall: 268 Spring: 140 Adventure Academy Fall: 333 Spring:298 NHS: 9 NJHS: 15			Community Program Club Fall: 300 Spring: 170 Adventure Academy Fall: 400 Spring:360 NHS: 15 NJHS: 20
% of parents who provide feedback on	100%	TBD			100%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
survey specific to our LCAP actions and goals					
% of priority group students' parents/guardians who received schoolwide communication including meeting offerings, parent education, and resources	New metric for 21-22 LCAP	100%			95%
The percent of English learners who reclassify	8.9%	6.8%			15%
The percent of English learners who are making progress towards English proficiency on ELPI	54.7%	TBD in 2022 California Dashboard Release			65%
% of parents who feel the school is preparing students to meet the goal of the school Schoolwide Learner Outcomes	New metric for 21-22 LCAP	83%			95%

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Fund support staff for unduplicated student support	We will fund foster/homeless youth and family liaison positions to address specific needs of unduplicated and students with disabilities including augmented communication with families to receive information and support in the appropriate language. For example, we will utilize our foster/homeless youth liaison position to partner with families to assist in meeting the educational, social, and emotional needs of students. We will also hire family liaisons who also speak another language besides English, to support our non- English speaking populations.	$110,000.00	Yes
2.2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.	Our 2019 ELPI most recent available results show 54.7% of our English Learners are making progress towards English proficiency and 6.8% of our English Learners reclassified. To address this area of need to improve and increase our academic support for English learners including those with disabilities we will refine and improve our English language development curriculum and instructional delivery. Expenditures related to this action are the hiring of additional certificated staff and programs.	$90,000.00	Yes
2.3	Fund School Counselor/SST Coordinator	To support our families and provide a resource we will fund the School Counselor/SST coordinator. This position will oversee and provide social-emotional and counseling services, supports and referrals. The Coordinator will work to hold virtual SST meetings. The Counselor/SST Coordinator will offer group sessions/1:1, check in with students, lead SST meetings with a whole child perspective with Social Emotional Learning, academic, suicide risk assessment, students in crisis, dedicated time with unduplicated, collecting community-based resources for families. Although this is a schoolwide support, the position will focus on our priority group of students in need of academic intervention which includes Foster youth, low SED backgrounds, special education, and English learners. This position will provide support to students clinically and educationally. For example, counselors will address social and emotional needs of students through a variety of ways including workshops, whole group	$75,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		practices, small group interventions, and individualized learning activities. Another example is that our counselor will provide ongoing training and support to charter staff.		
2.4	Fund positions for monitoring student achievement data	Our CALPADS report shows our high school dropout rate is 10.53%, to decrease our dropout rate, we will hire personnel for students, focusing on priority group students such as EL, FY, or SED background, who did not re-enroll with the following school year, as well as those that leave during the school year to decrease the dropout rates in middle and high school. This will improve and increase services with a dedicated staff member to collaborate with families, High School Counselors, and the High School Department to assist our priority groups and schoolwide students. Our priority groups will benefit from this position as they will partner with our translators to assist, if needed, also.	$135,000.00	Yes

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Goal Analysis [2021-22]

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

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

All actions for Goal 2 were fully implemented as planned there were no substantive differences in planned actions and actual implementation of these actions.

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

There were no significant difference between the Budged Expenditures and Estimated Actual Expenditures to be reported.

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

All actions within Goal one were necessary in making progress toward reaching the goal to promote a safe, healthy, and engaged learning environment for all students. For example, Action 2.1 provided the additional source of support needed for our priority group students to utilize the resources available to them and feel socially and emotionally secure. Additionally, Action 2.3 helped families and students have a

resource for their social and emotional needs through workshops, whole group practices, small group interventions, and individualized learning activities which ultimately contributed to creating a safe, and healthy environment.

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

Within this Goal a new metric was added and an adjustment was made to a previous metric. The new metric of % of parents who feel the school is preparing students to meet the goal of the school Schoolwide Learner Outcomes was added to measure how well our schools foundation of who we want our students to flourish into is being established to the best of our ability. The previous metric which was % of parents/guardians of English learners, foster youth, and students who qualify for free or reduced lunch meet with a resource specialist such as our foster youth liaison or EL coordinator at least once a year was adjusted to % of priority group students' parents/guardians who received schoolwide communication including meeting offerings, parent education, and resources. This change was made to ensure all areas of communication from our school were being measured and not just one particular process of communicating with our families of priority group students.

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

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Goals and Actions

Goal

Goal #	Description
3	Increase the number of students who are high school, college, career, and life ready. List priorities: Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to increas college and ca er readiness amo t our hig school students We had about 15.5% of our students who graduated with A-G requireme s fulfilled o ad ress this rea of nee we will crease the num er of course offerings in college and career indicators. The 2020 Califor a Dashbo d re ults sho ed 49.7% of ur stu nts were approa hing prepared or prepared on the college and career indicator. In add on, for st ent parti ating in P exa s we ad 100% of our udents score 3 or higher. To overall increase the number of students pa icipating nd im proving college asses ment we will provide udents with College Readiness Assessments and Preparatory Wor ensur they are pp ted in eve w y. We hope to en ure all our students in secondary education increase their performance on all college and career readiness measures with the additional support we have planned as actions for the coming school year. We are planning to add additional AG courses to facilitate AG completion. We will collaborate with the College Board to offer onsite locations that offer PSAT, SAT and AP testing. Students have had a difficult time taking AP tests at outside institutions and this will solve that problem. We will add credentialed teacher taught CTE courses in HSVA in addition to the CTE opportunities available through eDynamic/Edmentum and at community colleges. We will offer courses through HSVA that offer more support to the struggling student to help our CAASPP scores in English, math, and science specifically. We will offer military science and leadership courses through HSVA that will help students reach the 2-year requirement for preparedness in that area. We will Contract with Earn and Learn, an organization that facilitates internship opportunities and helps students achieve the capstone course portion of the CTE pathway, making full completion more likely. Additionally, we will continue to encourage concurrent enrollment with local community colleges and seek out opportunities to partner with local colleges to offer dual enrollment to ensure we can continue to create more opportunities for our students to meet the state college and career preparedness requirements. Lastly, we will establish a contact and relationship with the Department of Rehabilitation in order to support our students with disabilities. We will also offer college and career awareness support, services, and workshops to our students with disabilities.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percent of students graduating with A-G requirements fulfilled	8%	15.5%			20%
The percent of students completing at least one CTE pathway	2%	0%			10%
5% increase in the number of students who score at Approaching Prepared or Prepared level on the College and Career Indicator	49.1%	TBD in 2022 California Dashboard			65%
The percentage of students passing the AP examination with a score of 3 or higher	62.5%	100			72%
The percentage of high school students graduating within 4 or 5 years	90.4%	86.2%			95%
Increase CAASPP participation rate or maintain at 95% or higher	Baseline: 2018-2019 92%	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21			95%
Increase percentage of students scoring at	Baseline: 2018-2019 20.1%	21-22 CAASPP Results will be			30%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard met or exceeding (level 3 or 4) on CAASPP Mathematics assessments, including all subgroups		available in August 2022 FRCS opted out of State testing in 20-21			
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP ELA assessments, including all subgroups	Baseline: 2018-2019 42.3%	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21			50%
% of students who complete both A-G and CTE pathway	1%	0%			5%

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase number of course offerings in college and career indicators	We will expand course offerings and analyze student data to find where a-g completion rates drop-off and expand course offerings. This action will increase and improve services for our unduplicated groups because it will add to a current program. The action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home and the offerings will support viable skills outside of schools. Our unduplicated students will have more opportunities for post-high school career opportunities. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the	$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pandemic there is an increase in student learning loss which we hope to mitigate with this action. Expenditures associated with this action include: For example, we will add CTE course offerings to our High School Virtual Academy. We will also add more A-G course offerings for students to be able to make progress towards A-G Completion.		
3.2	Provide College Readiness Assessments and Preparatory Workshops	In order to improve on the CCI indicator we will increase the number of students participating on ACT, PSAT, SAT, and AP end of course exams. Although this is a schoolwide action, we will focus our resources and staff towards our unduplicated students and students with disabilities to provide them with more opportunities, workshops, and resources to prepare for college readiness.	$90,000.00	Yes
3.3	Partnership with Earn and Learn Organization and additional secondary support programs	To increase college and career readiness, we will partner with Earn and Learn, an organization that facilitates internship opportunities. This will increase and improve services for our priority groups because it will provide an additional avenue other than a university, college or community college to gain career exploration. An example is that Earn and Learn will provide resources to support and deepen career pathways for learners including contacts to industry, tools to organize work-based learning, and a collaborative community of peers. We will also be working to develop a contact and relationship with the Department of Rehabilitation to support students with disabilities.	$0.00	Yes
3.4	Individualized Graduation Plan	To improve our graduation rate and performance score we have set procedures to revamp our Individualized Graduation Plan to raise awareness among our teachers so that they understand the actions that make our students classified as CCI prepared. They will be asked to choose a path that culminates in each student qualifying as prepared in a way best suited to their individual needs. We are also setting up free advisory classes, submitted to the College Board for	$0.00	No

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Action #	Title	Description	Total Funds	Contributing
		AG credit and led by the counselor. This will assist students/families in making choices that will benefit themselves and our dashboard. We have several strategies that are foundational for the training/support offered above. This offering will contribute to CCI preparedness and is more readily accessible. Students with disabilities will have a High School Counselor, Home School Teacher, Special Education Teacher, and parent present at their IEP to assist in developing their course of study in conjunction with their independent transition plan.		

Goal Analysis [2021-22]

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

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

All actions for Goal 3 were fully implemented as planned there were no substantive differences in planned actions and actual implementation of these actions.

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

There were no significant difference between the Budged Expenditures and Estimated Actual Expenditures to be reported, the only change was for Action 3.3 Partnership with Earn and Learn Organization and additional secondary support programs which was free of any cost.

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

All actions within Goal 3 were necessary in making progress toward reaching the goal to increase the number of students who are high school, college, career, and life ready. For example Action 3.1 helped contribute to reaching this goal by creating a larger scope of CTE and A-G courses, which students could choose from and ultimately have a higher chance of meeting the requirements of the CCI indicator pathways. Additionally Action 3.4 allowed a more one on one data analyzing approach where we were able to monitor each students academic achievements till date and be able to create a plan to help them reach the goal of being college and career ready.

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

There have been no changes made this planned goal, metrics, desired outcomes, or actions for the coming year.

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

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Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,763,807	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.68%	0.00%	$0.00	7.68%

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

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Required Descriptions

For each action being provided to an entire school, across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: Action 1 Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch. We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain student groups such as English Learners, foster youth, and students who qualify for free or reduced lunch are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.
Goal 1: Action 2 Professional Learning related to student learning needs, particularly for Students with Disabilities. We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain groups such as our Students with Disabilities are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning. This action aligns with Feather River's Special Education Plan element 3b.

Goal 1: Action 3 Implement and assess formative and interim assessments. Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We will implement assessments regularly to help us determine

whether and to what degree students are making progress toward expected learning outcomes. We will focus on programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will improve services for our unduplicated groups and students with disabilities because it will add to our current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support which, as a school we will be able to closely monitor with a data driven model to focus target instruction to mitigate a potential increase in student learning loss. This action aligns with Feather River Special Education Plan Element 3c. Expenditures associated with this action include: Purchase of assessment(s) that is aligned with California State Standards in mathematics and English Language arts to monitor the progress of students who typically need the most academic support including special education and homeless subgroups

Goal 1: Action 4 Increase the number of live or synchronous classes/ workshops for Elementary level grades. Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We are creating and implementing a TK-6 academic online program with instruction from our teachers. This program will consist of online/synchronous classes and rotating workshops focusing on standards-based mathematics and language arts foundational concepts. We will target students who are working towards proficiency in ELA and Math from prior CAASPP and STAR 360 testing data. This program will increase and improve services for our unduplicated groups and is in addition to our current program offerings. It will be implemented schoolwide, however, our unduplicated student groups will benefit principally as students in these groups are more likely to need additional academic support. These are the best use of funds because our data demonstrates that these students are in need of additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding. Expenditures associated with this action include: Hiring of staff to implement new program, purchase of curriculum, collaboration with intervention, EL and Special Education staff for broad focus of support for unduplicated students

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Goal 1: Action 5 Purchase additional technology: We will provide mobile internet connectivity and technology for student use for connectivity at home. The goal is schoolwide and is important because most of our resources and curriculum are offered online. An example is to provide a standards-based online curriculum for our unduplicated students. Another example is providing hotspots to ensure that our unduplicated students can attend our live or synchronous classes for academic and social emotional well-being. Schoolwide, however, we know priority groups will benefit due to financial restraints of these students.

Goal 1: Action 6 Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support. Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We will hire certificated staff to expand our middle school direct instruction courses for English Language Arts and Math. Additionally, we will hire and maintain certificated staff to create online/synchronous instruction support programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will increase and improve services for our unduplicated groups because it will add to a current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action.

Goal 1: Action 7 Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance. We will purchase digital and paper resources, software, and workshops to assist staff, teachers and

families with student services and the processes within the department. We are aware that student services have certain documents, processes and needs associated with compliance. The purchase of these will help in streamlining the process for our schools. An example of an expenditure is for our Student Study Team and Section 504 processes, Beyond SST will promote a digital manner for making referrals, scheduling and holding meetings, creating Intervention and 504 plans as well as tracking data. Unduplicated students will benefit from the purchase of resources as some families have requested to remain off of technology, therefore the ability to purchase printed materials will accommodate and support their educational requests. This will also support child find and create a continuum of supports and services for students.

Goal 2: Action 1 Fund support staff for unduplicated student support. We will fund foster/homeless youth and family liaison positions to address specific needs of unduplicated and students with disabilities including augmented communication with families to receive information and support in the appropriate language. For example, we will utilize our foster/homeless youth liaison position to partner with families to assist in meeting the educational, social, and emotional needs of students. We will also hire family liaisons who also speak another language besides English, to support our non-English speaking populations.

Goal 2: Action 2 Hire and maintain certificated staff to provide online/ synchronous instruction, programs and support for our English Learners. Our ELPI results show 54.7% of our English Learners are making progress towards English proficiency and 9.3% of our English Learners reclassified. In order to address this area of need to improve and increase our academic support for English learners including those with disabilities, we will refine and improve our English language development curriculum and instructional delivery. Expenditures related to this action are the hiring of additional certificated staff and programs.

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Goal 2: Action 3 Fund School Counselor/SST Coordinator. According to our parent survey 46% of our parents who participated in the survey were concerned with their child's mental health. To support our families and provide a resource we will fund the School Counselor/SST coordinator. This position will oversee and provide social-emotional and counseling services, support and referrals. The Coordinator will work to hold virtual SST meetings. The Counselor/SST Coordinator will offer group sessions/1:1, check in with students, lead SST meetings with a whole child perspective with Social Emotional Learning, academic, suicide risk assessment, students in crisis, dedicated time with unduplicated, collecting community-based resources for families. Although this is a schoolwide support, the position will focus on our priority group of students in need of academic intervention which includes Foster youth, low SED backgrounds, special education, and English learners. This position will provide support to students clinically and educationally. For example, counselors will address social and emotional needs of students through a variety of ways including workshops, whole group practices, small group interventions, and individualized learning activities. Another example is that our counselor will provide ongoing training and support to charter staff.

Goal 2: Action 4 Fund positions for monitoring student achievement data. Our Calpads report shows our high school dropout rate is 3.7%, in order to decrease our dropout rate we will hire a personnel for students, focusing on priority group students such as EL, FY, or SED background, who did not re-enroll with the following school year, as well as those that leave during the school year to decrease the dropout rates in middle and high school. This will improve and increase services with a dedicated staff member to collaborate with families, High School Counselors, and the High School Department to assist our priority groups and schoolwide students. Our priority groups will benefit from this position as they will partner with our translators to assist, if needed also. For example, we will hire a position to monitor and review student achievement data focusing on priority group students including students with disabilities, monitor the California Dashboard, and work with the high school counselors in monitoring at-risk students.

Goal 3: Action 1 Increase number of course offerings in college and career indicators. From our graduation survey results we found that 65.5% of our graduates were not aware of our CTE program. Our dashboard shows that schoolwide 32.4% of our students are prepared on the college and career indicator. We will expand course offerings and analyze student data to find where a-g completion rates drop-off and expand course offerings. This action will increase and improve services for our unduplicated groups because it will add to a current program. The action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home and the offerings will support viable skills outside of schools. Our unduplicated students will have more opportunities for post-high school career opportunities. These are the best use of funds because our data demonstrates that these students are in need of additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action. Expenditures associated with this action include: For example, we will add CTE course offerings to our High School Virtual Academy. We will also add more A-G course offerings for students to be able to make progress towards A-G Completion.

Goal 3: Action 2 Provide College Readiness Assessments and Preparatory Workshops. Our CCI Indicator shows that 2.9% of our students scored at the prepared level through the AP pathway. In order to improve on the CCI indicator we will increase the number of students participating on ACT, PSAT, SAT, and AP end of course exams. Although this is a schoolwide action, we will focus our resources and staff towards our unduplicated students and students with disabilities to provide them with more opportunities, workshops and resources to prepare for college readiness. For example, we will offer preparatory workshops for college readiness assessments such as the PSAT, SAT, and ACT. We will support students with disabilities by offering additional college and career awareness classes and workshops. Another example is that we will rent facilities where students can participate in these assessments.

Goal 3: Action 3 Partnership with Earn and Learn Organization and additional secondary support programs. Our Dashboard shows schoolwide that our students are 32.4% prepared in CCI. To increase college and career readiness, we will partner with Earn and Learn, an organization that facilitates internship opportunities. This will increase and improve services for our priority groups because it will provide an additional avenue other than a university, college, or community college to gain career exploration. An example is that Earn and Learn will provide resources to support and deepen career pathways for learners including contacts to industry, tools to organize work-based learning, and a collaborative community of peers. We will also be working to develop a contact and relationship with the Department of Rehabilitation to support students with disabilities.

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

FRCS understands the importance of equity vs. equality and how our unduplicated students require the additional support in reaching their educational goals for all our created schoolwide actions in the coming years. Our school has approximately 43.8% of our students who qualify as either foster youth, English learners, or low-income, for which we receive $783,947 known as supplemental concentration funds as pursuant to 5 CCR 15496(a)(5). To provide the additional needed support we are increasing or improving services for our unduplicated students (Foster Youth, English Learners, and Low-Income Students) by 8.07% which is approximately $63,265. We have planned in our

LCAP as action items to specifically use these additional funds for Professional Learning, additional technology, and funds for additional staff which will help support our unduplicated student group where needed. The LCAP actions were created with the feedback from our stakeholders, parents, students, and staff ensuring we can identify the area where the additional support is required. We want to pursue being able to address and close the achievement gaps amongst all our student groups while prioritizing our unduplicated students.

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

Feather River Charter School does not qualify for concentration funds (our unduplicated percentage is less than 55%).

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

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2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,770,000.00				$1,770,000.00	$1,560,000.00	$210,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	English Learners Foster Youth Low Income	$170,000.00				$170,000.00
1	1.2	Professional Learning related to student learning needs, particularly for Students with Disabilities	English Learners Foster Youth Low Income	$180,000.00				$180,000.00
1	1.3	Implement and assess formative and interim assessments	English Learners Foster Youth Low Income	$150,000.00				$150,000.00
1	1.4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	English Learners Foster Youth Low Income	$185,000.00				$185,000.00
1	1.5	Purchase additional technology	English Learners Foster Youth Low Income	$90,000.00				$90,000.00
1	1.6	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	English Learners Foster Youth Low Income	$280,000.00				$280,000.00

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Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
2	2.1	Fund support staff for unduplicated student support	English Learners Foster Youth Low Income	$110,000.00				$110,000.00
2	2.2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.	English Learners Foster Youth Low Income	$90,000.00				$90,000.00
2	2.3	Fund School Counselor/SST Coordinator	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
2	2.4	Fund positions for monitoring student achievement data	English Learners Foster Youth Low Income	$135,000.00				$135,000.00
3	3.1	Increase number of course offerings in college and career indicators	English Learners Foster Youth Low Income	$210,000.00				$210,000.00
3	3.2	Provide College Readiness Assessments and Preparatory Workshops	English Learners Foster Youth Low Income	$90,000.00				$90,000.00
3	3.3	Partnership with Earn and Learn Organization and additional secondary support programs	English Learners Foster Youth Low Income					$0.00
3	3.4	Individualized Graduation Plan	All					$0.00

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2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
22,953,219	1,763,807	7.68%	0.00%	7.68%	$1,770,000.00	0.00%	7.71 %	**Total:**	$1,770,000.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,770,000.00

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Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Single School	$170,000.00	
1	1.2	Professional Learning related to student learning needs, particularly for Students with Disabilities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
1	1.3	Implement and assess formative and interim assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$185,000.00	
1	1.5	Purchase additional technology	Yes	Schoolwide	English Learners Foster Youth	All Schools	$90,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.6	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$280,000.00	
1	1.7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.1	Fund support staff for unduplicated student support	Yes	Schoolwide	English L Foster Y th ow Inco e	All Schools	$110,000.00	
2	2.2	Hire and maintain certificated staff to provi online/ synchronous instruction, programs, a support for our English Learners.	es	olwide	glish L ster Y th Inco e	All Schoo	$90,000.00	
2	2.3	Fund School Counselor/SST Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
2	2.4	Fund positions for monitoring student achievement data	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$135,000.00	
3	3.1	Increase number of course offerings in college and career indicators	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$210,000.00	
3	3.2	Provide College Readiness Assessments and Preparatory Workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
3	3.3	Partnership with Earn and Learn Organization and additional secondary support programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

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2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$826,923.00	$883,704.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or redu[illegible]		70846	97004.41
1	**1.2**	Prof[illegible]sional Lea[illegible]ing r[illegible]ated to stu[illegible]t learning [illegible]eds, [illegible]articularly for S[illegible]dents with [illegible]sab[illegible]		85[illegible]03	85003
1	**1.3**	Imp[illegible]ment and a[illegible]ess [illegible]rmative and [illegible]terim as[illegible]smen		9[illegible]42	94719.66
1	**1.4**	Increase the number of live or synchronous classes/ workshops for Elementary level grades		44208	55906.78
1	**1.5**	Purchase additional technology		31000	31000
1	**1.6**	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.		238711	238711
1	**1.7**	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance		1374	2,308.32
2	**2.1**	Fund support staff for unduplicated student support		31154	37781.48
2	**2.2**	Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.		44208	44208

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Fund School Counselor/SST Coordinator		36413	36413
2	**2.4**	Fund positions for monitoring student achievement data		37517	37517
3	**3.1**	Increase number of course offerings in college and career indicators		82344	91188.25
3	**3.2**	Provide College Readiness Assessments and Preparatory Workshops		30069	31943.54
3	**3.3**	Partnership with Earn and Learn Organization and additional secondary support programs		2934	0
3	**3.4**	Individualized Graduation Plan		0	0

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2021-22 Contributing Actions Annual Update Table

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated fro the 202 CAP. isting co nt should be chang , but additional act s/funding can be added.							

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2021-22 LCFF Carryover Table

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

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Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special educati[illegible]lan are[illegible]trator(s) w[illegible]n develo[illegible]CA

Statute requires charter schools to c[illegible]nsult with[illegible]eac[illegible]rs, prin[illegible]als, ad[illegible]ini[illegible]rators, [illegible]ther school pers[illegible]nnel, parents, and students in developing the LCAP. The LCAP sh[illegible]uld also b[illegible]sha[illegible] and LE[illegible] shou[illegible] requ[illegible]t input from, sc[illegible]olsite-level advisory groups, as applicable (e.g., schoolsite councils, English L[illegible]rner Advisor[illegible] Coun[illegible]s, stud[illegible]t advisory groups, etc[illegible]) to facilitate alignment between schoolsite and district-level goals ar[illegible] actions

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Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a specific metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

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Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goa

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Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula webpage at https://www.cde.ca.gov/fg/aa/lc/.

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- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

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Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursu*CCR* Se6(a)(7).

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Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate for low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the G Actions contribut to the i r vices requirement, whether they are provided on an LEA-wide or schoolwide ba is or provided on a limited basis to duplicated stude ts. A limited action is an action that only serves foster youth, English lea ners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional in ease or improvement in services for unduplicated pupils as com ared to the services the LEA provides to all students for the relevant LCAP year.

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For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for County Offices of Education) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

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Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on one number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

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LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the upcoming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (5 subtracted from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

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LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (9 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

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Coversheet

Presentation of 2022-2023 Annual Budget

Section: II. Finances
Item: C. Presentation of 2022-2023 Annual Budget
Purpose:
Submitted by:
Related Material: 21.06_Feather River_ FY22-23 Budget Presentation.pdf

CHARTER IMPACT

Feather River Charter School

FY22-23 Budget Review

Attendance and Data Metrics

Enrollment & Per Pupil Data		
	FY22-23 Budget	**FY21-22 P2**
Average Enrollment	2285	1829
ADA	2239	1792
Attendance Rate	98.0%	98.0%
Unduplicated %	41.6%	41.6%
Revenue per ADA	$11,742	$11,464
Expenses per ADA	$10,981	$11,086

- **24.93%** increase in average daily attendance.

Revenue

- **31.77% increase in budgeted revenue driven by:**
  - **6.56%** COLA increase in LCFF rates**.**
  - Increase in total enrollment.
  - Title I & II funding – **$172K**.
  - Elementary and Secondary School Relief Funds II (ESSER)- **$644k**.
  - Educator Effectiveness Block Grant (EEBG) - **$40k**.

	Annual/Full Year		
	22-23 Budget	**21-22 Forecast**	**Fav/(Unf)**
Revenue			
State Aid-Rev Limit	$ 22,953,219	$ 17,129,770	$ 5,823,449
Federal Revenue	1,096,806	2,068,071	(971,265)
Other State Revenue	2,243,547	1,705,338	538,209
Other Local Revenue	-	892	(892)
Total Revenue	**$ 26,293,572**	**$ 20,904,071**	**$ 5,389,501**

Expense

- **28% increase in budgeted expenses driven by:**
  - Increase to Staffing & Related Benefits.
  - ESSER Expenditures
  - Increased Enrollment and Student Fund allotment

	Annual/Full Year		
	22-23 Budget	**21-22 Forecast**	**Fav/(Unf)**
Expenses			
Certificated Salaries	$ 9,619,306	$ 7,089,063	$ (2,530,243)
Classified Salaries	458,572	351,117	(107,455)
Benefits	3,387,041	2,144,857	(1,242,184)
Books and Supplies	3,011,326	3,130,821	119,495
Subagreement Services	5,202,317	4,392,588	(809,728)
Operations	191,500	168,721	(22,779)
Facilities	2,300	1,840	(460)
Professional Services	2,316,872	1,669,093	(647,779)
Depreciation	3,600	2,873	(728)
Interest	396,697	238,139	(158,558)
Total Expenses	**$ 24,589,531**	**$ 19,189,113**	**$ (5,400,418)**

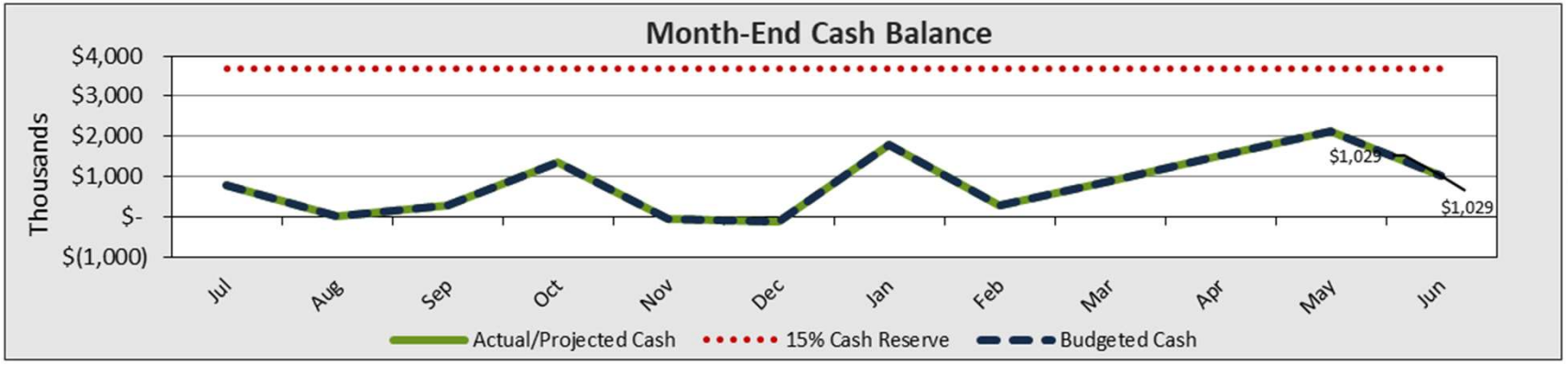
Fund Balance

- Budget surplus represents 6.9% of Annual Expenses.
- Exit Negative Fund Balance.

	Annual/Full Year		
	22-23 Budget	21-22 Forecast	Fav/(Unf)
Total Surplus(Deficit)	**$ 1,704,041**	**$ 1,714,958**	**$ (10,917)**
Beginning Fund Balance	(408,143)	(2,123,101)	
Ending Fund Balance	**$ 1,295,899**	**$ (408,143)**	
As a % of Annual Expenses	*5.3%*	*-2.1%*	

Cash

- Some Receivable sales are anticipated due to growth in enrollment
- Year-end cash balance budgeted at $1.52M.



Multi-Year Projections

- Multi-year surplus and positive cash balance projected.

	2022-23	2023-2024	2024-2025	2025-2026	2026-2027
Total Revenue	$ 26,293,572	$ 27,493,394	$ 28,471,259	$ 29,406,726	$ 30,338,813
Total Expenses	24,589,531	24,697,587	25,205,349	25,721,408	26,247,125
Annual Surplus	**1,704,041**	**2,795,807**	**3,265,910**	**3,685,318**	**4,091,688**
Beginning Fund Balance	(408,143)	1,295,898	4,091,705	7,357,615	11,042,933
Ending Fund Balance	**$ 1,295,898**	**$ 4,091,705**	**$ 7,357,615**	**$ 11,042,933**	**$ 15,134,621**
As a % of Annual Expenses	*5.3%*	*16.6%*	*29.2%*	*42.9%*	*57.7%*
Ending Cash Balance	**$ 1,028,816**	**$ 221,641**	**$ 3,405,928**	**$ 7,013,400**	**$ 11,027,613**

Appendix

- Monthly Cash Flow / Budget 22-23

Feather River Charter School

Monthly Cash Flow/Budget FY22-23

Revised 6/02/22

ADA = 2239.30

CHARTER IMPACT

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
LCFF State Aid	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment	0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes	0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education	0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
Revenues															ADA = 2239.30	
State Aid - Revenue Limit																
LCFF - New Grade	-	-	-	-	-	-	-	-					-	-	-	-
LCFF - Continuing Charters	-	845,973	845,973	1,522,752	1,522,752	1,522,752	1,522,752	1,522,752	2,366,436	2,366,436	2,366,436	2,366,436	2,366,436	**21,137,886**	21,137,886	-
8011 LCFF State Aid	-	845,973	845,973	1,522,752	1,522,752	1,522,752	1,522,752	1,522,752	2,366,436	2,366,436	2,366,436	2,366,436	2,366,436	**21,137,886**	21,137,886	-
8012 Education Protection Account	-	-	-	111,965	-	-	111,965	-	-	111,965	-	-	111,965	**447,860**	447,860	-
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	65,674	131,349	87,566	87,566	87,566	87,566	87,566	244,207	122,104	122,104	122,104	122,104	**1,367,473**	1,367,473	-
	-	911,648	977,322	1,722,283	1,610,318	1,610,318	1,722,283	1,610,318	2,610,643	2,600,505	2,488,540	2,488,540	2,600,504	**22,953,219**	**22,953,219**	-
Federal Revenue																
8181 Special Education - Entitlement	-	11,203	11,203	20,165	20,165	20,165	20,165	20,165	31,337	31,337	31,337	31,337	31,337	**279,913**	279,913	-
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 Title I, Part A - Basic Low Income	-	-	36,308	-	-	108,923	-	-	-	-	-	-	-	**145,231**	145,231	-
8291 Title II, Part A - Teacher Quality	-	-	6,843	-	-	20,529	-	-	-	-	-	-	-	**27,372**	27,372	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	644,291	-	**644,291**	644,291	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	11,203	54,353	20,165	20,165	149,617	20,165	20,165	31,337	31,337	31,337	675,627	31,337	**1,096,806**	**1,096,806**	-
Other State Revenue																
8311 State Special Education	-	65,423	65,423	117,761	117,761	117,761	117,761	117,761	183,007	183,007	183,007	183,007	183,007	**1,634,689**	1,634,689	-
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandated Cost	-	-	-	-	-	45,065	-	-	-	-	-	-	-	**45,065**	45,065	-
8560 State Lottery	-	-	-	-	-	-	102,167	-	-	102,167	-	-	306,226	**510,560**	510,560	-
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	13,232	-	-	-	-	-	-	-	-	-	-	40,000	-	**53,232**	53,232	-
	13,232	65,423	65,423	117,761	117,761	162,827	219,929	117,761	183,007	285,175	183,007	223,007	489,233	**2,243,547**	**2,243,547**	-
Other Local Revenue																
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	**13,232**	**988,273**	**1,097,098**	**1,860,209**	**1,748,244**	**1,922,761**	**1,962,376**	**1,748,244**	**2,824,988**	**2,917,016**	**2,702,884**	**3,387,174**	**3,121,074**	**26,293,572**	**26,293,572**	-
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	592,328	592,328	592,328	592,328	592,328	592,328	592,328	592,328	592,328	592,328	592,328	592,328	-	**7,107,932**	7,107,932	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	-	-	72,500	72,500	72,500	72,500	72,500	72,500	72,500	72,500	72,500	72,500	-	**725,000**	725,000	-
1200 Pupil Support Salaries	34,284	34,284	34,284	34,284	34,284	34,284	34,284	34,284	34,284	34,284	34,284	34,284	-	**411,405**	411,405	-
1300 Administrators' Salaries	60,265	60,265	60,265	60,265	60,265	60,265	60,265	60,265	60,265	60,265	60,265	60,265	-	**723,180**	723,180	-
1900 Other Certificated Salaries	54,316	54,316	54,316	54,316	54,316	54,316	54,316	54,316	54,316	54,316	54,316	54,316	-	**651,789**	651,789	-
	741,192	741,192	813,692	813,692	813,692	813,692	813,692	813,692	813,692	813,692	813,692	813,692	-	**9,619,306**	**9,619,306**	-
Classified Salaries																
2100 Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 Support Salaries	5,845	5,845	5,845	5,845	5,845	5,845	5,845	5,845	5,845	5,845	5,845	5,845	-	**70,140**	70,140	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	7,820	7,820	7,820	7,820	7,820	7,820	7,820	7,820	7,820	7,820	7,820	7,820	-	**93,840**	93,840	-
2900 Other Classified Salaries	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	24,549	-	**294,592**	294,592	-
	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	-	**458,572**	**458,572**	-
Benefits																
3101 STRS	141,568	141,568	155,415	155,415	155,415	155,415	155,415	155,415	155,415	155,415	155,415	155,415	-	**1,837,287**	1,837,287	-
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	-	**32,474**	32,474	-
3311 Medicare	11,375	11,375	12,433	12,433	12,433	12,433	12,433	12,433	12,433	12,433	12,433	12,433	-	**147,075**	147,075	-
3401 Health and Welfare	103,333	103,333	103,333	103,333	103,333	103,333	103,333	103,333	103,333	103,333	103,333	103,333	-	**1,240,000**	1,240,000	-
3501 State Unemployment	2,599	2,599	2,599	2,599	2,599	2,599	12,994	10,395	5,198	2,599	2,599	2,599	-	**51,975**	51,975	-
3601 Workers' Compensation	3,922	3,922	4,287	4,287	4,287	4,287	4,287	4,287	4,287	4,287	4,287	4,287	-	**50,715**	50,715	-
3901 Other Benefits	2,128	2,128	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	-	**27,514**	27,514	-
	267,631	267,631	283,099	283,099	283,099	283,099	293,494	290,895	285,698	283,099	283,099	283,099	-	**3,387,041**	**3,387,041**	-
Books and Supplies																
4100 Textbooks and Core Materials	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	**45,000**	45,000	-
4200 Books and Reference Materials	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	**30,000**	30,000	-
4302 School Supplies	41,371	119,587	216,895	159,234	109,418	140,770	170,947	138,707	230,949	252,846	172,025	360,661	-	**2,113,408**	2,113,408	-
4305 Software	35,258	35,258	35,258	35,258	35,258	35,258	35,258	35,258	35,258	35,258	35,258	35,258	-	**423,100**	423,100	-
4310 Office Expense	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	2,183	-	**26,200**	26,200	-
4311 Business Meals	8	8	8	8	8	8	8	8	8	8	8	8	-	**100**	100	-
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	7,312	21,135	38,333	28,143	19,338	24,879	30,213	24,515	40,817	44,687	30,403	63,742	-	**373,518**	373,518	-

Feather River Charter School

Monthly Cash Flow/Budget FY22-23

Revised 6/02/22

ADA = 2239.30

CHARTER IMPACT

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		92,383	184,422	298,928	231,076	172,456	209,349	244,859	206,921	315,466	341,234	246,128	468,103	-	**3,011,326**	**3,011,326**	-

Feather River Charter School

Monthly Cash Flow/Budget FY22-23

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ADA = 2239.30

		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	116,683	116,683	116,683	116,683	116,683	116,683	116,683	116,683	116,683	116,683	116,683	116,683	-	1,400,200	1,400,200	-
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	43,507	125,760	228,092	167,454	115,066	148,037	179,772	145,867	242,871	265,899	180,905	379,279	-	2,222,510	2,222,510	-
5107	Instructional Services	131,634	131,634	131,634	131,634	131,634	131,634	131,634	131,634	131,634	131,634	131,634	131,634	-	1,579,607	1,579,607	-
		291,824	374,077	476,409	415,771	363,383	396,354	428,089	394,185	491,189	514,216	429,223	627,597	-	5,202,317	5,202,317	-
Operations and Housekeeping																	
5201	Auto and Travel	133	133	133	133	133	133	133	133	133	133	133	133	-	1,600	1,600	-
5300	Dues & Memberships	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	18,000	18,000	-
5400	Insurance	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	120,000	120,000	-
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	-	46,300	46,300	-
5901	Postage and Shipping	467	467	467	467	467	467	467	467	467	467	467	467	-	5,600	5,600	-
		15,958	15,958	15,958	15,958	15,958	15,958	15,958	15,958	15,958	15,958	15,958	15,958	-	191,500	191,500	-
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5604	Other Leases	125	125	125	125	125	125	125	125	125	125	125	125	-	1,500	1,500	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	67	67	67	67	67	67	67	67	67	67	67	67	-	800	800	-
		192	192	192	192	192	192	192	192	192	192	192	192	-	2,300	2,300	-
Professional/Consulting Services																	
5801	IT	233	233	233	233	233	233	233	233	233	233	233	233	-	2,800	2,800	-
5802	Audit & Taxes	-	-	-	3,933	3,933	3,933	-	-	-	-	-	-	-	11,800	11,800	-
5803	Legal	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	9,108	-	109,300	109,300	-
5804	Professional Development	8,114	8,114	8,114	8,114	8,114	8,114	8,114	8,114	8,114	8,114	8,114	8,114	-	97,372	97,372	-
5805	General Consulting	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	-	23,000	23,000	-
5806	Special Activities/Field Trips	4,068	11,758	21,325	15,656	10,758	13,841	16,808	13,638	22,707	24,860	16,914	35,460	-	207,792	207,792	-
5807	Bank Charges	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	-	15,200	15,200	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	608	608	608	608	608	608	608	608	608	608	608	608	-	7,300	7,300	-
5810	Payroll Service Fee	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	1,383	-	16,600	16,600	-
5811	Management Fee	94,759	94,759	94,759	94,759	94,759	94,759	94,759	94,759	94,759	94,759	94,759	94,759	-	1,137,112	1,137,112	-
5812	District Oversight Fee	-	27,349	29,320	51,668	48,310	48,310	51,668	48,310	78,319	78,015	74,656	74,656	78,015	688,597	688,597	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		121,458	156,498	168,035	188,648	180,391	183,474	185,866	179,338	218,417	220,266	208,960	227,507	78,015	2,316,872	2,316,872	-
Depreciation																	
6900	Depreciation Expense	300	300	300	300	300	300	300	300	300	300	300	300	-	3,600	3,600	-
		300	300	300	300	300	300	300	300	300	300	300	300	-	3,600	3,600	-
Interest																	
7438	Interest Expense	-	-	38,830	77,660	-	38,830	60,344	-	60,344	60,344	60,344	-	-	396,697	396,697	-
		-	-	38,830	77,660	-	38,830	60,344	-	60,344	60,344	60,344	-	-	396,697	396,697	-
Total Expenses		1,569,153	1,778,484	2,133,658	2,064,611	1,867,686	1,979,463	2,081,009	1,939,695	2,239,470	2,287,515	2,096,110	2,474,662	78,015	24,589,531	24,589,531	-
Monthly Surplus (Deficit)		(1,555,921)	(790,211)	(1,036,560)	(204,402)	(119,442)	(56,702)	(118,633)	(191,452)	585,518	629,501	606,774	912,513	3,043,059	1,704,041	1,704,041	-

Feather River Charter School

Monthly Cash Flow/Budget FY22-23

Revised 6/02/22

ADA = 2239.30

CHARTER IMPACT

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(1,555,921)	(790,211)	(1,036,560)	(204,402)	(119,442)	(56,702)	(118,633)	(191,452)	585,518	629,501	606,774	912,513	3,043,059	**1,704,041**
Cash flows from operating activities														
Depreciation/Amortization	300	300	300	300	300	300	300	300	300	300	300	300	-	**3,600**
Public Funding Receivables								-	-	-	-	-	(3,121,074)	**(3,121,074)**
Grants and Contributions Rec.	2,797,808	-	-	-	-	-	-	-	-	-	-	-	-	**2,797,808**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	73,266	-	-	-	-	-	-	-	-	-	-	-	78,015	**151,282**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds from Factoring	-	-	1,294,339	2,588,678	-	1,294,339	2,011,471	-	2,011,471	2,011,471	2,011,471	-	-	**13,223,239**
Payments on Factoring	-	-	-	(1,294,339)	(1,294,339)	(1,294,339)	-	(1,294,339)	(2,011,471)	(2,011,471)	(2,011,471)	(2,011,471)	-	**(13,223,239)**
Proceeds(Payments) on Debt	(1,791,555)	-	-	-	-	-	-	-	-	-	-	-	-	**(1,791,555)**
Total Change in Cash	(476,101)	(789,911)	258,079	1,090,237	(1,413,481)	(56,402)	1,893,137	(1,485,491)	585,818	629,801	607,074	(1,098,658)		
Cash, Beginning of Month	1,284,715	808,614	18,703	276,782	1,367,019	(46,463)	(102,865)	1,790,273	304,782	890,599	1,520,401	2,127,474		
Cash, End of Month	**808,614**	**18,703**	**276,782**	**1,367,019**	**(46,463)**	**(102,865)**	**1,790,273**	**304,782**	**890,599**	**1,520,401**	**2,127,474**	**1,028,816**		

Original Budget Total	Favorable / (Unfav.)

Cert.	Instr.
50.8%	81.6%
2,846,084	419,778

Pupil:Teacher Ratio
20.36