Feather River Charter School

Feather River Special Board Meeting

Date and Time

Monday January 29, 2024 at 5:00 PM PST

Location

8950 Cal Center Dr. Ste. 110
Sacramento, CA 95826
BUILDING 1

Join Zoom Meeting:
https://sequoiagrove-org.zoom.us/j/4075258260

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Record Attendance/Establish Quorum		Juina Carter	
	B. Call the Meeting to Order		Juina Carter	
	C. Public Comment on Consent Agenda		Juina Carter	
	D. Approval of Consent Agenda		Juina Carter	

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

		Purpose	Presenter	Time

1. Approval of the Agenda
2. Consent Agenda Summary
3. Approval of Minutes from December 4, 2023 Board Meeting
4. Approval of Comprehensive School Safety Plan 2024-2025- Safety Goals
5. Approval of Open Enrollment for the 2024-2025 School Year: March 4-15, 2024
6. Approval of 2022-2023 Audit
7. Approval of SGCA Employee Handbook- Reproductive Loss
8. Approval of School Calendar 2024-2025

E.	Public Comments on Agenda and Non-Agenda Items		Juina Carter	3 m
II.	**Finances**			**5:03 PM**
A.	Approval of November 2023 Financials		James Surmeian	
III.	**Director(s) Updates**			
A.	Presentation of Executive Director Report		Jenell Sherman, Shannon Breckenridge, and Megan Nason	
IV.	**Finances**			
A.	Presentation: Feather River Response to FCMAT-AB 139		Jenell Sherman	
B.	Approval of 2024-2025 Enrollment Projections		Jenell Sherman	
V.	**Academic Excellence**			
A.	Presentation of School Data		Dr. Amanda Fernandez and Kulpreet Pummay	
B.	Presentation of Mid-Year LCAP Progress Report		Dr. Amanda Fernandez and Kulpreet Pummay	

	Purpose	Presenter	Time

In the past, California schools were required to report on their performance metrics only once a year through the LCAP. However, the updated LCAP requirements now mandate charter schools (defined as Local Educational Agencies, or LEAs) to annually provide an LCAP mid-year update presentation to their board, in an effort to ensure that progress towards the goals is continually monitored and evaluated.

C. Approval of 2022-2023 School Accountability Report Card — Darcy Belleza and Kulpreet Pummay

California public & nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics.

VI. Governance

A. Discussion of Board Goals — Darcy Belleza

Board Goals:

- The Board will collaborate with the school to increase awareness and build community with school staff, families and public.
- A board member will attend a committee meeting from English Language Advisory Committee or Parent Advisory Committee and report to back to the Board.
- The Board will provide support and feedback around the development of academic parent education resources focused on instruction and assessment.

VII. Closing Items

A. Board Requests for Future Agenda Items — Juina Carter

B. Announcement of Next Regular Scheduled Board Meeting — Juina Carter

The next regular scheduled board meeting is March 4, 2024 at 5:00 PM.

C. Adjourn Meeting — Juina Carter

Public Comment Rules for Agenda and Non-Agenda Items:

Members of the public may address the Board on agenda and non-agenda items either in person or through the teleconference platform, Zoom, during the time allocation for public comment.

For those participating in person:
Please fill out the Public Comment form and provide it to the administrative staff.

For those participating via Zoom:
Zoom does not require members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team 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. Please state whether you are speaking on an agenda item or a non-agenda item.

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.

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 of Consent Agenda

Section: I. Opening Items
Item: D. Approval of Consent Agenda
Purpose:
Submitted by:
Related Material: January_2024_Consent_Agenda_Cover_Sheet.pdf
2023_12_04_board_meeting_minutes FR.pdf
Comprehensive Safety Plan - Feather River 2024-2025.pdf
FR Open Enrollment 24-25.pdf
FeatherRiverCharterRpt23.pdf
Reproductive Loss Leave added to SGCA Employee Handbook pg 36.pdf
24-25 Calendars FR 24-25 School Calendar- Final.pdf

Consent Agenda

January 2024 Regular Scheduled Board Meeting

1. **Comprehensive School Safety Plan, 24-25:**
    - The law requires that each school update and adopt its CSSP by March 1 annually.
    - Effective school safety planning must be a dynamic, ongoing process with plans being reviewed and evaluated regularly, and after critical incidents.
    - Reviewing with Governance Team and legal counsel
    - Add language: pupils grades 7 to 12, suffering or reasonably believed to be suffering opioid overdose and Part 13: assess/respond to dangerous, violent or unlawful activity
    - Updated Staff Roster
    - Update language on dress code related to gang activity
2. **Open Enrollment Dates for 24-25 School Year:**

Families who are interested in enrolling in the Charter School are invited to submit an Intent to Enroll Form during our Open Enrollment Period. If space is available for all applicants, the school will not conduct a lottery. Families will be emailed instructions to complete the registration process. If the number of applications received during the Open Enrollment Period exceeds the number of spaces available, a lottery will be held. In-person attendance is not required for the lottery.

3. **22-23 Audit:**
    - Clean audit, no findings
4. **SGCA Employee Handbook**
    - Added leave for reproductive loss in accordance with January 2024 law:
        i. Reproductive loss definition: Reproductive loss includes but is not limited to miscarriage, ectopic pregnancy, molar pregnancy, stillbirth, neonatal loss, medical termination, abortion, or failed fertility treatment. Employees experience reproductive loss and may experience grief when their own, their partner's, a surrogate's, or a former partner's pregnancy ends or baby dies shortly after birth for which the employee would have been the parent, or when they would have become the parent through intended adoption of the child from a pregnancy or if such a child died shortly after birth.
        ii. An employee may take up to five days of reproductive loss leave following a reproductive loss event. An employee has three months from the date of the entitling event to complete the reproductive loss leave; the days the employee utilizes for

reproductive loss leave need not be consecutive. If an employee experiences more than one reproductive loss event within a 12-month period, the employer is not required to provide leave time in excess of 20 days within the 12-month period.

iii. Under the law, reproductive loss leave can be unpaid, but an employee may use available vacation, personal leave, accrued and available sick leave, or compensatory time off. The new law further specifies that it is unlawful for an employer to retaliate against an individual because of (1) the individual's exercise of the right to reproductive loss leave or (2) an individual's provision of information or testimony as to their own reproductive loss leave, or another person's reproductive loss leave, in an inquiry or proceeding related to rights guaranteed by FEHA. Further, an employer may not interfere with, restrain, or deny the exercise of, or the attempt to exercise, any reproductive loss right guaranteed by the law. Employers are also required to maintain the confidentiality of any employee requesting leave for a reproductive loss.

5. 24-25 School Calendar

DRAFT

Feather River Charter School

Minutes

Feather River Governing Board Meeting

Date and Time
Monday December 4, 2023 at 5:00 PM

Location
Sacramento Office:
8950 Cal Center Dr.
Building 2, Ste. 159 (Conference Room)
Sacramento, CA

Join Zoom Meeting:
https://sequoiagrove-org.zoom.us/j/4075258260

Directors Present
Juina Carter, Marwa Swelam, Stacy MacDonald

Directors Absent
None

Guests Present
Allie Suydam (remote), Camille Vocker (remote), Darcy Belleza, Dr. Amanda Fernandez (remote), James Surmeian (remote), Jenell Sherman, Katie Royer (remote), Marci Boyd (remote), Megan Nason (remote), Ron Sherrod, Royce Gough (remote), Sara Greco (remote), Shannon Breckenridge

I. Opening Items

A.

Record Attendance/Establish Quorum

B. Call the Meeting to Order

Juina Carter called a meeting of the board of directors of Feather River Charter School to order on Monday Dec 4, 2023 at 5:09 PM.

C. Public Comment on Consent Agenda

No public comments on Consent Agenda.

D. Approval of Consent Agenda

Juina Carter made a motion to approve the Consent Agenda.
Marwa Swelam seconded the motion.
The board **VOTED** unanimously to approve the motion.
Juina Carter made a motion to approve the minutes from Governing Board Meeting and Annual Board Training on 10-18-23.
Marwa Swelam seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Public Comments on Agenda and Non-Agenda Items

No public comments.

F. Presentation of Executive Director Report

Jenell Sherman and Shannon Breckenridge presented the *Executive Director Report.*

II. Finances

A. Presentation and Discussion of FCMAT Audit

Ron Sherrod from Sutter County Superintendent of Schools Office presented the FCMAT Audit Findings Report.

B. Approval of October 2023 Financials

Marwa Swelam made a motion to approve October 2023 Financials.
Stacy MacDonald seconded the motion.
James Surmeian presented October 2023 Financials.
The board **VOTED** unanimously to approve the motion.

C. Approval of First Interim Report

Juina Carter made a motion to approve First Interim Report.
Marwa Swelam seconded the motion.
James Surmeian presented First Interim Report.
The board **VOTED** unanimously to approve the motion.

D. Presentation: Finance Training

Dr. Amanda Fernandez presented Finance Training, *Foundations of Charter School Budget/Finance, LCFF/LCAP, and Audits.*

E. Presentation and Discussion of Instructional Funds

Dr. Amanda Fernandez presented Instructional Funds Report, *What is the Right Combination of Funding?*

F. Approval of 2022-2023 Audit

Stacy MacDonald made a motion to move the approval of 2022-2023 audit until January 2024 meeting.
Marwa Swelam seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Governance

A. Discussion and Potential Action: Board Goals

Juina Carter made a motion to approve Board Goals as noted.
Marwa Swelam seconded the motion.
Board Goals:

1. The Board will collaborate with the school to increase awareness and build community with the school staff, families and public
2. A board member(s) will attend a committee meeting for English Language Advisory Committee or Parent Advisory Committee and report back to the board
3. The Board will provide support and feedback around the development of academic parent education resources focused on instruction and assessment

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

B. Discussion and Potential Action: Election of Treasurer and Secretary

Marwa Swelam made a motion to approve board roles as noted.
Juina Carter seconded the motion.
Board Roles:

- Stacy Macdonald, Treasurer
- Marwa Swelam, Secretary

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

IV. Closing Items

A.

Board Requests for Future Agenda Items

No requests for future agenda items.

B. Announcement of Next Regular Scheduled Board Meeting

Juina Carter announced the next regular scheduled board meeting is January 22. 2024 at 5:00 PM.

C. Adjourn Meeting

Juina Carter made a motion to adjourn the meeting.
Marwa Swelam 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 7:23 PM.

Respectfully Submitted,
Juina Carter

Prepared by:
Katie Royer

Noted by:

_____
Board Secretary

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on that item. Public comment will be allowed following the staff report, if any, on each agenda item. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per agenda item. 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.

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COMPREHENSIVE SCHOOL SAFETY PLAN

2024-2025

Feather River Charter School

Feather River
CHARTER SCHOOL

SEQUOIA GROVE
CHARTER ALLIANCE



BP 0450

ADOPTED 01.22.24

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SECTION A:GENERAL INFORMATION – SCHOOL SAFETY - INCLUDES EMPLOYEE FINGERPRINT/BACKGROUND CHECK - ED CODE 44237

Part 1: Commitment to School Safety
The Charter School is committed to ensuring that all enrolled students and all employees are safe and secure. The Charter School believes that a first step toward safer schools is the development of a comprehensive plan for school safety by every school. The Charter School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis, and proposed changes will be submitted to the Board for approval.

Part 2: Legislative Requirements
The California Education Code section 47605(c)(5)(F)(ii) requires California charter schools to develop a school safety plan, which shall include the topics listed in Education Code section 32282(a)(2)(A) to (J).

Plans for Charter Schools must "identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:"

A. Employee Fingerprint/Background Check – Ed Code 44237
B. Child Abuse Reporting Procedures - Penal Code 11165.5 & .6
C. Disaster Procedures, routine and emergency – Ed Code 32282; CCR Title 8, Sec 3220ADA
D. Suspension/Expulsion policies and procedures – Ed Code 47605, 48915
E. Procedures to notify teachers of dangerous pupils – Ed Code 49079
F. Discrimination and Harassment Policy (include hate crime reporting procedures and policies) – Ed Code 200, *et seq.**
G. Schoolwide Dress Code (if it exists - including prohibition of gang-related apparel)
H. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site (pick-up, drop-off, maps, etc.)
I. A safe and orderly environment conducive to learning at the school
J. Procedures for conducting tactical responses to criminal incidents on campus and at school-related functions

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. The school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Part 3: Maintaining a Safe and Orderly Environment
It is a priority of the administration and staff at the Charter School that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and

achievement, participation in community projects, and positive student conduct.

The Charter School promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training to support communication with our students.

The Charter School remains in compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

Resource Center Visitors

All visitors to the resource center, except students of the school and staff members, sign in at the reception desk upon entering the resource center.

Part 4: Criminal Background Check

The Charter School recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent and do not present a risk of harm to students, coworkers, or others. The Charter School will perform applicant background checks and employee investigations as required by Education Code section 47605(c)(5)(F)(i), which requires that "each employee of the charter school furnish the charter school with a criminal record summary."

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

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

The Charter School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, the Charter School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with the Charter School's lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal convictions) may be ineligible for employment with the Charter School.

SECTION B: CHILD ABUSE REPORTING PROCEDURES - PENAL CODE 11164, *ET SEQ.*

PART 1: CHILD ABUSE REPORTING PROCEDURES

Child abuse reporting law (Penal Code Section 11166) requires that the Charter School employee who has reason to believe that a child has been subjected to abuse report the incident to the proper authorities.

At the Charter School, protecting children from child abuse is a major priority. Each year, the administration

sets aside time to meet with staff to discuss child abuse indicators, remind teachers of the procedures to follow when abuse is suspected, and provide annual training regarding the required procedures for mandated reporters.

Employees of the Charter School are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

The determination as to who should be contacted will depend greatly upon the situation at hand. The local law enforcement agency will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. the Charter School board policies are continually updated to reflect appropriate legislation. Excerpts from the California Penal Code and the Charter School Board Policy are presented below.

From California Penal Code Section 11166
…a mandated reporter shall make a report to an agency…whenever the mandated reporter, in the mandated reporter's professional capacity or within the scope of the mandated reporter's employment, has knowledge or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow-up report within 36 hours of receiving the information concerning the incident.

Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.

The Board agrees with the Legislature that:
Child abuse and neglect is a severe and increasing problem in California.

1. Charter schools, school districts and preschools are able to provide an environment for training of children, parents, and all school staff.
2. Primary prevention programs in charter schools and school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

The Executive Director shall explore funding and assistance available for the establishment of programs directed toward preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect, and reducing the general vulnerability of children, including coordination with and training for parents and school staff. Parents shall be given notice of, and may refuse to have their children participate in, prevention training program.

<u>Duty to Report</u>
Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be

delegated to another individual.

Definitions

1. "Child Abuse," as defined by law, includes the following:
    a. Physical abuse resulting in a non-accidental physical injury or death.
    b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
    c. Sexual abuse including both sexual assault and sexual exploitation.
    d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
    e. Severe corporal punishment.
2. "Mandated Reporters" are those people defined by law as "childcare custodian," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a childcare institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

1. "Child Protective Agencies" are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
2. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (California Penal Code 11166)

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

a. The name of the person making the report.
b. The name of the child.
c. The present location of the child.
d. The nature and extent of any injury.
e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail, fax or electronically transmit a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the charter school or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the direct report in completing and mailing the form; however, the mandated reporter is still

responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify their direct report or designee as soon as possible after the initial verbal report by telephone. The direct report, when notified, shall inform the Executive Director.

The direct report notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and regulations. If requested by the mandated reporter, the Executive Director may assist in the completion and filing of these forms.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which they knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars ($1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Executive Director shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension)

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting. Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with

policies, regulations and/or collective bargaining agreements. The Executive Director or designee should consult with legal counsel in implementing either suspension or dismissal.

SECTION C: DISASTER PROCEDURES, ROUTINE AND EMERGENCY - ED CODE 32282; CCR TITLE 8,
SEC 3220 ADA PART 1: GENERAL INFORMATION – DISASTER

The Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents. The Charter School has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

This Emergency Action Plan is being developed to provide information to the staff at the Charter School to ensure pertinent information is available in the case of an incident that warrants a response. It is written in accordance with California Code of Regulations, Title 8, Section 3220 which outlines the components required for a plan. There are also components of the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS), including the Incident Command System incorporated in this plan. The purpose for the inclusion is that while the Charter School may not have students at the Resource Center, it will serve as an Emergency Operations Center if a multi-site incident occurs and support is needed for the school or local community. At that time, the role of the Charter School would be to serve as a resource and clearinghouse for information.

The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human caused. However, Administrators retain the flexibility to modify procedures and/or organization structure as necessary to accomplish the emergency response and recovery missions in the context of a particular hazard scenario.

The individual(s) responsible for implementation of this plan or to contact for any clarification is:

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Fisher, Leslie
Fitzgerald, Erin
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Galvan, Monica
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Hellman, Mirian
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Horne, Andrea
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Hynson, Alysha

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Kerr, Jennifer
Knowles, Mandy
Koopmans, Audra
Lawrence, Janell
Lawton, Angela
Leach, Kristal
Liden, Michelle
Ligouri, Alexandra
Little, Idania
Ludovise,Emily
Martinez, Janelle
McDaniel, Ashley
McDaniel, Shelley
Millett, Tracy
Motarjeme, Amanda
Motta, Megan
Mut ,Tina
Nason, Megan
Nebeker, Ruth
Nugen, Becky
Odell, Lisa
Oram,Kaci
Paine, Jacqueline
Palmer, Leah
Perez, Cindy
Payne, Bryan
Perez, Sharyce
Power, Valerie
Pummay, Kulpreet
Record, Victoria
Reed, Jonathan

Refnes, Stephanie
Ridenhour, Cheri
Roome, Christina
Roome, Heather
Scott, Brandy
Sidney, Robin
Smithhart, Rebecca
Snyder Harris,Julia
Sorber, Bonni
Souza, Andrea
Spiva, Alexis
Stavness, Brittany
Steffens,Scott
Stephens, Rebecca
Stewart, Seren
Stockard, Eva
Stockard,Carissa
Stout, Morgan
Sumida, Kimberly
Sutherland, Danielle
Suydam, Allison
Taylor, Cinthia
Tingley, Lauren
Tonstad, Ryan
Trudell,Anna
Ulibarri, Stephanie
VandenAkker, Leslie
Vargas, Kathryn
Vasquez, Lauren
Vocker, Camille
Walker, Claire
Watkins, Jamie
Whigam, Myla

Williams, Ashley
Wolf, Kayla
Woodward, Deborah
Wright Shawn
Zagaroli,Nicole
Zlomke, Heather

EMERGENCY TELEPHONE NUMBERS

FACILITY EMERGENCY NUMBERS	
1. Emergency Operations Center	Students primarily school at home.
2. Alternate Location	Parents would use local emergency information pertaining to where they live.

LOCAL AGENCIES/OTHERS		
1)	Local Police	Parents would use local emergency information pertaining to where they live.
2)	Local Fire	Parents would use local emergency information pertaining to where they live.
3)	American Red Cross	(916) 993-7070
4)	Electric Utility Company	Parents would use local emergency information pertaining to where they live.
5)	Local Gas Company	Parents would use local emergency information pertaining to where they live.
6)	Local Water Company	Parents would use local emergency information pertaining to where they live.

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate aid.

INTRUSION AND/OR FIRE ALARMS

9-1-1 should be called in an emergency.

PLAN IMPLEMENTATION

A key component to this plan is the Incident Command System (ICS). The five basic functions of: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration must remain consistent, but the formation of the teams within those sections can be flexible to meet each school's needs.

To properly complete the EOP, the school needs to: (1) Assign roles for Management staff and Section Chiefs,(2) form the site emergency teams, (3) provide the appropriate training for all staff (4) conduct exercises to test the plan, and (5) update the plans as needed.

Employees shall be offered training on the specifics of this plan when it is initially developed and when new employees are hired. Employees should be retrained when the plan changes due to a change in the layout or design of the facility, when new equipment, hazardous materials, or processes are introduced that affect evacuation routes, or when new types of hazards are introduced that require special actions. It would also be helpful to provide annual awareness training as a reminder. General training for employees should address the following:

- Individual roles and responsibilities.
- Threats, hazards, and protective actions.
- Notification, warning, and communications procedures.
- Emergency response procedures.
- Evacuation, shelter, and accountability procedures.
- Location and use of common emergency equipment.
- Emergency shutdown procedures.

Additional training may also need to be provided (i.e. first-aid procedures, portable fire extinguisher use, etc.) depending on the responsibilities of allocated employees in the plan.

Once the emergency action plan has been reviewed with employees and everyone has had the proper training, it is a good idea to hold practice drills as often as necessary to keep employees prepared. Include outside resources such as fire and police departments when possible. After each drill, gather management and employees to evaluate the effectiveness of the drill. Identify the strengths and weaknesses of your plan and work to improve it.

ABOUT EMERGENCY MANAGEMENT SYSTEMS

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

Incident Command System (ICS) Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

Standardized Emergency Management System (SEMS) Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use

SEMS. In fact, the **STATE** reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

National Incident Management System (NIMS) After the national tragedy on September 11, 2001, it became clear that the country needed an emergency response system to address incidents that affected the entire nation. The national government looked at the system used in California and used it as a model to develop a national response system called NIMS. It is a FEMA approved emergency response system and will become the national model. National compliance was expected by 2006 but is still in progress.

FEDERAL funding for emergency response/recovery grants is tied to the use of NIMS.

SCHOOL RESPONSE
Education Code section 32282(a)(2)(B)(i) requires schools to establish an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. The charter school may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. This does not pertain to FRCS.

WHAT SPECIFIC LAWS APPLY TO SCHOOLS

THE FIELD ACT
(Garrison Act and Riley Act)
Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

Earthquake Emergency System
Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have the charter school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS
California Government Code Section 3100
All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- ***or,*** A federal disaster declaration has been made

NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave until formally released.

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

POST-DISASTER SHELTERS

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared

THE PETRIS BILL

California Government Code Section 8607

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996.

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

NIMS training requirements: All school employees (as designated Disaster Services Workers) are to complete ICS100, ICS200 and IS700.)

USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

Within SEMS and NIMS, an emergency response organization, known as the Incident Command System, consists of five Sections:

Management: responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four members, the EOC Director/Incident Commander (IC), the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer (LO). In short: they are ***the leaders.***

Planning/Intelligence: responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management Section. Planning/Intelligence are often referred to as ***the thinkers***.

Operations: responsible for response preparedness of the Assembly/Shelter, Communications, Crisis Intervention, Light Search and Rescue, First Aid, Student Release/Staff Accounting, and Maintenance/Fire/Site Security Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with the Management Section. These folks represent ***the doers.***

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there

are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are ***the getters.***

Finance/Administration: in charge of creating policies and procedures for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster, they activate contracts with vendors, keep time records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They also gather all paperwork and documentation at the end of the incident for inclusion in the After Action Report (AAR). They are called ***the payers***.

THE EMERGENCY OPERATIONS CENTER

During an emergency, the Management Section gathers together in an area/room to set-up a "command center" also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs.

A Word About Unified Command

The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, the incident command transitions to ***"Unified Command."*** This transition is immediately facilitated by an on-site briefing of first responders by the Management Staff and Section Chiefs. Following the initial briefing, the site's Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities. Other employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

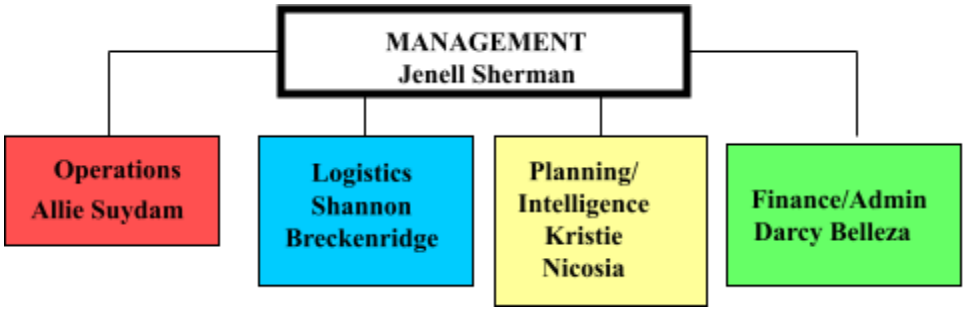
In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the organization's Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the EOC Director/Incident Commander has deemed it is too dangerous or unsafe for them to do so. *Remember,* first responders are professionals. Work with them and take your cues from them.

The Dual Role of the School Office

The School must organize to respond to incidents that occur at their location

- Ensure that the School has a functional Emergency Action Plan
- Ensure that School staff are trained and well prepare
- The School must also organize to provide support
- Provide leadership
- Provide assistance with response and recovery, when needed
- Ensure that school staff are trained and well prepared
- Ensure that each school has a functional Emergency Operations Plan

INCIDENT COMMAND SYSTEM AND DIVISION OF LABOR



Divisions of Labor
Each one of the five functions have certain roles and responsibilities during a disaster or school emergency. The Management Section oversees response activities in consultation with the Chiefs of the Operations, Logistics, Planning/Intelligence, and Administration/Finance Sections. Each of these sections in turn, has a team or teams tasked with implementing very specific components of the emergency response plan.

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at a school office or student location. This is a living document that should be updated and modified as additional information is acquired. A hazard assessment should be conducted to identify specific areas of concern for your location in order to maximize the number of response situations included in this plan.

EVACUATION PROCEDURES
Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near the resource center are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The building Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be re-routed away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

<u>During an evacuation, the following procedures must be followed:</u>

- Move staff to the designated Evacuation Area.
- Take roll by completing Staff Accountability Form
- Runners collect Staff Accountability Reports
- If an employee has an assignment on the Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- Report to Incident Commander (IC) for briefing and assignment.

LOCKDOWN/REVERSE EVACUATION PROCEDURES
Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the resource center , a reverse evacuation should be initiated.

All employees must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.
In the event of a lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- If inside, stay inside.
- Lock door(s) to buildings and or work areas.

- If possible, quickly close all windows and then move away from the windows.
- Use caution when allowing late reporting staff to enter into a classroom.
- Have staff hide, if appropriate.
- Take roll using Staff Accountability Form.

Report any "extra" staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.

- Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

PROCEDURES FOR CONDUCTING A "SIZE-UP"

A ***"SIZE-UP***" is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a ***"size-up"*** are:

1. **Gather Facts:**
    - **a.** What has happened?
    - **b.** How many people are involved?
    - **c.** What is the current situation?
    - **d.** Does the time of day or week affect this situation?
    - **e.** Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
    - **f.** What type(s) of structures are involved?
    - **g.** Are buildings occupied? If yes, how many?
    - **h.** Are there special considerations involved (e.g. children, elderly, disabled)?
    - **i.** Are hazardous materials involved at or near the situation?
    - **j.** Are other types of hazards likely to be involved?
2. **Assess and Communicate the Damage:**
    - **a.** Take a lap around the building and try to determine what has happened, what is happening now, and what may happen next.
    - **b.** Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?
3. **Consider Probabilities:**
    - **a.** What is likely to happen?
    - **b.** What is the worst-case scenario?
4. **Assess Your Own Situation:**
    - **a.** Are you in immediate danger?
    - **b.** Have you been trained to handle this situation?
    - **c.** What resources are available which can assist with your current situation?
5. **Establish Priorities:**
    - **a.** Are lives at risk? Remember, life safety is the first priority!
    - **b.** Can you and available resources handle this situation SAFELY without putting others at risk?
    - **c.** Are there more pressing needs at the moment? If yes, what are they?
6. **Make Decisions:**
    - **a.** Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.

   b. Where will deployment of resources do the most good while maintaining an adequate margin of safety?

7. **Develop an INCIDENT ACTION PLAN:**
   a. Develop a plan that will help you accomplish your priorities.
   b. Simple plans may be verbal, but more complex plans should always be written.
   c. Determine how personnel and other resources should be deployed.
8. **Take Action:**
   a. Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC, or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).
9. **Evaluate Progress:**
   a. At reasonable intervals, evaluate progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation

BOMB THREAT

TELEPHONE BOMB THREAT

- During the call, complete the bomb threat checklist found on the next page.
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat.
- Have someone else call **911** (dial 9 is to obtain an outside line) and notify the Resource Center and Executive Director.
- Without using portable radios or cell phones, organize a meeting with the school's Emergency Management Team (EMT). Radio and cell phone usage can resume once you are 300 feet away from school premises as a bomb could be hidden outside.
- If necessary, implement the ICS with only those positions deemed necessary.
- Assign a recorder to document events as they take place.
- Any search of the site should be done under the direction of law enforcement.
- The decision to evacuate the location is the responsibility of the Executive Director or their designee.
- If an evacuation is ordered, do not touch anything while leaving the building. Report any suspicious items to the Incident Commander.
- Follow off-site evacuation procedures.
- If the caller identifies a location where the device has been placed, avoid evacuating through the identified area.
- EMT members responsible for off-site evacuation and student accounting should begin making preparations for an orderly transition of the students/staff to the evacuation site.
- If an announcement is made over the school PA to evacuate, remind teachers and site supervisors to bring their class or work area rosters and emergency supplies.
- When the off-site evacuation location is reached, account for all students and staff. Report missing students/staff to the Incident Commander. The Incident Commander will report missing students/staff to the law enforcement agency assisting with the evacuation.
- Re-entry onto the school campus can only take place at the direction of Incident Commander.

E-MAIL BOMB THREAT

- Save the e-mail message.
- Print a copy of the message and give it to the Executive Director, law enforcement, and the Technology Department.
- Follow applicable procedures from above.

BOMB THREAT REPORT FORM:

School: _____

This form will help you obtain the necessary information from the caller. Keep this information near the phone. Date:_____Time:_____AM____PM____

Exact words of the person placing call:

QUESTIONS TO ASK:

1.) When is the bomb going to explode? _____

2.) Where is the bomb right now? _____

3.) What kind of bomb is it? _____

4.) What does it look like? _____

5.) Why did you place the bomb? _____

6.) What will prevent you from doing this? _____

7.) What is your name? (they may inadvertently give it) _____ TRY TO

DETERMINE THE FOLLOWING: (Circle all that apply)

Caller Description: Male Female Adult Juvenile Middle Aged Old

Voice: Loud Soft High-pitch Deep Raspy Pleasant Intoxicated

Accent: Local Non-Local Foreign Region Other: _____

Speech: Fast Slow Distinct Distorted Stutter Nasal Slurred Lisp

Language: Excellent Good Fair Poor Foul Other: _____

Manner: Calm Angry Rational Irrational Coherent Incoherent Deliberate Emotional Righteous Laughing Intoxicated

Background Noises: Office Machines Factory Machines Trains Animals Music Quiet Voices Airplanes Street Traffic Party Atmosphere

Other: _____

NOTIFY THE FOLLOWING PERSON(S):_____

Do not panic and do not discuss the information you have received except with the above-named persons.

Person receiving the Bomb _____.

Threat: _____ number_____ _ at telephone

Caller ID returned the following number:_____. Police contacted by: _____

Time:_____Date:_____

Search was made for the bomb: Y N Evacuation was conducted: Y N

FIRE/EXPLOSION
Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- Fire drills should be conducted at different hours of the day.
- An appropriate number of staff members should know how to reset the fire alarm.
- Immediately after the alarm has sounded for the drill, call the Fire Department non-emergency number to advise that this is only a drill.
- Keep documentation for each drill and record notable events for future consideration/improvement.

POSTING OF EVACUATION ROUTES

- A map, showing the primary and secondary evacuation routes shall be posted inside each room. The evacuation map shall have the office location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room.
- The map shall be labeled **"EVACUATION PLAN**" in bold letters and prominently posted in hallways, offices, bathrooms, and lounges.

FIRE/EXPLOSION CHECKLIST

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call **911** to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special-needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post staging area.
- Supervisors are to complete the Staff Accountability Report**.**
- Data collected from the **Staff Accountability Form** will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

EARTHQUAKE
An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

IF INDOORS

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck.

- Move away from windows and objects that could fall.
- Stay under the desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using the Staff Accountability Report.

IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to the assembly area and begin accounting for all staff.

IN VEHICLE:

- Stop vehicles in a safe location away from power lines, overpasses or buildings.
- Stay in the vehicle and establish radio contact with the School office.

GENERAL GUIDELINES (AFTER THE QUAKE):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from **911** if a major disaster has occurred affecting a large local area.

As we have been warned, we may be on our own for several hours or days.

- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the PIO.
- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).

- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE RESOURCE CENTER

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus
- Call **911**. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means.
- Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in a secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Executive Director. Can a message be placed on the website?
- Provide a liaison representative for family members for any injured staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.

IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Listen for directions from law enforcement.

- Provide your name to the adminstrator. leadership team or receptionist who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
  - Is the suspect still on at the site and do you know the current location?
  - Where was the specific location of occurrence?
  - Are there wounded staff members? How many?
  - Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices other).
  - Describe sound and number of shots fired.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and release the area to school officials when finished.

DEATH AND/OR SUICIDE

Death at a workplace is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death are outlined below.

DEATH OCCURS AT SCHOOL

- Call **911**. Identify your address and briefly outline the emergency and location
- Notify the school administration.
- Activate the Incident Command System if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Managing Director.
- Isolate other staff from the scene.
- If there is a death, do not move the body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them.
- Assign staff to monitor witnesses.
- Consider the impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the Executive Director must notify Cal-OSHA within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact

Cal-OSHA; however, the School still must make certain it calls Cal-OSHA.

- Monitor staff emotional responses. Following a death there may be:
  - Self-referrals
  - Parent referrals
  - Reports and concerns expressed by relatives or good friends
  - Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

HOSTAGE SITUATIONS

In any hostage situation, the primary concern must be the safety of staff.
Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

IF THE OFFICE IS TAKEN HOSTAGE

- Do not use words such as “hostage,” “captives,” or “negotiate.”
- Stay calm.
- No heroics, challenges or confrontation.
- Obey all commands.
- When safe, call **911**. Identify your work site and give the exact location in the building of the incident. Stay on the phone until law enforcement arrives to assume control of the situation.
- If possible, assign another staff member to notify the direct report..
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- The work site emergency team shall activate the Incident Command System and make needed assignments including staging a Command Post (CP) and appointing an Incident Commander (IC).
- If possible, the emergency team should provide law enforcement with a liaison from the work site. The liaison can assist in providing the name of IC, location of CP and obtaining maps, keys, radio and phone numbers, etc.
- Keep all radios, television sets, and computers turned off to minimize any possibility that the suspect can hear or see “NEWS REPORTS.”
- Make an effort to establish rapport with the suspect. Provide your first name. Find out his/her first name and use first names, including those of other staff members involved in the situation. If you do not know first names, refer to the hostages(s) as men, and women.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours.

TIME IS ON YOUR SIDE.

- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended.

WHEN THE HOSTAGE LOCATION IS OTHER THAN AN OFFICE

- Immediately call **911**. Identify your address and the situation, providing the exact location of the incident.

STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.

- While on the phone with the **911** dispatcher report the following if known:
  - Number of suspect(s)
  - Names(s) of suspect(s) (if known)
  - Description of suspect(s):

        - Male or Female
        - Race
        - Weight (Light; Lean; Heavy; Obese) stay away from using lbs.
        - Height (short; medium; tall) avoid using feet/inches
        - Hair
        - Eyes
        - Approximate age
        - Description of clothing
        - Anything special or unusual, like:
            - Scars
            - Tattoos
            - Burn marks
            - Birthmarks
            - Pierced body parts
            - Jewelry
    - Exact location of suspect (building, room) and include North, South, East or West in your directions.
    - Approximate number of staff in hostage area.
    - Are weapons or explosive devices involved?
    - Have any shots been fired? If yes, describe sound and number of shots fired.
    - Are there reports of any injuries or emergency medical needs (medication)? Describe exact location and condition of victim(s).
    - Are there any demands the suspect has made?
    - Is there any other background information, past problems with suspect, demeanor, possible motive, or vendettas against staff or particular staff member?

If the hostage situation is on one side of the building, law enforcement will likely want to enter from the other side. Inform law enforcement exactly where the "Hostage Situation" is located and advise law enforcement what you consider to be the best "other side" entrance for law enforcement response.

- If possible, assign another staff member to notify the direct report.

WHILE WAITING FOR LAW ENFORCEMENT

- If you can safely communicate to other offices by phone, implement lockdown procedures
- For this situation, **DO NOT** set off any alarms as the bell may cause staff to panic and rush into a dangerous area.
- **DO NOT EVACUATE** until instructed or escorted by law enforcement.
- Complete Staff Accountability Report.

ONCE LAW ENFORCEMENT ARRIVES

- Law enforcement will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

THE SITE EMERGENCY TEAM SHOULD MAKE PLANS TO

- Establish their Command Posts and assignment of necessary personnel.
- Record all events.
- Account for all staff.
- Prepare for a possible off-site evacuation route and location.
- Establish a media staging area.
- Alert Crisis Response Team for possible counseling of staff.

HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting

SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet away from you.

Avoid doing any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry

Consider doing the following:

- Be courteous and confident
- Do not touch the individual
- Protect yourself at all times
- Find another staff member to join you or keep the meeting in an open area
- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the person.

ATTEMPT TO USE PHRASES SUCH AS:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

WHAT TO DO:

- As soon as possible, call **911** and stay on the line. State your address, and exact location of hostile visitors. Identify buildings by letter (A, B, C, D, etc.) or number and use directions (North, South,

East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep staff away from the location of the hostile visitor.

CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

HOW SHOULD THE SCHOOL OFFICE PREPARE?

- The Emergency Management Teams should discuss and review plans to "Shelter in Place" or to "Evacuate the Area" using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

HOW SHOULD THE SCHOOL RESPOND?

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.
- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of Incident Command System (ICS) and appoint Incident Commander. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to "Shelter-In-Place" or to "Evacuate" the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flag.
- If "Sheltering-In-Place" and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephones lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching an alternative evacuation area, take head count and report missing or ill staff to Incident Commander and/or law enforcement.

MEDICAL EMERGENCY

Occasionally a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently.

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

- Insist that all accidents be reported, even if no visible harm or injury occurred.
- Follow established procedures for issuing medication.

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call **911** and be prepared to provide:
  - Your address, building letter (A, B, C, D, etc.), room or floor number
  - Describe illness or type of injury
  - How the illness or type of injury occurred
  - Age of ill or injured staff member
  - Quickest way for ambulance to enter location on site
- Notify the Executive Director.
- Assign a staff member to meet and direct rescue services to the location of injured party.
- Notify staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of the situation.
- Follow-up with a staff member's family.

GAS ODOR/LEAK

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.

The primary responsibility of the worksite staff is to determine how to safely house or evacuate staff and to protect property. The following agencies should be contacted:

- Fire Department (Call **911)**
- Site Administrator. Have a phone number for a point of contact if a leak is detected after business hours. (see emergency contact list)
- Local Gas Company

GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to the Command Post.
- Assign a liaison to interact with the Fire Department, Gas Company or law enforcement.

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING
It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building.

SHELTER-IN-PLACE PROCEDURES

Why You Might Need to Shelter-In-Place
Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to "shelter-in-place", they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where staff are sheltering-in-place.
- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference rooms without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider pre cutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

EXTENDED POWER LOSS
In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment

- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
- Fire sprinkler system
- Standpipes
- Potable water lines
- Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Upon Restoration of heat and power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

GUIDELINES FOR SPEAKING TO THE MEDIA

When speaking to the media about emergencies, it is extremely important to adhere to the following guidelines

1. **Executive Director READ** all press statements
2. **Re-state** the nature of the incident; its cause and time of origin
3. **Describe** the size and scope of the incident
4. **Report on** the ***current*** situation
5. **Speak about the resources** being utilized in response activities
6. **Reassure** the public that everything possible is being done
7. DO NOT release any names
8. **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
9. **Avoid speculation**; do not talk “off the record”
10. **Do not use** the phrase “no comment”
11. **Set up** press times for updates
12. **Control** media location

SAMPLE PRESS RELEASE*

Event: EARTHQUAKE **Date: MARCH 1, xxx**

Release #: 001 **Time: 8:00 A.M.**

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO SCHOOL OFFICES IN GENERIC COUNTY

FOR IMMEDIATE RELEASE

EXAMPLE…….At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the NAME OF SCHOOL located at 1234 Anywhere Blvd. in Our Town, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the location have been damaged and an overpass on Hwy. 101 leading to the location has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the location as this will hamper rescue efforts.

Schools throughout the county are instructed to call in to the County Office of Education at -(XXX) XXX-XXXX - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by called the Op Area Public Information Hotline at XXX-XXXX.

Further details will be provided when available.

Next Scheduled Release: As needed ###

SECTION C: DISASTER PROCEDURES PART 2: BIOLOGICAL/CHEMICAL WEAPONS ASSAULT

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Executive Director. The Executive Director should notify law enforcement authorities immediately.
As necessary, alert all site employees of the situation by intercom. If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Roll should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Roll should be taken.

- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Executive Director and staff must follow all instructions given by officers of emergency response agencies. The Charter School EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

SECTION C: DISASTER PROCEDURES PART 3: BOMB THREAT PROCEDURE

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 911.

Receiving the Call

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of the caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

Notification Procedures

School Location communicate the above information to the following in this order:

1. School Executive Director/Administrator
2. Associate Executive Director
3. All other Directors

The Executive Director/Administrator will notify local law enforcement and the Buckeye School District office. The Executive Director will communicate the above information to notify local law enforcement.
Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

Action Plan Procedures

If required to develop an action plan, the Executive Director/Administrator may consult with the following: Executive Directors and other administrators utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in a secure location.

The Executive Director will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the location.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

Reoccupation of an evacuated building will be authorized by the Executive Director only after consulting with law enforcement authorities.

SECTION C DISASTER PROCEDURES: PART 4: CHEMICAL OR HAZARDOUS MATERIAL INCIDENT

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking "Shelter in Place").

Notify **911** of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

SECTION C DISASTER PROCEDURES: PART 5: EARTHQUAKE PROCEDURES

Indoors

DUCK, COVER, AND HOLD

Get under the desk or table. Move away from windows and objects that could fall. Stay under a desk or table until shaking stops.

Outdoors

Move away from buildings, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

In School Bus

Stop vehicles in a safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or School's E.O.C.

General

- Be prepared for immediate aftershocks and ground motion
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)
- Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations. Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.
- Assist injured with First Aid treatment
- Do not evacuate buildings or vehicles unless you have a hazard-related reason to do so. Conduct a headcount to account for all personnel and students
- Establish communications with your supervisor, Executive Director or School EOC and follow emergency checklists and procedures.
- Assist any police or fire units that respond to your location.

SECTION C DISASTER PROCEDURES: PART 6: EXPLOSION, AIRCRAFT CRASH OR SIMILAR INCIDENT

- If possible, Duck and Cover under a desk or table. Notify **911** of the explosion or crash
- Assist any injured requiring first aid treatment
- If necessary because of fire, building damage etc., evacuate building
- Assist any persons who would have physical problems evacuating the building.
- Go to an outdoor evacuation/assembly area which is hazard free and not affected by the explosion or crash.
- Keep fire lanes, streets and walkways open for emergency responders
- Stay in the assembly area and account for all personnel and students.
- Do not return to buildings until authorized by fire department or Executive Director Information is provided to students at times of state testing, ingress and egress, safety

SECTION C DISASTER PROCEDURES: PART 7: FIRE PROCEDURE

- Call **911** to report a fire, stay one line and give specific information (name, address of school or

facility, student's learn primarily at home, no school location).

- Utilize manual pull stations to activate building alarm systems and evacuate buildings when you hear an alarm.
- In the event of a small fire, notify **911** and then use the nearest fire extinguisher to control the fire if you have been trained in their use.
- Do not attempt to fight large fires, call **911** and evacuate buildings.
- Assist students in building evacuation and proceed to outdoor school evacuation area or areas. When evacuating buildings walk, do not run.
- Do not use elevators for building evacuation or in an emergency.
- If heavy smoke is present, crawl or stay near the floor for breathable air.
- Assist any individuals who would have physical problems evacuating the building. Stay in the designated assembly area and account for all personnel and students. Do not block fire lanes or areas used by the fire department
- Do not re-enter the building until authorized by the fire department or the Executive Director.
- If the fire is off site, wait for instructions from the Executive Director or Executive Director's designee.

SECTION C DISASTER PROCEDURES: PART 8: FLOOD PROCEDURE

- If a flood warning is received by a school or location, notify the Charter School Executive Director immediately.
- If a major flood warning is received at the Charter School Office, the Charter School EOC should be activated.
- Based upon the specific threat, the Charter School EOC in conjunction with the Operational Area EOC and SEMS system will develop an action plan to protect personnel, students and facilities.
- Evacuation of specific schools, facilities or areas will be directed by the Charter School EOC in coordination with SEMS.

SECTION C DISASTER PROCEDURES: PART 9: LOCKDOWN/CIVIL UNREST PROCEDURES

Any threatening disturbance should be reported immediately to the Executive Director/Administrator.

If the disturbance is affecting normal school or facility operations, the Executive Director/Administrator should notify law enforcement authorities immediately.
As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground.
- Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside the classroom, regardless of lunch or recess until you are told by the Executive Director or Executive Director's designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Executive Director or Executive Director's designee.

If the situation is violent and may include the use of firearms, the Executive Director or Executive Director's

designee should instruct all staff and students to lie face down on the floor and remain immobile.

The Executive Director and staff must follow all instructions given by responding law enforcement.

If the event is major, the Executive Director will activate the Charter School EOC to develop an Action Plan to deal with the situation as well as the following:

A. Telephone inquiries and rumor control
B. Media relations and public information
C. Employee/Student crisis counseling
D. Facility damage assessment/control

SECTION C DISASTER PROCEDURES: PART 10: SEVERE WINDSTORM PROCEDURES

- If a severe wind warning is received at school location, notify the Charter School Executive Director immediately.
- If a severe wind warning is received at the Charter School Office, the Charter School EOC should be activated.
- Based upon the specific threat, the Charter School EOC in conjunction with the Operational Area EOC or City EOC will develop an action plan to protect personnel, students and facilities.
- In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.
- Close all windows and blinds and avoid auditoriums, gymnasiums and other building locations that have large roof areas or spans.
- Avoid all areas that have large concentrations of electrical equipment or power cables.
- Evacuation of specific schools, facilities or areas will be directed by the Charter School EOC in coordination with SEMS.

SECTION C DISASTER PROCEDURES: PART 11: SUSPICIOUS MAIL/PACKAGES

All incoming mail and packages should be handled with caution.
Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received. Mail that:

- is unexpected or from an unfamiliar source
- has excessive postage
- is addressed to someone who no longer works in the Charter School
- is addressed to a current employee but with the wrong title
- contains several misspelled words on the envelope
- marked with restrictive endorsements such as “Personal” or “Confidential”
- has no return address or an address that cannot be verified
- mail that is from a foreign country
- shows a city or state in the postmark that doesn’t match the return address
- is lopsided, oddly shaped, or has an unusual weight, given its size
- has protruding wires, strange odors or stains
- has powdery substance on the outside
- has an unusual amount of tape on it
- is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school’s chances of becoming the victim of attack by mail.

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call **911**.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who has contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police (**911**) or the U.S. Postal Inspection Service (626-405-1200).
- Supervisor should notify the Charter School's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police but their response may be slower.

SECTION C: DISASTER PROCEDURES: PART 12: PUPILS GRADES 7 TO 12, SUFFERING OR REASONABLY BELIEVED TO BE SUFFERING OPIOID OVERDOSE

Recognizing Opioid Overdose

Opioid overdose is life-threatening and requires immediate emergency attention. Recognizing the signs of opioid overdose is essential to saving lives.

Call 911 immediately if a person exhibits ANY of the following symptoms:

- Their face is extremely pale and/or feels clammy to the touch
- Their body goes limp
- Their fingernails or lips have a purple or blue color
- They start vomiting or making gurgling noises
- They cannot be awakened or are unable to speak
- Their breathing or heartbeat slows or stops

Treating Opioid Overdose

If you suspect someone is experiencing an opioid overdose immediately consider the following actions to save their life:

- Call 911
- If the person has stopped breathing or if breathing is very weak, begin CPR (best performed by someone who has training)
- If available, treat the person with naloxone to reverse opioid overdose

Family members, caregivers, or the people who spend time with individuals using opioids need to know how to recognize the signs of an overdose and how to administer life-saving services until emergency medical help arrives. Individuals experiencing an opioid overdose will not be able to treat themselves. Naloxone is a medication approved by the Food and Drug Administration (FDA) to prevent opioid overdose. Check with your healthcare provider on how to obtain naloxone in your state.

SECTION C: DISASTER PROCEDURES: PART 13: ASSESS/RESPOND TO DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITY

- At the onset of a situation, the following things need to happen as close together as possible. Responding personnel will have to use individual judgment as to what they can and should do first, keeping in mind that their primary role is taking care of children at risk.
- Get students out of harm's way. When possible, get in touch with the appropriate school authority or person on the crisis management team to determine whether evacuation or lockdown is the appropriate response. Teachers should make decisions about lockdown or evacuation on their own only in life threatening situations, as specified in school comprehensive safety plan
- Call 9-1-1 or have someone call 9-1-1 in immediate life-threatening situations. Then alert school authorities or the crisis management team.
- .Have designated personnel (the central administration or the crisis director) decide about the appropriate level of involvement of the crisis management team.
- Remain with students until told by appropriate personnel what actions to take. Teachers and staff who are not with children should serve in designated roles and take assigned action.
- As appropriate, keep students informed about what is happening. Ensure that the same information is communicated to all students
- As soon as possible, take a head count to determine which students, staff, and teachers are accounted for and which ones are not.
- Communicate with school Crisis Team if any students, staff, and teachers are NOT accounted for
- Once law enforcement clears the scene, release students only if parent/guardian/caregiver are present.

SECTION D: SUSPENSION/EXPULSIONS POLICIES AND PROCEDURES - ED CODE 48915(D) PART 1: DEFINITIONS/DUE PROCESS/RULES AND PROCEDURES OF SCHOOL DISCIPLINE/PROCESS AND PROCEDURE

The Charter School includes rules and guidelines in the: Student/Parent Handbook. Given to all families upon enrollment.

Education Code section 48915(d)
If a student has committed any of the following, the student will be recommended for expulsion if the act was committed at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This section does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This section applies to an act of possessing a firearm only if the possession is verified by an employee of the school. The act of possessing an imitation firearm, as defined in Education Code section 48900(m), is not an offense for which suspension or expulsion is mandatory, but it is an offense for which suspension or expulsion may be imposed.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Health and Safety Code, commencing with section 11053.
- Committing or attempting to commit a sexual assault or sexual battery as defined in Education Code section 48900(n).
- Possession of an explosive.

If a student has been recommended for expulsion for any of the actions listed above, the student will be afforded the due process provided for all students facing expulsion from the Charter School, as identified in the Charter School's Suspension and Expulsion policy. If a student is expelled for committing any of the acts listed above, the Charter School shall refer the student back to the student's district of residence for continuation of that student's education. That school system may refer the pupil to a program of student that meets all of the following conditions: 1) is appropriately prepared to accommodate pupils who exhibit discipline problems; 2) is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school; 3) is not housed at the school site attended by the pupil at the time of suspension.

Education Code section 48900: Serious Acts that Would Lead to Suspension, Expulsion, or Mandatory Expulsion Recommendations in Accordance with the Charter School's Suspension and Expulsion Policies
Grounds for Suspension and Expulsion of Students: The following reflect the serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations in accordance with the Charter School's Suspension and Expulsion Policy. Any suspension or expulsion of a student shall follow required due process as described in the Suspension and Expulsion Policy, as well as all other processes identified therein. A full copy of the Suspension and Expulsion Policy is available below.

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

Enumerated Offenses:
Suspension or Expulsion may be recommended if a student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of an object of this type, the pupil had obtained written permission to possess the item from a certificates school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage,or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and

Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (only students in grades 9-12, inclusive, may be suspended based upon this action. No student shall be expelled based upon this action).
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, or 289, or former Section 288a, or committed a sexual battery as defined inPenal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school sanctioned events
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out,which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence,as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (cyber-bullying).
    - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act (cyber-bullying), and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        - Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        - Causing a reasonable student to experience substantial interference with his or her academic performance.
        - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the CharterSchool.
    - "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer,or pager, of a communication, including, but not limited to, any of the following:
        - A message, text, sound, or image.
        - A post on a social network Internet Web site including, but not limited to:
            - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
            - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider abettor, a crime

of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

SECTION D: SUSPENSION/EXPULSIONS RULES AND PROCEDURES - ED CODE 47605 PART 1: RULES AND PROCEDURES OF SCHOOL DISCIPLINE/PROCESS AND PROCEDURES

Suspension Procedure: Suspensions shall be initiated according to the following procedures:

- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or the Charter School employee who referred the student to the Executive Director or designee.

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

  At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with the Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

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

- Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel: A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are

certificated and either a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures: Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time they testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

SECTION D: SUSPENSION/EXPULSIONS POLICIES AND PROCEDURES - ED CODE 48915 PART 1: DEFINITIONS/DUE PROCESS/RULES AND PROCEDURES OF SCHOOL DISCIPLINE/PROCESS AND PROCEDURE

- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the the Charter School

The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing:

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

Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

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

Written Notice to Expel: The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Written Notice to Expel: The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

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

Right to Appeal: Per AB 1360, a student being expelled or suspended will be provided "oral or written notice of the charges against the student," "an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story," and/or the opportunity for "a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which

the student has the right to bring legal counsel or an advocate." Moreover, for any non-voluntary removal, the student's parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

Expelled Students/Alternative Education: Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans: Students who are expelled from the the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the the Charter School for readmission.

Readmission: The decision to readmit a student or to admit a previously expelled student from another school district or the Charter School shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

SECTION E: PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS - ED CODE 49079 PART 1: NOTIFYING TEACHERS OF DANGEROUS PUPILS

When the Executive Director at the Charter School is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written District records or records received from a law enforcement agency are contained in the file.

When such a student is assigned to a teacher, the Executive Director shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further.

Excerpts from the California Education are presented below.

From California Education Code Section 49079

1. A school district shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions of Education Code sections 48900 (except for subdivision (h)), 48900.2, 48900.3, 48900.4 or 48900.7 that te pupil engaged in, or is reasonably suspected to have engaged in, those acts. The Charter School shall provide the information to the teacher based on any written records that the Charter School maintains in its ordinary course of business or receives from a law enforcement agency regarding a student described in this section.
2. No school district, officer or employee, shall be liable for providing information under this section unless it is proven that the information was false and the school, officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard

for its truth or falsity.
3. The information provided shall be from the previous three (3) school years.
4. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

From California Penal Code Section 243(e) – Paragraphs 5 and 6

1. … "Injury" means any physical injury which requires professional medical treatment.
2. …"Custodial Officer" means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

Employee Security

Notice Regarding Student Crimes and Offenses

The Executive Director or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written records or records received from a law enforcement agency. (California Education Code 49079).

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Executive Director or designee may so inform any teacher, counselor or administrator whom they believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Executive Director or designee shall consult with the Executive Director of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1).

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Executive Director or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Executive Director or designee, and review the student's file in the school office. This notification shall not name or otherwise identify the student.

The Executive Director or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student's teachers, special education teachers, coaches and counselors.

The teacher shall initial the student's file when reviewing it in the school office. Once the Charter School has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of the Charter School's liability.

SECTION F: DISCRIMINATION AND SEXUAL HARASSMENT POLICY PART 1: GENERAL INFORMATION

The administration, teachers and staff at the Charter School actively strive to eliminate acts of discrimination and sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the Charter School and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of discrimination and sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment.

the Charter School is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of 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.

SECTION F: DISCRIMINATION AND SEXUAL HARASSMENT POLICY PART 2: SEXUAL HARASSMENT – ALL PERSONNEL

The Governing Board prohibits sexual harassment in the working environment of employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that they or another individual at the Charter School is being sexually harassed should immediately contact his/her supervisor, Executive Director, other administrator, or the Executive Director or designee in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Executive Director or designee, who shall ensure that the complaint is appropriately investigated.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Charter School - 4119.11, 4219.11, 4319.11 – Sexual Harassment
Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender–based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: Leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: Making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual’s body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: Touching, assault, impeding or blocking movements

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in terms or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment, or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.

Any act of retaliation against an individual who reports a violation of the Charter School's sexual harassment policy or who participates in the investigation of a sexual harassment.
Each Executive Director and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes and/or discussing the Charter School's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading, or exploitive treatment or any other form of sexual harassment.

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

Director of Human Resources
Email-hr@sequoiagrove.org
Phone Number- (916) 957-5802
4305 South Meridian Road Meridian, CA 95957
P. O. Box 760 Orangevale, CA 95628

Notifications

A copy of the Charter School's policy on Harassment in Employment shall:

1. Be available, accessible, and displayed in a prominent location in the School's digital manual.

2. Be provided to all staff members at the beginning of the first semester of the school year, or whenever a new employee is hired.
3. Appear in any school publication that sets forth the school's comprehensive rules, regulations, procedures, and standards of conduct.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment with examples.
4. The school's complaint process is available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
6. Direction on how to contact the Fair Employment and Housing Department and Commission.

SECTION F: DISCRIMINATION AND SEXUAL HARASSMENT POLICY
PART 3: SEXUAL HARASSMENT – STUDENT

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the Charter School.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the Charter School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Executive Director or designee or to another school administrator.

Any student who feels that they is being harassed should immediately contact the Executive Director or designee or another school administrator in order to obtain a copy of the School's Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct or a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or

through the school

Other types of conduct which are prohibited in the Charter School and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

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

Director of Human Resources
Email-hr@sequoiagrove.org
Phone Number- (916) 957-5802
4305 South Meridian Road Meridian, CA 95957
P. O. Box 760 Orangevale, CA 95628

Notifications

A copy of the Charter School's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be available, accessible, and displayed in a prominent location in the School's digital manual.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.
4. Appear in any school publication that sets forth the school's comprehensive rules, regulations, procedures, and standards of conduct.

Enforcement

The Executive Director or designee shall take appropriate actions to reinforce the Charter School's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff in service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

SECTION G: SCHOOL DRESS CODE, IF IT EXISTS. CA ED CODE: SECTIONS 35183 PART 1: NON-CLASSROOM BASED PROGRAM DOES NOT HAVE A DRESS CODE, EXCEPT FOR High School Dances.

SECTION H: SAFE INGRESS AND EGRESS PART 1: GENERAL INFORMATION

The Charter School takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school's immediate community is safe.

Through the joint efforts of the Charter School office, direct reports, faculty, Safety Committee, PTSA, and other organizations, including consultants, the Charter School has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. The Charter School encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

SECTION I: BULLYING AND INTIMIDATION PART 1: ANTI-INTIMIDATION POLICY

The Charter School's Board believes that all students have a right to a safe and healthy school environment. To that end, the Charter School, schools and community have an obligation to promote mutual respect, tolerance, and acceptance. the Charter School will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation on any campus, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off campus.

The consequences of these actions may include a broad range of disciplinary measures as appropriate; however, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

From the Charter School Administrative Regulation 5131 - Conduct

Bullying occurs when one or more students threaten, harass, or intimidate another student through words, or actions including continual direct physical contact such as hitting or shoving intentionally.

These incidents will be acted upon when they occur on the school grounds at any time, en route to and from school or a school-sponsored activity, during the lunch period whether on or off campus.

A "school-related" or "school-sponsored" activity is an activity that is approved by the Executive Director or his/her designee and supervised by assigned school personnel.

For the purpose of this administrative regulation, bullying is, but is not limited to, making unsolicited and unwelcome written, verbal, physical and/or threatening visual gestures or contact.

Written – intimidating/threatening letters, notes, or messages

Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets Visual – threatening gestures
Physical – hitting, slapping and/or pinching
Making reprisals, threats or reprisal, engaging in coercive behavior to negatively control, influence or affect the health and well-being of a student.

Initial Response and Reporting Expectations
The school expects all employees, if they observe or become aware of an act of intimidation, to take immediate, appropriate steps to intervene.

If, in the opinion of the employee, the matter has not been resolved, then the situation shall be reported to an administrator for further investigation.

The Charter School encourages students, parents and other community members who observe or become aware of a serious act of intimidation to report this act to a school administrator for further investigation.

Investigation and Response
Any incident, which may constitute an act of intimidation and is reported to the Executive Director, shall be thoroughly investigated by the direct report or designee. Consequences shall be commensurate with the results of the investigation. This may include, but is not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion of the offender. The parent or guardian shall be contacted and may be asked to attend a conference with school officials.

If the parent or guardian does not attend the conference, the direct report shall send a letter informing the parent of the actions under consideration and notifying parent of all data pertinent to the action.

Depending on the severity of the incident, the administrator shall take appropriate steps to insure campus safety. This may include any or all of the following: Implement an immediate safety plan; isolate and supervise involved students; provide staff support for involved students as necessary; report incident to law enforcement if appropriate; notify the parents/guardians of both the offender and the victim and develop a supervision plan with parents.

If the act of intimidation is deemed to warrant a suspension, expulsion, or involuntary transfer to another school, then the matter will be processed in accordance with the board policies and [Enter Applicable Administrative Regulation] pertaining to the suspension/expulsion due process.

Assessment and Intervention
An administrative contact will be made with the victim and offender prior to resuming regular schedule of classes. If deemed necessary, the administrator or designee may convene a multidisciplinary team to further assess and determine the need for ongoing support for the victim of the offender.

Depending upon the severity of the intimidation, an investigation may include a review of school records, identification of parent/family issues, and interview with students, parents, and school staff. A multi-disciplinary team consisting of school staff, counselor/psychologist, parent, student, and other agency personnel as appropriate, shall develop a behavior support plan.

The support plan may include any or all of the following: a case manager (special education staff), counseling services (site, and/or community resources), parenting skills classes, and other additional support services as deemed appropriate. The case manager will maintain a record of the services provided.

Each site will identify community resources to be used before, during and after incidents of intimidation.

School Follow-up
The case manager has a responsibility to follow up and evaluate the behavior support plan. The case manager will compile a report to the direct report on the process, resources used, and the follow up procedure involving the victim and the offender.
A copy of the behavior plan and follow-up report will then be forwarded to the Coordinator of Pupil Services.

Retaliation Prohibited
Retaliation against a student who reports or witnesses bullying is strictly prohibited and is ground for discipline.

Mandated Notification
At the beginning of the school year, each student shall receive an age-appropriate summary of the board policy prohibiting intimidation.

An age-appropriate summary of the anti-intimidation board policy shall be part of new student orientation programs and included in student handbooks or informational packets.

A summary of the anti-intimidation board policy shall be included as part of the Charter School's annual notification of parents.

Each staff member shall be notified of the Charter School's anti-intimidation board policy.

The school's anti-intimidation board policy shall be included in each school's comprehensive school safety plan.

SECTION J: MENTAL HEALTH GUIDELINES PART 1: MENTAL HEALTH GUIDELINES

Mental Health Guidelines

The Charter School is committed to protecting the health and well-being of all Charter School students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. The Charter School acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which works to create a safe and nurturing culture that minimizes suicidal ideation in students.

Recognizing that it is the duty of the Charter School to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Charter School knows that the physical, behavioral and emotional health of students greatly impacts school attendance and educational success, this policy shall be paired with other practices that support the emotional and behavioral wellness of students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop strategies for suicide prevention, intervention, and post-intervention, and the

identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel (certificated and classified) in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.
The Executive Director/or designee shall develop and implement preventative strategies and intervention procedures that include prevention, staff development, developmentally - appropriate programs, intervention, assessment and referral, and parent/ student notification.

SECTION J: MENTAL HEALTH GUIDELINES

PART 2: SUICIDE PREVENTION, INTERVENTION AND POSTVENTION PROTOCOL

Suicide Prevention, Intervention and Postvention Protocol

The Executive Director or designee shall develop and implement preventive strategies and intervention procedures that include the following:

Policy Implementation
The Mental Health Team will be responsible for planning and coordinating implementation of these regulations for the school.

Mental Health Team
Malachi Briggs
Social Emotional School Counselor
Malachi.briggs@sequoiagrove.org

Nicole Zagaroli
Program Specialist/School Psychologist
Nicole.Zagaroli@sequoiagrove.org

Ellen Wahhab School Psychologist
Ellen.wahhab@sequoiagrove.org

RoyShonda Childs School Psychologist
Royshonda.childs@sequoiagrove.org

Shana Westfall
School Psychologist
shana.westfall@sequoiagrove.org

Kelli Franceschini
School Psychologist
kellie.franceschini@sequoiagrove.org

Jamie Watkins
Assistant Director of Student Support
jamie.watkins@sequoiagrove.org

Megan Nason
Director of Student Support & Special Education
megan.nason@sequoiagrove.org

The Mental Health Team will act as a point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Staff Professional Development:
All staff will receive annual professional development to include, but not limited to: risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities.

Youth Suicide Prevention Programming:
Developmentally-appropriate, student-centered suicide prevention education may be incorporated into classroom curricula. The content of these age-appropriate materials may include, but is not limited to: the school's suicide prevention, intervention, and referral procedures, the importance of safe and healthy choices and coping strategies, how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution:
The administrative regulations will be distributed annually and included in all student and teacher handbooks and on the school website.

Employee Qualifications and Scope of Services
Employees must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)
Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals including, but not limited to the following: school counselors, school psychologists, and other mental health team members that are employed by the Charter School.

Parents, Guardians, and Caregivers Participation and Education
To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, the suicide prevention policy shall be prominently displayed in the parent handbook.

All parents/guardians/caregivers should have access to suicide prevention training that includes, but is not limited to the following: suicide risk factors, warning signs, and protective factors, How to talk with a student about thoughts of suicide, how to respond appropriately to the student who has suicidal thoughts.

Intervention, Assessment, Referral Staff
When a student is identified by a staff person as having experienced:

- A catastrophic event happened which affects their attendance
- Natural Disaster i.e. fire, flood, earthquake, tornado, etc.
- A victim of a family crisis
- Domestic Violence
- Sexual Abuse
- Chronic Illness
- Loss (Death, divorce, relocation)
- Placement Change
- Juvenile Hall
- Residential Treatment Center
- Student is potentially suicidal (has attempted and/or commented about having suicidal thoughts or a plan to harm themselves or others)

1. The staff member will fill out a referral survey (Student in Crisis/Suicide Risk Survey).
2. The Mental Health Team will contact the reporting school staff, the student, and the parent or guardian and will complete the Student in Crisis or Suicide Risk Assessment. If the referral is for possible suicide or self-harm the school staff may recommend that the student is continuously supervised to ensure their safety.
3. The Mental Health Team will develop a Parent Support Plan with the family and will provide community-based resources and recommendations. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department
4. The Director and Executive Director, will be alerted of the situation as soon as reasonably possible.

Designated members of the Mental Health Team should conduct a suicide risk assessment. The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically, this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means (i.e. guns, poisons, medications, and sharp objects) are removed or made inaccessible.

Refer to community services if warranted. Referral options to 24-hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

Risk Level I (Low):
Definition: Does not pose imminent danger to self; insufficient evidence for suicide potential.
Indicators: Passing thoughts of suicide; no plan; no previous attempts; no access to weapons or means; no recent losses; support system is in place; no alcohol/substance abuse; some depressed mood/affect; evidence of thoughts found in notebook, internet postings, drawings; sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged.

Risk Level II (Moderate)
Definition: May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
Indicators: Thoughts of suicide; plan with some specifics; unsure of intent; previous attempts and/or hospitalization; difficulty naming future plans; past history of substance use, with possible current intoxication; self-injurious behavior; recent trauma (e.g., loss, victimization)

Risk Level III (High):
Definition: Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.
Indicators: Current thoughts of suicide; plan with specifics, indicating when, where and how; access to weapons or means in hand; finalizing arrangements (e.g., giving away prized possessions, good bye messages in writing, text, on social networking sites); isolated and withdrawn; current sense of hopelessness; previous attempts; no support system; currently abusing alcohol/substances; mental health history; precipitating events, such as loss of loved one, traumatic event or bullying.

Risk Level Interventions and Follow-Up
DO NOT LEAVE THE STUDENT UNSUPERVISED

RL I Action (Low):
CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
1. Contact parent/guardian/caregiver and give resources when appropriate.
2. Implement Interventions I.E., Student no harm promise and Plan, identify support systems based on the student's county of residence.
3. Document student and parent contact and place in confidential file.
4. Contact CPS if suspected abuse.
5. Complete confidential Suicide assessment risk form.
6. Consider whether a student may have a disability and/or may need referral for additional services.
7. Document the event (including student/parent contact) in Pathways under the counseling tab (Special Programs/Accommodations > Counseling > Crisis) and upload all documentation (crisis/suicide assessment, CPS reports, etc.). A new Counseling Session needs to be created with the Crisis Domain needs to be selected.

RL II Action (Moderate):
CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
1. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
2. Suspected child abuse or neglect prior to contacting parent/guardian.
3. Document student and parent contact and place in confidential file.
4. Complete follow-up with student and parent when student returns.
5. Contact CPS if suspected abuse.
6. Complete confidential Suicide assessment risk form.
7. Consider whether a student may have a disability and/or may need referral for additional services.
8. Document the event (including student/parent contact) in Pathways under the counseling tab (Special Programs/Accommodations > Counseling > Crisis) and upload all documentation (crisis/suicide assessment, CPS reports, etc.). A new Counseling Session needs to be created with the Crisis Domain needs to be selected.

RL III Action (High):

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
3. Contact law enforcement. Law enforcement will determine if the parent will transport the student to a mental health evaluation center or police may arrange for transportation to the mental health evaluation center.
4. Complete confidential Suicide assessment risk form.
5. If police arrange for transport, notify the direct report.
6. Document all student and parent contact.
7. Consider whether a student may have a disability and/or may need referral for additional services.
8. Contact CPS if you suspect abuse.
9. Follow procedures for re-entry to School After a Suicide Attempt.
10. Document the event (including student/parent contact) in Pathways under the counseling tab (Special Programs/Accommodations > Counseling > Crisis) and upload all documentation (crisis/suicide assessment, CPS reports, etc.). A new Counseling Session needs to be created with the Crisis Domain needs to be selected.

As appropriate, consider an assessment for special education or a 504 Accommodation plan for a student whose behavioral and emotional needs affect their ability to benefit from their educational program.

Document all actions

The Mental Health Team shall maintain records and documentation of actions taken at the school for each case.

Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These documents should be kept in a confidential file separate and apart from the student's cumulative records.

If the student transfers to a school within or outside the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition.

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority.Listen actively and non-judgmental to the student. Let the student express his or her feelings.
- Acknowledge the feelings and do not argue with the student.
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress.
- Explain calmly and get the student to a trained professional, school psychologist, school counselor, or designated staff to further support the student.
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

Students

Each school site and program within shall identify, disseminate and prominently display a process for students to safely notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement
Each school within shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

After a referral is made for a student, school staff shall verify with the Parent/guardian/caregiver that follow-up treatment has been accessed.

If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide prevention coordinator, administrator or other mental health professional will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with outside mental health or medical treatment teams.

Action Plan for In-Person Suicide Attempts
Each school site and program within shall follow the following action plan to immediately address in school suicide attempts. If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around him/her is critical. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
- Move all other students out of the immediate area.
- Immediately contact the administrator and Mental Health Team.
- Call 911 and give them as much information about the situation as possible.If needed, provide medical first aid until a medical professional is available
- Parents/guardians/caregivers should be contacted as soon as possible.
- Do not send the student away or leave them alone, even if they need to go to the restroom.Listen and prompt the student to talk.
- Review options and resources of people who can help.
- Be comfortable with moments of silence as you and the student will need time to process the situation.
- Provide comfort to the student.
- Promise privacy and help, and be respectful, but do not promise confidentiality.

Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help follow procedures for re-entry to School After a Suicide Attempt.

Action Plan for Out-of-School Hours Suicide Attempts
If a suicide attempt by a student is outside of school hours, it is crucial to protect the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family.
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts

regarding the crisis are correct.
- Executive Director to handle media requests.
- Provide care and determine appropriate support to affected students.

Follow procedures for re-entry to School After a Suicide Attempt.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider in order to attend school.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with the outside mental health or medical treatment team.

If the student has been out of school for any length of time, including mental health hospitalization, the school direct report or designee should hold a re-entry meeting with key support staff, parent/guardian/caregiver and student to facilitate a successful transition back into school.

The re-entry meeting should include a review of the authorization for return and documentation provided by the outside mental health or medical treatment team.

The documentation provided should be considered in the development of a student safety plan for re-entry.

The school team should confer with student and parents/guardians/caregivers about any specific requests on how to handle the re-entry.

Inform the student's teachers about possible days of absences.

Allow accommodations for student to make up work (be understanding that missed assignments may add stress to students).

Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood as part of the student safety plan.
Work with parents/guardians/caregivers to involve the student in an aftercare plan.

POSTVENTION

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital to be prepared ahead of time in the event of such a tragedy. The following are general procedures for the school administrator/ Executive Director in the event of a completed suicide:

Gather pertinent information

Confirm cause of death is the result of suicide, if this information is available. Identify staff members to be the point of contact with the family of the deceased.

Information about the cause of death should not be disclosed to the school community until the family has been consulted and has consented to disclosure.

Assemble school crisis response team
School crisis response team to determine initial response procedures and obtain consultation regarding the number of personnel needed for initial response. It is helpful to have the following information available for consultation:

- Demographic information
- Siblings (If any within)
- School Profile
- Known friends/groups
- Identification of additional high risk students

Staff notification
Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

- Assess the extent and degree of psychological trauma and impact to the school community
- Establish a plan to notify staff of death, once consent is obtained by the family of the deceased.
- Notification of staff is recommended as soon as possible (In person if possible).
- To dispel rumors, share accurate information and all known facts about the death.
- Emphasize that no one event is to blame for suicide. Suicide is complex and cannot be simplified by blaming individuals, drugs, music and/or school.
- Allow staff to express their own reactions and grief; identify anyone who may need additional support and provide resources.

Student notification and support
Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

- Notification to students should be made by the Mental Health Team.
- To the extent possible, students should be notified in the same time period to minimize rumors.
- When possible, the news should be delivered by staff with whom the students are most familiar and comfortable.
- Provide staff with a scripted notification of death for students and
- Prepare staff for potential reactions and questions. Review student support plan making sure to clarify procedures and locations for crisis counseling.
- Define triage procedures for students and staff who may need additional support in coping with the death. Identify a lead crisis response staff member to assist with coordination of crisis counseling and support services.
- Communicate office hours to provide crisis counseling to students, staff and parents, as needed.
- Identify a mental health professional (School psychologist or school counselor) to check in with students previously identified to be at risk for suicide.
- Request substitute teachers, as needed.
- Maintain documentation on individual’s services for follow up, as needed.
- Provide students, staff or parents/guardians/caretakers with after-hours resource numbers such as the 24/7 Suicide Prevention Crisis Line.

Refer students or staff who require a higher level of care for additional services such as a community mental health provider, or their health care provider. Indicators of students and staff in need of additional support and/or referral may include the following:

- Persons with close connections to the deceased.

- Persons who have experienced a loss over the past six months to a year, a traumatic event, have witnessed acts of violence, or have a history of suicide (Self or family member).
- Persons who appear emotionally over-controlled (e.g., a student who was very close to the deceased but whois exhibiting no emotional reaction to the loss) or those who are angry when majority are expressing sadness.
- Persons unable to control crying
- Persons with multiple traumatic experiences may have strong reactions that require additional assistance.

Document
School administration shall maintain records and documentation of actions taken at the school site.

Monitor and manage
School administration with support from the school crisis team should monitor and manage the situation as it develops to determine follow up actions and continued support plans.

Communicate with the larger school community about the suicide death; Consider funeral arrangements for family and school community;
Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered. Memorials or dedications to a student who has died by suicide should not glamorize or romanticize either the student or the death.

Encourage parents to monitor internet postings regarding the death, including the deceased personal profile pages.

SECTION K: CRIME ASSESSMENT PART 1: CRIME ASSESSMENT

In compliance with SB 187 and SB 334, will compile statistics pertaining to school crime committed at our locations and at school-related functions. The school will complete a *California Safe Schools Assessment – School Crime Reporting Form* for each incident that occurs. Copies of these forms shall be inserted in the Appendix this plan. The school will also insert an annual breakdown of incidents, by month. Information obtained will assist the school and in developing programs to reduce the incidence of crime on campus.

SECTION L: COVID-19 REPORTING AB 685 PART 1: COVID-19 REPORTING REQUIREMENTS

Refer to the school's board policy regarding COVID-19.



OPEN ENROLLMENT DATES

MARCH 4TH - 15TH

AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2023

A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING CALIFORNIA CHARTER SCHOOL

Feather River Charter School (Charter No. 1801)

FEATHER RIVER CHARTER SCHOOL
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JUNE 30, 2023

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FINANCIAL SECTION

CHRISTY WHITE

Certified Public Accountants serving K-12 School Districts and Charter Schools throughout California

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Feather River Charter School
Meridian, California

Report on the Financial Statements

Opinion

We have audited the accompanying financial statements of Feather River Charter School which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Feather River Charter School as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Feather River Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Feather River Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user based on the financial statements.

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Auditor's Responsibilities for the Audit of the Financial Statements (continued)

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Feather River Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgement, there are conditions or events, considered in the aggregate, that raise substantial doubt about Feather River Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2023, on our consideration of Feather River Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Feather River Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Feather River Charter School's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
December 11, 2023

FEATHER RIVER CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023

ASSETS		
Current assets		
Cash and cash equivalents	$	4,720,579
Accounts receivable, net		4,352,588
Prepaid expenses		273,059
Total current assets		9,346,226
Noncurrent assets		
Property and equipment		62,690
Less accumulated depreciation		(53,360)
Capital assets, net		9,330
Total Assets	$	9,355,556
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	$	2,296,202
Deferred revenue		2,507,271
Total liabilities		4,803,473
Net assets		
Without donor restrictions		4,552,083
Total net assets		4,552,083
Total Liabilities and Net Assets	$	9,355,556

The notes to the financial statements are an integral part of this statement.

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FEATHER RIVER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023

	Without Donor Restrictions
SUPPORT AND REVENUES	
Federal and state support and revenues	
Local control funding formula, state aid	$ 24,950,917
Federal revenues	2,718,815
Other state revenues	3,780,802
Total federal and state support and revenues	31,450,534
Local support and revenues	
Payments in lieu of property taxes	994,177
Shared services fees	2,860,457
Other local revenues	14,275
Total local support and revenues	3,868,909
Total Support and Revenues	35,319,443
EXPENSES	
Program services	27,016,759
Management and general	2,677,218
Total Expenses	29,693,977
CHANGE IN NET ASSETS	5,625,466
Net Assets - Beginning	(1,073,383)
Net Assets - Ending	$ 4,552,083

The notes to the financial statements are an integral part of this statement.

FEATHER RIVER CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2023

	Program Services	Management and General	Total
EXPENSES			
Personnel expenses			
Certificated salaries	$ 10,329,501	$ 152,215	$ 10,481,716
Non-certificated salaries	494,443	-	494,443
Pension plan contributions	2,609,593	38,455	2,648,048
Payroll taxes	328,345	4,617	332,962
Other employee benefits	1,041,480	14,646	1,056,126
Total personnel expenses	14,803,362	209,933	15,013,295
Non-personnel expenses			
Books and supplies	3,270,246	2,079	3,272,325
Insurance	264,850	3,725	268,575
Facilities	-	32,210	32,210
Professional services	7,135,456	688,056	7,823,512
Interest expense	-	269,930	269,930
Depreciation	-	2,873	2,873
Service fees to SGCA	1,500,627	643,125	2,143,752
Fees to authorizing agency	-	778,402	778,402
Other operating expenses	42,218	46,885	89,103
Total non-personnel expenses	12,213,397	2,467,285	14,680,682
Total Expenses	$ 27,016,759	$ 2,677,218	$ 29,693,977

The notes to the financial statements are an integral part of this statement.

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FEATHER RIVER CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2023

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	$ 5,625,466
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Depreciation	2,873
Cancellation of debt - forgiveness of PPP loan	(1,696,959)
(Increase) decrease in operating assets	
Accounts receivable, net	(1,140,145)
Prepaid expenses	(54,719)
Increase (decrease) in operating liabilities	
Accounts payable	1,056,639
Deferred revenue	2,103,036
Net cash provided by (used in) operating activities	5,896,191
CASH FLOWS FROM FINANCING ACTIVITIES	
Principal payments on loans payable	(1,818,500)
Net cash provided by (used in) financing activities	(1,818,500)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	4,077,691
Cash and cash equivalents - Beginning	642,888
Cash and cash equivalents - Ending	$ 4,720,579
SUPPLEMENTAL DISCLOSURE	
Cash paid for interest	$ 269,930

The notes to the financial statements are an integral part of this statement.

FEATHER RIVER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Feather River Charter School (the "Charter") was formed as a nonprofit public benefit corporation on May 30, 2017 under the name, Inspire Charter School – North. In February 2020, amended articles of incorporation were filed to change the name to Feather River Charter School. The purpose of the entity is to operating as a California public school. The Charter's school, Feather River Charter School, is numbered by the State Board of Education as California Charter No. 1801Robb. Feather River Charter School provides nonclassroom-based instruction to students in grades TK to 12.

Feather River Charter School is authorized to operate as a charter school through the Winship-Robbins School District (the "authorizing agency"). In December 2020, the Board of Directors of Winship-Robbins School District approved a charter petition renewal for a five-year term beginning July 1, 2021 and expiring on June 30, 2026. As a result of SB 114, the charter petition end date is extended to June 30, 2027. Funding sources primarily consist of state apportionments, in lieu of property tax revenues, and grants and donations from the public.

B. Basis of Accounting

The Charter's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) "Audit and Accounting Guide for Not-for-Profit Organizations" (the "Guide"). ASC 958-205 was effective July 1, 2018. Under the Guide, Feather River Charter School is required to report information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

As a public charter school, Feather River Charter School also accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual* presented in Procedure 810 Charter Schools. Fund accounting is not used in the Charter's financial statement presentation.

D. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as "net assets released from restrictions." Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

F. In Lieu of Property Tax Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the authorizing agency. In lieu of distributing funds out of property tax proceeds, the authorizing agency makes monthly payments to Feather River Charter School. Revenues are recognized by the Charter when earned.

G. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management's estimates.

H. Cash and Cash Equivalents

Feather River Charter School considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

I. Investments

The Charter's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

J. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management's judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions.

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NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Receivables and Allowances (continued)

Based on review of these factors, the Charter establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2023, an allowance for doubtful accounts was considered necessary as $3,816,230 in an accounts receivable balance due from Inspire Schools was deemed uncollectible.

K. Capital Assets

Feather River Charter School has adopted a policy to capitalize asset purchases over $5,000. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as net assets without donor restrictions. Capital assets are depreciated using the straight-line method over the estimated useful lives of the property and equipment or the related lease terms.

L. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

M. Income Taxes

Feather River Charter School is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Charter is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As a school, the Charter is not required to register with the California Attorney General as a charity.

The Charter's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Charter's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

N. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The three levels of the fair value hierarchy are described below:

Level 1	Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
Level 2	Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
Level 3	Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

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NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

O. New Accounting Principle

ASC 842 *Leases*

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*. The objective of the ASU is to increase transparency and comparability in financial reporting by requiring balance sheet recognition of leases and note disclosure of certain information about lease arrangements. The new FASB ASU topic on leases consists of five subtopics: overall, lessee, lessor, sale and leaseback transactions, and leveraged lease arrangements. ASU No. 2016-02 is applicable to any entity that enters into a lease. The new lease standard is effective for private nonprofits with fiscal years beginning after December 15, 2021.

The Charter has determined the impact and noted no significant change to the financial statements as a result of this accounting principle.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents, as of June 30, 2023, consists of cash in banks of $4,720,579 held in noninterest-bearing accounts. As of June 30, 2023, $4,738,609 of the Feather River Charter School's bank balance was exposed to custodial credit risk as there were deposits over $250,000 in accounts held at one or more banks. Custodial credit risk is the risk that in the event of a bank failure, an organization's deposits may not be returned to it. Feather River Charter School does not have a policy for custodial credit risk for deposits. The FDIC insures up to $250,000 per depositor per insured bank.

NOTE 3 – ACCOUNTS RECEIVABLE, NET

Accounts receivable, net of the allowance for bad debt, as of June 30, 2023, consists of the following:

Local control funding sources, state aid	$ 3,070,606
Federal sources	533,212
Other state sources	411,542
In lieu property tax payments	157,450
Due from affiliates*	179,778
Total Accounts Receivable, Net	$ 4,352,588

**Affiliates include Sequoia Grove Charter Alliance and other member schools disclosed at Note 13.*

NOTE 4 – CAPITAL ASSETS

A summary of activity related to capital assets during the year ended June 30, 2023 consists of the following:

	July 1, 2022	Additions	Disposals	June 30, 2023
Property and equipment				
Computers and software	$ 54,955	$ -	$ -	$ 54,955
Furniture and equipment	7,735	-	-	7,735
Total property and equipment	62,690	-	-	62,690
Less accumulated depreciation	(50,487)	(2,873)	-	(53,360)
Capital Assets, net	$ 12,203	$ (2,873)	$ -	$ 9,330

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NOTE 5 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2023, consists of the following:

Salaries and benefits	$	1,233,337
Due to authorizing agency		406,030
Vendor payables		259,388
Due to grantor government		255,857
Due to affiliates*		141,590
Total Accounts Payable	$	2,296,202

**Affiliates include Sequoia Grove Charter Alliance and other member schools disclosed at Note 13.*

NOTE 6 – DEFERRED REVENUE

Deferred revenue as of June 30, 2023, consists of the following:

Federal sources	$	85,503
State sources		2,421,768
Total Deferred Revenue	$	2,507,271

NOTE 7 – LOANS PAYABLE

Paycheck Protection Program (PPP) Loan

In July 2020, the Charter received a loan from Cross River Bank in the amount of $1,696,959 under the Paycheck Protection Program (PPP) administered by the Small Business Administration (SBA). The PPP, established by the Coronavirus Aid, Relief and Economic Security Act (CARES Act), provides for loans to qualifying businesses for amounts up to 2.5 times their average monthly payroll expenses. Under the terms of the PPP, the full loan and any accrued interest may be forgiven if they are used for qualifying expenses as described in the CARES Act. The Charter has attempted to apply for forgiveness with the lender; however, the lender bank is no longer in operation. Because the Charter believes that the PPP eligibility and loan forgiveness criteria has been substantially met, the Charter has elected to treat the PPP proceeds as a conditional contribution in accordance with ASC Subtopic 958-605, *Not-for-Profit Entities – Revenue Recognition*. The amount expected to be forgiven is presented as a component of federal support and revenues on the statement of activities.

Sale of Receivables

During the previous fiscal year the Charter entered into agreements with Charter School Capital (CSC), whereby CSC provided discounted cash up front secured by future accounts receivables. The receivables are collected and sent directly to CSC for repayment. The repayment made during the fiscal year ended June 30, 2023 was $1,818,500. There is no outstanding balance due as of June 30, 2023.

NOTE 8 – NET ASSETS

As of June 30, 2023, the Charter did not hold any net assets with donor restrictions. Certain designations or reserves have been made for the use of net assets without donor restrictions either by the board, management or by nature of the financial assets held by the Charter. The Charter holds an operational memorandum of understanding (MOU) with the authorizing agency that provides that the Charter maintain reserves of at least three percent.

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NOTE 8 – NET ASSETS (continued)

At June 30, 2023, the Charter's net assets without donor restrictions consists of the following:

Net investment in capital assets	$	9,330
Reserve per operational MOU		890,819
Undesignated		3,651,934
Total Net Assets without Donor Restrictions	$	4,552,083

NOTE 9 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The following table reflects the Charter's financial assets as of June 30, 2023, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

Financial Assets		
Cash and cash equivalents	$	4,720,579
Accounts receivable, net		4,352,588
Prepaid expenses		273,059
Cash from conditional contributions		(2,507,271)
Reserve per operational MOU		(890,819)
Financial Assets available to meet cash needs for expenditures within one year	$	5,948,136

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by an agency of the State of California. In accordance with *California Education Code* 47605, charter schools have the option of participating in such a plan if an election to participate is specified within the charter petition. The Charter has made such election. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS). The Charter also offers social security as an alternative plan to all employees who may not qualify for CalSTRS.

California State Teachers' Retirement System (CalSTRS)

Plan Description
Feather River Charter School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

Funding Policy
Active plan members are required to contribute 10.25% or 10.205% of their 2022-23 salary depending on the employee's membership date in the plan. The required employer contribution rate for fiscal year 2022-23 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter's contributions to CalSTRS for the fiscal year ending June 30, 2023 were $1,997,554.

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NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

California State Teachers' Retirement System (CalSTRS) (continued)

On-Behalf Payments
The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for Feather River Charter School is estimated at $650,494. The on-behalf payment amount is computed as the proportionate share of total 2021-22 State on-behalf contributions.

NOTE 11 – COMMITMENTS AND CONTINGENCIES

Charter School Authorization

As mentioned in Note 1A, Feather River Charter School is approved to operate as a public charter school through authorization by the Winship-Robbins School District. As such, the Charter is subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

The Charter makes payments to the authorizing agency to provide required services for oversight. In accordance with California Education Code Section 47613(b), the authorizing agency may charge actual costs of oversight not to exceed 3% of revenue from local control funding formula sources if the authorizing agency also provides substantially free facilities; Winship-Robbins School District provides such facilities. Total fees for oversight and facility use amounted to $778,402 for the fiscal year ending June 30, 2023.

Governmental Funds

Feather River Charter School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

Multiemployer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Charter's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Charter to make payments to the plan, which would approximate the Charter's proportionate share of the multiemployer plan's unfunded vested liabilities. CalSTRS has estimated that the Charter's share of withdrawal liability is approximately $8,096,951 as of June 30, 2022. The Charter does not currently intend to withdraw from CalSTRS. Refer to Note 10 for additional information on employee retirement plans.

Pending or Threatened Litigation

The Charter is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the Charter as of June 30, 2023.

NOTE 12 – DONATED GOODS AND SERVICES

During the year, many parents, administrators and other individuals donated significant amounts of time and services to Feather River Charter School in an effort to advance the Charter's programs and objectives. These services have not been recorded in the Charter's financial statements because they do not meet the criteria required by generally accepted accounting principles. The Charter did not receive any donated items during the year ended June 30, 2023.

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NOTE 13 – RELATED PARTY TRANSACTIONS

Sequoia Grove Charter Alliance

Feather River Charter School participates in a joint venture with the Sequoia Grove Charter Alliance (SGCA). SGCA is a separate nonprofit organization and an independent service provider providing task-related administrative support services specific to the operation of public charter schools. The relationship between the Charter and the SGCA is such that the SGCA is not financially inter-related to the Charter for financial reporting purposes. The Charter holds an administrative support services agreement with SGCA as a member charter school that was initially entered into in June 2021. There were three member schools with SGCA during 2022-23: Feather River Charter School, Lake View Charter School, and Clarksville Charter School.

The service agreement covering the 2022-23 fiscal year calls for compensation equal to an annual fee of $2,143,752 due in twelve monthly installments. The annual fee consists of 70% for instructional services and 30% for a management fee. The annual fee is to be reviewed and renegotiated with SGCA and the members schools annually at the end of each fiscal year.

During the fiscal year ended June 30, 2023, the Charter recorded $2,143,752 in service fees to SGCA. The Charter also reimbursed SGCA throughout the year for incurring costs on behalf of the Charter. As of June 30, 2023, $179,778 was due to the Charter from SGCA or other member schools for cost reimbursements. Also as of June 30, 2023, $141,590 was payable to SGCA and other member schools from Feather River Charter School for unpaid service fees and reimbursement of incurred costs.

Interested Parties

Jenell Sherman, the Executive Director for Feather River Charter School, also serves as the Executive Director of Lake View Charter School and Clarksville Charter School; both member schools under SGCA.

NOTE 14 – SUBSEQUENT EVENTS

Feather River Charter School has evaluated subsequent events for the period from June 30, 2023 through December 11, 2023, the date the financial statements were available to be issued.

On July 10, 2023, the Governor of California approved Senate Bill 114 (SB 114), which amended California Education Code (EC) 47607.4. The EC was amended to add “all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.” As a result, the charter petition end date is extended to June 30, 2027.

In November 2023, the Fiscal Crisis and Management Assistance Team (FCMAT) released an extraordinary audit report covering findings and recommendations for its audit of the Inspire Charter Schools. Feather River Charter School, previously Inspire Charter School – North, was named within the report. The FCMAT report concluded that there was insufficient evidence to demonstrate fraud, misappropriation of funds/assets, or other illegal fiscal practices may have occurred in the specific areas reviewed. Management has reviewed this FCMAT report and feels that it has already made action to distance Feather River Charter School from Inspire Charter Schools or otherwise implemented recommendations noted in the report.

Management did not identify any other transactions or events that require disclosure or that would have an impact on the financial statements.

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SUPPLEMENTARY INFORMATION

FEATHER RIVER CHARTER SCHOOL
LEA ORGANIZATION STRUCTURE
JUNE 30, 2023

This schedule provides information about the local education agency (LEA or charter school), including the Charter's authorizing agency, grades served, members of the governing body, and members of the administration.

Feather River Charter School, located in Sutter County, was formed as a nonprofit public benefit corporation on May 30, 2017. The charter school operated by the nonprofit, Feather River Charter School, is numbered by the State Board of Education as Charter No. 1801. The Charter is authorized to operate as a charter school through the Winship-Robbins School District. Classes initially began in Fall 2012. During 2022-23, the Charter served approximately 2,365 students in grades TK to 12.

BOARD OF DIRECTORS

Name	Office	Term Expiration
David Brockmyer	President	June 2023
Juina Carter	Secretary	June 2023
Nick Wavrin	Director	June 2024
Matt Tozer	Director	June 2024

ADMINISTRATION

Jenell Sherman
Executive Director

Shannon Breckenridge
Associate Executive Director

Darcy Belleza
Director of Accountability & Governance

Dr. Amanda Fernandez
Chief Fiscal Officer

FEATHER RIVER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Charter and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The Charter has not elected to use the 10 percent de minimis indirect cost rate.

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
Passed through California Department of Education:			
Title I, Part A			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	$ 362,626
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	43,840
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants:			
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425	15547	142,687
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425	15559	118,371
Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	139
Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve	84.425	15618	105,181
Subtotal Education Stabilization Fund Discretionary Grants			366,378
Passed through El Dorado Charter SELPA:			
Special Education: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	249,012
Total U. S. Department of Education			1,021,856
Total Federal Expenditures			$ 1,021,856

The following schedule provides a reconciliation between revenues reported on the statement of activities and the related expenditures reported on the schedule of expenditures of Federal awards. The reconciling amounts represent Federal funds that have been recorded as revenues in the current year and were not expended prior to the fiscal year ending June 30, 2023.

	AL Number	Amount
Total Federal Revenues reported in the Statement of Activities		$ 2,718,815
SBA: Paycheck Protection Loan Program	59.073	(1,696,959)
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		$ 1,021,856

FEATHER RIVER CHARTER SCHOOL
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2023

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

	Second Period Report	Annual Report
	Nonclassroom-Based	
Grade Span		
Regular		
Kindergarten* through third	911.19	914.13
Fourth through sixth	585.45	587.33
Seventh through eighth	377.38	378.32
Ninth through twelfth	483.01	482.58
Total Average Daily Attendance - Nonclassroom-Based	2,357.03	2,362.36
Total Average Daily Attendance	2,357.03	2,362.36

*Includes Transitional Kindergarten (TK)

The Charter had no Classroom-Based ADA in 2022-23.

FEATHER RIVER CHARTER SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2023

This schedule presents information on the amount of instructional days offered per grade level by the Feather River Charter School and whether the Charter complied with the provisions of *Education Code Section* 47612.5.

Grade Level	2022-23 Number of Days	Status
Kindergarten*	175	Complied
Grade 1	175	Complied
Grade 2	175	Complied
Grade 3	175	Complied
Grade 4	175	Complied
Grade 5	175	Complied
Grade 6	175	Complied
Grade 7	175	Complied
Grade 8	175	Complied
Grade 9	175	Complied
Grade 10	175	Complied
Grade 11	175	Complied
Grade 12	175	Complied

*Includes Transitional Kindergarten (TK)

FEATHER RIVER CHARTER SCHOOL
RECONCILIATION OF FINANCIAL REPORT – ALTERNATIVE FORM WITH AUDITED FINANCIAL STATEMENTS
JUNE 30, 2023

This schedule, if applicable, provides the information necessary to reconcile fund balance/net position reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets on the audited financial statements.

There were no adjustments to reconcile fund balance reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets per the audited financial statements for the year end ended June 30, 2023.

OTHER INDEPENDENT AUDITORS' REPORTS

CHRISTY WHITE

Certified Public Accountants serving K-12 School Districts and Charter Schools throughout California

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

To the Board of Directors of
Feather River Charter School
Meridian, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Feather River Charter School (the "Charter") as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Charter's basic financial statements and have issued our report thereon dated December 11, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 11, 2023

CHRISTY WHITE
Certified Public Accountants serving K-12 School Districts and Charter Schools throughout California

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Directors of
Feather River Charter School
Meridian, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Feather River Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Feather River Charter School's major federal programs for the year ended June 30, 2023. Feather River Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Feather River Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Feather River Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on compliance for each major federal program. Our audit does not provide a legal determination of Feather River Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Feather River Charter School's federal programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Feather River Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards,* and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Feather River Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Feather River Charter School's compliance with the compliance requirements referred to above and performing such procedures as we consider necessary in the circumstances.
- Obtain an understanding of Feather River Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances, and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Feather River Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 11, 2023

CHRISTY WHITE
Certified Public Accountants serving K-12 School Districts and Charter Schools throughout California

REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE FOR STATE PROGRAMS

Independent Auditors' Report

To the Board of Directors of
Feather River Charter School
Meridian, California

Report on State Compliance

Opinion on State Compliance

We have audited Feather River Charter School's compliance with the requirements specified in the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to Feather River Charter School's state program requirements for the fiscal year ended June 30, 2023.

In our opinion, Feather River Charter School complied, in all material respects, with the laws and regulations of the applicable state programs for the year ended June 30, 2023, as identified in the table in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of Feather River Charter School and to meet certain ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance. Our audit does not provide a legal determination of Feather River Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Feather River Charter School's state programs.

Auditor's Responsibilities for the Audit for State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Feather River Charter School's compliance based on our audit.

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Auditor's Responsibilities for the Audit for State Compliance (continued)

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Feather River Charter School's compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* and the K-12 Audit Guide, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Feather River Charter School's compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Feather River Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of Feather River Charter School's internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine Feather River Charter School's compliance with the state laws and regulations to the following items:

Description	Procedures Performed
School Districts, County Offices of Education and Charter Schools	
California Clean Energy Jobs Act	Not applicable
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not applicable
Transitional Kindergarten	Yes
Charter Schools	
Attendance	Yes
Mode of Instruction	Not applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not applicable
Charter School Facility Grant Program	Not applicable

"Not applicable" is used in the table above to indicate that the Charter either did not receive program funding or did not otherwise operate the program during the fiscal year.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 11, 2023

FINDINGS AND QUESTIONED COSTS SECTION

FEATHER RIVER CHARTER SCHOOL
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2023

Financial Statements

Type of auditors' report issued	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified not considered to be material weaknesses?	None Reported
Noncompliance material to financial statements noted?	None

Federal Awards

Internal control over major program:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Type of auditors' report issued:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	No

Identification of major programs:

AL Number(s)	Name of Federal Program or Cluster
84.425, 84.425U	Education Stabilization Fund Discretionary Grants
84.027	Special Education: IDEA

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	No

State Awards

Internal control over state programs:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified not considered to be material weaknesses?	None Reported
Any audit findings disclosed that are required to be reported in accordance with *2022-23 Guide for Annual Audits of California K-12 Local Education Agencies* ?	No
Type of auditors' report issued on compliance for state programs:	Unmodified

FEATHER RIVER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023

All audit year findings, if any, are assigned an appropriate finding code as follows:

FIVE DIGIT CODE	AB 3627 FINDING TYPE
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINANCIAL STATEMENT FINDINGS

There were no audit findings related to the financial statements for the year ended June 30, 2023.

FEDERAL AWARD FINDINGS AND QUESTIONED COST

There were no audit findings and questioned costs related to federal awards for the year ended June 30, 2023.

STATE AWARD FINDINGS AND QUESTIONED COSTS

There were no audit findings and questioned costs related to state awards for the year ended June 30, 2023.

PRIOR AUDIT FINDINGS

This schedule presents the status of actions taken by the Charter on each of the findings and recommendations reported in the prior year audit; however, there were no audit findings reported in the year ended June 30, 2022.

Reproductive Loss Leave added to SGCA Employee Handbook pg 36

REPRODUCTIVE LOSS

Reproductive loss definition: Reproductive loss includes but is not limited to miscarriage, ectopic pregnancy, molar pregnancy, stillbirth, neonatal loss, medical termination, abortion, or failed fertility treatment. Employees experience reproductive loss and may experience grief when their own, their partner's, a surrogate's, or a former partner's pregnancy ends or baby dies shortly after birth for which the employee would have been the parent, or when they would have become the parent through intended adoption of the child from a pregnancy or if such a child died shortly after birth.

An employee may take up to five days of reproductive loss leave following a reproductive loss event. An employee has three months from the date of the entitling event to complete the reproductive loss leave; the days the employee utilizes for reproductive loss leave need not be consecutive. If an employee experiences more than one reproductive loss event within a 12-month period, the employer is not required to provide leave time in excess of 20 days within the 12-month period.
Under the law, reproductive loss leave can be unpaid, but an employee may use available vacation, personal leave, accrued and available sick leave, or compensatory time off. The new law further specifies that it is unlawful for an employer to retaliate against an individual because of (1) the individual's exercise of the right to reproductive loss leave or (2) an individual's provision of information or testimony as to their own reproductive loss leave, or another person's reproductive loss leave, in an inquiry or proceeding related to rights guaranteed by FEHA. Further, an employer may not interfere with, restrain, or deny the exercise of, or the attempt to exercise, any reproductive loss right guaranteed by the law. Employers are also required to maintain the confidentiality of any employee requesting leave for a reproductive loss.

2024-2025
School Calendar

Feather River
CHARTER SCHOOL

July 2024

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

August 2024

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

September 2024

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

October 2024

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

November 2024

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

December 2024

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

School Year Dates

Aug 5	Teachers Return to Work
Aug 19	First Day of School
Jan 10	End of Semester 1
Jan 17	Report Cards Due
Jun 2	Last Day of School
Jun 4	Report Cards Due
Jun 5	Last Teacher Day

Non-Instructional Days

Sep 2	Labor Day
Nov 7-8	Staff In Service
Nov 11	Veterans Day
Nov 25-Dec 2	Thanksgiving Break
Dec 20-Jan 3	Winter Break
Jan 20	Martin Luther King, Jr. Day
Feb 14	Lincoln Day
Feb 17	Washington Day
Apr 14-21	Spring Break
May 26	Memorial Day
Jun 19	Juneteenth

Learning Period Dates

LP1	8/19-9/17
LP2	9/18-10/15
LP3	10/16-11/19
LP4	11/20-1/10
LP5	1/13-2/11
LP6	2/12-3/11
LP7	3/12-4/8
LP8	4/9-6/2

January 2025

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

February 2025

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

March 2025

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

April 2025

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

May 2025

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

June 2025

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

Events - Dates TBD

Community Opportunities
Field Trips

School Accountability

Every LP	Attendance Logs
Every LP	Work Samples
Every LP	AWR
Every 20 school days	Student Conference

Testing Windows

Winter	PFT Testing for 5, 7, 9
Winter	ELPAC
Spring	SBAC Testing
3x	Internal Assessments

School Closed

Staff In-Service Days

Last Day of Semester 1

Report Cards

First & Last Day of School

Coversheet

Approval of November 2023 Financials

Section: II. Finances
Item: A. Approval of November 2023 Financials
Purpose:
Submitted by:
Related Material: 23.11_FRCS_Board Package.pdf

CHARTER IMPACT

Feather River Charter School

November 2023 Financial Presentation

FEATHER RIVER – Financial Highlights

- Enrollment at end of November was 2544 vs. Budget of 2400. Waiting lists for enrollment continue to remain above 400, so we expect this enrollment to remain at this amount.

- The Extraordinary Audit discussed at the last Board Meeting will result in an approximate clawback of around $500,000. There will be an appeal, but the CDE has indicated the funds will be taken back for now. This is reflected in the current forecast.

- Year-end surplus projections are expected to be around $3.1 million which is where we thought it might be as the school begins to meet the requirements of SB740.

Senate Bill 740 Requirements:

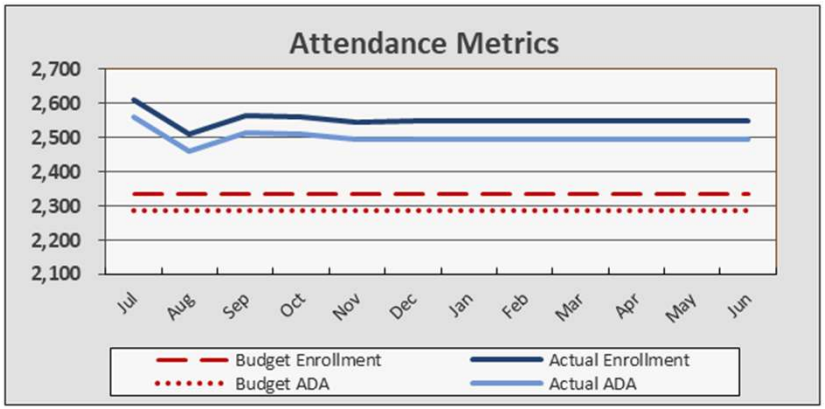
- 40/80 Expense Ratio ✓
- 25:1 Pupil-Teacher ratio ✓

Cert.	Instr.
46.6%	80.1%
2,327,273	39,225

Pupil:Teacher Ratio
21.90 :1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	2552	2547	2400
ADA	2501	2496	2352
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	41.5%	41.5%	41.8%
Revenue per ADA		$14,138	$13,755
Expenses per ADA		$12,871	$12,644



FEATHER RIVER - Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 7,790,891	$ 7,826,906	$ (36,015)	$ 29,374,154	$ 28,043,655	$ 1,330,499
Federal Revenue	240,605	157,844	82,761	1,032,988	989,358	43,630
Other State Revenue	853,790	612,402	241,388	3,058,761	2,869,712	189,049
Other Local Revenue	1,146,016	163,636	982,379	1,823,288	450,000	1,373,288
Total Revenue	**$ 10,031,301**	**$ 8,760,788**	**$ 1,270,513**	**$ 35,289,192**	**$ 32,352,725**	**$ 2,936,467**

FEATHER RIVER - Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 4,644,727	$ 5,441,599	$ 796,872	$ 11,912,923	$ 12,072,143	$ 159,219
Classified Salaries	286,163	295,652	9,489	703,494	709,566	6,072
Benefits	1,506,524	1,837,061	330,537	3,997,117	4,216,042	218,926
Books and Supplies	1,513,303	1,496,546	(16,757)	3,642,085	3,506,680	(135,405)
Subagreement Services	2,645,466	2,642,760	(2,706)	8,518,890	6,234,001	(2,284,889)
Operations	194,225	161,312	(32,913)	400,153	387,149	(13,004)
Facilities	520	583	64	1,336	1,400	64
Professional Services	1,309,192	980,282	(328,910)	2,946,983	2,609,614	(337,369)
Depreciation	1,197	1,195	(2)	2,870	2,868	(2)
Interest	-	-	-	-	-	-
Total Expenses	**$ 12,101,318**	**$ 12,856,991**	**$ 755,673**	**$ 32,125,852**	**$ 29,739,464**	**$ (2,386,388)**

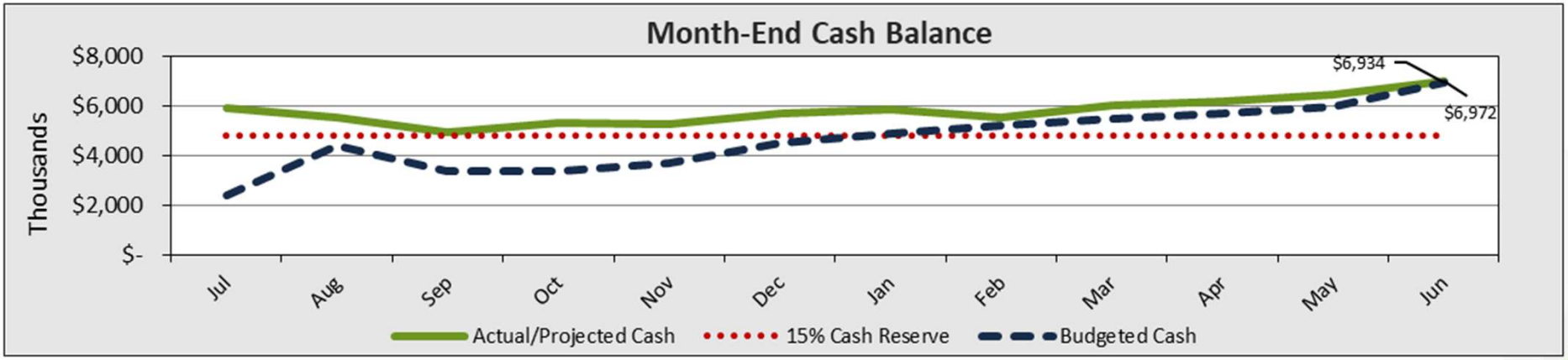
FEATHER RIVER - Fund Balance

- Annual Surplus represents 9.84% of Annual Expenses which is consistent with a school needing to be in compliance with SB 740.

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (2,070,017)**	**$ (4,096,203)**	**$ 2,026,186**	**$ 3,163,340**	**$ 2,613,261**	**$ 550,078**
Beginning Fund Balance	4,552,083	4,552,083		4,552,083	4,552,083	
Ending Fund Balance	**$ 2,482,066**	**$ 455,880**		**$ 7,715,423**	**$ 7,165,344**	
As a % of Annual Expenses	*7.7%*	*1.5%*		*24.0%*	*24.1%*	

FEATHER RIVER - Cash Balance

- Cash growth in FY23-24 forecasted to be $2.25M
- Year-end cash balance forecasted to be $6.97 million.



Feather River – Compliance Reporting

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jan-12	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2023 - December 31, 2023.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-15	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Jan-17	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-19	**ASES Grant Renewal -** After School Education and Safety Program applications and renewals due to the CDE for fiscal year 2024/25. Grants are scheduled to be renewed every three years.	Client	No	Yes	https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp
FINANCE	Jan-31	**ASES - 2nd Quarter Expenditure Report -** The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	https://www.cde.ca.gov/ls/ex/asesduedates.asp
FINANCE	Jan-31	**Federal Cash Management - Period 3 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jan-31	**Public Charter School Grant Program (PCSGP) - Qtr 2 -** The PCSGP Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the CDE's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	No	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
DATA	Feb-01	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	Feb-01	**Nonclassroom-Based Funding Determination -** Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp
FINANCE	Feb-15	**Board of Equalization Property Tax Exemption** - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-20	**Certification of the First Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	Feb-26	**CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) -** The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Charter Impact submits with data provided by Client	No	No	https://crdc.communities.ed.gov/#program
FINANCE	Feb-28	**Southwest SELPA AB602 and Mental Health Interim Expenditure Report**- Interim financial reporting for actuals are due to SELPA.	Charter Impact	No	No	https://www.swselpa.org/
FINANCE	Feb-28	**E-Rate FCC Form 470 Due date (FY2024)** - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	Client	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Set by Authorizer (by Mar 15)	**2nd Interim Financial Report** - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

FEATHER RIVER - Appendix

- Monthly Cash Flow / Forecast 23-24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Report

Feather River Charter School

Monthly Cash Flow/Forecast FY23-24

Revised 01/05/2024

Actuals Through: *12/1/2023*

ADA = 2497.04

CHARTER IMPACT

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 2352.00	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	1,330,743	1,330,743	2,395,338	2,395,338	2,395,338	2,395,338	2,395,338	2,739,339	2,739,339	2,739,339	2,739,339	2,739,339	**28,334,873**	26,666,394	1,668,478
8012	Education Protection Account	-	-	-	-	-	124,852	-	-	124,852	-	-	-	249,704	**499,408**	470,400	29,008
8019	State Aid - Prior Year	-	-	-	-	-	-	(500,000)	-	-	-	-	-	-	**(500,000)**	-	(500,000)
8096	In Lieu of Property Taxes	-	-	-	179,327	159,402	78,830	78,830	78,830	159,943	79,972	79,972	79,972	79,972	**1,055,049**	906,861	148,189
		-	1,330,743	1,330,743	2,574,665	2,554,740	2,599,020	1,974,168	2,474,168	3,024,134	2,819,311	2,819,311	2,819,311	3,069,015	**29,389,330**	**28,043,655**	**1,345,675**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	30,814	30,814	30,814	54,829	54,829	54,829	54,829	30,622	**342,383**	345,297	(2,914)
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	220,537	(220,537)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	27,372	(27,372)
8296	Other Federal Revenue	-	-	204,857	-	-	266,490	-	-	150,000	-	-	150,000	-	**771,347**	396,152	375,195
8299	Prior Year Federal Revenue	-	-	-	-	35,748	-	-	-	-	-	-	-	-	**35,748**	-	35,748
		-	-	204,857	-	35,748	297,304	30,814	30,814	204,829	54,829	54,829	204,829	30,622	**1,149,478**	**989,358**	**160,120**
Other State Revenue																	
8311	State Special Education	100,809	100,809	181,455	181,455	181,455	181,455	181,455	181,455	173,674	173,674	173,674	173,674	173,674	**2,158,716**	2,087,165	71,551
8550	Mandated Cost	-	-	-	-	-	63,123	-	-	-	-	-	-	-	**63,123**	62,523	600
8560	State Lottery	-	-	-	-	-	-	145,176	-	-	145,176	-	-	331,410	**621,763**	557,424	64,339
8598	Prior Year Revenue	-	-	39,113	7,334	-	-	-	-	-	-	-	-	-	**46,447**	-	46,447
8599	Other State Revenue	-	9,520	9,520	17,135	25,185	17,135	17,135	17,135	11,237	11,237	11,237	11,237	12,139	**169,852**	162,600	7,252
		100,809	110,329	230,088	205,924	206,640	261,714	343,767	198,590	184,910	330,087	184,910	184,910	517,223	**3,059,901**	**2,869,712**	**190,189**
Other Local Revenue																	
8699	School Fundraising	-	-	-	-	500	-	-	-	-	-	-	-	-	**500**	-	500
8980	Contributions, Unrestricted	88,041	12,068	3,161	717,879	324,367	268,182	68,182	68,182	68,182	68,182	68,182	68,182	-	**1,822,788**	450,000	1,372,788
		88,041	12,068	3,161	717,879	324,867	268,182	68,182	68,182	68,182	68,182	68,182	68,182	-	**1,823,288**	**450,000**	**1,373,288**
Total Revenue		**188,850**	**1,453,140**	**1,768,849**	**3,498,468**	**3,121,995**	**3,426,220**	**2,416,931**	**2,771,755**	**3,482,056**	**3,272,409**	**3,127,232**	**3,277,232**	**3,616,860**	**35,421,997**	**32,352,725**	**3,069,272**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	46,326	735,335	728,542	730,089	726,034	730,773	730,773	730,773	730,773	730,773	730,773	365,378	-	**7,716,341**	8,472,262	755,921
1175	Teachers' Extra Duty/Stipends	6,580	141,090	140,081	136,526	134,409	153,108	153,108	153,108	153,108	153,108	153,108	76,554	-	**1,553,889**	1,684,178	130,289
1200	Pupil Support Salaries	26,572	53,624	53,909	54,193	54,193	49,415	49,415	49,415	49,415	49,415	49,415	22,852	-	**561,830**	535,030	(26,800)
1300	Administrators' Salaries	80,102	113,481	114,816	115,838	114,928	102,611	102,611	102,611	102,611	102,611	102,611	80,919	-	**1,235,748**	1,207,495	(28,253)
1900	Other Certificated Salaries	34,934	78,549	78,564	73,917	72,096	78,651	78,651	78,651	78,651	78,651	78,651	35,153	-	**845,116**	173,178	(671,938)
		194,514	1,122,079	1,115,913	1,110,562	1,101,659	1,114,557	1,114,557	1,114,557	1,114,557	1,114,557	1,114,557	580,856	-	**11,912,923**	**12,072,143**	**159,219**
Classified Salaries																	
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	177,235	177,235
2400	Clerical and Office Staff Salaries	19,684	22,702	21,840	22,268	22,587	26,560	26,560	26,560	26,560	26,560	26,560	26,560	-	**295,001**	246,862	(48,139)
2900	Other Classified Salaries	30,277	36,578	35,486	36,930	37,812	33,059	33,059	33,059	33,059	33,059	33,059	33,059	-	**408,493**	285,469	(123,024)
		49,961	59,280	57,326	59,197	60,398	59,619	59,619	59,619	59,619	59,619	59,619	59,619	-	**703,494**	**709,566**	**6,072**

Feather River Charter School

Monthly Cash Flow/Forecast FY23-24

Revised 01/05/2024

Actuals Through: *12/1/2023*

ADA = **2497.04**

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	36,070	185,667	193,900	197,115	177,551	207,455	207,455	207,455	207,455	207,455	207,455	108,116	-	**2,143,148**	2,305,779	162,631
3301	OASDI	2,646	8,338	3,480	3,617	5,162	3,759	3,759	3,759	3,759	3,759	3,759	3,759	-	**49,557**	43,993	(5,563)
3311	Medicare	3,480	16,710	16,592	7,036	16,414	17,053	17,053	17,053	17,053	17,053	17,053	9,302	-	**171,852**	185,335	13,483
3401	Health and Welfare	95,627	116,575	95,202	102,810	164,125	119,700	119,700	119,700	119,700	119,700	119,700	119,700	-	**1,412,240**	1,427,900	15,660
3501	State Unemployment	81	1,466	355	128	261	3,081	15,407	12,326	6,163	3,081	3,081	3,081	-	**48,511**	62,062	13,551
3601	Workers' Compensation	22,479	10,899	(2,752)	(3,545)	6,879	12,349	12,349	12,349	12,349	12,349	12,349	6,736	-	**114,788**	134,208	19,420
3901	Other Benefits	963	5,251	5,219	5,327	5,397	5,327	5,327	5,327	5,327	5,327	5,327	2,905	-	**57,022**	56,765	(256)
		161,347	344,905	311,995	312,488	375,789	368,724	381,049	377,968	371,805	368,724	368,724	253,600	-	**3,997,117**	**4,216,042**	**218,926**
Books and Supplies																	
4100	Textbooks and Core Materials	830	458	1,100	-	-	-	-	-	-	-	-	-	-	**2,388**	1,000	(1,388)
4200	Books and Reference Materials	-	1,630	-	-	-	-	-	-	-	-	-	-	-	**1,630**	1,000	(630)
4302	School Supplies	172,814	299,566	286,983	139,831	111,873	119,519	196,031	159,060	264,838	289,948	234,345	376,505	-	**2,651,314**	2,247,938	(403,376)
4305	Software	229,853	91,572	17,905	60,942	5,441	36,754	54,875	54,875	54,875	54,875	54,875	54,875	-	**771,718**	685,900	(85,818)
4310	Office Expense	-	66	784	716	-	83	83	83	83	83	83	83	-	**2,149**	1,000	(1,149)
4311	Business Meals	-	-	-	-	162	125	125	125	125	125	125	125	-	**1,037**	1,500	463
4400	Noncapitalized Equipment	2,783	5,603	29,457	33,427	19,506	12,058	14,250	11,562	19,252	21,077	17,035	27,369	-	**213,378**	568,342	354,964
		406,280	398,895	336,229	234,917	136,981	168,540	265,364	225,706	339,173	366,108	306,464	458,957	-	**3,643,615**	**3,506,680**	**(136,934)**
Subagreement Services																	
5102	Special Education	-	10,897	66,991	144,212	224,729	74,372	87,500	87,500	87,500	87,500	87,500	87,500	-	**1,046,201**	1,090,700	44,499
5106	Other Educational Consultants	(2,918)	12,266	289,538	854,794	418,481	758,765	469,188	380,701	633,874	693,974	560,892	901,142	-	**5,970,697**	3,597,656	(2,373,040)
5107	Instructional Services	125,295	125,295	125,295	125,295	125,295	125,295	125,295	125,295	125,295	125,295	125,295	125,295	-	**1,503,544**	1,545,645	42,101
		122,377	148,458	481,824	1,124,301	768,506	958,432	681,984	593,497	846,669	906,769	773,687	1,113,937	-	**8,520,441**	**6,234,001**	**(2,286,440)**
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	191	319	833	833	833	833	833	833	833	-	**6,344**	10,000	3,656
5300	Dues & Memberships	732	-	8,819	-	-	1,417	1,417	1,417	1,417	1,417	1,417	1,417	-	**19,468**	17,000	(2,468)
5400	Insurance	67,006	22,335	22,335	22,335	22,335	22,335	22,335	22,335	22,335	22,335	22,335	22,335	-	**312,691**	302,149	(10,542)
5900	Communications	-	6,303	6,742	6,619	6,864	4,333	4,333	4,333	4,333	4,333	4,333	4,333	-	**56,863**	52,000	(4,863)
5901	Postage and Shipping	377	222	330	4	357	500	500	500	500	500	500	500	-	**4,789**	6,000	1,211
		68,115	28,860	38,226	29,149	29,875	29,418	29,418	29,418	29,418	29,418	29,418	29,418	-	**400,153**	**387,149**	**(13,004)**
Facilities, Repairs and Other Leases																	
5610	Repairs and Maintenance	56	116	232	116	-	117	117	117	117	117	117	117	-	**1,336**	1,400	64
		56	116	232	116	-	117	117	117	117	117	117	117	-	**1,336**	**1,400**	**64**

Feather River Charter School

Monthly Cash Flow/Forecast FY23-24

Revised 01/05/2024

Actuals Through: *12/1/2023*

ADA = **2497.04**

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Professional/Consulting Services																	
5802	Audit & Taxes	-	4,507	5,482	-	-	4,764	-	-	-	-	-	-	-	**14,753**	18,800	4,047
5803	Legal	-	8,854	1,058	3,786	1,217	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	**41,165**	45,000	3,835
5804	Professional Development	5,813	3,073	6,308	9,451	125,901	8,153	11,448	11,448	11,448	11,448	11,448	11,448	-	**227,384**	137,372	(90,012)
5805	General Consulting	-	14,539	17,329	15,232	15,571	500	500	500	500	500	500	500	-	**66,171**	6,000	(60,171)
5806	Special Activities/Field Trips	16,705	26,238	109,746	61,452	102,616	12,311	20,192	16,384	27,279	29,866	24,138	38,781	-	**485,707**	316,440	(169,268)
5807	Bank Charges	30	-	-	-	-	-	-	-	-	-	-	-	-	**30**	4,800	4,770
5809	Other taxes and fees	377	-	-	1,355	367	633	633	633	633	633	633	633	-	**6,532**	7,600	1,068
5810	Payroll Service Fee	-	20	828	1,049	1,133	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	**10,030**	15,700	5,670
5811	Management Fee	100,879	100,954	100,954	100,879	100,879	101,383	101,383	101,383	101,383	101,383	101,383	101,383	-	**1,214,224**	1,216,593	2,369
5812	District Oversight Fee	-	39,924	39,922	77,240	76,642	77,971	59,225	74,225	90,724	84,579	84,579	84,579	92,069	**881,680**	841,310	(40,370)
		125,450	199,405	284,274	270,444	429,620	210,465	198,131	209,323	236,717	233,159	227,431	242,074	81,186	**2,947,676**	**2,609,614**	**(338,062)**
Depreciation																	
6900	Depreciation Expense	239	239	239	239	239	239	239	239	239	239	239	239	-	**2,870**	2,868	(2)
		239	239	239	239	239	239	239	239	239	239	239	239	-	**2,870**	**2,868**	**(2)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**1,128,339**	**2,302,238**	**2,626,258**	**3,141,413**	**2,903,069**	**2,910,109**	**2,730,477**	**2,610,442**	**2,998,313**	**3,078,709**	**2,880,255**	**2,738,817**	**81,186**	**32,129,625**	**29,739,464**	**(2,390,162)**
Monthly Surplus (Deficit)		**(939,489)**	**(849,098)**	**(857,409)**	**357,055**	**218,926**	**516,111**	**(313,545)**	**161,313**	**483,743**	**193,700**	**246,977**	**538,416**	**3,535,674**	**3,292,372**	**2,613,261**	**679,111**
															9.3%		
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(939,489)	(849,098)	(857,409)	357,055	218,926	516,111	(313,545)	161,313	483,743	193,700	246,977	538,416	3,535,674	**3,292,372**		
Cash flows from operating activities																	
	Depreciation/Amortization	239	239	239	239	239	239	239	239	239	239	239	239	-	**2,870**		
	Public Funding Receivables	3,011,169	478,125	19,615	186,948	1,249	-	-	-	-	-	-	-	(3,616,860)	**80,247**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Prepaid Expenses	64,564	(63,314)	63,602	(75,376)	3,045	-	-	-	-	-	-	-	-	**(7,479)**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Accounts Payable	(107,392)	(167,893)	198,105	(66,776)	(138,410)	-	-	-	-	-	-	-	81,186	**(201,179)**		
	Accrued Expenses	(888,608)	200,993	77,627	9,413	118,978	-	-	-	-	-	-	-	-	**(481,598)**		
	Other Liabilities	58,553	-	(110,576)	-	(255,649)	-	-	-	-	-	-	-	-	**(307,672)**		
Cash flows from investing activities																	
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																	
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash		1,199,036	(400,948)	(608,797)	411,503	(51,622)	516,350	(313,306)	161,552	483,982	193,939	247,216	538,655				
Cash, Beginning of Month		4,720,579	5,919,615	5,518,667	4,909,870	5,321,373	5,269,752	5,786,102	5,472,796	5,634,348	6,118,330	6,312,268	6,559,484				
Cash, End of Month		**5,919,615**	**5,518,667**	**4,909,870**	**5,321,373**	**5,269,752**	**5,786,102**	**5,472,796**	**5,634,348**	**6,118,330**	**6,312,268**	**6,559,484**	**7,098,139**				

Cert.	Instr.
46.4%	79.8%
2,274,151	**(63,702)**

Pupil:Teacher Ratio
21.90

Feather River Charter School

Budget vs Actual

For the period ended November 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 2,395,338	$ 2,379,721	$ 15,617	$ 7,452,162	$ 7,403,575	$ 48,587	$ 26,666,394
Education Protection Account	-	-	-	-	117,600	(117,600)	470,400
In Lieu of Property Taxes	159,402	71,937	87,465	338,729	305,730	32,999	906,861
Total State Aid - Revenue Limit	2,554,740	2,451,657	103,083	7,790,891	7,826,906	(36,015)	28,043,655
Federal Revenue							
Special Education - Entitlement	-	30,814	(30,814)	-	95,867	(95,867)	345,297
Title I, Part A - Basic Low Income	-	-	-	-	55,134	(55,134)	220,537
Title II, Part A - Teacher Quality	-	-	-	-	6,843	(6,843)	27,372
Other Federal Revenue	-	-	-	204,857	-	204,857	396,152
Prior Year Federal Revenue	35,748	-	35,748	35,748	-	35,748	-
Total Federal Revenue	35,748	30,814	4,934	240,605	157,844	82,761	989,358
Other State Revenue							
State Special Education	181,455	186,259	(4,804)	745,983	579,474	166,509	2,087,165
Mandated Cost	-	-	-	-	-	-	62,523
State Lottery	-	-	-	-	-	-	557,424
Prior Year Revenue	-	-	-	46,447	-	46,447	-
Other State Revenue	25,185	10,584	14,601	61,360	32,928	28,432	162,600
Total Other State Revenue	206,640	196,843	9,797	853,790	612,402	241,388	2,869,712
Other Local Revenue							450,000
School Fundraising	500	-	500	500	-	500	-
Contributions, Unrestricted	324,367	40,909	283,458	1,145,516	163,636	981,879	450,000
Total Other Local Revenue	324,867	40,909	283,958	1,146,016	163,636	982,379	450,000
Total Revenues	**$ 3,121,995**	**$ 2,720,224**	**$ 401,770**	**$ 10,031,301**	**$ 8,760,788**	**$ 1,270,513**	**$ 32,352,725**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 726,034	$ 770,206	$ 44,172	$ 2,966,326	$ 3,851,028	$ 884,702	$ 8,472,262
Teachers' Extra Duty/Stipends	134,409	153,107	18,699	558,685	765,535	206,850	1,684,178
Pupil Support Salaries	54,193	48,639	(5,554)	242,490	243,195	705	535,030
Administrators' Salaries	114,928	100,625	(14,303)	539,165	503,123	(36,042)	1,207,495
Other Certificated Salaries	72,096	15,743	(56,352)	338,060	78,717	(259,342)	173,178
Total Certificated Salaries	1,101,659	1,088,320	(13,339)	4,644,727	5,441,599	796,872	12,072,143
Classified Salaries							
Support Salaries	-	14,770	14,770	-	73,848	73,848	177,235
Clerical and Office Staff Salaries	22,587	20,572	(2,015)	109,081	102,859	(6,222)	246,862
Other Classified Salaries	37,812	23,789	(14,022)	177,082	118,945	(58,137)	285,469
Total Classified Salaries	60,398	59,130	(1,268)	286,163	295,652	9,489	709,566
Benefits							
State Teachers' Retirement System, certificated posit	177,551	207,869	30,318	790,304	1,039,345	249,042	2,305,779
OASDI/Medicare/Alternative, certificated positions	5,162	3,666	(1,496)	23,243	18,330	(4,913)	43,993
Medicare/Alternative, certificated positions	16,414	16,638	224	60,232	83,190	22,959	185,335
Health and Welfare Benefits, certificated positions	164,125	118,992	(45,134)	574,340	594,958	20,619	1,427,900
State Unemployment Insurance, certificated position	261	3,103	2,842	2,290	15,516	13,225	62,062
Workers' Compensation Insurance, certificated posit	6,879	12,048	5,169	33,959	60,241	26,282	134,208
Other Benefits, certificated positions	5,397	5,096	(301)	22,156	25,480	3,323	56,765
Total Benefits	375,789	367,412	(8,377)	1,506,524	1,837,061	330,537	4,216,042
Books & Supplies							
Textbooks and Core Materials	-	83	83	2,388	417	(1,972)	1,000
Books and Reference Materials	-	83	83	1,630	417	(1,214)	1,000
School Supplies	111,873	110,103	(1,769)	1,011,067	964,920	(46,147)	2,247,938
Software	5,441	57,158	51,718	405,714	285,792	(119,922)	685,900
Office Expense	-	83	83	1,566	417	(1,149)	1,000
Business Meals	162	125	(37)	162	625	463	1,500
Noncapitalized Equipment	19,506	27,837	8,331	90,776	243,959	153,183	568,342
Total Books & Supplies	136,981	195,474	58,492	1,513,303	1,496,546	(16,757)	3,506,680
Subagreement Services							
Special Education	224,729	90,892	(133,837)	446,829	454,458	7,629	1,090,700
Other Educational Consultants	418,481	176,212	(242,269)	1,572,161	1,544,283	(27,878)	3,597,656
Instructional Services	125,295	128,804	3,508	626,477	644,019	17,542	1,545,645
Total Subagreement Services	768,506	395,907	(372,598)	2,645,466	2,642,760	(2,706)	6,234,001
Operations & Housekeeping							
Auto and Travel	319	833	514	510	4,167	3,656	10,000

Feather River Charter School

Budget vs Actual

For the period ended November 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Dues & Memberships	-	1,417	1,417	9,551	7,083	(2,468)	17,000
Insurance	22,335	25,179	2,844	156,346	125,895	(30,451)	302,149
Communications	6,864	4,333	(2,531)	26,529	21,667	(4,863)	52,000
Total Operations & Housekeeping	29,519	31,762	2,244	192,937	158,812	(34,125)	381,149
Facilities, Repairs & Other Leases							
Repairs and Maintenance	-	117	117	520	583	64	1,400
Total Facilities, Repairs & Other Leases	-	117	117	520	583	64	1,400
Professional/Consulting Services							
Audit & Taxes	-	6,267	6,267	9,989	12,533	2,545	18,800
Legal	1,217	3,750	2,533	14,915	18,750	3,835	45,000
Professional Development	125,901	11,448	(114,453)	150,546	57,238	(93,307)	137,372
General Consulting	15,571	500	(15,071)	62,671	2,500	(60,171)	6,000
Special Activities/Field Trips	102,616	15,499	(87,117)	316,757	135,831	(180,926)	316,440
Bank Charges	-	400	400	30	2,000	1,970	4,800
Other Taxes and Fees	367	633	267	2,099	3,167	1,068	7,600
Payroll Service Fee	1,133	1,308	176	3,030	6,542	3,512	15,700
Management Fee	100,879	101,383	504	504,545	506,914	2,369	1,216,593
District Oversight Fee	76,642	73,550	(3,092)	233,729	234,807	1,079	841,310
SPED Encroachment	5,294	-	(5,294)	10,883	-	(10,883)	-
Postage and Shipping	357	500	143	1,289	2,500	1,211	6,000
Total Professional/Consulting Services	429,977	215,238	(214,739)	1,310,480	982,782	(327,699)	2,615,614
Depreciation							
Depreciation Expense	239	239	(0)	1,197	1,195	(2)	2,868
Total Depreciation	239	239	(0)	1,197	1,195	(2)	2,868
Total Expenses	**$ 2,903,069**	**$ 2,353,599**	**$ (549,469)**	**$ 12,101,318**	**$ 12,856,991**	**$ 755,673**	**$ 29,739,463**
Change in Net Assets	**218,926**	**366,625**	**(147,699)**	**(2,070,016)**	**(4,096,202)**	**2,026,186**	**2,613,262**
Net Assets, Beginning of Period	2,263,141			4,552,083			
Net Assets, End of Period	**$ 2,482,067**			**$ 2,482,067**			

Feather River Charter School

Statement of Financial Position

November 30, 2023

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 5,269,752	$ 4,720,579	$ 549,173	12%
Accounts Receivable	179,778	179,778	-	0%
Public Funding Receivable	475,704	4,172,810	(3,697,106)	-89%
Prepaid Expenses	280,538	273,059	7,479	3%
Total Current Assets	**6,205,772**	**9,346,226**	**(3,140,454)**	**-34%**
Long-Term Assets				
Property & Equipment, Net	8,132	9,330	(1,197)	-13%
Total Long Term Assets	**8,132**	**9,330**	**(1,197)**	**-13%**
Total Assets	**$ 6,213,874**	**$ 9,355,556**	**$ (3,141,681)**	**-34%**
Liabilities				
Current Liabilities				
Accounts Payable	$ 34,300	$ 316,665	$ (282,365)	-89%
Accrued Liabilities	1,242,082	1,723,680	(481,598)	-28%
Deferred Revenue	2,455,456	2,763,128	(307,672)	-11%
Total Current Liabilities	**3,731,838**	**4,803,473**	**(1,071,635)**	**-22%**
Total Liabilities	**$ 3,731,838**	**$ 4,803,473**	**$ (1,071,635)**	**-22%**
Total Net Assets	**2,482,067**	**4,552,083**	**(2,070,016)**	**-45%**
Total Liabilities and Net Assets	**$ 6,213,904**	**$ 9,355,556**	**$ (3,141,651)**	**-34%**

Feather River Charter School

Statement of Cash Flows

For the period ended November 30, 2023

	Month Ended 11/30/23	YTD Ended 11/30/23
Cash Flows from Operating Activities		
Change in Net Assets	$ 218,926	$ (2,070,016)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	239	1,197
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	1,249	3,697,106
Prepaid Expenses	3,045	(7,479)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(138,410)	(282,365)
Accrued Expenses	118,978	(481,598)
Deferred Revenue	(255,649)	(307,672)
Total Cash Flows from Operating Activities	**(51,622)**	**549,173**
Change in Cash & Cash Equivalents	(51,622)	549,173
Cash & Cash Equivalents, Beginning of Period	5,321,373	4,720,579
Cash and Cash Equivalents, End of Period	**$ 5,269,752**	**$ 5,269,752**

Feather River Charter School

Check Register

For the period ended November 30, 2023

Check Number	Vendor Name	Check Date	Check Amount
18217	Wackford Community and Aquatic Complex	11/17/2023	VOID
19224	Kovar's Satori Academy of Martial Arts - Madison Academy	11/17/2023	VOID
19895	PenServ Plan Services, Inc.	11/2/2023	VOID
20086	PenServ Plan Services, Inc.	11/2/2023	VOID
20335	PenServ Plan Services, Inc.	11/2/2023	24,724.69
20336	Sutter County Schools	11/2/2023	187.80
20337	Sutter County Schools	11/2/2023	287,315.42
20338	Accurate Translation	11/2/2023	507.21
20339	Alisher Sodikov	11/2/2023	880.00
20340	All About Learning Press, Inc.	11/2/2023	318.82
20341	Anna Ovchinnikova	11/2/2023	600.00
20342	Art of Problem Solving	11/2/2023	157.88
20343	Auburn Tutoring LLC	11/2/2023	135.00
20344	Ballet Rejoice School for the Arts	11/2/2023	1,741.00
20345	Beautiful Feet Books, Inc.	11/2/2023	263.86
20346	Becker Music Studio, Inc.	11/2/2023	720.00
20347	Beda Brazillian Jiu Jitsu Academy	11/2/2023	135.00
20348	Big Little Ones LLC	11/2/2023	190.70
20349	BookShark	11/2/2023	3,735.93
20350	Chelsea Reid	11/2/2023	860.00
20351	Clary's Piano Studio	11/2/2023	525.00
20352	Classical Academic Press	11/2/2023	64.90
20353	DBL Enterprises, Inc.	11/2/2023	790.00
20354	Demme Learning	11/2/2023	247.84
20355	Denison Algebra	11/2/2023	350.00
20356	Department of Justice	11/2/2023	226.00
20357	E-Therapy, LLC	11/2/2023	-
20358	El Camino High School Eagle Bands	11/2/2023	750.00
20359	Elemental Science	11/2/2023	38.76
20360	Elite Studio of Dance	11/2/2023	830.00
20361	Evan-Moor	11/2/2023	99.99
20362	Expressions Academy of Dance	11/2/2023	899.00
20363	Flip 2 It Sports Center	11/2/2023	2,695.60
20364	Gold Country Gymnastics	11/2/2023	264.00
20365	Golden State Speech Pathology Services, Inc	11/2/2023	3,272.50
20366	Graham Music Studio	11/2/2023	560.00
20367	Growing Healthy Children Therapy Services Inc.	11/2/2023	10,392.54
20368	Home Science Tools	11/2/2023	265.34
20369	In-Step School of Dance	11/2/2023	75.00
20370	Institute for Excellence in Writing	11/2/2023	195.03
20371	Joan Swanson	11/2/2023	130.00
20372	Kid Creative	11/2/2023	275.00
20373	Kitty Glass	11/2/2023	140.00
20374	KiwiCo, Inc	11/2/2023	845.01
20375	Kovars Martial Arts	11/2/2023	657.00
20376	kumon Center of Fair Oaks	11/2/2023	3,600.00
20377	Lakeshore	11/2/2023	870.32
20378	Langauge to Learning Inc	11/2/2023	600.00
20379	LE Soccer Academy	11/2/2023	225.00
20380	Loretta E Oborn	11/2/2023	300.00
20381	Megan Nason	11/2/2023	261.83
20382	National TeleTherapy Resources	11/2/2023	1,258.35
20383	Nicole Zagaroli	11/2/2023	95.00
20384	Nina Tumanova	11/2/2023	720.00
20385	Olga Shabanov	11/2/2023	1,606.00
20387	On The GO Academy	11/2/2023	7,300.00
20388	One Eleven Studios	11/2/2023	260.00
20389	Outschool Inc.	11/2/2023	665.00
20390	Owings Martial Arts	11/2/2023	185.00
20391	Owings Martial Arts	11/2/2023	165.00
20392	Owings Martial Arts	11/2/2023	165.00
20393	Owings Martial Arts	11/2/2023	185.00
20394	Owings Martial Arts	11/2/2023	185.00
20395	Owings Martial Arts	11/2/2023	185.00
20396	Pamelot a School of Dance	11/2/2023	60.00
20397	PresenceLearning, Inc.	11/2/2023	30,210.00
20398	Rainbow Resource Center	11/2/2023	736.20
20399	Sarah Whitehead	11/2/2023	571.00
20400	School of Rock Elk Grove & Roseville Sacramento	11/2/2023	3,679.00
20401	Sergei Bocharov	11/2/2023	90.00
20402	Silicon Valley High School Inc	11/2/2023	375.00
20403	Singapore Math Inc.	11/2/2023	444.78
20404	Specialized Therapy Services, Inc.	11/2/2023	11,394.65
20405	Stephens Educational Services, LLC	11/2/2023	86.10
20406	Studies Weekly	11/2/2023	129.74
20407	Sunshine Swim & Fitness Center	11/2/2023	1,234.50
20408	Teacher Synergy LLC	11/2/2023	327.94
20409	Tennis with Cole	11/2/2023	540.00
20410	Timberdoodle.com	11/2/2023	2,981.46
20411	Tori Gillam	11/2/2023	72.00
20412	Total Education Solutions	11/2/2023	5,769.00

20413	Tricks Gymnastics - Granite Bay	11/2/2023	795.26
20414	Viktoria Dzhumara	11/2/2023	1,080.00
20415	Werneck Family Jiu jitsu	11/2/2023	450.00
20416	Young Music LLC	11/2/2023	90.93
20417	Amazon Capital Services	11/2/2023	87.92
20418	A Brighter Child	11/7/2023	607.83
20419	Adventure Oak	11/7/2023	300.00
20420	Alexandr Popov	11/7/2023	300.00
20421	BookShark	11/7/2023	60.06
20422	David Brockmyer	11/7/2023	400.00
20423	Eat2explore	11/7/2023	139.80
20424	Esther Judson Piano Studio	11/7/2023	960.00
20425	Full Steam Ahead Education LLC	11/7/2023	8,910.00
20426	History Unboxed LLC	11/7/2023	68.41
20427	Home Science Tools	11/7/2023	267.14
20428	Institute for Excellence in Writing	11/7/2023	37.54
20429	Jennifer Brown	11/7/2023	475.00
20430	Jennifer Holiday	11/7/2023	1,400.00
20431	Ken Willer	11/7/2023	247.50
20432	Kim Mordecai	11/7/2023	960.00
20433	Lakeshore	11/7/2023	183.95
20434	Laura Ashmun	11/7/2023	600.00
20435	Learning Without Tears	11/7/2023	36.65
20436	Maria Madruga	11/7/2023	1,560.00
20437	Mary V Gwaltney Ph D	11/7/2023	5,300.00
20438	McLaughlin Studios	11/7/2023	160.00
20439	Miaplaza Inc.	11/7/2023	340.00
20440	Music Bloom School of Music	11/7/2023	170.00
20441	Nina Tumanova	11/7/2023	480.00
20442	NorCal Driving School	11/7/2023	539.98
20443	Rainbow Resource Center	11/7/2023	388.96
20444	Sacramento Ballet Association	11/7/2023	100.00
20445	Sergei Bocharov	11/7/2023	90.00
20446	Sheri Joyce aka Well Read Fred	11/7/2023	360.00
20447	Singapore Math Inc.	11/7/2023	73.76
20448	Skip's Music Inc	11/7/2023	274.73
20449	Soccer Shots	11/7/2023	360.00
20450	Studies Weekly	11/7/2023	42.85
20451	Studio 24	11/7/2023	410.00
20452	T-Mobile	11/7/2023	2,180.00
20453	Teacher Synergy LLC	11/7/2023	48.50
20454	Teaching Textbooks	11/7/2023	268.06
20455	The Curious Brush	11/7/2023	365.00
20456	TNT Kidz Center	11/7/2023	10,215.00
20457	Tori Gillam	11/7/2023	181.00
20458	Amazon Capital Services	11/7/2023	7.74
20459	PenServ Plan Services, Inc.	11/13/2023	9,315.78
20461	A Brighter Child	11/16/2023	2,959.38
20462	Aleida Kimbrel	11/16/2023	860.00
20463	All About Learning Press, Inc.	11/16/2023	183.10
20464	AllGood Driving School, Inc	11/16/2023	750.00
20465	Ambassador Learning Academy	11/16/2023	6,275.00
20466	Amy Walters	11/16/2023	430.00
20467	Andrii Liesnyi	11/16/2023	1,510.00
20468	Annie Russell	11/16/2023	1,300.00
20469	Assiya Kistanova	11/16/2023	1,400.00
20470	Ballet Rejoice School for the Arts	11/16/2023	88.00
20471	Beautiful Feet Books, Inc.	11/16/2023	455.28
20472	Beda Brazillian Jiu Jitsu Academy	11/16/2023	645.00
20473	Bennati's Martial Arts	11/16/2023	1,510.00
20474	Black Oak Therapy	11/16/2023	840.00
20475	Bowman Martial Arts	11/16/2023	140.00
20476	Brandy Ruscica	11/16/2023	531.00
20477	Brave Writer LLC	11/16/2023	428.00
20478	Brittany Thorne	11/16/2023	400.00
20479	Christina Garcia	11/16/2023	1,505.00
20480	Corban Learning Center	11/16/2023	1,200.00
20481	Dance Natural Creative Complex	11/16/2023	356.25
20482	Deanna L Nellist	11/16/2023	3,205.00
20483	Denison Algebra	11/16/2023	175.00
20484	DeRoche LLC	11/16/2023	1,767.00
20485	Divergence Dance Conservatory LLC	11/16/2023	890.00
20486	Dolphin Swim School	11/16/2023	704.00
20487	Elite Studio of Dance	11/16/2023	1,070.00
20488	Elizaveta Popova	11/16/2023	600.00
20489	Evitta Gantt	11/16/2023	520.00
20490	Freedom Driving School	11/16/2023	100.00
20491	Galaxy Dance Arts, LLC	11/16/2023	70.00
20492	GBJJ Inc	11/16/2023	560.00
20493	Gold Country Gymnastics	11/16/2023	264.00
20494	Golden State Speech Pathology Services, Inc	11/16/2023	2,550.00
20495	Guitar Lab Guitar Lessons	11/16/2023	1,125.00
20496	Harry Burleson	11/16/2023	45.00
20497	Hawkins School of Performing Arts	11/16/2023	478.00
20498	Home Science Tools	11/16/2023	145.66
20499	Hooked on Phonics	11/16/2023	172.39
20500	Institute for Excellence in Writing	11/16/2023	80.69
20501	Irina Samarina	11/16/2023	660.00

20502	Jennifier Androkitis	11/16/2023	1,030.00
20503	John Fedorko	11/16/2023	240.00
20504	Jordan Salmonson	11/16/2023	444.00
20505	Kalmykov Tatyana	11/16/2023	470.00
20506	Karate4kids	11/16/2023	230.00
20507	Karyna Katko	11/16/2023	360.00
20508	Ken Willer	11/16/2023	412.50
20509	Kim Snow's Music Studio	11/16/2023	1,775.00
20510	Kovar's Martial Arts - Carmichael	11/16/2023	876.00
20511	Kovars Martial Arts - Roseville	11/16/2023	1,533.00
20512	Lakeshore	11/16/2023	386.13
20513	LB's Rock N Riding Ranch	11/16/2023	995.00
20514	Learning Without Tears	11/16/2023	31.00
20515	LEGO Education	11/16/2023	347.92
20516	Lena's Simple Music	11/16/2023	1,800.00
20517	Lesson House	11/16/2023	490.00
20518	Liliya Zakharnev	11/16/2023	955.00
20519	Lincoln Family Taekwondo Academy	11/16/2023	173.00
20520	Lyubov Daraban	11/16/2023	240.00
20521	Maria Santiago's Piano Studio	11/16/2023	705.00
20522	Mariya Salas	11/16/2023	993.00
20523	Marysville Music	11/16/2023	3,000.00
20524	MEL Science U.S. LLC	11/16/2023	484.77
20525	Miaplaza Inc.	11/16/2023	680.00
20526	Michel Lewis	11/16/2023	340.00
20527	Monterey Bay Aquarium	11/16/2023	-
20528	Music to Grow On, Music Therapy Services, Inc.	11/16/2023	420.00
20529	Natalie N. Bal	11/16/2023	900.00
20530	National TeleTherapy Resources	11/16/2023	2,896.05
20531	Nicole the Math Lady LLC	11/16/2023	129.00
20532	NorCal Elite - Sacramento	11/16/2023	415.00
20533	NV Martial Arts and Fitness Academy	11/16/2023	155.00
20534	Oksana Kim	11/16/2023	540.00
20535	Outschool Inc.	11/16/2023	527.50
20536	Premier Fencing Academy LLC	11/16/2023	600.00
20537	R&D Educational Systems	11/16/2023	630.00
20538	Rainbow Resource Center	11/16/2023	1,666.89
20539	Rainwater Music Company	11/16/2023	1,343.00
20540	Rebecca Hawes	11/16/2023	105.00
20541	Rodina Elite Gymnastics Academy	11/16/2023	205.00
20542	Roller King	11/16/2023	30.00
20543	Roseville Community School	11/16/2023	1,440.00
20544	Sacramento Ballet Association	11/16/2023	95.00
20545	Sea Otter Swim Lessons	11/16/2023	2,735.50
20546	Sergei Bocharov	11/16/2023	90.00
20547	Shauna Frost	11/16/2023	1,170.00
20548	Singapore Math Live, LLC	11/16/2023	170.00
20549	Slava Swim Corp	11/16/2023	2,875.00
20550	Steve Wallen Swim School Roseville	11/16/2023	3,201.00
20551	Studies Weekly	11/16/2023	78.75
20552	Studio 24	11/16/2023	150.00
20553	Supercharged Science	11/16/2023	264.00
20554	Tamara K Tucker	11/16/2023	125.00
20555	Teacher Synergy LLC	11/16/2023	82.72
20556	Teaching Textbooks	11/16/2023	319.84
20557	The Whalemobile	11/16/2023	360.00
20558	Therapeutic Language Clinic, Inc.	11/16/2023	3,945.00
20559	Tori Gillam	11/16/2023	181.00
20560	Viktoria Dzhumara	11/16/2023	320.00
20561	Vista Child Therapy	11/16/2023	742.50
20562	Vitality Martial Arts	11/16/2023	995.00
20563	Wild Roots Learning Center	11/16/2023	5,880.73
20564	Wings Tutorial Services	11/16/2023	275.00
20565	Young Talents Music School	11/16/2023	4,095.00
20566	Yuko Ray	11/16/2023	688.00
20567	Zinaida Kryukova	11/16/2023	330.00
20568	Amazon Capital Services	11/16/2023	1.80
20569	Bob Sweat M. Ed.Mat, Tutoring	11/28/2023	975.00
20570	A Brighter Child	11/30/2023	475.60
20571	Adventure Oak	11/30/2023	1,920.00
20572	Alexandr Popov	11/30/2023	1,020.00
20573	Alexandra Sokolov	11/30/2023	640.00
20574	Anna Ovchinnikova	11/30/2023	180.00
20575	Auburn Tutoring LLC	11/30/2023	1,120.00
20576	Becker Music Studio, Inc.	11/30/2023	175.00
20577	BookShark	11/30/2023	115.83
20578	Brave Writer LLC	11/30/2023	398.00
20579	BTS Basketball Academy	11/30/2023	1,287.00
20580	C - Horse Ranch	11/30/2023	180.00
20581	CharterSafe	11/30/2023	29,214.00
20582	City of Lincoln	11/30/2023	135.00
20583	Code Three LLC	11/30/2023	270.00
20584	Cornerstone Educational Solutions	11/30/2023	300.00
20585	Creative Arts & Music Center	11/30/2023	115.00
20586	Cynthia Vaccaro	11/30/2023	900.00
20587	Davis Aquadarts Inc	11/30/2023	582.50
20588	Deanna L Nellist	11/30/2023	530.00
20589	Del Norte Club	11/30/2023	165.00

20590	Demme Learning	11/30/2023	67.20
20591	Developmental Therapy Services of Sacramento	11/30/2023	330.00
20592	E-Therapy, LLC	11/30/2023	4,260.97
20593	Eat2explore	11/30/2023	150.00
20594	Elisse Tweet	11/30/2023	240.00
20595	EMH Sports USA, Inc.	11/30/2023	1,530.00
20596	Evan-Moor	11/30/2023	55.17
20597	Flip 2 It Sports Center	11/30/2023	2,354.60
20598	Folsom Music Lab Inc	11/30/2023	875.00
20600	Fusion	11/30/2023	9,935.00
20601	Golden State Speech Pathology Services, Inc	11/30/2023	1,567.50
20602	Graham Music Studio	11/30/2023	690.00
20603	Growing Healthy Children Therapy Services Inc.	11/30/2023	11,430.75
20604	Haynes Family of Programs	11/30/2023	7,735.00
20605	Hear Say Speech and Language Services	11/30/2023	1,610.00
20606	Heather Slone	11/30/2023	325.00
20607	Heather Williams	11/30/2023	640.00
20608	History Unboxed LLC	11/30/2023	184.83
20609	Home Science Tools	11/30/2023	7.95
20610	Hooked on Phonics	11/30/2023	300.27
20611	In-Step School of Dance	11/30/2023	75.00
20612	Institute for Excellence in Writing	11/30/2023	64.35
20613	It Takes The Village	11/30/2023	2,100.00
20614	Jabbergym	11/30/2023	8,703.13
20615	Jacque's Dance Expressions	11/30/2023	600.00
20616	Jennifer Holiday	11/30/2023	700.00
20617	Jennifier Androkitis	11/30/2023	12,090.00
20618	Kinetics Academy of Dance and Gymnastics	11/30/2023	52.00
20619	KiwiCo, Inc	11/30/2023	1,677.52
20620	Kovar's Martial Arts - Carmichael	11/30/2023	480.29
20621	Kovar's Satori Academy of Martial Arts - Madison Academy	11/30/2023	219.00
20622	Kovar's Satori Academy of Martial Arts - Waterman	11/30/2023	733.00
20623	Kumon Math and Reading Center of Sheldon Crossing	11/30/2023	880.00
20624	Lakeshore	11/30/2023	102.43
20625	Langauge to Learning Inc	11/30/2023	645.00
20626	Law Office of Jennifer McQuarrie	11/30/2023	447.33
20627	Learn Piano Live	11/30/2023	298.00
20628	Learning Without Tears	11/30/2023	53.89
20629	Lesson House	11/30/2023	140.00
20630	McColgan & Associates Inc.	11/30/2023	1,894.66
20631	MEL Science U.S. LLC	11/30/2023	484.77
20632	Mike Hogan	11/30/2023	660.00
20633	Moving Beyond the Page	11/30/2023	433.47
20635	Musical Mayhem Productions, Inc.	11/30/2023	5,611.50
20636	Natalie N. Bal	11/30/2023	900.00
20637	Natalya Tuzlov	11/30/2023	1,350.00
20638	National TeleTherapy Resources	11/30/2023	2,519.06
20639	Nick Ikeda	11/30/2023	4,010.00
20640	Nikolay Rybin	11/30/2023	960.00
20641	Olga Petrenko	11/30/2023	630.00
20642	Olga Shabanov	11/30/2023	1,863.00
20643	One Eleven Studios	11/30/2023	260.00
20644	Outschool Inc.	11/30/2023	195.00
20645	Outside the Box Creation	11/30/2023	266.70
20646	Owings Martial Arts	11/30/2023	185.00
20647	Owings Martial Arts	11/30/2023	165.00
20648	Owings Martial Arts	11/30/2023	165.00
20649	Owings Martial Arts	11/30/2023	185.00
20650	Owings Martial Arts	11/30/2023	185.00
20651	Owings Martial Arts	11/30/2023	185.00
20652	Placer Enrichment	11/30/2023	5,850.00
20653	Pointwest Innovations Corporation	11/30/2023	15,571.20
20654	Precision Dance Center	11/30/2023	1,172.23
20655	PresenceLearning, Inc.	11/30/2023	62,836.83
20657	Rainbow Resource Center	11/30/2023	7,235.77
20658	Roseville Community School	11/30/2023	260.00
20659	Sarah Whitehead	11/30/2023	999.25
20661	School of Rock Elk Grove	11/30/2023	5,439.10
20662	Schoolhouse Discoveries LLC	11/30/2023	70.08
20663	Sergei Bocharov	11/30/2023	285.00
20664	Shelley McDaniel	11/30/2023	30.00
20665	Starfall Education Foundation	11/30/2023	35.00
20666	Stephanie Morris	11/30/2023	525.00
20667	Steve Wallen Swim School - EDH	11/30/2023	140.00
20668	Studies Weekly	11/30/2023	129.35
20669	Studio 65 Dance Company	11/30/2023	98.00
20670	Tammy McDonald Training	11/30/2023	1,330.00
20671	Teacher Synergy LLC	11/30/2023	199.30
20672	Teaching Textbooks	11/30/2023	176.85
20673	Technique Gymnastics	11/30/2023	2,351.20
20674	The Curious Brush	11/30/2023	245.00
20675	Time4Learning	11/30/2023	1,250.00
20676	TNT Kidz Center	11/30/2023	960.00
20677	Tutor Me Please	11/30/2023	500.00
20678	Viktoria Dzhumara	11/30/2023	900.00
20679	Vitality Martial Arts	11/30/2023	796.00
20680	Voice Academy	11/30/2023	360.00
20681	Wackford Community and Aquatic Complex	11/30/2023	1,140.00

20682	Waza Brazilian Jiu Jitsu	11/30/2023	626.50
20683	Well Trained Mind Press	11/30/2023	134.80
20684	Werneck Family Jiu jitsu	11/30/2023	150.00
20685	Zinaida Kryukova	11/30/2023	110.00
20686	Amazon Capital Services	11/30/2023	30.14
ACH	Divvy Credit 1 LLC	11/1/2023	15,622.61
ACH	Divvy Credit 1 LLC	11/8/2023	16,505.56
ACH	Employment Development Department (EDD)	11/13/2023	23.74
ACH	Employment Development Department (EDD)	11/13/2023	30,428.36
ACH	Internal Revenue Service	11/13/2023	70,314.89
ACH	Divvy Credit 1 LLC	11/15/2023	5,186.93
ACH	Divvy Credit 1 LLC	11/22/2023	141,228.03
ACH	Employment Development Department (EDD)	11/27/2023	31.96
ACH	Employment Development Department (EDD)	11/27/2023	30,128.48
ACH	Internal Revenue Service	11/27/2023	69,452.88
ACH	Divvy Credit 1 LLC	11/29/2023	2,075.97
ACH	Amazon Capital Services	11/2/2023	73.14
ACH	Amazon Capital Services	11/2/2023	86.68
ACH	Amazon Capital Services	11/2/2023	26.80
ACH	Amazon Capital Services	11/2/2023	27.05
ACH	Amazon Capital Services	11/2/2023	67.28
ACH	Amazon Capital Services	11/2/2023	96.98
ACH	Amazon Capital Services	11/2/2023	63.93
ACH	Amazon Capital Services	11/2/2023	8.61
ACH	Amazon Capital Services	11/2/2023	101.16
ACH	Amazon Capital Services	11/2/2023	113.72
ACH	Amazon Capital Services	11/2/2023	56.09
ACH	Amazon Capital Services	11/2/2023	34.00
ACH	Amazon Capital Services	11/2/2023	36.71
ACH	Amazon Capital Services	11/2/2023	63.39
ACH	Amazon Capital Services	11/2/2023	30.42
ACH	Amazon Capital Services	11/2/2023	40.64
ACH	Amazon Capital Services	11/2/2023	21.74
ACH	Amazon Capital Services	11/2/2023	138.33
ACH	Amazon Capital Services	11/2/2023	74.32
ACH	Amazon Capital Services	11/2/2023	40.92
ACH	Amazon Capital Services	11/2/2023	27.91
ACH	Amazon Capital Services	11/2/2023	8.61
ACH	Amazon Capital Services	11/2/2023	21.11
ACH	Amazon Capital Services	11/2/2023	7.21
ACH	Amazon Capital Services	11/2/2023	478.52
ACH	Amazon Capital Services	11/2/2023	17.91
ACH	Amazon Capital Services	11/2/2023	19.33
ACH	Amazon Capital Services	11/2/2023	321.81
ACH	Amazon Capital Services	11/2/2023	35.48
ACH	Amazon Capital Services	11/2/2023	31.96
ACH	Amazon Capital Services	11/2/2023	46.80
ACH	Amazon Capital Services	11/2/2023	38.94
ACH	Amazon Capital Services	11/2/2023	67.78
ACH	Amazon Capital Services	11/2/2023	67.11
ACH	Amazon Capital Services	11/2/2023	27.50
ACH	Amazon Capital Services	11/2/2023	87.92
ACH	Amazon Capital Services	11/2/2023	37.53
ACH	Amazon Capital Services	11/2/2023	143.16
ACH	Amazon Capital Services	11/2/2023	17.99
ACH	Amazon Capital Services	11/2/2023	43.48
ACH	Amazon Capital Services	11/2/2023	93.40
ACH	Amazon Capital Services	11/2/2023	121.13
ACH	Amazon Capital Services	11/2/2023	12.96
ACH	Amazon Capital Services	11/2/2023	62.24
ACH	Amazon Capital Services	11/2/2023	40.33
ACH	Amazon Capital Services	11/2/2023	149.64
ACH	Amazon Capital Services	11/2/2023	30.70
ACH	Amazon Capital Services	11/2/2023	38.35
ACH	Amazon Capital Services	11/2/2023	213.32
ACH	Amazon Capital Services	11/2/2023	105.48
ACH	Amazon Capital Services	11/2/2023	46.11
ACH	Amazon Capital Services	11/2/2023	6.51
ACH	Amazon Capital Services	11/2/2023	241.65
ACH	Amazon Capital Services	11/2/2023	29.08
ACH	Amazon Capital Services	11/2/2023	213.65
ACH	Amazon Capital Services	11/2/2023	53.09
ACH	Amazon Capital Services	11/2/2023	170.72
ACH	Amazon Capital Services	11/2/2023	17.24
ACH	Amazon Capital Services	11/2/2023	393.77
ACH	Amazon Capital Services	11/2/2023	51.08
ACH	Amazon Capital Services	11/2/2023	20.15
ACH	Amazon Capital Services	11/2/2023	6.43
ACH	Amazon Capital Services	11/2/2023	68.41
ACH	Amazon Capital Services	11/2/2023	78.37
ACH	Amazon Capital Services	11/2/2023	60.23
ACH	Amazon Capital Services	11/2/2023	8.65
ACH	Amazon Capital Services	11/2/2023	463.01
ACH	Amazon Capital Services	11/2/2023	51.04
ACH	Amazon Capital Services	11/2/2023	126.88
ACH	Amazon Capital Services	11/2/2023	26.71
ACH	Amazon Capital Services	11/2/2023	14.00
ACH	Amazon Capital Services	11/2/2023	21.13

ACH	Amazon Capital Services	11/2/2023	66.19
ACH	Amazon Capital Services	11/2/2023	96.99
ACH	Amazon Capital Services	11/2/2023	69.61
ACH	Amazon Capital Services	11/2/2023	49.54
ACH	Amazon Capital Services	11/2/2023	29.60
ACH	Amazon Capital Services	11/2/2023	36.81
ACH	Amazon Capital Services	11/2/2023	30.97
ACH	Amazon Capital Services	11/2/2023	65.99
ACH	Amazon Capital Services	11/2/2023	101.99
ACH	Amazon Capital Services	11/2/2023	176.46
ACH	Amazon Capital Services	11/2/2023	17.17
ACH	Amazon Capital Services	11/2/2023	38.87
ACH	Amazon Capital Services	11/2/2023	125.82
ACH	Amazon Capital Services	11/2/2023	88.71
ACH	Amazon Capital Services	11/2/2023	194.73
ACH	Amazon Capital Services	11/2/2023	269.42
ACH	Amazon Capital Services	11/2/2023	35.85
ACH	Amazon Capital Services	11/2/2023	64.64
ACH	Amazon Capital Services	11/2/2023	80.26
ACH	Amazon Capital Services	11/2/2023	15.70
ACH	Amazon Capital Services	11/2/2023	166.00
ACH	Amazon Capital Services	11/2/2023	76.12
ACH	Amazon Capital Services	11/2/2023	171.42
ACH	Amazon Capital Services	11/2/2023	18.23
ACH	Amazon Capital Services	11/2/2023	83.62
ACH	Amazon Capital Services	11/2/2023	41.35
ACH	Amazon Capital Services	11/2/2023	12.92
ACH	Amazon Capital Services	11/2/2023	104.39
ACH	Amazon Capital Services	11/2/2023	33.37
ACH	Amazon Capital Services	11/2/2023	85.69
ACH	Amazon Capital Services	11/2/2023	17.35
ACH	Amazon Capital Services	11/2/2023	86.16
ACH	Amazon Capital Services	11/2/2023	34.17
ACH	Amazon Capital Services	11/2/2023	123.37
ACH	Amazon Capital Services	11/2/2023	10.72
ACH	Amazon Capital Services	11/2/2023	90.04
ACH	Amazon Capital Services	11/2/2023	61.71
ACH	Amazon Capital Services	11/2/2023	203.23
ACH	Amazon Capital Services	11/2/2023	193.68
ACH	Amazon Capital Services	11/2/2023	27.50
ACH	Amazon Capital Services	11/2/2023	18.37
ACH	Amazon Capital Services	11/2/2023	40.86
ACH	Amazon Capital Services	11/2/2023	7.60
ACH	Amazon Capital Services	11/2/2023	86.29
ACH	Amazon Capital Services	11/2/2023	21.51
ACH	Amazon Capital Services	11/2/2023	12.36
ACH	Amazon Capital Services	11/2/2023	284.51
ACH	Amazon Capital Services	11/2/2023	62.25
ACH	Amazon Capital Services	11/2/2023	18.37
ACH	Amazon Capital Services	11/2/2023	292.08
ACH	Amazon Capital Services	11/2/2023	21.44
ACH	Amazon Capital Services	11/2/2023	19.93
ACH	Amazon Capital Services	11/2/2023	50.91
ACH	Amazon Capital Services	11/2/2023	25.76
ACH	Amazon Capital Services	11/2/2023	50.55
ACH	Amazon Capital Services	11/2/2023	9.69
ACH	Amazon Capital Services	11/2/2023	19.35
ACH	Amazon Capital Services	11/2/2023	235.94
ACH	Amazon Capital Services	11/2/2023	38.36
ACH	Amazon Capital Services	11/2/2023	96.91
ACH	Amazon Capital Services	11/2/2023	10.76
ACH	Amazon Capital Services	11/2/2023	137.22
ACH	Amazon Capital Services	11/2/2023	22.17
ACH	Amazon Capital Services	11/2/2023	14.66
ACH	Amazon Capital Services	11/2/2023	238.46
ACH	Amazon Capital Services	11/2/2023	113.57
ACH	Amazon Capital Services	11/2/2023	62.38
ACH	Amazon Capital Services	11/2/2023	82.76
ACH	Amazon Capital Services	11/2/2023	104.57
ACH	Amazon Capital Services	11/2/2023	145.63
ACH	Amazon Capital Services	11/2/2023	70.21
ACH	Amazon Capital Services	11/2/2023	7.50
ACH	Amazon Capital Services	11/2/2023	71.09
ACH	Amazon Capital Services	11/2/2023	111.98
ACH	Amazon Capital Services	11/2/2023	75.41
ACH	Amazon Capital Services	11/2/2023	75.41
ACH	Amazon Capital Services	11/2/2023	183.57
ACH	Amazon Capital Services	11/2/2023	15.20
ACH	Amazon Capital Services	11/2/2023	103.84
ACH	Amazon Capital Services	11/2/2023	39.66
ACH	Amazon Capital Services	11/2/2023	86.19
ACH	Amazon Capital Services	11/2/2023	95.51
ACH	Amazon Capital Services	11/2/2023	153.41
ACH	Amazon Capital Services	11/2/2023	42.88
ACH	Amazon Capital Services	11/2/2023	53.25
ACH	Amazon Capital Services	11/2/2023	73.95
ACH	Amazon Capital Services	11/2/2023	14.04
ACH	Amazon Capital Services	11/2/2023	26.79

ACH	Amazon Capital Services	11/2/2023	16.77
ACH	Amazon Capital Services	11/2/2023	42.70
ACH	Amazon Capital Services	11/2/2023	63.92
ACH	Amazon Capital Services	11/2/2023	9.74
ACH	Amazon Capital Services	11/2/2023	15.72
ACH	Amazon Capital Services	11/2/2023	40.67
ACH	Amazon Capital Services	11/2/2023	206.66
ACH	Amazon Capital Services	11/2/2023	43.73
ACH	Amazon Capital Services	11/2/2023	72.19
ACH	Amazon Capital Services	11/2/2023	35.85
ACH	Amazon Capital Services	11/2/2023	59.63
ACH	Amazon Capital Services	11/2/2023	190.68
ACH	Amazon Capital Services	11/2/2023	43.09
ACH	Amazon Capital Services	11/2/2023	83.79
ACH	Amazon Capital Services	11/2/2023	44.98
ACH	Amazon Capital Services	11/2/2023	25.32
ACH	Amazon Capital Services	11/2/2023	181.06
ACH	Amazon Capital Services	11/2/2023	145.39
ACH	Amazon Capital Services	11/2/2023	91.78
ACH	Amazon Capital Services	11/2/2023	239.72
ACH	Amazon Capital Services	11/2/2023	41.87
ACH	Amazon Capital Services	11/2/2023	45.96
ACH	Amazon Capital Services	11/2/2023	67.39
ACH	Amazon Capital Services	11/2/2023	11.43
ACH	Amazon Capital Services	11/2/2023	286.96
ACH	Amazon Capital Services	11/2/2023	61.12
ACH	Amazon Capital Services	11/2/2023	37.80
ACH	Amazon Capital Services	11/2/2023	129.40
ACH	Amazon Capital Services	11/2/2023	96.22
ACH	Amazon Capital Services	11/2/2023	43.34
ACH	Amazon Capital Services	11/2/2023	160.53
ACH	Carrie Morris	11/2/2023	5,970.00
ACH	CB Music	11/2/2023	1,384.00
ACH	Chapel Bell Farms	11/2/2023	60.00
ACH	Chapel Bell Farms	11/2/2023	60.00
ACH	Charter Impact, Inc.	11/2/2023	20.00
ACH	Amazon Capital Services	11/2/2023	39.88
ACH	Clarksville Charter School	11/2/2023	909.41
ACH	Clarksville Charter School	11/2/2023	705.86
ACH	Clarksville Charter School	11/2/2023	1,690.59
ACH	Clarksville Charter School	11/2/2023	705.86
ACH	Clarksville Charter School	11/2/2023	1,267.68
ACH	Clarksville Charter School	11/2/2023	51.70
ACH	Clarksville Charter School	11/2/2023	41.14
ACH	Clarksville Charter School	11/2/2023	96.86
ACH	Clarksville Charter School	11/2/2023	203.14
ACH	Clarksville Charter School	11/2/2023	1,432.86
ACH	Amazon Capital Services	11/2/2023	265.58
ACH	Cultivate Power Fighting Arts, LLC	11/2/2023	119.00
ACH	Cultivate Power Fighting Arts, LLC	11/2/2023	149.00
ACH	Cultivate Power Fighting Arts, LLC	11/2/2023	149.00
ACH	Cultivate Power Fighting Arts, LLC	11/2/2023	149.00
ACH	Cultivate Power Fighting Arts, LLC	11/2/2023	149.00
ACH	Cultivate Power Fighting Arts, LLC	11/2/2023	149.00
ACH	Extreme Gymnastics	11/2/2023	1,771.20
ACH	Frieda Yang	11/2/2023	-
ACH	Jan Turton's Music	11/2/2023	115.00
ACH	Jan Turton's Music	11/2/2023	115.00
ACH	Amazon Capital Services	11/2/2023	117.63
ACH	Jan Turton's Music	11/2/2023	105.00
ACH	Jan Turton's Music	11/2/2023	105.00
ACH	Jan Turton's Music	11/2/2023	105.00
ACH	Jan Turton's Music	11/2/2023	115.00
ACH	Jan Turton's Music	11/2/2023	115.00
ACH	Jan Turton's Music	11/2/2023	115.00
ACH	Jan Turton's Music	11/2/2023	115.00
ACH	Jan Turton's Music	11/2/2023	105.00
ACH	Jan Turton's Music	11/2/2023	115.00
ACH	Jan Turton's Music	11/2/2023	115.00
ACH	Amazon Capital Services	11/2/2023	62.45
ACH	Jen Payne Pierson	11/2/2023	70.00
ACH	Jen Payne Pierson	11/2/2023	45.00
ACH	Jen Payne Pierson	11/2/2023	45.00
ACH	Lake View Charter School	11/2/2023	12,450.92
ACH	Lake View Charter School	11/2/2023	25.74
ACH	Lake View Charter School	11/2/2023	81.01
ACH	NCDC	11/2/2023	1,573.00
ACH	Sequoia Grove Charter Alliance	11/2/2023	1,921.27
ACH	Sequoia Grove Charter Alliance	11/2/2023	901.06
ACH	Sequoia Grove Charter Alliance	11/2/2023	460.23
ACH	Amazon Capital Services	11/2/2023	38.51
ACH	Sequoia Grove Charter Alliance	11/2/2023	39,727.99
ACH	Sequoia Grove Charter Alliance	11/2/2023	249.40
ACH	Viking Woodworks & Learning Center	11/2/2023	8,940.00
ACH	Werneck Jiu-Jitsu	11/2/2023	130.00
ACH	Amazon Capital Services	11/2/2023	45.34
ACH	Amazon Capital Services	11/2/2023	36.74
ACH	Amazon Capital Services	11/2/2023	16.06

ACH	Amazon Capital Services	11/2/2023	7.50
ACH	Amazon Capital Services	11/2/2023	79.07
ACH	Amazon Capital Services	11/2/2023	20.46
ACH	Amazon Capital Services	11/2/2023	99.22
ACH	Amazon Capital Services	11/2/2023	44.78
ACH	Amazon Capital Services	11/2/2023	50.63
ACH	Amazon Capital Services	11/2/2023	33.39
ACH	Amazon Capital Services	11/2/2023	189.69
ACH	Amazon Capital Services	11/2/2023	46.98
ACH	Amazon Capital Services	11/2/2023	67.00
ACH	Amazon Capital Services	11/2/2023	79.32
ACH	Amazon Capital Services	11/2/2023	39.39
ACH	Amazon Capital Services	11/2/2023	83.43
ACH	Amazon Capital Services	11/2/2023	43.02
ACH	Amazon Capital Services	11/2/2023	15.06
ACH	Amazon Capital Services	11/2/2023	68.50
ACH	Amazon Capital Services	11/2/2023	22.51
ACH	Amazon Capital Services	11/2/2023	247.17
ACH	Amazon Capital Services	11/2/2023	119.04
ACH	Amazon Capital Services	11/2/2023	98.67
ACH	Amazon Capital Services	11/2/2023	32.61
ACH	Amazon Capital Services	11/2/2023	23.34
ACH	Amazon Capital Services	11/2/2023	128.93
ACH	Amazon Capital Services	11/2/2023	129.29
ACH	Amazon Capital Services	11/2/2023	112.89
ACH	Amazon Capital Services	11/2/2023	27.04
ACH	Amazon Capital Services	11/2/2023	11.51
ACH	Amazon Capital Services	11/2/2023	44.69
ACH	Amazon Capital Services	11/2/2023	263.80
ACH	Amazon Capital Services	11/2/2023	76.74
ACH	Amazon Capital Services	11/2/2023	58.93
ACH	Amazon Capital Services	11/2/2023	285.31
ACH	Amazon Capital Services	11/2/2023	55.32
ACH	Amazon Capital Services	11/2/2023	31.52
ACH	Amazon Capital Services	11/2/2023	37.50
ACH	Amazon Capital Services	11/2/2023	70.32
ACH	Amazon Capital Services	11/2/2023	32.27
ACH	Amazon Capital Services	11/2/2023	80.09
ACH	Amazon Capital Services	11/2/2023	67.47
ACH	Amazon Capital Services	11/2/2023	73.93
ACH	Amazon Capital Services	11/2/2023	8.62
ACH	Amazon Capital Services	11/2/2023	80.44
ACH	Amazon Capital Services	11/2/2023	12.86
ACH	Amazon Capital Services	11/2/2023	8.72
ACH	Amazon Capital Services	11/2/2023	90.25
ACH	Amazon Capital Services	11/2/2023	37.88
ACH	Amazon Capital Services	11/2/2023	73.87
ACH	Amazon Capital Services	11/2/2023	59.97
ACH	Amazon Capital Services	11/2/2023	48.25
ACH	Amazon Capital Services	11/2/2023	26.78
ACH	Amazon Capital Services	11/2/2023	121.18
ACH	Amazon Capital Services	11/2/2023	18.31
ACH	Amazon Capital Services	11/2/2023	11.80
ACH	Amazon Capital Services	11/2/2023	108.11
ACH	Amazon Capital Services	11/2/2023	311.18
ACH	Amazon Capital Services	11/2/2023	59.91
ACH	Amazon Capital Services	11/2/2023	58.90
ACH	Amazon Capital Services	11/2/2023	314.91
ACH	Amazon Capital Services	11/2/2023	174.76
ACH	Amazon Capital Services	11/2/2023	32.22
ACH	Amazon Capital Services	11/2/2023	656.59
ACH	Amazon Capital Services	11/2/2023	175.34
ACH	Amazon Capital Services	11/2/2023	8.65
ACH	Amazon Capital Services	11/2/2023	50.34
ACH	Amazon Capital Services	11/2/2023	43.30
ACH	Amazon Capital Services	11/7/2023	8.50
ACH	Amazon Capital Services	11/7/2023	36.79
ACH	Amazon Capital Services	11/7/2023	12.90
ACH	Amazon Capital Services	11/7/2023	46.92
ACH	Amazon Capital Services	11/7/2023	36.38
ACH	Amazon Capital Services	11/7/2023	123.23
ACH	Amazon Capital Services	11/7/2023	84.70
ACH	Amazon Capital Services	11/7/2023	113.56
ACH	Amazon Capital Services	11/7/2023	9.69
ACH	Amazon Capital Services	11/7/2023	21.22
ACH	Amazon Capital Services	11/7/2023	124.19
ACH	Amazon Capital Services	11/7/2023	21.04
ACH	Amazon Capital Services	11/7/2023	18.53
ACH	Amazon Capital Services	11/7/2023	6.45
ACH	Amazon Capital Services	11/7/2023	17.25
ACH	Amazon Capital Services	11/7/2023	28.90
ACH	Amazon Capital Services	11/7/2023	90.53
ACH	Amazon Capital Services	11/7/2023	51.71
ACH	Amazon Capital Services	11/7/2023	73.27
ACH	Amazon Capital Services	11/7/2023	69.57
ACH	Amazon Capital Services	11/7/2023	29.07
ACH	Amazon Capital Services	11/7/2023	39.22
ACH	Amazon Capital Services	11/7/2023	70.48

ACH	Amazon Capital Services	11/7/2023	19.51
ACH	Amazon Capital Services	11/7/2023	399.76
ACH	Amazon Capital Services	11/7/2023	117.82
ACH	Amazon Capital Services	11/7/2023	97.53
ACH	Amazon Capital Services	11/7/2023	125.70
ACH	Amazon Capital Services	11/7/2023	9.74
ACH	Amazon Capital Services	11/7/2023	197.55
ACH	Amazon Capital Services	11/7/2023	86.55
ACH	Amazon Capital Services	11/7/2023	88.90
ACH	Amazon Capital Services	11/7/2023	48.97
ACH	Auburn Gymnastics Center	11/7/2023	1,797.00
ACH	CBC Therapeutic Horseback Riding Academy LLC	11/7/2023	1,305.00
ACH	Fika Arts Studio	11/7/2023	120.00
ACH	Fika Arts Studio	11/7/2023	160.00
ACH	Fika Arts Studio	11/7/2023	160.00
ACH	Fika Arts Studio	11/7/2023	260.00
ACH	Fika Arts Studio	11/7/2023	200.00
ACH	Fika Arts Studio	11/7/2023	200.00
ACH	Fika Arts Studio	11/7/2023	200.00
ACH	Amazon Capital Services	11/7/2023	104.79
ACH	Fika Arts Studio	11/7/2023	580.00
ACH	Jen Payne Pierson	11/7/2023	80.00
ACH	Lake View Charter School	11/7/2023	1,103.72
ACH	Lake View Charter School	11/7/2023	937.75
ACH	Nicole Corrine McClanahan	11/7/2023	700.00
ACH	Sequoia Grove Charter Alliance	11/7/2023	3,766.03
ACH	Sequoia Grove Charter Alliance	11/7/2023	4,544.80
ACH	Sequoia Grove Charter Alliance	11/7/2023	2,011.14
ACH	Amazon Capital Services	11/7/2023	54.93
ACH	Amazon Capital Services	11/7/2023	14.06
ACH	Amazon Capital Services	11/7/2023	98.75
ACH	Amazon Capital Services	11/7/2023	17.77
ACH	Amazon Capital Services	11/7/2023	96.23
ACH	Amazon Capital Services	11/7/2023	20.71
ACH	Amazon Capital Services	11/7/2023	32.30
ACH	Amazon Capital Services	11/7/2023	39.14
ACH	Amazon Capital Services	11/7/2023	200.97
ACH	Amazon Capital Services	11/7/2023	18.34
ACH	Amazon Capital Services	11/7/2023	124.41
ACH	Amazon Capital Services	11/7/2023	7.53
ACH	Amazon Capital Services	11/7/2023	32.33
ACH	Amazon Capital Services	11/7/2023	123.89
ACH	Amazon Capital Services	11/7/2023	13.96
ACH	Amazon Capital Services	11/7/2023	71.48
ACH	Amazon Capital Services	11/7/2023	36.62
ACH	Amazon Capital Services	11/7/2023	30.70
ACH	Amazon Capital Services	11/7/2023	13.64
ACH	Amazon Capital Services	11/7/2023	20.17
ACH	Amazon Capital Services	11/7/2023	104.76
ACH	Amazon Capital Services	11/7/2023	93.16
ACH	Amazon Capital Services	11/7/2023	17.51
ACH	Amazon Capital Services	11/7/2023	42.98
ACH	Amazon Capital Services	11/7/2023	20.35
ACH	Amazon Capital Services	11/7/2023	47.51
ACH	Amazon Capital Services	11/7/2023	22.04
ACH	Amazon Capital Services	11/7/2023	67.52
ACH	Amazon Capital Services	11/7/2023	43.49
ACH	Amazon Capital Services	11/7/2023	19.95
ACH	Amazon Capital Services	11/7/2023	61.06
ACH	Amazon Capital Services	11/7/2023	64.64
ACH	Amazon Capital Services	11/7/2023	16.15
ACH	Amazon Capital Services	11/7/2023	174.26
ACH	Amazon Capital Services	11/7/2023	21.50
ACH	Amazon Capital Services	11/7/2023	47.96
ACH	Amazon Capital Services	11/7/2023	51.76
ACH	Amazon Capital Services	11/7/2023	24.97
ACH	Amazon Capital Services	11/7/2023	160.24
ACH	Amazon Capital Services	11/7/2023	212.42
ACH	Amazon Capital Services	11/7/2023	46.31
ACH	Amazon Capital Services	11/7/2023	104.92
ACH	Amazon Capital Services	11/7/2023	2.56
ACH	Amazon Capital Services	11/7/2023	349.89
ACH	Amazon Capital Services	11/7/2023	115.52
ACH	Amazon Capital Services	11/7/2023	23.36
ACH	Amazon Capital Services	11/7/2023	78.73
ACH	Amazon Capital Services	11/7/2023	21.73
ACH	Amazon Capital Services	11/7/2023	106.22
ACH	Amazon Capital Services	11/7/2023	57.11
ACH	Amazon Capital Services	11/7/2023	142.07
ACH	Amazon Capital Services	11/7/2023	58.09
ACH	Amazon Capital Services	11/7/2023	254.83
ACH	Amazon Capital Services	11/7/2023	104.45
ACH	Amazon Capital Services	11/7/2023	434.80
ACH	Amazon Capital Services	11/7/2023	11.21
ACH	Amazon Capital Services	11/7/2023	19.90
ACH	Amazon Capital Services	11/7/2023	259.26
ACH	Amazon Capital Services	11/7/2023	96.50
ACH	Amazon Capital Services	11/7/2023	119.48

ACH	Amazon Capital Services	11/7/2023	141.38
ACH	Amazon Capital Services	11/7/2023	38.44
ACH	Amazon Capital Services	11/7/2023	9.70
ACH	Amazon Capital Services	11/7/2023	60.56
ACH	Amazon Capital Services	11/7/2023	123.18
ACH	Amazon Capital Services	11/7/2023	7.46
ACH	Amazon Capital Services	11/7/2023	45.61
ACH	Amazon Capital Services	11/7/2023	41.79
ACH	Amazon Capital Services	11/7/2023	104.99
ACH	Amazon Capital Services	11/7/2023	59.41
ACH	Amazon Capital Services	11/7/2023	312.87
ACH	Amazon Capital Services	11/7/2023	16.06
ACH	Amazon Capital Services	11/7/2023	150.33
ACH	Amazon Capital Services	11/7/2023	26.93
ACH	Amazon Capital Services	11/7/2023	18.96
ACH	Amazon Capital Services	11/7/2023	13.60
ACH	Amazon Capital Services	11/7/2023	196.87
ACH	Amazon Capital Services	11/7/2023	170.28
ACH	Amazon Capital Services	11/7/2023	54.52
ACH	Amazon Capital Services	11/7/2023	43.09
ACH	Amazon Capital Services	11/7/2023	75.00
ACH	Amazon Capital Services	11/7/2023	51.77
ACH	Amazon Capital Services	11/7/2023	12.81
ACH	Amazon Capital Services	11/7/2023	70.91
ACH	Amazon Capital Services	11/7/2023	8.07
ACH	Amazon Capital Services	11/7/2023	92.01
ACH	The Advantage Group	11/13/2023	4,054.09
ACH	Amazon Capital Services	11/16/2023	150.46
ACH	Amazon Capital Services	11/16/2023	9.64
ACH	Amazon Capital Services	11/16/2023	504.01
ACH	Amazon Capital Services	11/16/2023	22.56
ACH	Amazon Capital Services	11/16/2023	44.57
ACH	Amazon Capital Services	11/16/2023	43.09
ACH	Amazon Capital Services	11/16/2023	12.11
ACH	Amazon Capital Services	11/16/2023	19.56
ACH	Amazon Capital Services	11/16/2023	213.60
ACH	Amazon Capital Services	11/16/2023	85.79
ACH	Amazon Capital Services	11/16/2023	18.22
ACH	Amazon Capital Services	11/16/2023	115.67
ACH	Amazon Capital Services	11/16/2023	46.42
ACH	Amazon Capital Services	11/16/2023	57.86
ACH	Amazon Capital Services	11/16/2023	61.08
ACH	Amazon Capital Services	11/16/2023	142.05
ACH	Amazon Capital Services	11/16/2023	71.07
ACH	Amazon Capital Services	11/16/2023	81.76
ACH	Amazon Capital Services	11/16/2023	30.21
ACH	Amazon Capital Services	11/16/2023	18.48
ACH	Amazon Capital Services	11/16/2023	188.69
ACH	Amazon Capital Services	11/16/2023	185.07
ACH	Amazon Capital Services	11/16/2023	49.25
ACH	Amazon Capital Services	11/16/2023	15.04
ACH	Amazon Capital Services	11/16/2023	180.83
ACH	Amazon Capital Services	11/16/2023	68.33
ACH	Amazon Capital Services	11/16/2023	10.76
ACH	Amazon Capital Services	11/16/2023	53.88
ACH	Amazon Capital Services	11/16/2023	94.58
ACH	Amazon Capital Services	11/16/2023	37.70
ACH	Amazon Capital Services	11/16/2023	304.67
ACH	Amazon Capital Services	11/16/2023	256.89
ACH	Amazon Capital Services	11/16/2023	9.16
ACH	Amazon Capital Services	11/16/2023	24.32
ACH	Amazon Capital Services	11/16/2023	66.36
ACH	Amazon Capital Services	11/16/2023	59.03
ACH	Amazon Capital Services	11/16/2023	23.90
ACH	Amazon Capital Services	11/16/2023	10.76
ACH	Amazon Capital Services	11/16/2023	123.57
ACH	Amazon Capital Services	11/16/2023	43.09
ACH	Amazon Capital Services	11/16/2023	265.72
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ACH	Amazon Capital Services	11/16/2023	78.07
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ACH	Amazon Capital Services	11/16/2023	59.37
ACH	Amazon Capital Services	11/16/2023	8.25
ACH	Amazon Capital Services	11/16/2023	130.90
ACH	Amazon Capital Services	11/16/2023	141.57
ACH	Amazon Capital Services	11/16/2023	162.95
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ACH	Amazon Capital Services	11/16/2023	325.33
ACH	Amazon Capital Services	11/16/2023	15.74
ACH	Amazon Capital Services	11/16/2023	58.32
ACH	Amazon Capital Services	11/16/2023	18.76
ACH	Amazon Capital Services	11/16/2023	11.00
ACH	Amazon Capital Services	11/16/2023	67.81
ACH	Amazon Capital Services	11/16/2023	151.29
ACH	Amazon Capital Services	11/16/2023	90.52
ACH	Amazon Capital Services	11/16/2023	136.21
ACH	Amazon Capital Services	11/16/2023	62.94

ACH	Amazon Capital Services	11/16/2023	121.19
ACH	Amazon Capital Services	11/16/2023	42.09
ACH	Amazon Capital Services	11/16/2023	21.52
ACH	Amazon Capital Services	11/16/2023	98.46
ACH	Amazon Capital Services	11/16/2023	182.05
ACH	Amazon Capital Services	11/16/2023	322.09
ACH	Amazon Capital Services	11/16/2023	86.57
ACH	Amazon Capital Services	11/16/2023	54.87
ACH	Amazon Capital Services	11/16/2023	14.26
ACH	Amazon Capital Services	11/16/2023	185.75
ACH	Amazon Capital Services	11/16/2023	49.90
ACH	Amazon Capital Services	11/16/2023	32.16
ACH	Amazon Capital Services	11/16/2023	29.87
ACH	Amazon Capital Services	11/16/2023	97.32
ACH	Amazon Capital Services	11/16/2023	183.20
ACH	Amazon Capital Services	11/16/2023	30.14
ACH	Amazon Capital Services	11/16/2023	75.71
ACH	Amazon Capital Services	11/16/2023	8.13
ACH	Amazon Capital Services	11/16/2023	174.22
ACH	Amazon Capital Services	11/16/2023	49.55
ACH	Amazon Capital Services	11/16/2023	90.24
ACH	Amazon Capital Services	11/16/2023	39.55
ACH	Amazon Capital Services	11/16/2023	56.74
ACH	Amazon Capital Services	11/16/2023	37.31
ACH	Amazon Capital Services	11/16/2023	63.93
ACH	Amazon Capital Services	11/16/2023	153.89
ACH	Amazon Capital Services	11/16/2023	137.89
ACH	Amazon Capital Services	11/16/2023	76.43
ACH	Amazon Capital Services	11/16/2023	77.99
ACH	Amazon Capital Services	11/16/2023	33.16
ACH	Amazon Capital Services	11/16/2023	124.39
ACH	Amazon Capital Services	11/16/2023	11.21
ACH	Amazon Capital Services	11/16/2023	182.53
ACH	Amazon Capital Services	11/16/2023	17.58
ACH	Amazon Capital Services	11/16/2023	117.88
ACH	Amazon Capital Services	11/16/2023	132.67
ACH	Amazon Capital Services	11/16/2023	37.85
ACH	Amazon Capital Services	11/16/2023	267.29
ACH	Amazon Capital Services	11/16/2023	59.13
ACH	Amazon Capital Services	11/16/2023	43.32
ACH	Amazon Capital Services	11/16/2023	29.29
ACH	Amazon Capital Services	11/16/2023	13.56
ACH	Amazon Capital Services	11/16/2023	24.63
ACH	Amazon Capital Services	11/16/2023	20.35
ACH	Amazon Capital Services	11/16/2023	180.15
ACH	Amazon Capital Services	11/16/2023	38.18
ACH	Amazon Capital Services	11/16/2023	15.99
ACH	Amazon Capital Services	11/16/2023	20.51
ACH	Amazon Capital Services	11/16/2023	10.46
ACH	Amazon Capital Services	11/16/2023	169.88
ACH	Amazon Capital Services	11/16/2023	15.90
ACH	Amazon Capital Services	11/16/2023	85.38
ACH	Amazon Capital Services	11/16/2023	268.14
ACH	Amazon Capital Services	11/16/2023	72.57
ACH	Amazon Capital Services	11/16/2023	49.81
ACH	Amazon Capital Services	11/16/2023	7.46
ACH	Amazon Capital Services	11/16/2023	90.70
ACH	Amazon Capital Services	11/16/2023	14.96
ACH	Amazon Capital Services	11/16/2023	20.44
ACH	Amazon Capital Services	11/16/2023	185.36
ACH	Amazon Capital Services	11/16/2023	9.52
ACH	Amazon Capital Services	11/16/2023	74.93
ACH	Amazon Capital Services	11/16/2023	298.94
ACH	Amazon Capital Services	11/16/2023	55.77
ACH	Amazon Capital Services	11/16/2023	34.03
ACH	Amazon Capital Services	11/16/2023	6.21
ACH	Amazon Capital Services	11/16/2023	47.62
ACH	Amazon Capital Services	11/16/2023	31.06
ACH	Amazon Capital Services	11/16/2023	20.52
ACH	Amazon Capital Services	11/16/2023	79.59
ACH	Amazon Capital Services	11/16/2023	30.02
ACH	Amazon Capital Services	11/16/2023	176.22
ACH	Amazon Capital Services	11/16/2023	72.90
ACH	Amazon Capital Services	11/16/2023	57.47
ACH	Amazon Capital Services	11/16/2023	13.78
ACH	Amazon Capital Services	11/16/2023	26.82
ACH	Amazon Capital Services	11/16/2023	141.79
ACH	Amazon Capital Services	11/16/2023	174.05
ACH	Amazon Capital Services	11/16/2023	37.13
ACH	Amazon Capital Services	11/16/2023	40.91
ACH	Amazon Capital Services	11/16/2023	74.22
ACH	Amazon Capital Services	11/16/2023	99.86
ACH	Amazon Capital Services	11/16/2023	11.84
ACH	Amazon Capital Services	11/16/2023	43.09
ACH	Amazon Capital Services	11/16/2023	53.63
ACH	Amazon Capital Services	11/16/2023	18.31
ACH	Amazon Capital Services	11/16/2023	9.69
ACH	Amazon Capital Services	11/16/2023	228.08

ACH	Amazon Capital Services	11/16/2023	16.87
ACH	Amazon Capital Services	11/16/2023	222.68
ACH	Amazon Capital Services	11/16/2023	118.68
ACH	Amazon Capital Services	11/16/2023	18.26
ACH	Amazon Capital Services	11/16/2023	32.70
ACH	Amazon Capital Services	11/16/2023	77.91
ACH	Amazon Capital Services	11/16/2023	10.75
ACH	Amazon Capital Services	11/16/2023	21.51
ACH	Amazon Capital Services	11/16/2023	162.86
ACH	Amazon Capital Services	11/16/2023	19.02
ACH	Amazon Capital Services	11/16/2023	15.07
ACH	Amazon Capital Services	11/16/2023	17.01
ACH	Amazon Capital Services	11/16/2023	39.13
ACH	Amazon Capital Services	11/16/2023	98.32
ACH	Amazon Capital Services	11/16/2023	154.22
ACH	Amazon Capital Services	11/16/2023	100.61
ACH	Amazon Capital Services	11/16/2023	78.92
ACH	Amazon Capital Services	11/16/2023	27.87
ACH	Amazon Capital Services	11/16/2023	24.09
ACH	Amazon Capital Services	11/16/2023	368.72
ACH	Amazon Capital Services	11/16/2023	108.74
ACH	Amazon Capital Services	11/16/2023	48.03
ACH	Amazon Capital Services	11/16/2023	180.94
ACH	Amazon Capital Services	11/16/2023	22.62
ACH	Amazon Capital Services	11/16/2023	18.85
ACH	Amazon Capital Services	11/16/2023	48.93
ACH	Amazon Capital Services	11/16/2023	26.93
ACH	Amazon Capital Services	11/16/2023	34.46
ACH	Amazon Capital Services	11/16/2023	20.66
ACH	Amazon Capital Services	11/16/2023	102.04
ACH	Amazon Capital Services	11/16/2023	64.57
ACH	Amazon Capital Services	11/16/2023	10.16
ACH	Amazon Capital Services	11/16/2023	33.14
ACH	Amazon Capital Services	11/16/2023	46.90
ACH	Amazon Capital Services	11/16/2023	96.02
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ACH	Amazon Capital Services	11/16/2023	21.13
ACH	Amazon Capital Services	11/16/2023	230.81
ACH	Amazon Capital Services	11/16/2023	68.82
ACH	Amazon Capital Services	11/16/2023	28.93
ACH	Amazon Capital Services	11/16/2023	47.82
ACH	Amazon Capital Services	11/16/2023	83.64
ACH	Amazon Capital Services	11/16/2023	115.76
ACH	Amazon Capital Services	11/16/2023	74.47
ACH	Amazon Capital Services	11/16/2023	57.56
ACH	Amazon Capital Services	11/16/2023	111.08
ACH	Amazon Capital Services	11/16/2023	74.68
ACH	Amazon Capital Services	11/16/2023	50.25
ACH	Amazon Capital Services	11/16/2023	13.52
ACH	Amazon Capital Services	11/16/2023	7.45
ACH	Amazon Capital Services	11/16/2023	49.22
ACH	Amazon Capital Services	11/16/2023	6.00
ACH	Amazon Capital Services	11/16/2023	33.12
ACH	Amazon Capital Services	11/16/2023	25.47
ACH	Amazon Capital Services	11/16/2023	5.38
ACH	Amazon Capital Services	11/16/2023	104.98
ACH	Amazon Capital Services	11/16/2023	199.94
ACH	Amazon Capital Services	11/16/2023	153.06
ACH	Amazon Capital Services	11/16/2023	29.19
ACH	Amazon Capital Services	11/16/2023	90.16
ACH	Amazon Capital Services	11/16/2023	8.97
ACH	Amazon Capital Services	11/16/2023	78.59
ACH	Amazon Capital Services	11/16/2023	91.78
ACH	Amazon Capital Services	11/16/2023	157.24
ACH	Amazon Capital Services	11/16/2023	108.14
ACH	Amazon Capital Services	11/16/2023	68.03
ACH	Amazon Capital Services	11/16/2023	124.79
ACH	Amazon Capital Services	11/16/2023	167.55
ACH	Amazon Capital Services	11/16/2023	6.42
ACH	Amazon Capital Services	11/16/2023	25.84
ACH	Amazon Capital Services	11/16/2023	332.53
ACH	Amazon Capital Services	11/16/2023	12.99
ACH	Amazon Capital Services	11/16/2023	22.64
ACH	Amazon Capital Services	11/16/2023	11.82
ACH	Amazon Capital Services	11/16/2023	18.48
ACH	Amazon Capital Services	11/16/2023	110.25
ACH	Amazon Capital Services	11/16/2023	9.69
ACH	Amazon Capital Services	11/16/2023	28.53
ACH	Amazon Capital Services	11/16/2023	124.23
ACH	Amazon Capital Services	11/16/2023	125.21
ACH	Amazon Capital Services	11/16/2023	43.90
ACH	Amazon Capital Services	11/16/2023	95.30
ACH	Amazon Capital Services	11/16/2023	81.07
ACH	Amazon Capital Services	11/16/2023	20.34
ACH	Amazon Capital Services	11/16/2023	12.27
ACH	Amazon Capital Services	11/16/2023	76.01
ACH	Amazon Capital Services	11/16/2023	16.08
ACH	Amazon Capital Services	11/16/2023	161.42

ACH	Amazon Capital Services	11/16/2023	16.07
ACH	Amazon Capital Services	11/16/2023	159.12
ACH	Amazon Capital Services	11/16/2023	49.99
ACH	Amazon Capital Services	11/16/2023	59.62
ACH	Amazon Capital Services	11/16/2023	15.82
ACH	Amazon Capital Services	11/16/2023	64.33
ACH	Amazon Capital Services	11/16/2023	30.04
ACH	Amazon Capital Services	11/16/2023	12.90
ACH	Amazon Capital Services	11/16/2023	209.92
ACH	Amazon Capital Services	11/16/2023	33.65
ACH	Amazon Capital Services	11/16/2023	153.14
ACH	Amazon Capital Services	11/16/2023	30.02
ACH	Amazon Capital Services	11/16/2023	264.04
ACH	Amazon Capital Services	11/16/2023	21.18
ACH	Amazon Capital Services	11/16/2023	14.81
ACH	Amazon Capital Services	11/16/2023	34.33
ACH	Amazon Capital Services	11/16/2023	6.41
ACH	Amazon Capital Services	11/16/2023	42.73
ACH	Amazon Capital Services	11/16/2023	150.84
ACH	Amazon Capital Services	11/16/2023	77.79
ACH	Amazon Capital Services	11/16/2023	42.76
ACH	Amazon Capital Services	11/16/2023	149.59
ACH	Amazon Capital Services	11/16/2023	36.35
ACH	Amazon Capital Services	11/16/2023	30.14
ACH	Amazon Capital Services	11/16/2023	26.06
ACH	Amazon Capital Services	11/16/2023	62.29
ACH	Amazon Capital Services	11/16/2023	241.50
ACH	Amazon Capital Services	11/16/2023	13.04
ACH	American Grappling Academy	11/16/2023	1,950.00
ACH	Anzhelika Chernozubov	11/16/2023	660.00
ACH	Anzhelika Chernozubov	11/16/2023	400.00
ACH	Barbara D Woltz	11/16/2023	20.00
ACH	CB Music	11/16/2023	1,452.50
ACH	Chapel Bell Farms	11/16/2023	60.00
ACH	Charter Impact, Inc.	11/16/2023	47,181.00
ACH	Charter Impact, Inc.	11/16/2023	1,132.50
ACH	Amazon Capital Services	11/16/2023	289.85
ACH	Clarksville Charter School	11/16/2023	138,621.57
ACH	Clarksville Charter School	11/16/2023	125,687.89
ACH	Clarksville Charter School	11/16/2023	389.58
ACH	Clarksville Charter School	11/16/2023	789.33
ACH	Clarksville Charter School	11/16/2023	1,220.86
ACH	Clarksville Charter School	11/16/2023	212.32
ACH	Clarksville Charter School	11/16/2023	1,184.94
ACH	Clarksville Charter School	11/16/2023	62.79
ACH	Clarksville Charter School	11/16/2023	97.57
ACH	Clarksville Charter School	11/16/2023	26.74
ACH	Amazon Capital Services	11/16/2023	337.29
ACH	Clarksville Charter School	11/16/2023	206.06
ACH	Clarksville Charter School	11/16/2023	460.52
ACH	Clarksville Charter School	11/16/2023	592.32
ACH	Clarksville Charter School	11/16/2023	427.90
ACH	Clarksville Charter School	11/16/2023	2,612.88
ACH	Fika Arts Studio	11/16/2023	320.00
ACH	Inspire Dance Arts	11/16/2023	72.00
ACH	Inspire Dance Arts	11/16/2023	154.00
ACH	International Gymnastics Center, Inc.	11/16/2023	1,721.50
ACH	Karlyn DeSteno	11/16/2023	45.00
ACH	Amazon Capital Services	11/16/2023	54.29
ACH	Karlyn DeSteno	11/16/2023	45.00
ACH	Karlyn DeSteno	11/16/2023	45.00
ACH	Karlyn DeSteno	11/16/2023	45.00
ACH	Karlyn DeSteno	11/16/2023	45.00
ACH	Karlyn DeSteno	11/16/2023	45.00
ACH	Karlyn DeSteno	11/16/2023	45.00
ACH	Lake View Charter School	11/16/2023	47,450.03
ACH	Lisa Stewart	11/16/2023	255.00
ACH	Lotus & Ivy	11/16/2023	205.00
ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Amazon Capital Services	11/16/2023	248.94
ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Lotus & Ivy	11/16/2023	195.00
ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Lotus & Ivy	11/16/2023	98.00
ACH	Lotus & Ivy	11/16/2023	80.00
ACH	Lotus & Ivy	11/16/2023	140.00
ACH	Amazon Capital Services	11/16/2023	71.12
ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Lotus & Ivy	11/16/2023	195.00
ACH	Lotus & Ivy	11/16/2023	140.00
ACH	Lotus & Ivy	11/16/2023	60.00
ACH	Lotus & Ivy	11/16/2023	60.00
ACH	Lotus & Ivy	11/16/2023	195.00

ACH	Lotus & Ivy	11/16/2023	375.00
ACH	Margie McBride	11/16/2023	140.00
ACH	Mr. Code's Wild Ride	11/16/2023	840.00
ACH	Amazon Capital Services	11/16/2023	253.29
ACH	Mr. D Math	11/16/2023	217.00
ACH	Music Institute	11/16/2023	1,568.00
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	160.00
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	240.00
ACH	Amazon Capital Services	11/16/2023	64.64
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	258.00
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	160.00
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	198.00
ACH	NewSongs Music	11/16/2023	128.00
ACH	Placer Arts Academies LLC	11/16/2023	2,316.00
ACH	Sarah McFadyen	11/16/2023	1,205.00
ACH	Sequoia Grove Charter Alliance	11/16/2023	125,295.30
ACH	Amazon Capital Services	11/16/2023	59.49
ACH	Sequoia Grove Charter Alliance	11/16/2023	53,697.99
ACH	Sequoia Grove Charter Alliance	11/16/2023	221.82
ACH	Sequoia Grove Charter Alliance	11/16/2023	55.20
ACH	Sequoia Grove Charter Alliance	11/16/2023	310.83
ACH	Sequoia Grove Charter Alliance	11/16/2023	142.55
ACH	Sequoia Grove Charter Alliance	11/16/2023	211.64
ACH	Sequoia Grove Charter Alliance	11/16/2023	437.50
ACH	Sequoia Grove Charter Alliance	11/16/2023	1,344.91
ACH	Sequoia Grove Charter Alliance	11/16/2023	1,053.88
ACH	Sequoia Grove Charter Alliance	11/16/2023	1,072.43
ACH	Amazon Capital Services	11/16/2023	163.13
ACH	Sequoia Grove Charter Alliance	11/16/2023	116.94
ACH	Sequoia Grove Charter Alliance	11/16/2023	48.65
ACH	Sequoia Grove Charter Alliance	11/16/2023	191.15
ACH	Shooting Stars Tutoring	11/16/2023	120.00
ACH	Shooting Stars Tutoring	11/16/2023	720.00
ACH	Tamraloo Music	11/16/2023	-
ACH	Tamraloo Music	11/16/2023	-
ACH	The Rockstar Music Academy	11/16/2023	130.00
ACH	The Rockstar Music Academy	11/16/2023	130.00
ACH	Toliy's Guitar	11/16/2023	400.00
ACH	Amazon Capital Services	11/16/2023	44.17
ACH	Transitions Dance Center	11/16/2023	637.00
ACH	Velez Martial Arts	11/16/2023	135.00
ACH	Velez Martial Arts	11/16/2023	135.00
ACH	Velez Martial Arts	11/16/2023	135.00
ACH	Violin, Viola, Music Theory Teacher	11/16/2023	240.00
ACH	Violin, Viola, Music Theory Teacher	11/16/2023	240.00
ACH	Violin, Viola, Music Theory Teacher	11/16/2023	140.00
ACH	Violin, Viola, Music Theory Teacher	11/16/2023	280.00
ACH	Violin, Viola, Music Theory Teacher	11/16/2023	280.00
ACH	Violin, Viola, Music Theory Teacher	11/16/2023	240.00
ACH	Amazon Capital Services	11/16/2023	16.15
ACH	Vitaliy Golik Piano Studio	11/16/2023	160.00
ACH	Vitaliy Golik Piano Studio	11/16/2023	50.00
ACH	Vitaliy Golik Piano Studio	11/16/2023	160.00
ACH	Vitaliy Golik Piano Studio	11/16/2023	200.00
ACH	Vitaliy Golik Piano Studio	11/16/2023	160.00
ACH	Vitaliy Golik Piano Studio	11/16/2023	200.00
ACH	Tamraloo Music	11/16/2023	1,315.00
ACH	Tamraloo Music	11/16/2023	2,012.50
ACH	Amazon Capital Services	11/16/2023	31.76
ACH	Amazon Capital Services	11/16/2023	31.23
ACH	Amazon Capital Services	11/16/2023	71.76
ACH	Amazon Capital Services	11/16/2023	31.38
ACH	Amazon Capital Services	11/16/2023	101.19
ACH	Amazon Capital Services	11/16/2023	140.92
ACH	Amazon Capital Services	11/16/2023	100.13
ACH	Amazon Capital Services	11/16/2023	263.73
ACH	Amazon Capital Services	11/16/2023	12.37
ACH	Amazon Capital Services	11/16/2023	15.07
ACH	Amazon Capital Services	11/16/2023	97.50
ACH	Amazon Capital Services	11/16/2023	113.22
ACH	Amazon Capital Services	11/16/2023	64.48
ACH	Amazon Capital Services	11/16/2023	124.43
ACH	Amazon Capital Services	11/16/2023	77.63
ACH	Amazon Capital Services	11/16/2023	239.68
ACH	Amazon Capital Services	11/16/2023	50.40
ACH	Amazon Capital Services	11/16/2023	109.64
ACH	Amazon Capital Services	11/16/2023	298.53
ACH	Amazon Capital Services	11/16/2023	45.21
ACH	Amazon Capital Services	11/16/2023	51.41

ACH	Amazon Capital Services	11/16/2023	315.27
ACH	Amazon Capital Services	11/16/2023	7.48
ACH	Amazon Capital Services	11/16/2023	120.09
ACH	Amazon Capital Services	11/16/2023	364.31
ACH	Amazon Capital Services	11/16/2023	29.95
ACH	Amazon Capital Services	11/16/2023	70.50
ACH	Amazon Capital Services	11/16/2023	53.92
ACH	Amazon Capital Services	11/16/2023	26.13
ACH	Amazon Capital Services	11/16/2023	24.77
ACH	Amazon Capital Services	11/16/2023	212.64
ACH	Amazon Capital Services	11/16/2023	30.82
ACH	Amazon Capital Services	11/16/2023	22.17
ACH	Amazon Capital Services	11/16/2023	252.51
ACH	Amazon Capital Services	11/16/2023	39.10
ACH	Amazon Capital Services	11/16/2023	177.70
ACH	Amazon Capital Services	11/16/2023	8.60
ACH	Amazon Capital Services	11/16/2023	43.36
ACH	Amazon Capital Services	11/16/2023	108.76
ACH	Amazon Capital Services	11/16/2023	26.35
ACH	Amazon Capital Services	11/16/2023	20.98
ACH	Amazon Capital Services	11/16/2023	248.61
ACH	Amazon Capital Services	11/16/2023	105.60
ACH	Amazon Capital Services	11/16/2023	27.99
ACH	Amazon Capital Services	11/16/2023	60.30
ACH	Amazon Capital Services	11/16/2023	72.20
ACH	Amazon Capital Services	11/16/2023	90.09
ACH	Amazon Capital Services	11/16/2023	71.87
ACH	Amazon Capital Services	11/16/2023	43.08
ACH	Amazon Capital Services	11/16/2023	75.44
ACH	Amazon Capital Services	11/16/2023	89.32
ACH	Amazon Capital Services	11/16/2023	215.50
ACH	Amazon Capital Services	11/16/2023	42.02
ACH	Amazon Capital Services	11/16/2023	90.63
ACH	Amazon Capital Services	11/16/2023	71.96
ACH	The Advantage Group	11/27/2023	4,054.09
ACH	Sequoia Grove Charter Alliance	11/29/2023	55,969.90
ACH	Sequoia Grove Charter Alliance	11/29/2023	11,844.41
ACH	Sequoia Grove Charter Alliance	11/29/2023	5,197.38
ACH	Sequoia Grove Charter Alliance	11/29/2023	39,727.99
ACH	Alec Monterrojas	11/30/2023	875.00
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ACH	Amazon Capital Services	11/30/2023	76.18
ACH	Amazon Capital Services	11/30/2023	104.48
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ACH	Amazon Capital Services	11/30/2023	16.13
ACH	Amazon Capital Services	11/30/2023	112.06
ACH	Amazon Capital Services	11/30/2023	12.54
ACH	Amazon Capital Services	11/30/2023	171.15
ACH	Amazon Capital Services	11/30/2023	46.00
ACH	Amazon Capital Services	11/30/2023	177.22
ACH	Amazon Capital Services	11/30/2023	113.44
ACH	Amazon Capital Services	11/30/2023	53.86
ACH	Amazon Capital Services	11/30/2023	106.55
ACH	Amazon Capital Services	11/30/2023	45.03
ACH	Amazon Capital Services	11/30/2023	42.20
ACH	Amazon Capital Services	11/30/2023	22.51
ACH	Amazon Capital Services	11/30/2023	75.26
ACH	Amazon Capital Services	11/30/2023	80.75
ACH	Amazon Capital Services	11/30/2023	8.69
ACH	Amazon Capital Services	11/30/2023	41.38
ACH	Amazon Capital Services	11/30/2023	66.79
ACH	Amazon Capital Services	11/30/2023	145.96
ACH	Amazon Capital Services	11/30/2023	10.76
ACH	Amazon Capital Services	11/30/2023	63.10
ACH	Amazon Capital Services	11/30/2023	281.58
ACH	Amazon Capital Services	11/30/2023	19.38
ACH	Amazon Capital Services	11/30/2023	74.04
ACH	Amazon Capital Services	11/30/2023	15.05
ACH	Amazon Capital Services	11/30/2023	38.57
ACH	Amazon Capital Services	11/30/2023	10.12
ACH	Amazon Capital Services	11/30/2023	34.47
ACH	Amazon Capital Services	11/30/2023	68.25
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ACH	Amazon Capital Services	11/30/2023	183.16
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ACH	Amazon Capital Services	11/30/2023	18.25
ACH	Amazon Capital Services	11/30/2023	54.07
ACH	Amazon Capital Services	11/30/2023	37.86
ACH	Amazon Capital Services	11/30/2023	99.00
ACH	Amazon Capital Services	11/30/2023	62.48
ACH	Amazon Capital Services	11/30/2023	16.04
ACH	Amazon Capital Services	11/30/2023	127.60

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ACH	Amazon Capital Services	11/30/2023	63.47
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ACH	Amazon Capital Services	11/30/2023	9.68
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ACH	Amazon Capital Services	11/30/2023	181.49
ACH	Amazon Capital Services	11/30/2023	175.26
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ACH	Amazon Capital Services	11/30/2023	12.84
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ACH	Amazon Capital Services	11/30/2023	71.37
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ACH	Amazon Capital Services	11/30/2023	151.54
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ACH	Amazon Capital Services	11/30/2023	60.78
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ACH	Amazon Capital Services	11/30/2023	22.38
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ACH	Amazon Capital Services	11/30/2023	278.74
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ACH	Amazon Capital Services	11/30/2023	113.09
ACH	Amazon Capital Services	11/30/2023	38.62
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ACH	Amazon Capital Services	11/30/2023	50.40
ACH	Amazon Capital Services	11/30/2023	33.69
ACH	Amazon Capital Services	11/30/2023	7.96
ACH	Amazon Capital Services	11/30/2023	32.46
ACH	Amazon Capital Services	11/30/2023	96.60
ACH	Amazon Capital Services	11/30/2023	45.98
ACH	Amazon Capital Services	11/30/2023	27.85
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ACH	Amazon Capital Services	11/30/2023	36.73
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ACH	Amazon Capital Services	11/30/2023	70.69
ACH	Amazon Capital Services	11/30/2023	71.09
ACH	Amazon Capital Services	11/30/2023	130.00
ACH	Amazon Capital Services	11/30/2023	9.64
ACH	Amazon Capital Services	11/30/2023	62.35
ACH	Amazon Capital Services	11/30/2023	65.83
ACH	Amazon Capital Services	11/30/2023	23.75
ACH	Amazon Capital Services	11/30/2023	112.89
ACH	Amazon Capital Services	11/30/2023	58.15
ACH	Amazon Capital Services	11/30/2023	67.84
ACH	Amazon Capital Services	11/30/2023	189.29
ACH	Amazon Capital Services	11/30/2023	29.47
ACH	Amazon Capital Services	11/30/2023	153.34
ACH	Amazon Capital Services	11/30/2023	93.69
ACH	Amazon Capital Services	11/30/2023	13.84
ACH	Amazon Capital Services	11/30/2023	26.43
ACH	Amazon Capital Services	11/30/2023	97.64
ACH	Amazon Capital Services	11/30/2023	39.98

ACH	Amazon Capital Services	11/30/2023	39.14
ACH	Amazon Capital Services	11/30/2023	216.11
ACH	Amazon Capital Services	11/30/2023	281.42
ACH	Amazon Capital Services	11/30/2023	32.29
ACH	Amazon Capital Services	11/30/2023	4.62
ACH	Amazon Capital Services	11/30/2023	21.44
ACH	Amazon Capital Services	11/30/2023	297.92
ACH	Amazon Capital Services	11/30/2023	33.62
ACH	Amazon Capital Services	11/30/2023	79.53
ACH	Amazon Capital Services	11/30/2023	65.00
ACH	Amazon Capital Services	11/30/2023	16.49
ACH	Amazon Capital Services	11/30/2023	167.64
ACH	Amazon Capital Services	11/30/2023	35.96
ACH	Amazon Capital Services	11/30/2023	10.56
ACH	Amazon Capital Services	11/30/2023	26.63
ACH	Amazon Capital Services	11/30/2023	87.48
ACH	Amazon Capital Services	11/30/2023	256.32
ACH	Amazon Capital Services	11/30/2023	132.48
ACH	Amazon Capital Services	11/30/2023	33.12
ACH	Amazon Capital Services	11/30/2023	76.33
ACH	Amazon Capital Services	11/30/2023	11.17
ACH	Amazon Capital Services	11/30/2023	104.35
ACH	Amazon Capital Services	11/30/2023	55.19
ACH	Amazon Capital Services	11/30/2023	16.15
ACH	Amazon Capital Services	11/30/2023	253.35
ACH	Amazon Capital Services	11/30/2023	41.78
ACH	Amazon Capital Services	11/30/2023	6.48
ACH	Amazon Capital Services	11/30/2023	55.09
ACH	Amazon Capital Services	11/30/2023	127.01
ACH	Amazon Capital Services	11/30/2023	40.18
ACH	Amazon Capital Services	11/30/2023	7.18
ACH	Amazon Capital Services	11/30/2023	143.41
ACH	Amazon Capital Services	11/30/2023	11.84
ACH	Amazon Capital Services	11/30/2023	26.09
ACH	Amazon Capital Services	11/30/2023	138.53
ACH	Amazon Capital Services	11/30/2023	10.06
ACH	Amazon Capital Services	11/30/2023	48.73
ACH	Amazon Capital Services	11/30/2023	17.62
ACH	Amazon Capital Services	11/30/2023	17.38
ACH	Amazon Capital Services	11/30/2023	75.58
ACH	Amazon Capital Services	11/30/2023	105.59
ACH	Amazon Capital Services	11/30/2023	52.17
ACH	Amazon Capital Services	11/30/2023	70.98
ACH	Amazon Capital Services	11/30/2023	30.86
ACH	Amazon Capital Services	11/30/2023	75.04
ACH	Amazon Capital Services	11/30/2023	113.59
ACH	Amazon Capital Services	11/30/2023	57.56
ACH	Amazon Capital Services	11/30/2023	22.02
ACH	Amazon Capital Services	11/30/2023	26.63
ACH	Amazon Capital Services	11/30/2023	78.47
ACH	Amazon Capital Services	11/30/2023	67.46
ACH	Amazon Capital Services	11/30/2023	92.59
ACH	Amazon Capital Services	11/30/2023	101.85
ACH	Amazon Capital Services	11/30/2023	159.04
ACH	Amazon Capital Services	11/30/2023	69.71
ACH	Amazon Capital Services	11/30/2023	9.67
ACH	Amazon Capital Services	11/30/2023	19.19
ACH	Amazon Capital Services	11/30/2023	290.91
ACH	Amazon Capital Services	11/30/2023	32.58
ACH	Amazon Capital Services	11/30/2023	73.25
ACH	Amazon Capital Services	11/30/2023	125.60
ACH	Amazon Capital Services	11/30/2023	89.85
ACH	Amazon Capital Services	11/30/2023	49.32
ACH	Amazon Capital Services	11/30/2023	147.66
ACH	Amazon Capital Services	11/30/2023	259.55
ACH	Auburn Gymnastics Center	11/30/2023	2,342.00
ACH	Barbara D Woltz	11/30/2023	120.00
ACH	Becker Music Academy	11/30/2023	165.00
ACH	Becker Music Academy	11/30/2023	190.00
ACH	Becker Music Academy	11/30/2023	190.00
ACH	Amazon Capital Services	11/30/2023	95.41
ACH	Chapel Bell Farms	11/30/2023	60.00
ACH	Chapel Bell Farms	11/30/2023	60.00
ACH	Chapel Bell Farms	11/30/2023	60.00
ACH	Clarksville Charter School	11/30/2023	311.59
ACH	Clarksville Charter School	11/30/2023	2,629.66
ACH	Clarksville Charter School	11/30/2023	198.72
ACH	Clarksville Charter School	11/30/2023	2,530.00
ACH	Clarksville Charter School	11/30/2023	6,312.58
ACH	Clarksville Charter School	11/30/2023	2,619.30
ACH	Clarksville Charter School	11/30/2023	1,525.15
ACH	Amazon Capital Services	11/30/2023	472.81
ACH	Fika Arts Studio	11/30/2023	320.00
ACH	Fika Arts Studio	11/30/2023	200.00
ACH	Fika Arts Studio	11/30/2023	160.00
ACH	Fika Arts Studio	11/30/2023	210.00
ACH	Fika Arts Studio	11/30/2023	260.00
ACH	Fika Arts Studio	11/30/2023	380.00

ACH	Fika Arts Studio	11/30/2023	370.00
ACH	Jen Payne Pierson	11/30/2023	45.00
ACH	Jennifer Neufeld	11/30/2023	210.00
ACH	Julie Rose	11/30/2023	60.00
ACH	Amazon Capital Services	11/30/2023	74.87
ACH	Julie Rose	11/30/2023	60.00
ACH	Julie Rose	11/30/2023	60.00
ACH	Julie Rose	11/30/2023	60.00
ACH	Julie Rose	11/30/2023	60.00
ACH	Julie Rose	11/30/2023	60.00
ACH	Julie Rose	11/30/2023	60.00
ACH	Julie Rose	11/30/2023	45.00
ACH	Julie Rose	11/30/2023	90.00
ACH	Lake View Charter School	11/30/2023	15,560.91
ACH	Lake View Charter School	11/30/2023	105.14
ACH	Amazon Capital Services	11/30/2023	159.98
ACH	McCutcheon Tutoring Services	11/30/2023	200.00
ACH	McCutcheon Tutoring Services	11/30/2023	200.00
ACH	Northern California Children's Chorus	11/30/2023	350.00
ACH	Rockball	11/30/2023	250.00
ACH	Sayla Music Academy	11/30/2023	135.00
ACH	Sequoia Grove Charter Alliance	11/30/2023	700.00
ACH	Sequoia Grove Charter Alliance	11/30/2023	189.75
ACH	Sequoia Grove Charter Alliance	11/30/2023	754.07
ACH	Sequoia Grove Charter Alliance	11/30/2023	1,879.88
ACH	Sequoia Grove Charter Alliance	11/30/2023	2,134.79
ACH	Amazon Capital Services	11/30/2023	55.79
ACH	Sequoia Grove Charter Alliance	11/30/2023	649.42
ACH	Sequoia Grove Charter Alliance	11/30/2023	2,078.54
ACH	Sequoia Grove Charter Alliance	11/30/2023	835.20
ACH	Sequoia Grove Charter Alliance	11/30/2023	60.32
ACH	Sequoia Grove Charter Alliance	11/30/2023	1,672.82
ACH	The Write Journey LLC	11/30/2023	610.00
ACH	Amazon Capital Services	11/30/2023	89.31
ACH	Amazon Capital Services	11/30/2023	94.91
ACH	Amazon Capital Services	11/30/2023	33.69
ACH	Amazon Capital Services	11/30/2023	68.53
ACH	Amazon Capital Services	11/30/2023	131.27
ACH	Amazon Capital Services	11/30/2023	97.11
ACH	Amazon Capital Services	11/30/2023	40.91
ACH	Amazon Capital Services	11/30/2023	41.49
ACH	Amazon Capital Services	11/30/2023	37.35
ACH	Amazon Capital Services	11/30/2023	254.12
ACH	Amazon Capital Services	11/30/2023	190.39
ACH	Amazon Capital Services	11/30/2023	18.83
ACH	Amazon Capital Services	11/30/2023	10.71
ACH	Amazon Capital Services	11/30/2023	50.48
ACH	Amazon Capital Services	11/30/2023	36.78
ACH	Amazon Capital Services	11/30/2023	43.16
ACH	Amazon Capital Services	11/30/2023	26.94
ACH	Amazon Capital Services	11/30/2023	57.34
ACH	Amazon Capital Services	11/30/2023	15.61
ACH	Amazon Capital Services	11/30/2023	171.15
ACH	Amazon Capital Services	11/30/2023	39.43
ACH	Amazon Capital Services	11/30/2023	152.90
ACH	Amazon Capital Services	11/30/2023	64.86
ACH	Amazon Capital Services	11/30/2023	21.44
ACH	Amazon Capital Services	11/30/2023	187.23
ACH	Amazon Capital Services	11/30/2023	40.49
ACH	Amazon Capital Services	11/30/2023	17.82
ACH	Amazon Capital Services	11/30/2023	10.98
ACH	Amazon Capital Services	11/30/2023	35.55
ACH	Amazon Capital Services	11/30/2023	104.84
ACH	Amazon Capital Services	11/30/2023	20.54
ACH	Amazon Capital Services	11/30/2023	20.01
ACH	Amazon Capital Services	11/30/2023	32.46
ACH	Amazon Capital Services	11/30/2023	56.75
ACH	Amazon Capital Services	11/30/2023	48.85
ACH	Amazon Capital Services	11/30/2023	71.01
ACH	Amazon Capital Services	11/30/2023	18.60
ACH	Amazon Capital Services	11/30/2023	20.98
ACH	Amazon Capital Services	11/30/2023	139.71
ACH	Amazon Capital Services	11/30/2023	79.77
ACH	Amazon Capital Services	11/30/2023	103.81
ACH	Amazon Capital Services	11/30/2023	163.15
ACH	Amazon Capital Services	11/30/2023	55.98
ACH	Amazon Capital Services	11/30/2023	64.63
ACH	Amazon Capital Services	11/30/2023	8.25
ACH	Amazon Capital Services	11/30/2023	91.29
ACH	Amazon Capital Services	11/30/2023	228.54
ACH	Amazon Capital Services	11/30/2023	42.26
ACH	Amazon Capital Services	11/30/2023	90.00
ACH	Amazon Capital Services	11/30/2023	118.41
ACH	Amazon Capital Services	11/30/2023	12.86
	Total Disbursements in November		**$ 2,157,972.84**

Feather River Charter School

Accounts Payable Aging

November 30, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Joanna Abundiz	736086	11/19/2020	12/19/2020	$ -	$ -	$ -	$ -	$ (1,001)	$ (1,001)
Blue Learning	CM0107	2/25/2022	3/27/2022	-	-	-	-	(249)	(249)
BYU Independent Study	DCE-00015171	10/3/2023	10/3/2023	-	-	(450)	-	-	(450)
Department of Justice	689616	11/17/2023	11/17/2023	-	179	-	-	-	179
Frieda Yang	84261-C009-FRC	10/19/2023	11/18/2023	-	1,000	-	-	-	1,000
E-Therapy, LLC	33372	10/20/2023	11/19/2023	-	3,417	-	-	-	3,417
Total Education Solutions	6915797	11/15/2023	11/25/2023	-	9,045	-	-	-	9,045
Monterey Bay Aquarium	MONT103123	10/31/2023	11/30/2023	1,060	-	-	-	-	1,060
Monterey Bay Aquarium	MONT110123	11/1/2023	12/1/2023	1,060	-	-	-	-	1,060
Mandy Knowles	KNOW111623	11/16/2023	12/16/2023	60	-	-	-	-	60
Clarksville Charter School	6778	11/16/2023	12/16/2023	653	-	-	-	-	653
Lake View Charter School	6311	11/16/2023	12/16/2023	116	-	-	-	-	116
NCDC	604	11/27/2023	12/27/2023	1,578	-	-	-	-	1,578
Nina Tumanova	104044-C004-FRC	11/27/2023	12/27/2023	160	-	-	-	-	160
Outschool Inc.	12345722426	11/27/2023	12/27/2023	75	-	-	-	-	75
Shooting Stars Tutoring	2023_4	11/27/2023	12/27/2023	600	-	-	-	-	600
Teacher Synergy LLC	249177878	11/27/2023	12/27/2023	6	-	-	-	-	6
Way of the Warrior Martial Arts	026	11/27/2023	12/27/2023	229	-	-	-	-	229
Alisher Sodikov	F11242023	11/27/2023	12/27/2023	315	-	-	-	-	315
KiwiCo, Inc	1146	11/27/2023	12/27/2023	949	-	-	-	-	949
Kovars Martial Arts	NATDB112023	11/27/2023	12/27/2023	438	-	-	-	-	438
Anita Tumanov	100656-C009-FRC	11/27/2023	12/27/2023	140	-	-	-	-	140
Brandy Ruscica	125	11/27/2023	12/27/2023	342	-	-	-	-	342
Christina Garcia	100414-C016-FRC	11/27/2023	12/27/2023	215	-	-	-	-	215
Martucci Music	113	11/27/2023	12/27/2023	525	-	-	-	-	525
Nina Tumanova	104927-C004-FRC	11/27/2023	12/27/2023	180	-	-	-	-	180
Sunshine Swim & Fitness Center	11-2023	11/27/2023	12/27/2023	1,306	-	-	-	-	1,306
Yuko Ray	197	11/27/2023	12/27/2023	652	-	-	-	-	652
Cultivate Power Fighting Arts, LLC	92751-C022-FRC	11/27/2023	12/27/2023	149	-	-	-	-	149
All About Learning Press, Inc.	918991	11/27/2023	12/27/2023	140	-	-	-	-	140
Albedo Arts Community Inc	2	11/27/2023	12/27/2023	270	-	-	-	-	270
All About Learning Press, Inc.	918970	11/27/2023	12/27/2023	55	-	-	-	-	55
Institute for Excellence in Writing	1079493	11/27/2023	12/27/2023	38	-	-	-	-	38
KMC Archery LLC	202	11/27/2023	12/27/2023	120	-	-	-	-	120
Michel Lewis	97191-C018-FRC	11/27/2023	12/27/2023	40	-	-	-	-	40
Nina Tumanova	103344-C008-FRC	11/27/2023	12/27/2023	180	-	-	-	-	180
Teacher Synergy LLC	249182736	11/27/2023	12/27/2023	5	-	-	-	-	5
Cultivate Power Fighting Arts, LLC	92756-C021-FRC	11/27/2023	12/27/2023	149	-	-	-	-	149
Cultivate Power Fighting Arts, LLC	92890-C011-FRC	11/27/2023	12/27/2023	149	-	-	-	-	149
Outschool Inc.	12345722424	11/27/2023	12/27/2023	48	-	-	-	-	48
Tori Gillam	87663-C018-FRC	11/27/2023	12/27/2023	72	-	-	-	-	72
Tori Gillam	87664-C017-FRC	11/27/2023	12/27/2023	37	-	-	-	-	37
Loretta E Oborn	104217-C008-FRC	11/27/2023	12/27/2023	25	-	-	-	-	25
Michel Lewis	28628-C041-FRC	11/27/2023	12/27/2023	20	-	-	-	-	20
Michel Lewis	30357-C019-FRC	11/27/2023	12/27/2023	40	-	-	-	-	40
Nina Tumanova	103343-C007-FRC	11/27/2023	12/27/2023	180	-	-	-	-	180
Rainbow Resource Center	545785	11/27/2023	12/27/2023	211	-	-	-	-	211

Feather River Charter School

Accounts Payable Aging

November 30, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	545899	11/27/2023	12/27/2023	241	-	-	-	-	241
Rainbow Resource Center	547579	11/27/2023	12/27/2023	95	-	-	-	-	95
Rebecca Gonnella	2023-1	11/27/2023	12/27/2023	1,975	-	-	-	-	1,975
Schoolhouse Discoveries LLC	1561	11/27/2023	12/27/2023	76	-	-	-	-	76
Tori Gillam	80354-C034-FRC	11/27/2023	12/27/2023	37	-	-	-	-	37
Way of the Warrior Martial Arts	027	11/27/2023	12/27/2023	205	-	-	-	-	205
Cultivate Power Fighting Arts, LLC	102833-C003-FRC	11/27/2023	12/27/2023	149	-	-	-	-	149
Home Science Tools	000547276	11/27/2023	12/27/2023	12	-	-	-	-	12
Jan Turton's Music	42082-C018-FRC	11/27/2023	12/27/2023	115	-	-	-	-	115
Kovars Martial Arts	NATSlab112023	11/27/2023	12/27/2023	438	-	-	-	-	438
Michel Lewis	30357-C017-FRC	11/27/2023	12/27/2023	40	-	-	-	-	40
Rainbow Resource Center	545761	11/27/2023	12/27/2023	283	-	-	-	-	283
Rainbow Resource Center	545851	11/27/2023	12/27/2023	13	-	-	-	-	13
Way of the Warrior Martial Arts	025	11/27/2023	12/27/2023	205	-	-	-	-	205
BookShark	BI0031451	11/27/2023	12/27/2023	17	-	-	-	-	17
Cultivate Power Fighting Arts, LLC	101854-C015-FRC	11/27/2023	12/27/2023	119	-	-	-	-	119
Cultivate Power Fighting Arts, LLC	82787-C020-FRC	11/27/2023	12/27/2023	149	-	-	-	-	149
Kovars Martial Arts	NATAS112023	11/27/2023	12/27/2023	219	-	-	-	-	219
Loretta E Oborn	104217-C009-FRC	11/27/2023	12/27/2023	25	-	-	-	-	25
Michel Lewis	28628-C043-FRC	11/27/2023	12/27/2023	20	-	-	-	-	20
Michel Lewis	28628-C045-FRC	11/27/2023	12/27/2023	20	-	-	-	-	20
Outschool Inc.	12345722425	11/27/2023	12/27/2023	336	-	-	-	-	336
Rainbow Resource Center	545848	11/27/2023	12/27/2023	388	-	-	-	-	388
Viktoria Dzhumara	73	11/27/2023	12/27/2023	200	-	-	-	-	200
Brandy Ruscica	126	11/27/2023	12/27/2023	394	-	-	-	-	394
Byrd Horseback Riding Program	4	11/27/2023	12/27/2023	1,040	-	-	-	-	1,040
Loretta E Oborn	104217-C010-FRC	11/27/2023	12/27/2023	25	-	-	-	-	25
Loretta E Oborn	104217-C011-FRC	11/27/2023	12/27/2023	25	-	-	-	-	25
Nina Tumanova	95431-C030-FRC	11/27/2023	12/27/2023	180	-	-	-	-	180
Teacher Synergy LLC	249175725	11/27/2023	12/27/2023	2	-	-	-	-	2
Teacher Synergy LLC	249175950	11/27/2023	12/27/2023	5	-	-	-	-	5
YCRC	5594-44-767	11/27/2023	12/27/2023	189	-	-	-	-	189
Amazon Capital Services	1YF9-N9XC-9HXV	11/17/2023	1/1/2024	253	-	-	-	-	253
Amazon Capital Services	1QQ7-PGNK-9LWG	11/17/2023	1/1/2024	57	-	-	-	-	57
Amazon Capital Services	1CL1-DGDN-9JWT	11/17/2023	1/1/2024	170	-	-	-	-	170
Amazon Capital Services	1K6H-N7C3-C6JD	11/17/2023	1/1/2024	63	-	-	-	-	63
Amazon Capital Services	143N-36Q6-JQNK	11/18/2023	1/2/2024	28	-	-	-	-	28
Amazon Capital Services	1QQ7-PGNK-H1WK	11/18/2023	1/2/2024	16	-	-	-	-	16
Amazon Capital Services	1XTQ-VCJT-L4F9	11/18/2023	1/2/2024	79	-	-	-	-	79
Amazon Capital Services	14VH-77QM-KDKW	11/18/2023	1/2/2024	86	-	-	-	-	86
Amazon Capital Services	1N46-THWD-KR9R	11/18/2023	1/2/2024	157	-	-	-	-	157
Amazon Capital Services	11HH-QVNP-MQKL	11/19/2023	1/3/2024	131	-	-	-	-	131
Amazon Capital Services	1K7K-MW3Y-MX4C	11/19/2023	1/3/2024	8	-	-	-	-	8
Amazon Capital Services	1KRC-WQ46-RY67	11/19/2023	1/3/2024	38	-	-	-	-	38
Amazon Capital Services	1YF9-N9XC-MWWP	11/19/2023	1/3/2024	450	-	-	-	-	450
Amazon Capital Services	11D4-7D7G-Q7TR	11/19/2023	1/3/2024	168	-	-	-	-	168
Amazon Capital Services	143J-RY9D-V7PX	11/19/2023	1/3/2024	179	-	-	-	-	179
Amazon Capital Services	16HL-RDQY-PPL4	11/19/2023	1/3/2024	15	-	-	-	-	15

Feather River Charter School

Accounts Payable Aging

November 30, 2023

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1VV6-6399-YQXW	11/20/2023	1/4/2024	66	-	-	-	-	66
Amazon Capital Services	11D4-7D7G-YP3D	11/20/2023	1/4/2024	220	-	-	-	-	220
Amazon Capital Services	1YTJ-WWJX-XG6Y	11/20/2023	1/4/2024	6	-	-	-	-	6
Amazon Capital Services	1PV6-KYWY-139D	11/20/2023	1/4/2024	1	-	-	-	-	1
Amazon Capital Services	1WWW-7MCQ-7X31	11/21/2023	1/5/2024	83	-	-	-	-	83
Amazon Capital Services	1W73-X7KC-CKJK	11/21/2023	1/5/2024	91	-	-	-	-	91
Amazon Capital Services	174F-XYMK-NVQ9	11/22/2023	1/6/2024	7	-	-	-	-	7
Amazon Capital Services	1TLM-QKMF-RPD9	11/22/2023	1/6/2024	37	-	-	-	-	37
Amazon Capital Services	1YFW-T7VH-HMNW	11/25/2023	1/9/2024	20	-	-	-	-	20
Amazon Capital Services	14FQ-66MF-RFCC	11/26/2023	1/10/2024	15	-	-	-	-	15
Amazon Capital Services	1H11-JRJ4-QRHW	11/26/2023	1/10/2024	53	-	-	-	-	53
Amazon Capital Services	1LXV-4KQN-CWXR	11/27/2023	1/11/2024	6	-	-	-	-	6
		Total Outstanding Payables as of November		**$ 22,329**	**$ 13,641**	**$ (450)**	**$ -**	**$ (1,250)**	**$ 34,270**

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jan-12	**Federal Stimulus Reporting** - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2023 - December 31, 2023.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-15	**Consolidated Application (ConApp) reporting** - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
FINANCE	Jan-17	**Mid-Year Expenditure Report due to SELPA** - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	http://charterselpa.org/fiscal/
FINANCE	Jan-19	**ASES Grant Renewal -** After School Education and Safety Program applications and renewals due to the CDE for fiscal year 2024/25. Grants are scheduled to be renewed every three years.	Client	No	Yes	https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp
FINANCE	Jan-31	**ASES - 2nd Quarter Expenditure Report -** The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	https://www.cde.ca.gov/ls/ex/asesduedates.asp
FINANCE	Jan-31	**Federal Cash Management - Period 3 -** The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jan-31	**Public Charter School Grant Program (PCSGP) - Qtr 2 -** The PCSGP Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the CDE's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	No	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
DATA	Feb-01	**School Accountability Report Card -** All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	Feb-01	**Nonclassroom-Based Funding Determination -** Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp
FINANCE	Feb-15	**Board of Equalization Property Tax Exemption** - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	https://www.boe.ca.gov/proptaxes/lessor_exemption.htm
FINANCE	Feb-20	**Certification of the First Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	Feb-26	**CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024) -** The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Charter Impact submits with data provided by Client	No	No	https://crdc.communities.ed.gov/#program
FINANCE	Feb-28	**Southwest SELPA AB602 and Mental Health Interim Expenditure Report**- Interim financial reporting for actuals are due to SELPA.	Charter Impact	No	No	https://www.swselpa.org/
FINANCE	Feb-28	**E-Rate FCC Form 470 Due date (FY2024)** - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	Client	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Set by Authorizer (by Mar 15)	**2nd Interim Financial Report** - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

Coversheet

Presentation of Executive Director Report

Section: III. Director(s) Updates
Item: A. Presentation of Executive Director Report
Purpose:
Submitted by:
Related Material: FR_ED Report - January 2024.pptx

Executive Director Report

January 2024

AGENDA

- Enrollment
- News
- Department Updates
- Program Updates

Enrollment Update from Executive Director
Feather River Charter School

Current Enrollment by County/Grade Level as of 01/08/24

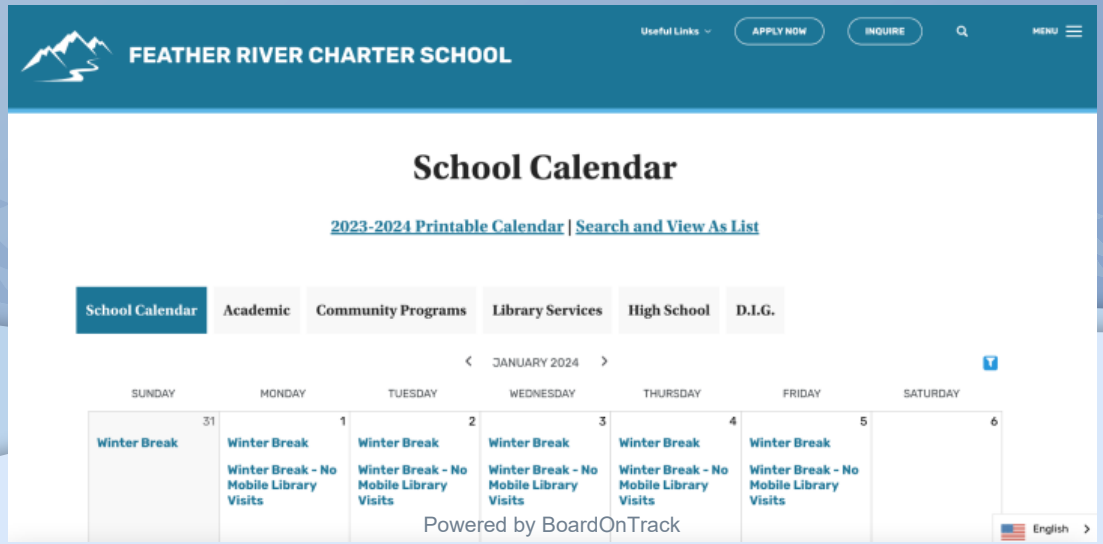
Grade	Butte	Colusa	El Dorado	Placer	Sacramento	Shasta	Sutter	Yolo	Yuba	Grand Total
TK	0	0	0	27	44	0	2	10	1	**84**
KN	2	2	0	90	103	0	4	21	14	**236**
1	6	0	0	78	101	1	4	21	13	**224**
2	2	0	1	84	100	0	6	21	12	**226**
3	3	1	0	59	114	1	3	18	9	**208**
4	0	0	1	76	90	0	3	22	13	**205**
5	2	0	0	72	103	0	1	12	12	**202**
6	2	0	1	63	100	1	7	16	9	**199**
7	1	0	0	61	103	0	7	17	14	**203**
8	0	1	0	63	106	0	6	17	6	**199**
9	1	1	0	61	75	0	2	10	10	**160**
10	2	0	0	52	73	0	0	16	9	**152**
11	2	2	0	36	66	0	5	14	9	**134**
12	2	0	0	37	49	0	5	12	11	**116**
Current Total	25	7	3	862	1227	3	55	227	142	**2548**

02

News

Website Updates

- Feather River - Grid View
Feather River - Month View
Feather River - School Board
Feather River Homepage
Feather River - Enrollment



Website Highlights:

- Calendar page allows families to search and filter activities by category, area, and more!
- Homepage have a refreshed look, provide an at-a-glance of what our school offers, and highlight our community through the news, calendar, and social media sections.
- School Board page is now streamlined through Board On Track
- Enrollment page is easy to navigate and offers a survey for prospective families ahead of the enrollment season.

Great News!
A-G Completion Data

A-G Completion = Students successfully passed all 17 courses required by the CSU/UC system

Feather River	All Students	Students Classified as Low Socio-Economic	Students with Disabilities
2021	15.5%	15%	0%
2022	19%	17%	0%
2023	31.2%	24.6%	18.8%

Semester 2 is Here!

- Start of LP5
- HSVA & JHVA new classes starting
- New session of Clubs
- New session of Adventure Academy Classes
- New intervention classes

- Teachers completing report cards & closing out Semester 1
- New field trips planned
- Spelling Bee & Science Fair coming up!
- ELPAC, PFT & CAASPP testing

State of Schools

Coming in February
Presented to Board in March

Planning for the 24-25 School Year

Our staff has begun planning for the upcoming school year:

- Compliance Calendar
- Budget Planning
- Staffing
- Enrollment Goals & Timeline
- Intent process for Staff & Families
- And more....

02

Department Updates

High School





Dual Enrollment

Spring Selections
5 Courses, 7 Sections

- Art Appreciation
- Intro to American Government
- General Biology with Lab
- Public Speaking
- Spanish 2

Focus on Your Future

Weekly Counselor-led sessions preparing students for all aspects of life after high school.

- Career Talks
- How to High School
- College Admissions
- Life Skills
- Financial Aid

All sessions available on our YouTube Channel

Student Support

- Intervention Classes continue to fill
- 2 Additional Intervention teachers have been hired and start this week
- Welcome Lauren & Janelle

Special Education

CDE IEP Audit

- Began in June
- 50 random students were selected by the CDE for Clarksville & Feather River
- Feather River- **0.5%** of items were found to be non-compliant out of 400 compliance areas
- Clarksville- **0.25%** of items were found to be non-compliant out of 400 compliance areas
- The areas we did have error, we have corrected on ALL IEP's in each charter and provided our staff with additional training
- There will be another random CDE pull at the end of Jan or beginning of Feb
- This will continue until we are found to have no IEP compliance errors

Special Education

All schools are in CDE monitoring for Special Education student performance on State-wide testing:

What has been completed:

- Worked with our SELPA to do a root cause analysis to determine potential causes
- We have developed a 2 year plan and are awaiting approval from our SELPA

Next Steps:

- We will be looking into intervention based ELA and Math curriculums
- These still teach to grade level standards but are scaffolded to allow for more access for students to the content
- They are curriculums designed to support students who have learning gaps
- Developing and providing both Teacher and Parent Trainings

03

Program Updates



Adventure Academy

Session 3 Starts this Week!

STEAM Superstars
(TK-1st Grade **AND** 2nd-4th Grade)

D.I.G. sealed class which will celebrate the extraordinary contributions of African-American STEAM pioneers.



The following classes are invited to join their ADVA teachers for a field trip to the Monterey Bay Aquarium in February:

- **Playing with Ocean Patterns**
- **California Coastin'**
- **Aquarium Architects**
- **Let's Write Under the Sea Stories**
- **Mysteries of the Deep.**

Engaging Young Minds: a class for parents which will equip and empower them for the important work they do with our youngest learners.

In partnership with Parent Education



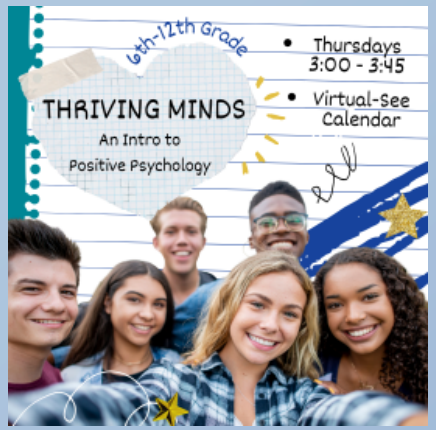
Virtual Academies

Our own program, our own teachers

Standards aligned, credentialed teacher supported, AG/NCAA approved (where applicable) courses

- Fall Classes just wrapped, spring classes kicking off
- Growth in enrollment in both HSVA & JHVA
- Planning for new offerings in the fall, more CTE and electives

Clubs Update





Session 3 Clubs Wrapped Up

- We offered 4 clubs and had 75 students participate in this session.
- Ooey Gooey Science Club had 33 students participate in this fun hands-on club.
- E-Sports club continues to be a favorite for our students each session.



Session 4 Clubs start January 16th.

- We are excited to be offering 9 amazing clubs for this session.



Community Events

We invite all board members, staff, and families to join!
Zoom links for virtual events will be published in the Sequoia Grove Public Calendar.







Elk Grove
5/14, 11:00 am - 1:00 pm

Loomis
5/15, 11:00 am - 1:00 pm

Chico
5/22, 11:00 am - 1:00 pm

We can't wait to celebrate all of our amazing students!

CAAP HAAPenings

CAAP is our program to help unduplicated (low income, English language learners, foster/homeless) attain the dream of attending college, if that is their goal.

Special events this spring:

- An overnight bus tour, visiting both Chico State and Cal Poly Humboldt with college admissions enrichment along the way. Feb 22-23
- Junior High students attending Camp Blackbird - Experiential learning that promotes a college-going culture. March 11-15
- A community-building bowling event



Field Trips

Families are LOVING Field Trips and Students are LEARNING so much out in the world!

"So thankful for our school and the amazing trips they organize!"

"Tori the HST leading our group during today's Fog Willow field trip was a competitive horse wrangler in highschool and gave my son lessons on how to properly throw the rope. I must say I was so very impressed with her skills!! This was a great experience.Thank you Miss Tori."



"We had a great time on our field trip to the California Raptor Center at UC Davis today. We learned all about raptors and got to see some of them up close."

"We enjoyed a field trip with our Adventure Academy history class! Coloma Marshall Gold Discovery State Park."









Homeschool Families learning in so many ways!


Thank You!
Your dedication to our school and the success of our students is appreciated.

Coversheet

Presentation: Feather River Response to FCMAT-AB 139

Section: IV. Finances
Item: A. Presentation: Feather River Response to FCMAT-AB 139
Purpose:
Submitted by:
Related Material:
Response to AB139 FCMAT Audit from Feather River Charter School_12-23.pdf

Feather River Charter School
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Phone (916) 241-8653 | Fax (916) 664-3995

December 12, 2023

Sutter County Superintendent of Schools Office
Attn: Ron Sherrod
970 Klamath Ln
Yuba City, CA 95993

Subject: Feather River Charter School Response to FCMAT AB139 Audit

Dear Assistant Superintendent Sherrod,

Feather River Charter School acknowledges the recent release of the FCMAT Extraordinary Audit report on November 20, 2023. We maintained a cooperative relationship with FCMAT throughout the audit process and proactively implemented corrective actions over the past three years, beginning with the separation from Inspire Charter Schools, to address concerns highlighted by the county superintendents. This letter intends to provide a comprehensive overview of the steps taken during this period to enhance transparency, fiscal practices, attendance reporting, and enrollment procedures at our school.

Transparency Enhancements:

- In July 2019, Feather River Charter School board transitioned away from Inspire Charter Schools as the sole member entity was removed, placing the decision-making authority solely in the hands of our Board of Directors and administrative leaders.
- Developed robust policies and procedures in collaboration with school staff, consultants, and legal experts, subsequently approved by the board.
- Regularly published financial reports in board packets, board meeting agendas and minutes, and school policies on our website.
- Conducted open forums and meetings to foster information dissemination, address concerns, and solicit feedback.
- Implemented a transparent communication strategy to ensure educational partners are informed about school decisions and activities.
- Provide ongoing documentation to the authorizing district as requested and actively participates in the annual oversight process and comprehensive report, further reinforcing the commitment to transparency and accountability.

Fiscal Practices (Expenditures & Purchasing):

- Developed and maintained a comprehensive Fiscal Policies and Procedures Manual, subject to annual review and updates (see Appendix A for full manual).

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- Assumed control of school bank account, cash management, and school divvy card, conducting weekly meetings with our back office to monitor expenditures and ensure compliance with established requirements.
- Added an internal Chief Financial Officer to our staff to oversee financial operations, in alignment with regulatory compliance.
- Established a rigorous multi-step approval process for financial transactions, accompanied by staff training to ensure strict adherence to procurement guidelines.
- Meticulously document all financial transactions, detailing their educational purpose and alignment with approved budgets as well as state and federal spending requirements.
- Engage independent auditors annually to scrutinize financial records and procedures, with a transition to a new auditor starting the 22-23 school year.

Attendance Practices:

- Discontinued the Track A summer program after 2019, operating on a single track consisting of 175 instructional days.
- Assumed responsibility for overseeing attendance collection and guiding compliance measures for our state reporting team.
- Established a solid attendance claiming, review, reporting, and data archiving processes for each learning period (See Appendix B).
    - Attendance claims are entered and reviewed, using a three tiered approach involving members of the Educational Team, Compliance Team and State Reporting Team each Learning Period (See Appendix C).
- Continued training and provided support to teams involved in compliance-related tasks to ensure best practices and compliance.
    - The State Reporting team attends training sessions that are held by the California Department of Education (CDE), Local County of Education (COEs) and various related professional organizations.
- Created an internal attendance anomaly and claim error correction workflow that involves the review and approval of the Educational, Compliance and State Reporting Teams (See Appendix D).
    - Homeschool teacher (HST) and Compliance Specialist/Coordinator are included in all attendance correction requests initiated by the State Reporting Team. The relevant data is communicated to the HST regarding the claim issue. HST then makes the correction in the SIS or communicates potential issues with the State Reporting Team for analysis and/or resolution.
    - Attendance is reviewed again, in preparation for each Principal Apportionment reporting period (See Appendix E).
- Solidified the attendance related workflows for Short-Term Medical Absences and Disciplinary Absences.

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- Maintained and ensured access to school's attendance records.

Enrollment Procedures:

- Adopted a Residency Policy in 2019, reviewed and updated annually as needed (See Appendix F for full Residency Policy).
- Developed an updated Admissions & Enrollment Policy in 2021, outlining procedures aligning with our charter petition and relevant laws, including protocols for public random drawing/lottery (see Appendix G for Admissions & Enrollment Policy).
- Obtain annual board and authorizer approval of enrollment numbers
- Strictly adhered to enrollment guidelines and regulations, prioritizing fairness and equity in the enrollment process.
- Collect Proof of Residency documents annually to verify student residence within the boundaries of counties served by the school (See Appendix H for POR process).
- Implemented a procedure where students residing outside the boundaries served by the school are withdrawn through the formal withdrawal process to maintain compliance and accurate enrollment records.

Feather River Charter School maintains an unwavering commitment to upholding the highest standards of accountability, transparency, and fiscal responsibility. Our ongoing efforts aim to continually enhance our practices to better serve our students, families, and community.

We eagerly welcome any further guidance or recommendations from the Sutter County Office of Education to further strengthen our operations. Thank you for your continued support and guidance.

Sincerely,

Jenell Sherman
Executive Director

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Appendices:

A. Fiscal Policies & Procedures Manual
B. Attendance Claiming and Reporting Outline
C. Attendance Review Process - Learning Period (LP)
D. Attendance Anomaly/Error Correction & Claim Changes
E. Attendance Review Process - P Reporting (Annual Apportionment)
F. Residency Policy
G. Admissions & Enrollment Policy
H. Instructions for collecting Proof Of Residency

FEATHER RIVER CHARTER SCHOOL

Fiscal Policies and Procedures

Updated

Revised 1-17-23

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Feather River Charter School
Fiscal Policies and Procedures

OVERVIEW AND GENERAL BUSINESS POLICIES

The Board of Feather River Charter School has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board approves financial policies and procedures, delegate's administration of the policies and procedures to the Executive Director and reviews operations and activities on a regular basis.

2. The Executive Director has responsibility for all operations and activities related to financial management. However, the Board and Executive Director can appoint or delegate someone else to perform the responsibilities.

3. Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.

4. The School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:

   a. expenditures are authorized by and in accord with amounts specified in the board-adopted budget,
   b. the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and
   c. all transactions are recorded and documented in an appropriate manner.

Budget Development, Oversight Calendar and Responsibilities

The School will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

January - April

Charter Impact works with the Executive Director and Chief Fiscal Officer to review Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school's upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact, the Executive Director, and the Chief Fiscal Officer will develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with the schools' established strategic and growth plans.

Feather River Charter School
Fiscal Policies and Procedures

Budget Development, Oversight Calendar and Responsibilities (*continued*)

May – June

Charter Impact, the Executive Director, and the Chief Fiscal Officer review revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before June 15. A copy of the final budget is provided to the charter-granting agency.

July – August

Books for prior fiscal year are closed by Charter Impact, all transactions are posted, and records assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

September – December

The independent auditor performs audit of the closed fiscal year and prepares audit report for submission to the Audit Committee.

At the end of the first full week of school, the Executive Director reviews the Charter School's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is revised to match likely revenues.

The Audit Committee of the Board reviews a copy of the audit. The Executive Director and Charter Impact addresses any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to the charter-granting agency.

On a monthly basis, the Executive Director and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by Charter Impact. The Board approves any needed changes to the annual budget.

Feather River Charter School
Fiscal Policies and Procedures

Budget Transfers

The Executive Director may transfer up to $100,000 from one unrestricted budget item to another without board approval but shall notify the Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

The School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. Charter Impact will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis.

Record Keeping

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Charter Impact will retain electronic records at their site for a minimum of two years; after which, the remaining years will be the responsibility of the School.

Property Inventory

The Executive Director shall establish and maintain an inventory of all non-consumable goods and equipment worth over $1,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after withdrawal of student.

Any excess or surplus property owned by the school may be sold or auctioned by the Executive Director provided the Executive Director engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of $1,000 shall be approved in advance by the Board. The Executive

Feather River Charter School
Fiscal Policies and Procedures

Director will immediately notify Charter Impact of all cases of theft, loss, damage or destruction of assets.

Attendance Accounting

The Executive Director shall establish a contract with a third-party vendor for attendance tracking. Responsibilities include maintaining an appropriate attendance accounting system and recording the number of days students are in attendance at the School and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School.
2. The School's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
3. Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

Annual Financial Audit

The Board will annually appoint an audit committee by January 1 to oversee the independent auditors for that fiscal year. Feather River Charter School will appoint an audit lead to ensure an audit is undertaken on an annual basis. The audit lead will be the main point of contact for the board, school, Charter Impact, and the auditor. Any persons with expenditure authorization or recording responsibilities within the school may not serve as the audit lead. The school board shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. The audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars if the School spends in excess of the amount which requires an audit.

The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year unless any of those entities extend the deadline.

Feather River Charter School
Fiscal Policies and Procedures

Required Budget and Other Fiscal Reports

The Executive Director, working in conjunction with Charter Impact, and the Chief Fiscal Officer will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Date System, and other related data.

Property and Liability Insurance and Workers Compensation

The Executive Director shall ensure that the school retains appropriate property and liability insurance coverage, as well as a Workers Compensation Policy for its employees.

Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than $50,000 per occurrence and limit of no less than $5 million per occurrence. The school's Executive Director and other staff who manage funds shall be placed under a fidelity bond.

Workers Compensation insurance shall be maintained by the school to cover injuries suffered by employees while at work. The school will be required at a minimum to carry a basic liability limit consistent with the statutory requirements of the authorizer or the District.

Board Compensation

Board members shall serve without compensation, but a virtual or in-person meeting stipend and/or reimbursements for actual and necessary expenses. Expenses for travel necessary to attending board meetings and meetings of board committees need not be approved in advance by the board. All other expenses shall be approved in advance by the board. Travel expenses reimbursed shall not exceed levels that would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

Fundraising, Grant Solicitation, and Donation Recognition

Fundraising or grant solicitation activities over $100,000 on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Feather River Charter School
Fiscal Policies and Procedures

Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the Executive Director may enter into contracts and agreements not to exceed $50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of $50,000 must be submitted for board approval and may be executed by the Executive Director or other person specifically designated by the Board after the Board has duly approved the contract or agreement.

Staff designee will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $25,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the School will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact.

The Executive Director will approve proposed contracts and modifications in writing. Contract service providers will be paid in accordance with approved contracts as work is performed. The Executive Director will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

PURCHASING AND VENDOR PAYMENT

Segregation of Duties

The School will develop and maintain a system to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by the Executive Director and/or designated staff, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, the School will develop and maintain a check request form to document the approval of payment for specific items.

Feather River Charter School
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All transactions will be posted in an electronic general ledger maintained by Charter Impact. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

General Purchasing Procedures

All purchases over $25,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Executive Director shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three vendors of similar type were contacted and such documentation shall be maintained for three years. All purchases in excess of $25,000 must be bid by a board-approved process, except in the cases:

1. In case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services.
2. The supplier is the Original Equipment Manufacturer for which no equivalent competition exists.

In such cases, the school shall document the reason why the purchase was done without a competitive bidding process, and why the pricing was determined to be reasonable. The Executive Director may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts and non-budgeted expenses over $50,000.

When approving purchases, the Executive Director or designee must:

a. Determine if the expenditure is budgeted

b. Determine if funds are currently available for expenditures (i.e. cash flow)

c. Determine if the expenditure is allowable under the appropriate revenue source

d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations

e. Determine if the price is competitive and prudent.

Any individual making an authorized purchase on behalf of the school must provide Charter Impact with appropriate documentation of the purchase. Individuals other than those specified above are not authorized to make purchases without pre-approval.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

Feather River Charter School
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The Executive Director may authorize an individual to use a school credit card, if the school elects to use a credit card, to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Executive Director and/or Governing Board. The following provisions apply to credit card purchases:

1. All credit card purchases must have prior approval.
2. Receipts for the purchase must be submitted for each purchase
3. Each purchase must have the approved budget codes for each transaction
4. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
5. Cards will bear the names of both the Schools and the authorized card holder.

Purchase Orders

All non-recurring purchases for which the vendor requires the use of a purchase order, which must be approved by the Executive Director and/or Admin Designee through Smartsheets.

1. Once approval is received in Smartsheets for the creation of the PO, the third-party contractor or staff designee will create a PO and assign PO numbers in sequential order.
2. The numbered PO is then logged and uploaded into Smartsheets which lists all issued PO's.
3. The PO is then sent to the Executive Director or Admin Designee For approval signature.
4. The PO is emailed to the Admin Designee to send to the vendor.

Payment Authorization

All original invoices will be forwarded to the Executive Director or Admin Designee for approval through the online approval system.

1. For any cumulative fiscal year purchase over $600.00 a W-9 is required to be on file.
2. The third-party contractor or staff designee will compile all invoices and supporting documentation (including applicable PO) and verify that the specified products/services were received. The documentation will then be sent to the Executive Directors and/or Admin Designee for review and approval.
3. The Executive Director or Admin Designee will carefully review each invoice and supporting documentation prior to approval.
4. Approval from the Executive Director or Admin Designee will be indicated by a signature on an invoice, email, or other electronic documentation process. The invoice and supporting documentation including any new W-9 will be sent to Charter Impact on at least a weekly basis (Executive Director should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting

documentation. Payment will not occur if a W-9 is required and not on file with Charter Impact.

5. The Executive Director and/or Chief Fiscal Officer may authorize Charter Impact to pay recurring expenses (e.g. utilities) without the Executive Director's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

Accounts Payable Checks

The Governing Board will approve, in advance, the list of authorized signers on the school account. The Executive Director and any other employee authorized by the Governing Board may sign bank checks within established limitations.

1. Checks exceeding $50,000 will require review and approval of second authorized signer.
2. Charter Impact does not use pre-printed check stock to avoid the risk of theft.
3. When there is a need to generate a check, the designated staff will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form by the school.
4. Once approved by the Executive Director or Chief Fiscal Officer, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
7. Charter Impact will distribute the checks and vouchers as follows:
    a. Original – mailed or delivered to payee
    b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
    c. Canceled Checks – maintained with the banking institution.
    d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

Bank Reconciliations

Charter Impact will maintain view-only online access to School bank accounts. On a monthly basis, Charter Impact will download the monthly bank activity/statement directly from the bank. Once the statement is received:

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1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
2. Charter Impact will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
3. Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the Executive Director.

Cash Receipt Management

General Procedures for Non-Governmental Cash Receipts

For all fundraising activities approved by the board, the School will establish internal controls to ensure the safeguarding of assets. The following are general procedures for recurring activities:

1. For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
    a. The Volunteer Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
    b. The cash, checks, receipt book, and deposit summary must be given to the school Staff designee by the end of the next school day, who will immediately put the funds in a secure, locked location.
    c. Both the Volunteer Coordinator and the Staff delegate will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.
    a. All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
    b. The Staff delegate and one other staff member will jointly open the lock box to verify the cash/check amounts and sign off on the amounts received.
    c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
3. All checks will be immediately endorsed with the school deposit stamp, containing the following information: “For Deposit Only”
4. A deposit slip will be completed by the Staff delegate and initialed by the Executive Director for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.

5. Deposits totaling greater than $2,000 will be deposited the next business day by the designated school employee. Deposits totaling less than $2,000 will be made at least monthly by the designated school employee. All cash will be immediately put into a lock box.

6. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to Charter Impact to be filed and recorded weekly.

Volunteer Expenses

All volunteers will submit a purchase requisition form to the Executive Director for all potential expenses. Only items with prior written authorization from the Executive Director will be paid/reimbursed.

Returned Check Policy

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Charter Impact or the Executive Director, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Executive Director and/or Governing Board. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Executive Director and/or Governing Board.

HUMAN RESOURCES AND PAYROLL

Payroll Services and Setup

Charter Impact prepares payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The Director of Human Resources will establish and oversee a system to prepare time and attendance reports. The Payroll contractor will submit payroll check requests. The Payroll contractor will review payroll statements each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, the Director of Human Resources will be responsible for the creation of a personnel file will with all appropriate payroll-related documentation and completing or providing all the items on the Employee Payroll Set-up/Change Form. Items include l a

completed employment application form, a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

Timesheets

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 time record. Non-exempt employees are not allowed to work "off the clock." All time actually worked must be recorded. Each employee must sign and submit his or her own time record. Incomplete and late timesheets will be held until the next pay period. No non-exempt employee will be paid until a correctly completed timesheet is submitted.

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.

Payroll Processing

All employees must submit electronic timesheets each pay period verifying the days and number of hours worked. The Executive Director or designee will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's prior approval. All leave requests must be submitted and reviewed through the same attendance management system. All leave taken must be documented on the corresponding timesheet. Human Resources will provide the school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

Payroll is processed within 10 days after the period in which it is earned for hourly employees.

1. The school's contracted payroll personnel will submit a Payroll Summary Report of timesheets to Charter Impact for processing.
2. Charter Impact will prepare the payroll worksheet based on the summary report.
3. Charter Impact will issue direct deposit or mail checks directly to the employee.

Payroll Taxes and Record Keeping

Charter Impact will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Charter Impact will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the Executive Director and Chief Fiscal Officer, and submit the forms to the state on behalf of the school.

The Director of Human Resources and contracted payroll staff will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

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1. Human Resources will immediately notify the Executive Director if an employee exceeds the accrued sick leave or vacation pay or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

Expense Reports

Employees will be reimbursed for expenditures within thirty (30) business days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over five dollars and all reports must be approved by the Executive Director or designee. Expenses not requested for reimbursement in the same fiscal year will be denied.

Executive Director expense reports must be approved by the Chief Fiscal Officer and always be submitted to Charter Impact for processing and payment, petty cash may not be used.

FINANCE AND FINANCIAL REPORTING

Monthly Reporting

Charter Impact will submit a monthly financial report including:

a. Statement of Financial Position
b. Budget vs. Actual Report
c. Monthly Forecast
d. Accounts Payable Aging
e. Monthly Check Register
f. Statement of Cash Flows

The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

Third Party Loans

The Executive Director and the Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the Executive Director before funds are borrowed.

Fund Balance Reserve

A fund balance reserve will be maintained in compliance with 5 CCR § 15450. Charter Impact will provide the Executive Director with a Statement of Financial Position monthly. It is the responsibility of the Executive Director and the Governing Board to understand the school's financial situation. It is the responsibility of the Executive Director to prioritize payments as

needed. The Executive Director has responsibility for all operations and activities related to financial management.

GB approved 1-17-23

Attendance Claiming and Reporting Outline

1. Teachers submit attendance claims by assessing the combined value of student work output and participation in synchronous instruction.
    a. These claims are substantiated through the collection and archival of work samples and learning logs by parents.
        i. HST Attendance Directions
            1. *Work Sample Directions
            2. Creating a Learning Log

2. The Compliance Team verifies the attendance claim documents submitted by teachers based on the supporting documentation provided.
    a. If differences in attendance data are found after review of the above documents, the Compliance Team communicates that information to the appropriate teacher. They can then review, clarify, and correct attendance claims as necessary.

3. Finally, the State Reporting Team examines the attendance data input into the student information system for any anomalies or inaccuracies. Each learning period and apportionment period, they report attendance totals and identified issues to the management team.
    a. Attendance Review Process - Learning Period (LP)
    b. Attendance Review Process - P Reporting (Annual Apportionment)
    c. Attendance Anomaly/Error Correction & Claim Changes

rev.07/2021
/first initial last name

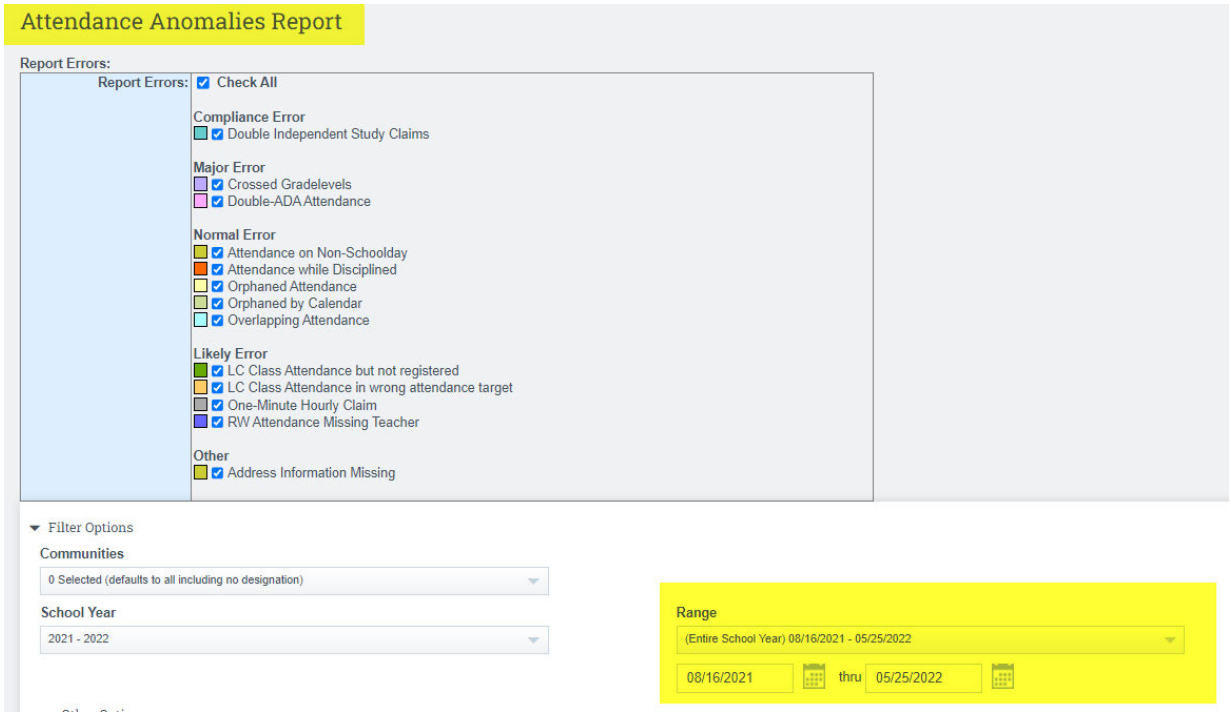
Attendance Review Process — Learning Period (LP)

Process Overview

1) Check with the compliance team to see if all claims have been approved.
    a) Their Outstanding Documents Tracker is a great resource for status.
2) Review attendance data using the report criteria below.
3) Resolve any issues and anomalies prior to sharing or submitting the required reports.
4) Send LP reports to Management Teams (CSO and school level).
5) Archive the reports indicated for historical reference.
    a) The reports should be saved in the team Attendance shared drive. A separate copy is also placed in the shared drive between the CSO and schools.

Attendance Claim Review Process

Review Attendance Anomaly Report

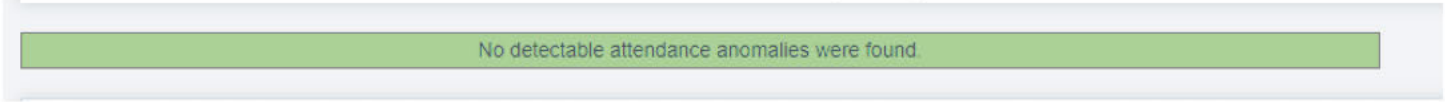


1) Generate an attendance anomaly report to locate and resolve any issues orphaned attendance issues.

Attendance Review Process — Learning Period (LP)

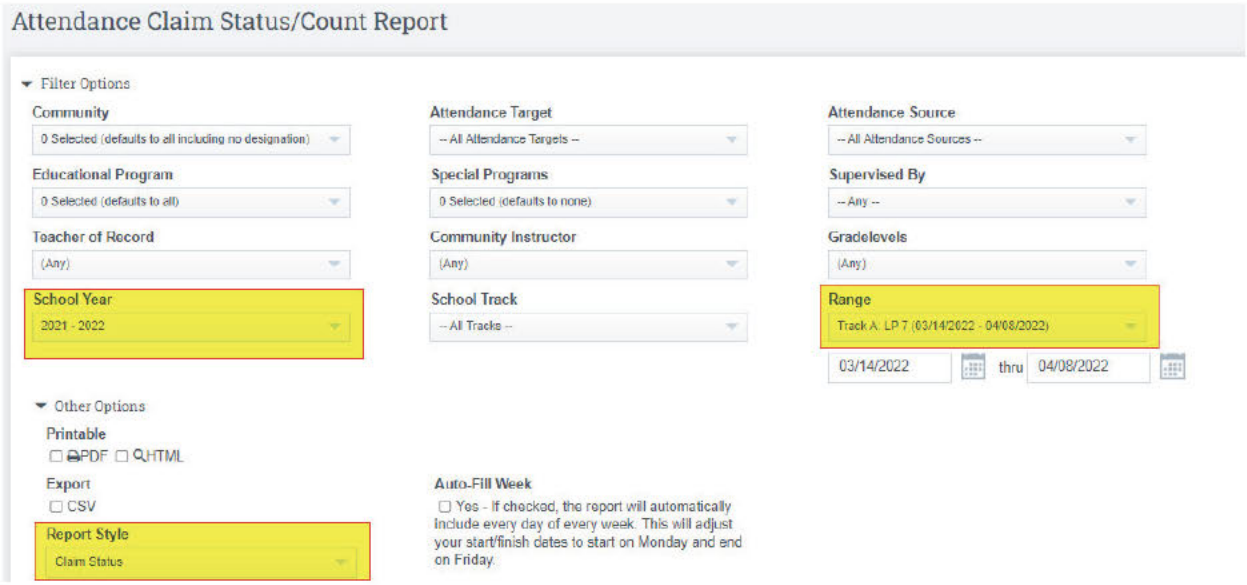
a) Reports>Attendance>Attendance Anomalies Report
   i) Change the date range to the entire school year to capture any anomalies that may have been created due to withdrawal date changes or other data modifications in Pathways.

2) If no attendance anomalies are found, the message in green below will appear.



3) If anomalies need to be corrected, this should be done before proceeding.
   a) See Attendance Anomaly & Claim Error Correction

Attendance Claim Status Report



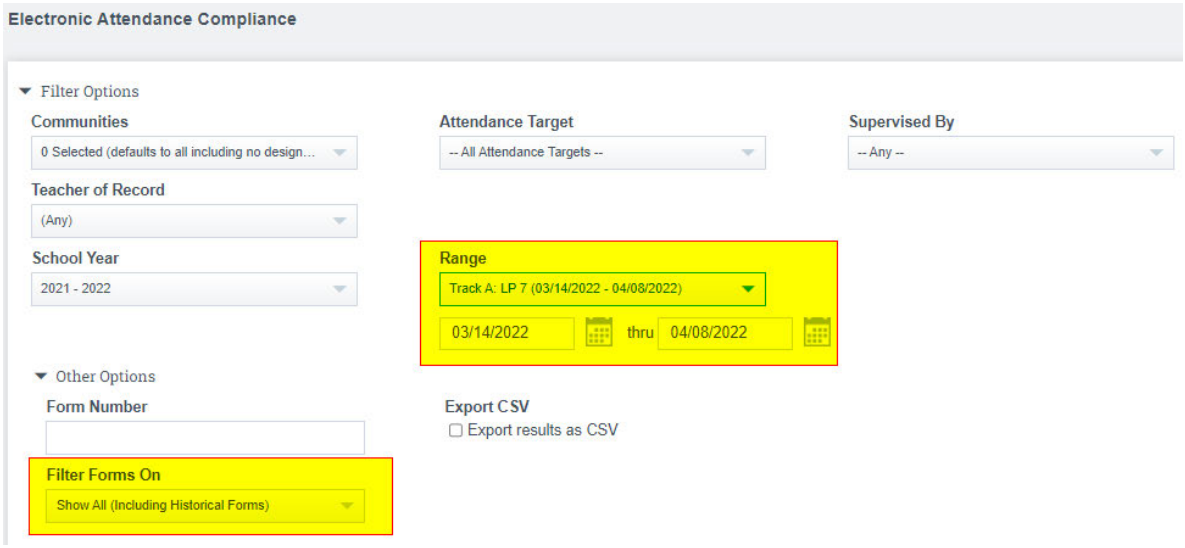
1) Run Attendance Claim Status/Count Report in two versions.
   a) Reports>Attendance>Claim Status/Count
      i) Review Claim Status
         (1) Change range to selected LP

Attendance Review Process — Learning Period (LP)

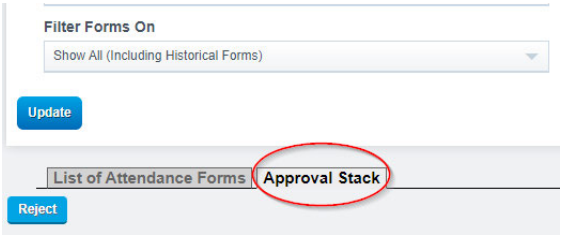
(2) Report style, claim status
(3) Look for unverified attendance claims.
(a) If any claims are in an "unclaimed" (?) status, work with the HST and Compliance Team to resolve them.

b) Review Claim Count
(1) Report style claim count
(a) Look for unclaimed attendance days.
(i) Work with teachers to resolve any unclaimed attendance.

Electronic Attendance Compliance (aka Approve Stack)



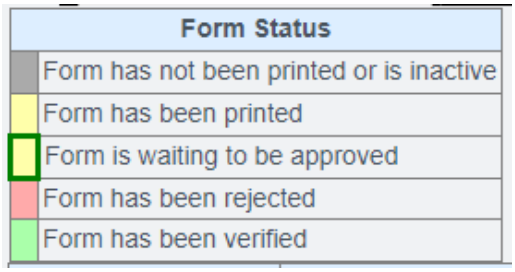
1) Review Electronic Attendance Compliance (Claim) report to make sure all claims are verified by Compliance if possible before sending reports to admin.
   a) Admin>Attendance>Approve Stack
   b) Run report with the appropriate reporting period date range and show all forms as filter criteria.
   c) Click the "Approval Stack" tab to see if there are any unapproved forms.
      i) Work with Compliance team to resolve any items or refer to outstanding



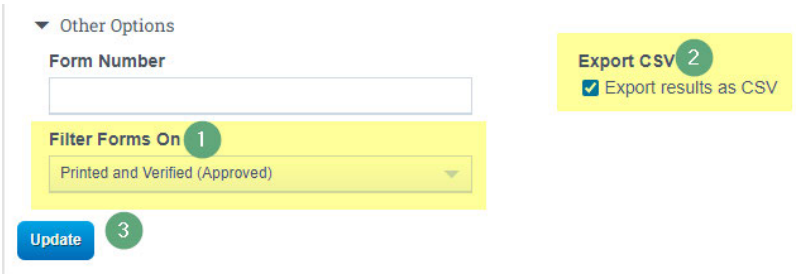
Attendance Review Process — Learning Period (LP)

document tracker for support.

d) Click List of "List of Attendance Forms" tab. Look for forms that are incomplete or not approved.
   i) We want the list of claims to be all "green status." Any gray statuses should indicate a form was reprinted only.
   ii) Reach out to HST and/or Compliance Specialist for resolution.



2) Once the Electronic Attendance Compliance report is reviewed and accurate, run the same report with the criteria below for claim form archive purposes.
   a) Same reporting period date range but change "Filter forms On to" Printed and Verified (Approved)
   b) <u>Export these results as a CSV and save in your archive.</u>

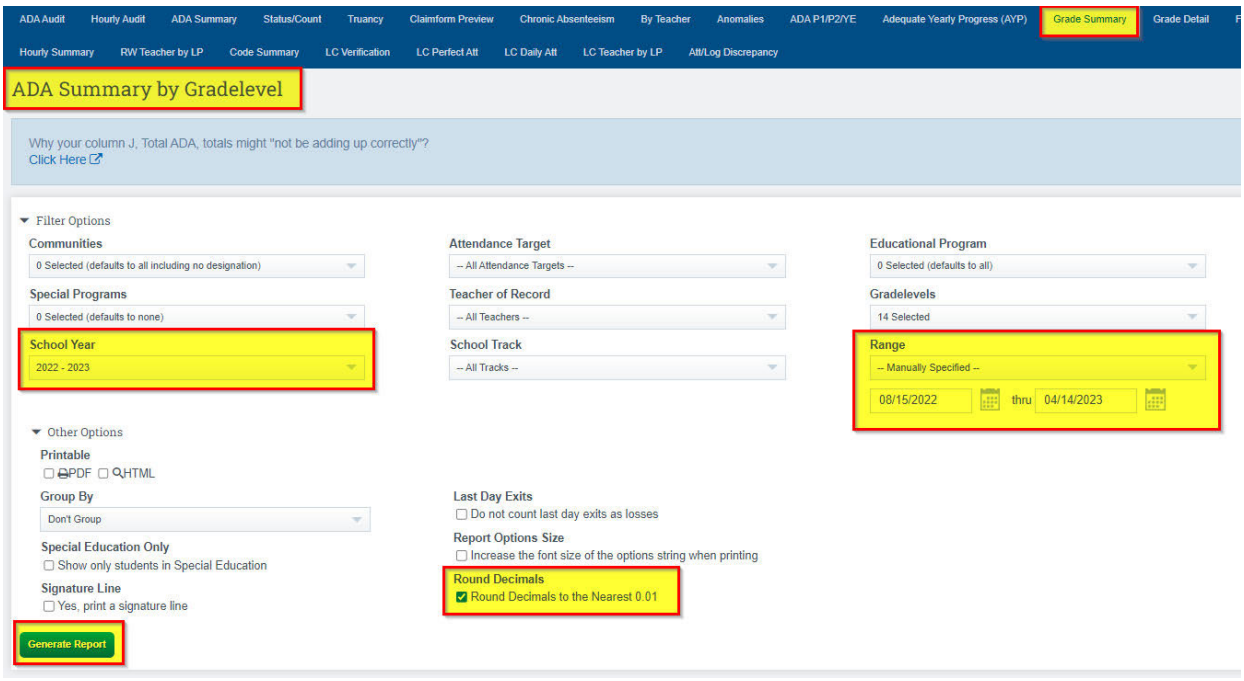


Once attendance is reviewed, approved, and any corrections are made, generate and save the reports below.

ADA Summary by Gradelevel

1) Generate an ADA summary by grade level report (Grade Summary).
   a) Reports>Attendance>ADA Summary by Gradelevel
   b) Save in PDF format for archive.
      i) <u>*This is the report we send to the directors/principals each LP*</u>.
      ii) This is also the report that should match the P report each annual reporting period.

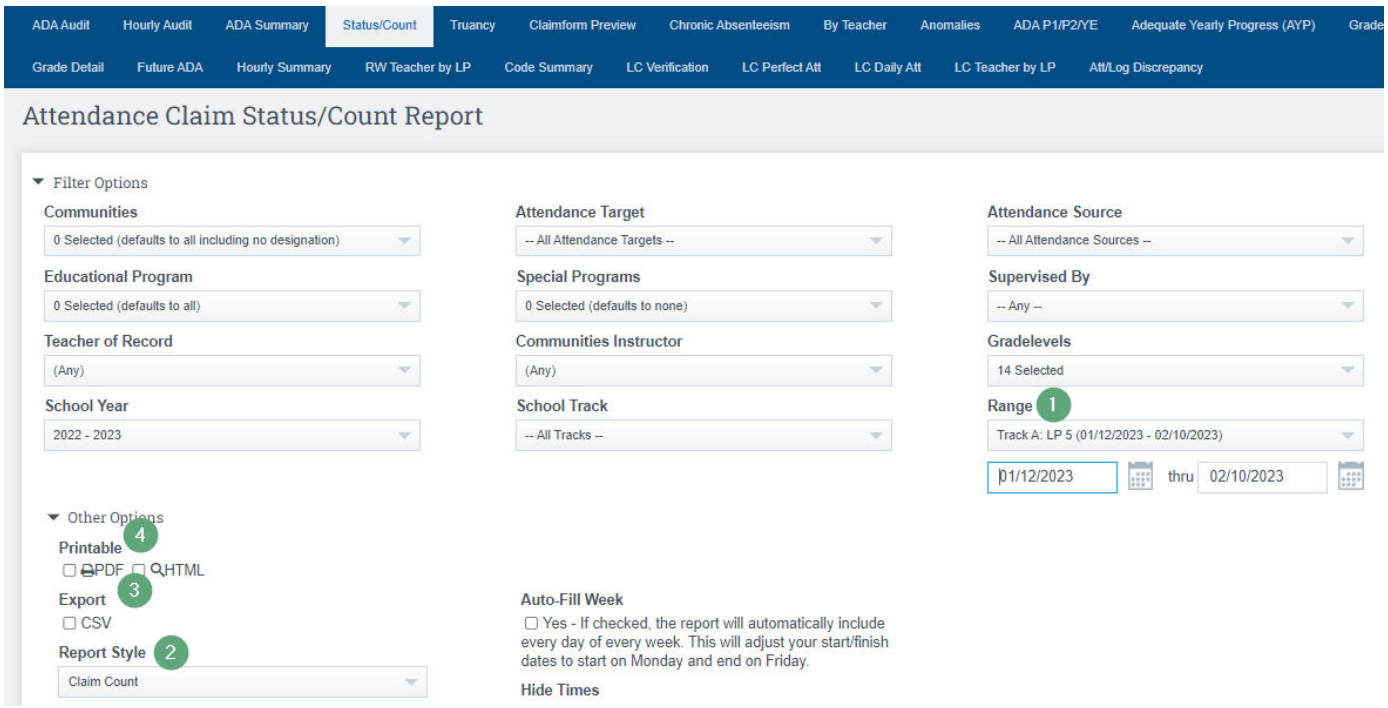
Attendance Review Process — Learning Period (LP)



Attendance Claim Status/Count Report

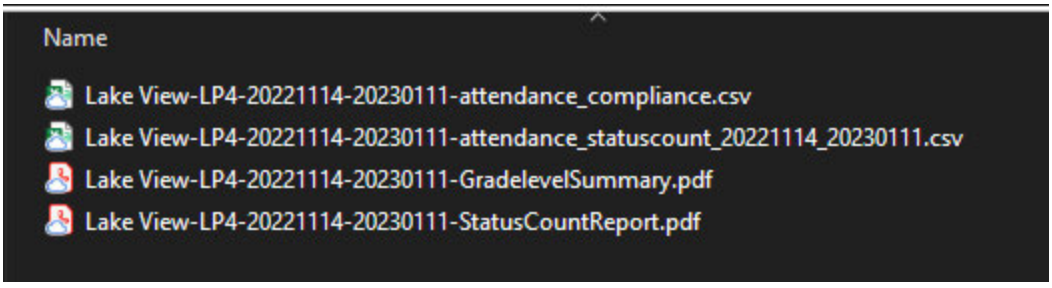
1) Generate an Attendance Claim Status/Count Report and save Excel and PDF versions of this report.
    a) Reports>Attendance>Claim Status/Count
        i) Make sure your report style is claim count.
        ii) The *PDF has summary totals to tie to the ADA summary.* The claims bit will be cut off, but the totals are what we wish to capture.

Attendance Review Process — Learning Period (LP)



Final Notes

- ➔ Once you have generated the reports detailed above, append the file name of all reports with the following for a consistent naming convention:
  - ◆ school name-LP#-date range in (yyyymmdd format)
  - ◆ E.g. Lake View-LP4-20221114-20230111-attendance_compliance.csv
    - You should have four reports saved in total for each LP.



- ➔ Claim Form Archival – *Do not archive the forms each LP*.
  - ◆ Attendance claim forms are archived at the end of each P reporting period. This is

Attendance Review Process — Learning Period (LP)

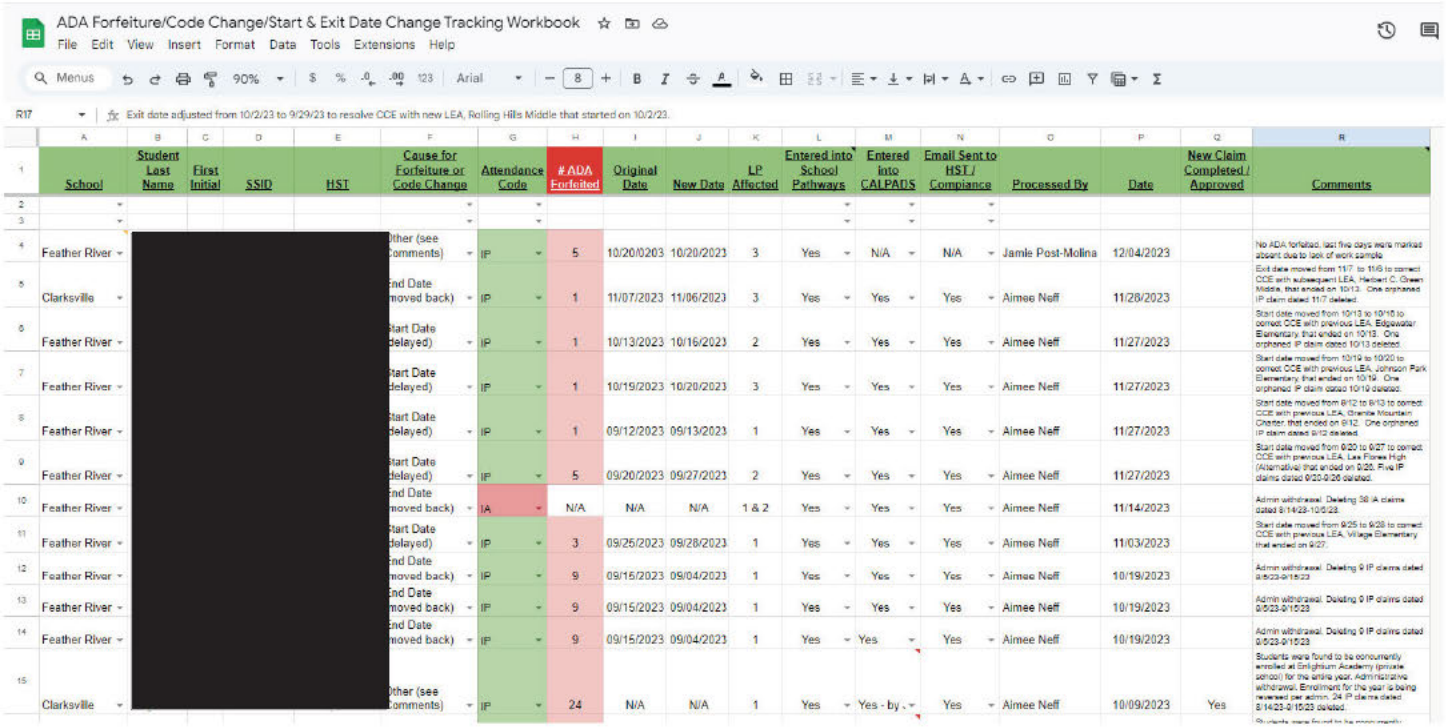
to save the final, reported forms saved for historical purposes. And also to ensure any modifications that may have occurred since the initial claim, are appropriately captured.

➔ Your attendance file folder structure should be similar to the one shown in the image below.



Attendance Anomaly/Error Correction & Claim Changes

- All attendance deletions, changes etc. should be logged in the
  ADA Forfeiture/Code Change/Start & Exit Date Change Tracking Workbook .
  - This document helps to track and substantiate the reasons for any attendance deletions that are processed by the State Reporting Team.



ADA Forfeiture/Code Change/Start & Exit Date Change Tracking Workbook

File Edit View Insert Format Data Tools Extensions Help

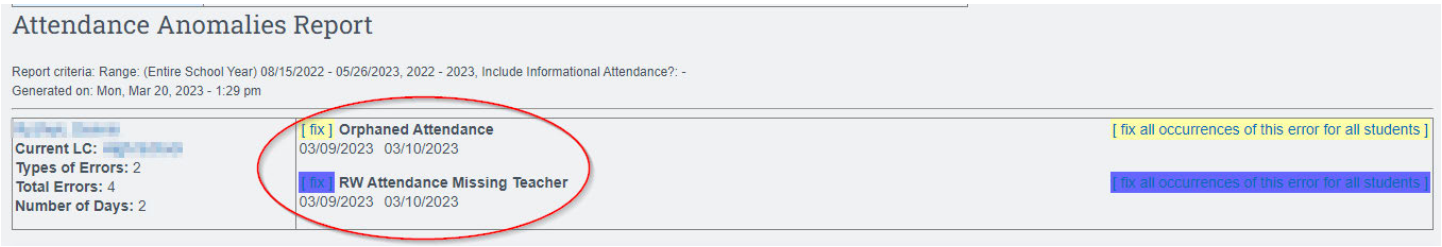
Exit date adjusted from 10/2/23 to 9/29/23 to resolve CDE with new LEA, Rolling Hills Middle that started on 10/2/23.

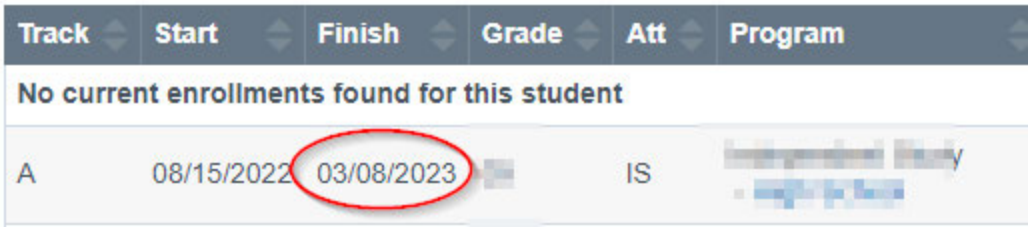
School	Student Last Name	First Initial	SSID	HST	Cause for Forfeiture or Code Change	Attendance Code	# ADA Forfeited	Original Date	New Date	LP Affected	Entered into School Pathways	Entered into CALPADS	Email Sent to HST / Compliance	Processed By	Date	New Claim Completed / Approved	Comments
Feather River	[redacted]				Other (see comments)	IP	5	10/20/0203	10/20/2023	3	Yes	N/A	N/A	Jamie Post-Molina	12/04/2023		No ADA forfeited, last five days were marked absent due to lack of work sample
Clarksville					End Date (moved back)	IP	1	11/07/2023	11/06/2023	3	Yes	Yes	Yes	Aimee Neff	11/28/2023		Exit date moved from 11/7 to 11/6 to correct CDE with subsequent LEA, Herbert C. Green Middle, that ended on 10/13. One orphaned IP claim dated 11/7 deleted.
Feather River					Start Date (delayed)	IP	1	10/13/2023	10/16/2023	2	Yes	Yes	Yes	Aimee Neff	11/27/2023		Start date moved from 10/13 to 10/16 to correct CDE with previous LEA, Edgewater Elementary, that ended on 10/13. One orphaned IP claim dated 10/13 deleted.
Feather River					Start Date (delayed)	IP	1	10/19/2023	10/20/2023	3	Yes	Yes	Yes	Aimee Neff	11/27/2023		Start date moved from 10/19 to 10/20 to correct CDE with previous LEA, Johnson Park Elementary, that ended on 10/19. One orphaned IP claim dated 10/19 deleted.
Feather River					Start Date (delayed)	IP	1	09/12/2023	09/13/2023	1	Yes	Yes	Yes	Aimee Neff	11/27/2023		Start date moved from 9/12 to 9/13 to correct CDE with previous LEA, Granite Mountain Charter, that ended on 9/12. One orphaned IP claim dated 9/12 deleted.
Feather River					Start Date (delayed)	IP	5	09/20/2023	09/27/2023	2	Yes	Yes	Yes	Aimee Neff	11/27/2023		Start date moved from 9/20 to 9/27 to correct CDE with previous LEA, Las Flores High (Alternative) that ended on 9/26. Five IP claims dated 9/20-9/26 deleted.
Feather River					End Date (moved back)	IA	N/A	N/A	N/A	1 & 2	Yes	Yes	Yes	Aimee Neff	11/14/2023		Admin withdrawal. Deleting 38 IA claims dated 8/14/23-10/5/23.
Feather River					Start Date (delayed)	IP	3	09/25/2023	09/28/2023	1	Yes	Yes	Yes	Aimee Neff	11/03/2023		Start date moved from 9/25 to 9/28 to correct CDE with previous LEA, Village Elementary that ended on 9/27.
Feather River					End Date (moved back)	IP	9	09/15/2023	09/04/2023	1	Yes	Yes	Yes	Aimee Neff	10/19/2023		Admin withdrawal. Deleting 9 IP claims dated 9/5/23-9/15/23
Feather River					End Date (moved back)	IP	9	09/15/2023	09/04/2023	1	Yes	Yes	Yes	Aimee Neff	10/19/2023		Admin withdrawal. Deleting 9 IP claims dated 9/5/23-9/15/23
Feather River					End Date (moved back)	IP	9	09/15/2023	09/04/2023	1	Yes	Yes	Yes	Aimee Neff	10/19/2023		Admin withdrawal. Deleting 9 IP claims dated 9/5/23-9/15/23
Clarksville					Other (see comments)	IP	24	N/A	N/A	1	Yes	Yes - by .	Yes	Aimee Neff	10/09/2023	Yes	Students were found to be concurrently enrolled at Enlightium Academy (private school) for the entire year. Administrative withdrawal. Enrollment for the year is being reversed per admin. 24 IP claims dated 8/14/23-9/15/23 deleted.

Orphaned Attendance

1. This report is run either monthly or in tandem with LP attendance reporting.
2. Most orphaned attendance claims are caused by a change in exit or start date or a teacher assignment date issue.
   a. Compare the data in Pathways vs. the withdrawal survey to see if that is the issue. If not, reach out to the HST or last person to edit the record for further information.

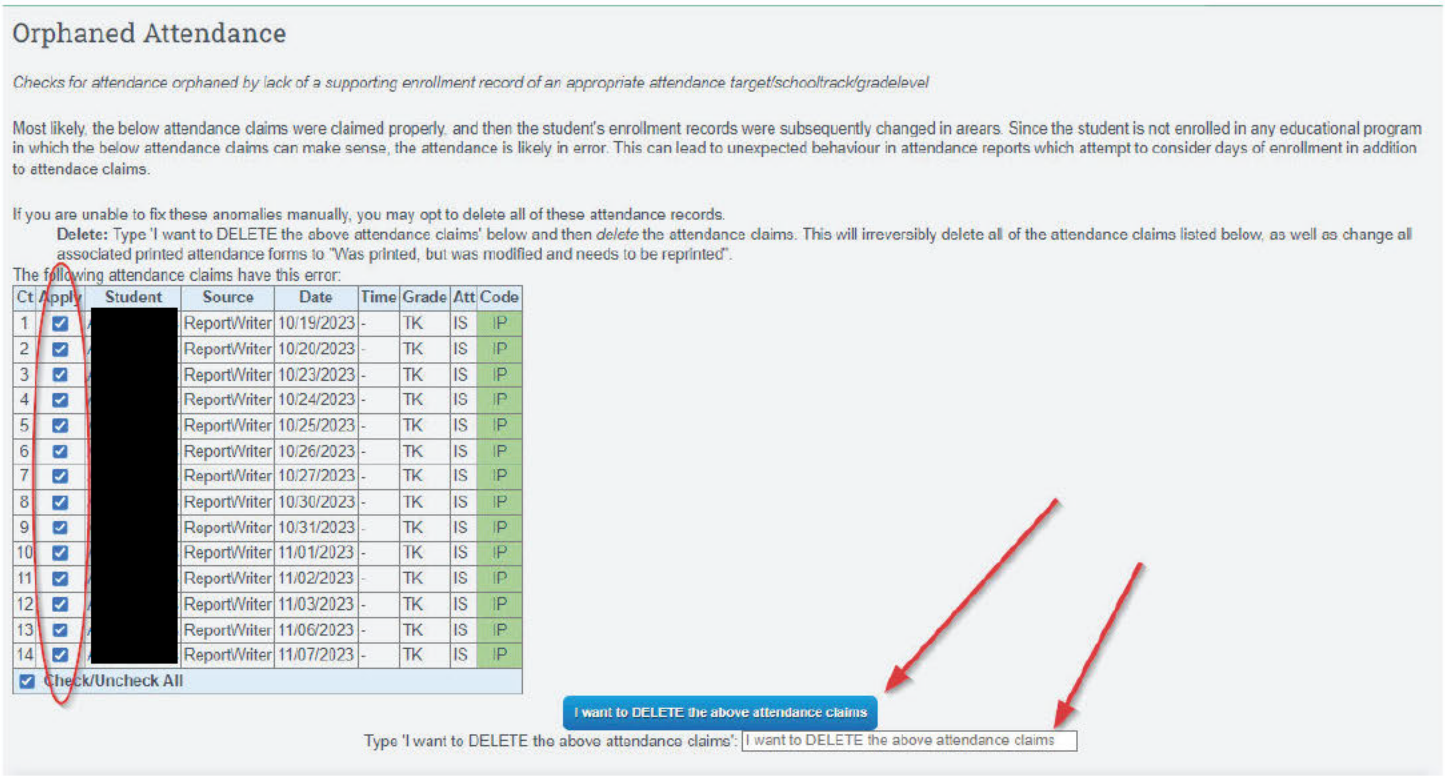
Attendance Anomaly/Error Correction & Claim Changes





3. If attendance must be deleted, click on the fix button next to either the Orphaned Attendance or RW Attendance Missing Teacher area. Both links navigate to the same place.
4. Check the boxes of the dates you wish to delete in the system.
    a. Log the date range and attendance code type on the tracking spreadsheet.
5. Type 'I want to DELETE the above attendance claims' into the field below the button with the same text.
6. Click the button once you have typed the confirmation message.

Attendance Anomaly/Error Correction & Claim Changes



Orphaned Attendance

Checks for attendance orphaned by lack of a supporting enrollment record of an appropriate attendance target/schooltrack/gradelevel

Most likely, the below attendance claims were claimed properly, and then the student's enrollment records were subsequently changed in arears. Since the student is not enrolled in any educational program in which the below attendance claims can make sense, the attendance is likely in error. This can lead to unexpected behaviour in attendance reports which attempt to consider days of enrollment in addition to attendace claims.

If you are unable to fix these anomalies manually, you may opt to delete all of these attendance records.

Delete: Type 'I want to DELETE the above attendance claims' below and then *delete* the attendance claims. This will irreversibly delete all of the attendance claims listed below, as well as change all associated printed attendance forms to "Was printed, but was modified and needs to be reprinted".

The following attendance claims have this error:

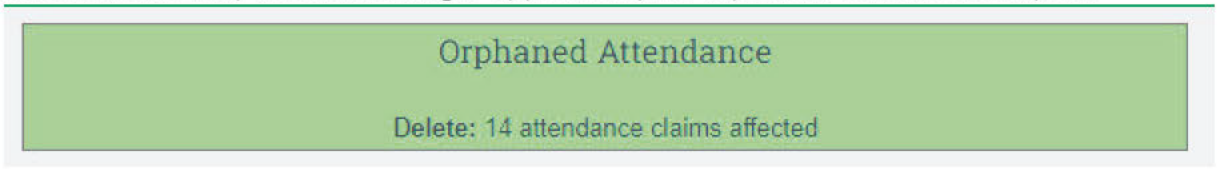
Ct	Apply	Student	Source	Date	Time	Grade	Att	Code
1	☑	[redacted]	ReportWriter	10/19/2023	-	TK	IS	IP
2	☑		ReportWriter	10/20/2023	-	TK	IS	IP
3	☑		ReportWriter	10/23/2023	-	TK	IS	IP
4	☑		ReportWriter	10/24/2023	-	TK	IS	IP
5	☑		ReportWriter	10/25/2023	-	TK	IS	IP
6	☑		ReportWriter	10/26/2023	-	TK	IS	IP
7	☑		ReportWriter	10/27/2023	-	TK	IS	IP
8	☑		ReportWriter	10/30/2023	-	TK	IS	IP
9	☑		ReportWriter	10/31/2023	-	TK	IS	IP
10	☑		ReportWriter	11/01/2023	-	TK	IS	IP
11	☑		ReportWriter	11/02/2023	-	TK	IS	IP
12	☑		ReportWriter	11/03/2023	-	TK	IS	IP
13	☑		ReportWriter	11/06/2023	-	TK	IS	IP
14	☑		ReportWriter	11/07/2023	-	TK	IS	IP

☑ Check/Uncheck All

I want to DELETE the above attendance claims

Type 'I want to DELETE the above attendance claims': I want to DELETE the above attendance claims

7. Once complete, you will be presented with a green message showing the attendance claims affected, and they should no longer appear on your orphaned attendance report.



Orphaned Attendance

Delete: 14 attendance claims affected

8. Email the HST, Compliance Specialist and Manager to reprint their attendance form, and complete review respectively, after the correction is made.
    a. Use the appropriate email from the Attendance Email Templates document.

CALPADS CCE Correction

If a student has a concurrent enrollment error that appears in CALPADS, work with the current teacher

Attendance Anomaly/Error Correction & Claim Changes

and other LEA to attempt to resolve the issue. If the solution is that we must adjust a start or exit date, for the student, complete the following steps.

1) Edit start/exit date in Pathways.
    a) Copy/paste your comment from the ADA Forfeiture/Code Change/Start & Exit Date Change Tracking Workbook into the comments section of the enrollment line, with a – your name at the end.
        i) e.g., 9/30/21-Adjusted student start date from 09/01/21 to 09/06/21 per exit date from previous school, California Montessori Project-San Juan Campuses-0112169, to resolve CCE.-Aimee Neff
2) If attendance has already been claimed and creates an orphaned attendance record, use the process above to adjust the orphaned items.
3) Update start/exit date in CALPADS.
4) Email the HST, Compliance Specialist and Manager to reprint their attendance form, and complete review respectively, after the correction is made.
    a) Use the appropriate email from the Attendance Email Templates document.

Attendance Review Process — P Reporting (Annual Apportionment)

Process Overview

1) The process is similar to the LP reporting process, with a few extra steps added.
    a) Check with the compliance team to see if all claims have been approved.
        i) Their Outstanding Documents Tracker is a great resource for status.
    b) Review attendance data using the process outlined in the LP reporting workflow.
        i) Resolve any issues and anomalies prior to sharing or submitting the required reports.
    c) Generate and archive the reports indicated in the LP reporting process and the additional reports below for historical reference.
    d) Enter P reporting figures into PADC web reporting system.
    e) Email COE with a note that reporting is complete, CC School and CSO directors.
    f) Send P reports to Management Teams (CSO and school level).

Extra P Reporting Steps

Annually

- Solidify P reporting dates with Directors/CFO/CEO as soon as possible at the beginning of the AY.
    - Typically, this process starts in conjunction with the leadership team when they are planning the calendar the previous year.
    - REMEMBER — COEs will want their information AT LEAST 1 week before the CDE deadline when setting your P dates and internal reporting calendar.
- Ensure PADC logins have been received/updated/still active for each school.
- Create an internal reporting calendar.
    - 1 month before P reporting is due, share deadlines with AD's, Compliance and Records so they can communicate with their teams that all attendance reporting items need to be cleared up by X date.

P2

- Traditional Independent Study Ratio Calculations for Charter Schools Worksheet
    - Download template from CDE
    - Run certificated staff summary with same P2 date range.
    - Copy data into a separate tab of the worksheet.
    - Save PDF for records
- Any P1 changes/amendments will be captured in the P2 data collection.

Attendance Review Process — P Reporting (Annual Apportionment)

Prior to reporting

- Make sure compliance is done, reviewing and approving all attendance claims for related LPs before proceeding with reporting.
- Ensure all withdrawals are completed. Check the withdrawal survey spreadsheet to see if there are any pending withdrawals that will affect your figures.

Additional P Reports to Archive

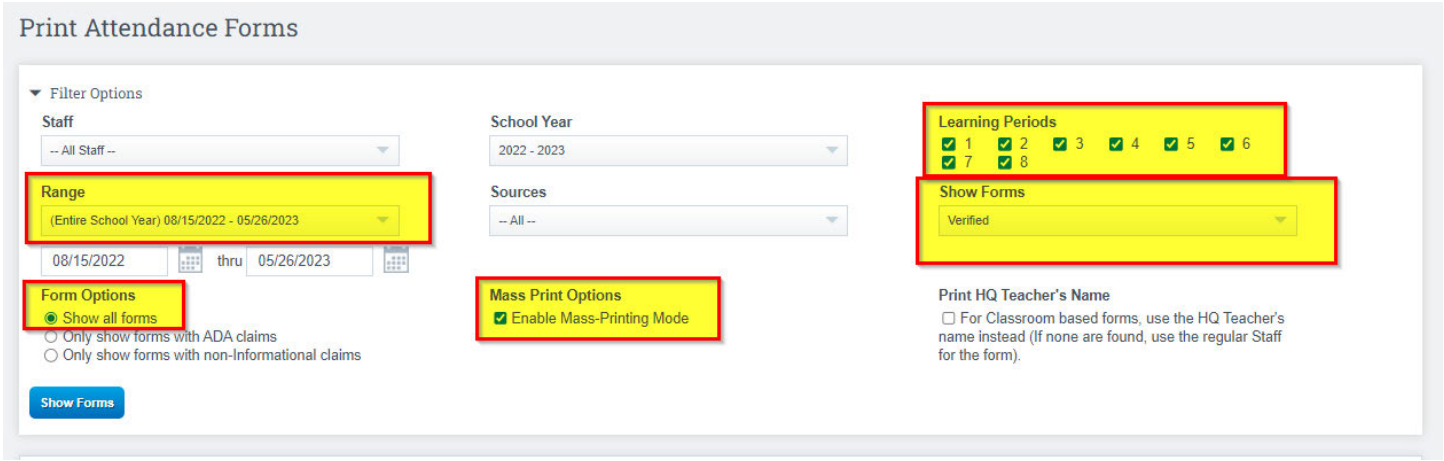
Print these reports with the appropriate reporting date range in addition to the usual LP reports.

From Pathways

Claim Form Archival

Attendance claim forms are archived at the end of each P reporting period. This is to save the forms for historical purposes and to ensure any modifications that may have occurred from previous LPs are appropriately captured.

1) Navigate to Admin>Attendance>Admin>Print Attendance Forms
2) Select criteria that matches your P reporting period, as shown below.

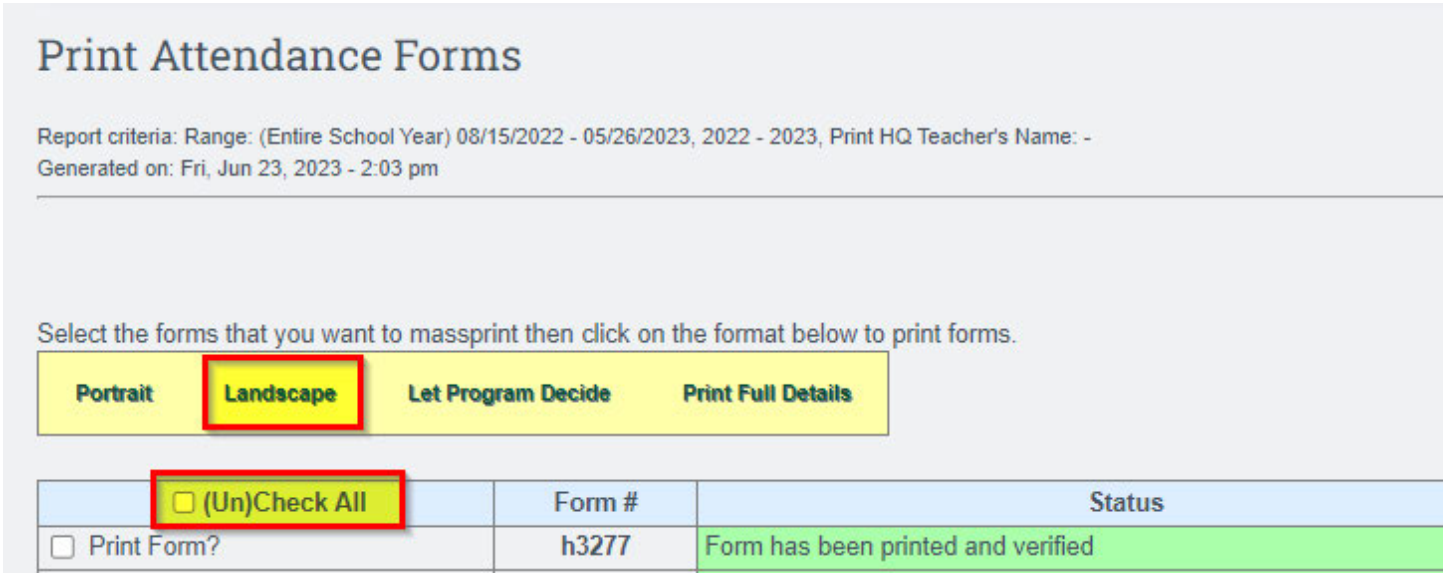


3) In the subsequent “Print Attendance Forms” screen, verify that the status of each claim

Attendance Review Process — P Reporting (Annual Apportionment)

form is green (Form has been printed and verified)

4) Next, click the check all box, then click the Landscape button on the yellow bar to generate a PDF of all claims within the date range selected.

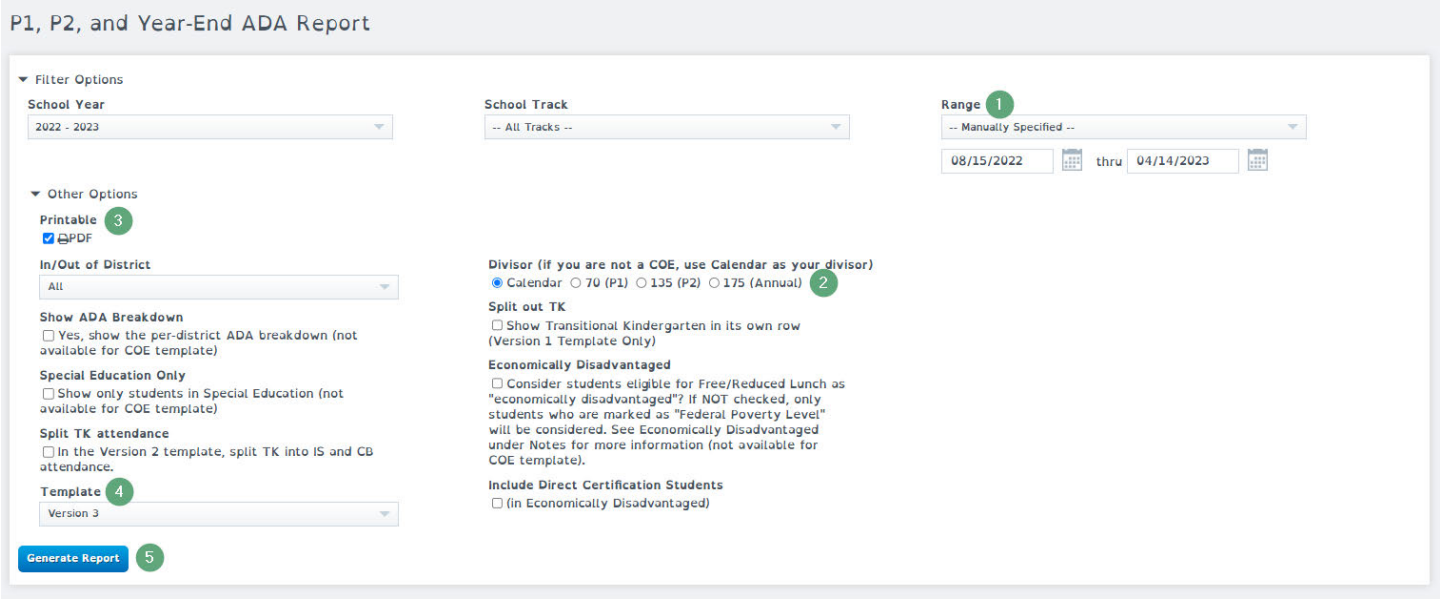


P1, P2, or P Annual (EOY) ADA Report (PDF)

1) Reports>Attendance>P1/P2/P Annual (EOY) ADA Report
   a) Adjust the following filters:
      i) Range — First day of LP1 through last day of designated LP cutoff.
      ii) Divisor — Calendar
      iii) Printable — PDF
      iv) Template — Version 3 (mirrors the PADC printout)
   b) Click generate

2) This is the report that you use to input the ADA totals into the PADC system.

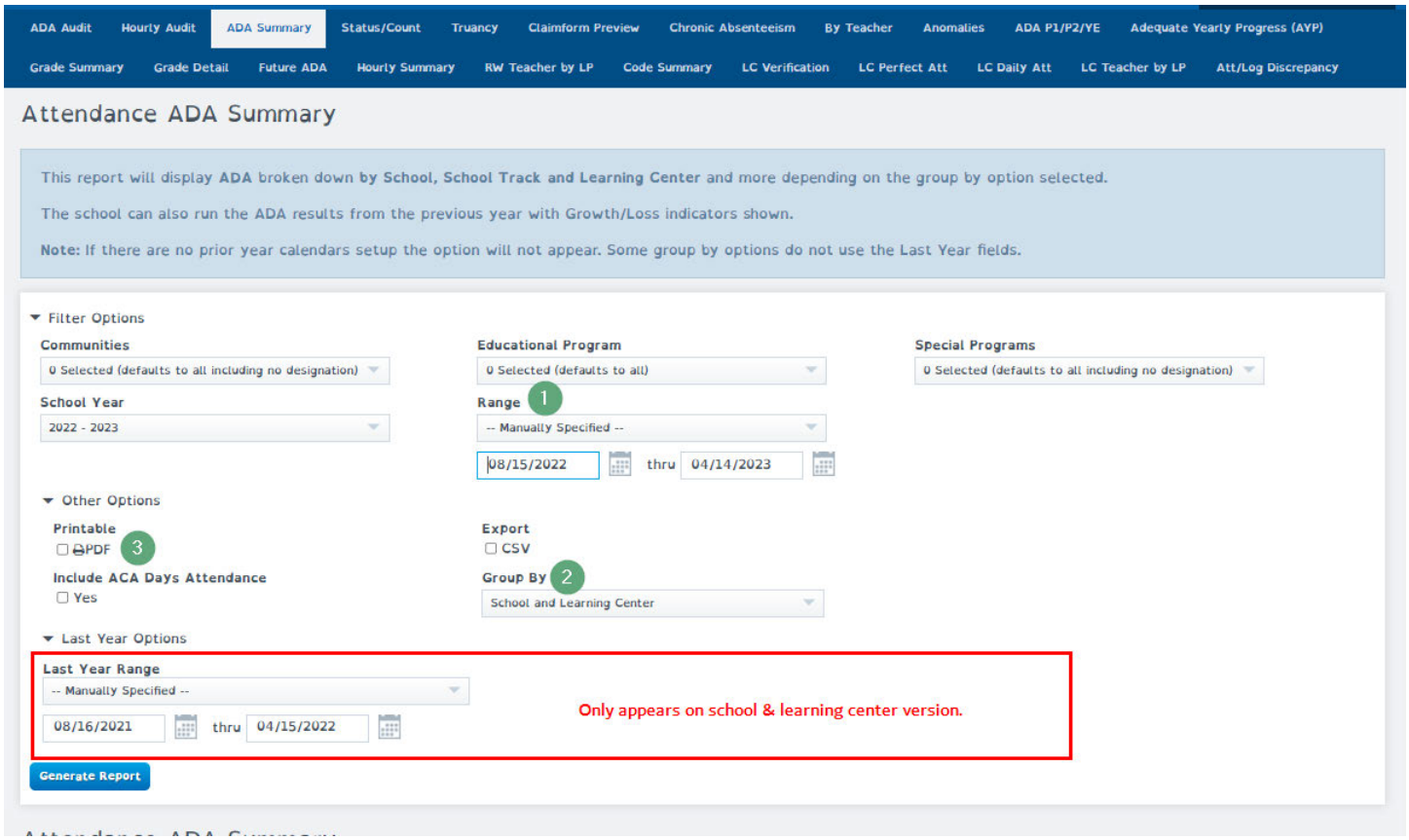
Attendance Review Process — P Reporting (Annual Apportionment)



Attendance ADA Summary

1) Reports>Attendance>ADA Attendance Summary
    a) We save two versions of the report.
        i) Grouped by Track and Learning Period (PDF)
        ii) Grouped by School and Learning Center (PDF)

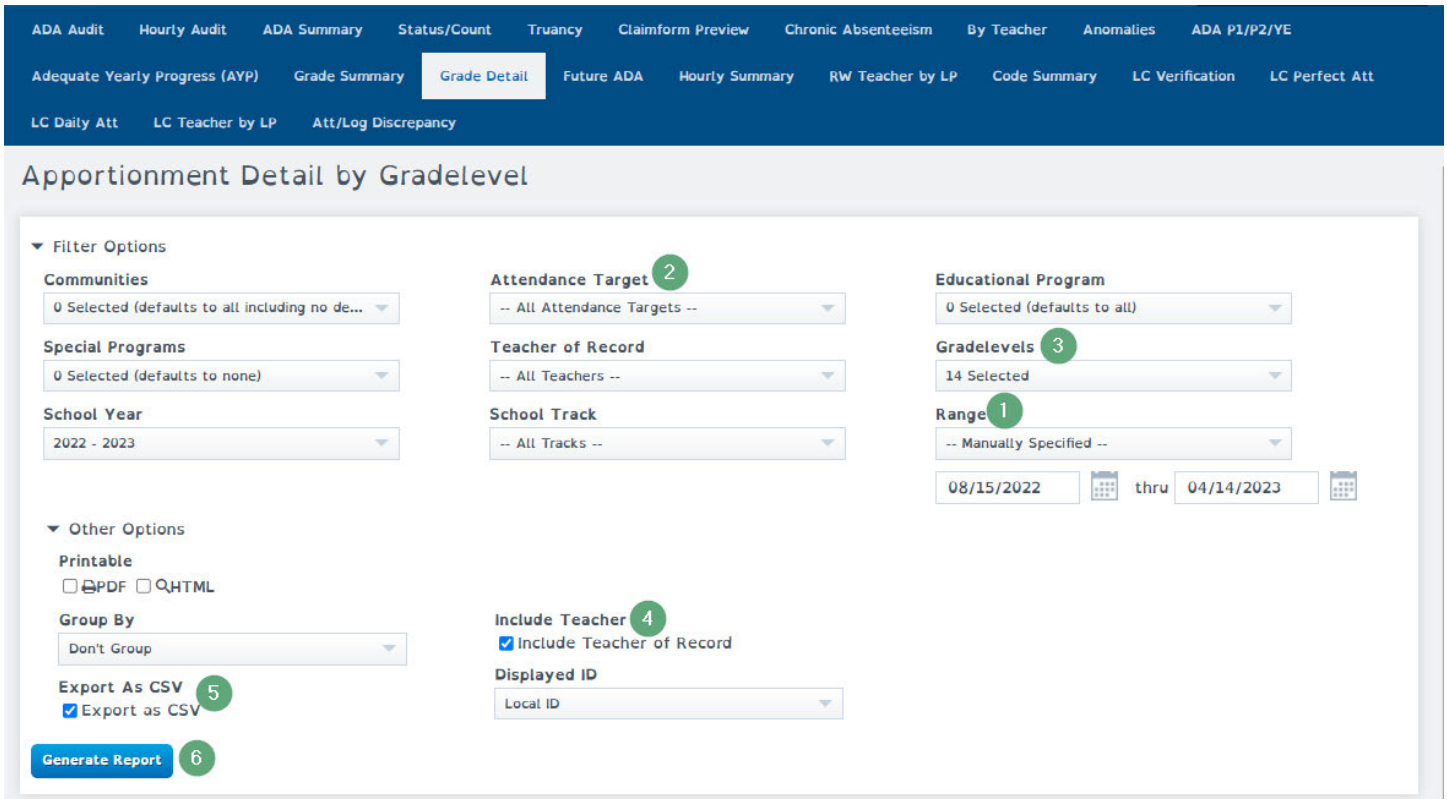
Attendance Review Process — P Reporting (Annual Apportionment)



Apportionment Detail by Grade Level (Excel)

1) Reports>Attendance>Apportionment Detail by Gradelevel
    a) Titled Grade Detail in the attendance reports quick menu.

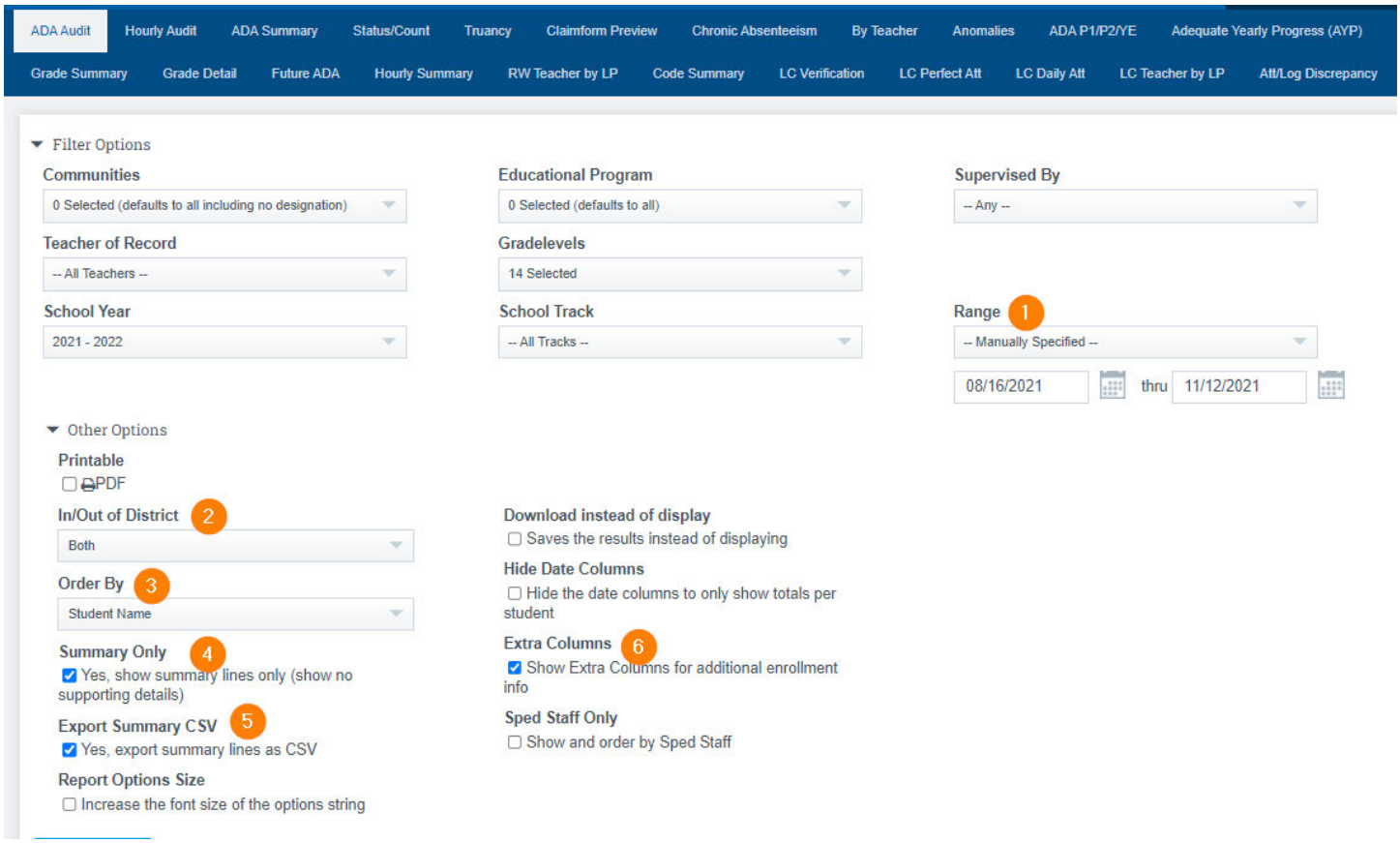
Attendance Review Process — P Reporting (Annual Apportionment)



ADA Audit Report (Excel)

1) Reports>Attendance>ADA Audit Report

Attendance Review Process — P Reporting (Annual Apportionment)



From PADC –

P1

- Charter School Physical Location data entry screen (PDF)
- Certification Details for attendance (PDF)
  - Includes Attendance Charter School data entry screens.
    - ***Make sure your Total ADA from the Grade Level Summary (J) matches the P report ADA. If it does not, there is a system issue.***
  - *Print one copy when data entry is input and one once all certifications have been performed at the District/COE levels for record-keeping purposes.*

Attendance Review Process — P Reporting (Annual Apportionment)

P2

- Only Attendance Charter School Needs to be entered
  - Physical location entry only needs to occur if there is a change since P1 for charter schools.
- Certification Details for attendance (PDF)
  - Includes Attendance Charter School data entry screens.
    - ***Make sure your Total ADA from the Grade Level Summary (J) matches the P report ADA. If it does not, there is a system issue.***
  - *Print one copy when data entry is input and one once all certifications have been performed at the District/COE levels for record-keeping purposes.*

P Annual

- Certification Details for attendance (PDF)
  - Includes Attendance Charter School data entry screens.
    - ***Make sure your Total ADA from the Grade Level Summary (J) matches the P report ADA. If it does not, there is a system issue.***
  - *Print one copy when data entry is input and one once all certifications have been performed at the District/COE levels for record-keeping purposes.*

With Every P Report

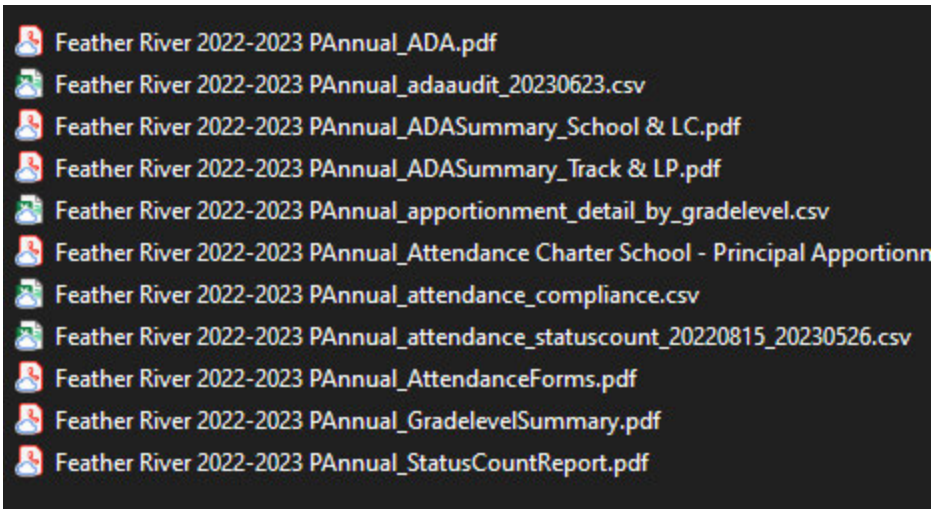
- When done, email COE and principals/directors that reporting is done.
  - Attach Grade Level Summary & Certification Details PDF to email for communication with leadership team.

Final Notes

➔ Suggested naming convention – School-AY-Reporting Period-Name of Report.
  ◆ E.g. Clarksville 2021-2022 P1 Apportionment Detail by Grade Level

➔ You should have the reports shown in the image below, archived in the attendance shared drive, at the end of the P reporting process.

Attendance Review Process — P Reporting (Annual Apportionment)



➔ Your attendance file folder structure should be similar to the one shown in the image below.



Admissions & Enrollment Policy

Feather River Charter School

BP5111
Adopted: 01/19/21
Revised: 10/18/23, v5

Feather River Charter School ("School") is committed to providing quality education to all students who wish to attend in accordance with applicable law. Based on available resources, it may be necessary to limit admissions, and in that event, a Public Random Drawing/Lottery will be held to determine admission.

The School will implement this policy in compliance with Education Code Section 220. In addition, admission preferences will not limit enrollment access for pupils with disabilities, academically low achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

The purpose of the Feather River Charter School Governing Board approving the Admissions and Enrollment Policy is to accomplish the following:

1. Establish the procedures for admissions and enrollment in Feather River Charter School ("School") in accordance with School's charter petition and applicable law.
2. Establish the procedures under which Feather River Charter School ("School") will conduct the School's public random drawing/lottery in the event that applications for enrollment exceed the School's capacity.

Application and Enrollment: The School is a nonclassroom-based charter school that operates solely as an independent study program. Admission to the School is open to any student who resides within the boundaries of Sutter County or an adjacent county. The School will accept all students who wish to attend, so long as it has the capacity to serve them in accordance with Education Code Section 47605(e).

1. Determining Capacity: The School's Board or Executive Director will annually determine the maximum enrollment by "grade level" (by specific grade level or encompassing all grade levels served) for each school year based on, among other factors, the annual budget, staffing, applicable legal requirements, and available resources prior to the start of the Open Enrollment Period. The Executive Director may update the School's capacity throughout the year as needed to meet the school's needs.

2. Open Enrollment Period and Application Deadline: The Board or Executive Director will set an Open Enrollment Period each year. Applications will be accepted during the publicly advertised Open Enrollment Period each year for enrollment in the following school year.

3. No student who resides outside of the granting agency county or a county directly adjacent thereto will be admitted to the School, unless a legal exception applies.

4. No student who does not meet the minimum age for admission in accordance with

California law will be admitted to the School. According to *EC* 48000[a], a child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year or at a later time in the same year if the child will have his or her fifth birthday on or before September 1 for the 2014-15 school year and **thereafter**.

- In the 2023–24 school year, children who will turn five years old between September 2 and April 2* are eligible for TK.
- In the 2024–25 school year, children who turn five years old between September 2 and June 2* are eligible for TK.
- In the 2025–26 school year, and in each school year thereafter, children who will turn four years old by September 1* are eligible for TK.
  ***Inclusive of these dates**

5. Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;

6. Proof of full immunization or exemption from the requirement;

7. Proof of health examinations required by the Health and Safety Code;

8. Proof of age with the application for admission through documents such as the following: birth records, statements by the local registrar or a county recorder certifying the date of birth, baptism certificate duly attested, a declaration from the parent/guardian or a passport;

9. Proof of residency through documents such as the following: parent or guardian's drivers' license, ID card or DMV printout, a copy of a lease, utility bill or similar showing the address of the residence; California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID;

10. If any information provided by the parents/guardians could indicate immigration status, citizenship status, or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending the School. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school; [Note: These statements relating to immigration, citizenship status and national origin information are required by Education Code section 234.7.]

Current Families Required to Confirm Intent to Return: Families with currently enrolled students must submit a form/application to confirm their intent to return to the school next year and/or continue with their current teacher by the end of the Open Enrollment Period to remain enrolled in the School for the following school year. If an enrolled student fails to provide this form/application, they will not have guaranteed admission for the following school year as a currently enrolled student. This means the student loses their spot and will have to submit another application if they are interested in

enrolling in the School for the following school year.

1. Determine if a lottery is Needed: Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment lottery each year, applications shall be counted to determine whether the School has received more applications than capacity.

- If there are more spots available than applicants, the School will not conduct a lottery. The School will enroll all applicants and inform them that they are enrolled.
- If the School receives more applications than spaces available, the School will hold a public random drawing conducted in accordance with the procedures set forth in this Policy, the School's charter, and applicable law to determine admission for the impacted grade level or levels, with the exception of existing students,[1],[2] who are guaranteed admission in the following school year.

Lottery Procedures: If a Lottery is necessary, the School will conduct a Lottery during the spring semester before the academic year for which enrollment is sought.

1. Enrolling Current Students: Students currently enrolled in the school at the close of the Open Enrollment period[1] and who have completed the Intent to Return Form are exempt from the lottery and guaranteed admission.

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

1. Siblings of students admitted to or attending the School[2];
2. Students who are the children of teachers and staff of the School; and
3. Students who reside within the Winship-Robbins School District boundaries.

2. Notice about Lottery

Public notice of the Open Enrollment Period and public random drawing rules, deadlines, dates, and times will be communicated in the enrollment applications and on the School's website. A public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The School will inform parents/guardians of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. This information will also be included in application forms. The School will provide sufficient notice to applicants if it finds it necessary to change the Lottery date.

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[1] *Enrolling Current Students: Students currently enrolled in the school at the close of Open Enrollment Period 1 and who have completed the Intent to Return Form are exempt from the lottery and guaranteed admission.*

[2] *Sibling" is defined as an applicant (1) who has at least one biological or adoptive parent in common with an admitted pupil; or (2) who has been legally adopted by or placed under the legal guardianship of at least one biological or adoptive parent of an admitted pupil. Step-siblings are only considered siblings if they reside at the same address as the admitted pupil.*

3. Lottery Preferences

There is no weighted priority assigned to most preference categories; rather, students will be drawn from pools beginning with all applicants who qualify for the first preference category and continuing with that preference category until all vacancies have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. Students who reside in the District will be grouped with students who reside outside the District, and the former will be given a weighted priority in that drawing.

4. Lottery Procedures

Randomly Drawing Applicants: Admission spaces are pulled by the designated lottery official (appointed by the Executive Director). Unique identifiers will be assigned to each applicant. The lottery will be open to the public, and families are encouraged but not required to attend.

Creation of Lottery Waitlist: Once the enrollment cap has been reached, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrolling in the event of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Supporting Siblings: The Board recognizes that schools that serve families are more effective because of the enhanced ability for parents and children to align around a single, unified set of learning and behavioral objectives. If multiple children from the same family apply, the family will be assigned one total number to ensure equity with other applicants. If the family number is pulled, all siblings will be admitted in furtherance of the School's mission to effectively serve families.

5. Notifying Applicants After Lottery

The School will notify applicants who were successfully drawn from the Lottery to offer admission. Following the Lottery, parents/guardians have three business days to confirm the enrollment offer via email. Students who are offered admission at the School at the time of the Lottery will have five business days, or another deadline as may be set by the Executive Director, to complete the registration process. If the Executive Director establishes a different deadline, this deadline will be communicated to families when admission is offered after the Lottery. If a student fails to timely complete the registration process, the spot will be filled from the waitlist, and the student will be presumed to no longer have interest in enrolling with the School.

If a student is offered admission due to one of the preferences noted in this policy and the

School's charter, the School may request supporting documentation as part of the enrollment process. The School will conduct a verification of such documentation before finalizing the student's enrollment and may disqualify an applicant who submitted materially false information. After the Lottery process, and once an offer has been accepted by the family, additional information may be requested as part of the registration process in accordance with applicable law. The School shall not request a pupil's academic records or require the family to submit the pupil's academic records before enrollment in accordance with Education Code Section 47605(e).

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

6. Master Agreement and Communication

a. From the original date the Master Agreement was emailed, the parent/guardian/caregiver and student have five school days to sign and complete the document. If, after the fifth school day, the Master Agreement is not signed by both the parent/guardian/caregiver and the student, the student will be disenrolled by the school.
b. If, after three communication attempts (phone & email) over a period of five school days, the HST has not received communication returned from the parent/guardian/caregiver, the HST will disenroll the student from the school.

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

Students drawn from a waitlist will have three business days to confirm the enrollment offer via email. Students who are offered admission will have five business days, or another deadline as may be set by the Executive Director, to complete the registration process. 10 calendar days, or another deadline as may be set by the Executive Director, to complete the registration process. Applicants must complete the registration process by the deadline given by the School to confirm enrollment.

If a student is offered a spot in writing three times and does not respond or does not complete the application in full with the required enrollment documents by the deadline given, the student shall be removed from the waitlist. Students who did not meet the enrollment document deadline may resubmit an application to the school.

Students who are not offered a spot for the academic school year for which the Lottery was held may remain on the waitlist for that academic year unless the parent or guardian requests that the student be removed from the waitlist earlier.

If there is no waitlist and there is capacity during the school year, School shall admit applicants in accordance with the School's charter petition and applicable law. If School did not conduct a Lottery because spots were available but got oversubscribed during the school year, School should create a waitlist and add students to the waitlist on a first come, first served basis.

School waitlists shall not carry over from one year to the next. Students who have not been admitted will be required to submit a new enrollment application for the next school year and are required to participate in the Lottery if space is limited.

This Policy serves as a technical amendment to Element 8 of the School's charter petition effective for the 2020-21 school year.

Residency Policy
Feather River Charter School

BP 5111.1
Adopted: 10/22/19
Revised: 09/11/23, v9

California law requires that certain residency requirements be established in order for a student to be enrolled in an independent study charter school for which average daily attendance may be claimed. California law requires that a student be a California resident and requires that the student be a resident of the county in which the apportionment claim is reported or of a county immediately adjacent to the county in which the apportionment claim is reported. [EC §§ 47612(b), 51747.3]

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

1. Define Residency
2. Outline Residency for a Student on an Extended Vacation
3. Establish the Location Materials Will Be Mailed To
4. Outline the Procedures When a Student's Residency is in Question
5. Establish Process of Proof of Residency if Document or Student Residency Questionnaire Not Provided at Beginning of the School Year
6. Outline the Parent/Guardian/Education Rights Holder's Right Regarding Determination of Non Residency
7. Outline the Procedures for Military, Homeless, Foster Youth, and Migratory students.

Definition of Residency: A student has residency in the state and county of the residence of the parent/guardian with whom that student maintains their place of abode. Residence denotes any factual place of abode of some permanence that is more than a mere temporary sojourn. Owning a home in California or in a particular county does not qualify a student to attend Feather River Charter School, unless it can be shown that the student is also living in the home at least three school days per week (Monday through Friday) during the academic year.

Residency for a Student on an Extended Vacation: A student who maintains residence in a county served by Feather River Charter but is on an extended vacation not lasting longer than 20 school days, will not be deemed to have lost California residency. During this travel, the student will meet virtually with the teacher and complete assigned work and assessments. The family is responsible for notifying their HST (if applicable, the Education Specialist and any other staff who participate in the education of the student) for the first and last day of the Extended Vacation. If a student has the need for an extension of the 20 school days, the approval of the school's Executive Director or designee is required in a written communication.

The Location Material(s) Will Be Mailed To: The Location Instructional Material(s) Will Be Mailed To:

All instructional materials will be mailed to the address identified in the student's records at the physical address provided in the approved Proof Of Residency document.

Residency Policy
Feather River Charter School

BP 5111.1
Adopted: 10/22/19
Revised: 09/11/23, v9

With the Executive Director's or designee's approval, the following may be approved:

GUIDELINES-

- P.O. Box within the same county as the physical address
- Address provided by military order
- Property address listed on Student Residency Questionnaire
- Homeschool Teacher's address
- Alternate property address within the same county as the approved POR or a contiguous country served by the charter

If the special circumstance does not fall within the guidelines (as stated above), a request may be made via the POR/Residency Questionnaire form. A decision will be made by the Executive Director or designee.

Student's Residency is in Question: If there is reason to believe that a student's residency is in question, Feather River Charter School may investigate in order to determine the authenticity of the home address. When it is determined that a student lives outside of California and/or an authorized county, Feather River Charter School will provide written notice of the determination of nonresidency within five days of Feather River's intention to disenroll the student.

Proof of Residency Document/Student Residency Questionnaire Not Provided by the Beginning of the School Year: A student who has not provided an approved Proof of Residency or Student Residency Questionnaire by the start of their enrollment for each school year will have 5 school days to provide the Proof of Residency or Student Residency Questionnaire. If the student has still not provided the Proof of Residency or Student Residency Questionnaire by the fifth day of enrollment, the School will provide written notice of the School's intention to disenroll the student effective five school days later.

Parent/Guardian/Education Rights Holder's Right Regarding Determination of Nonresidency: The notice shall contain an explanation of the parent/guardian/education rights holder's right to request a hearing adjudicated by a neutral officer within 5 school days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine witnesses, and at which the pupil has the right to bring legal counsel or an advocate to dispute the finding of nonresidency. If the parent/guardian/educational rights holder does not request a hearing within five days of receipt of the notice, the right to a hearing is waived, and the student will be immediately disenrolled. If the student's parent, guardian, or educational rights holder initiates the hearing, the student shall remain enrolled and shall not be disenrolled until Feather River Charter School issues a final decision.

Children of Military Families: Feather River Charter School will serve children of military families, as defined by Education Code Section 49701, as follows:

1. Allow the student to continue their education in Feather River Charter School, regardless of

change of residence of the military family during that school year, for the duration of the student's status as a child of a military family; or

2. For a student whose status changes due to the end of military service by their parent during a school year, comply with either of the following, as applicable:

a. If the student is enrolled in TK through 8th grade, allow the student to continue their education in Feather River Charter School through the duration of that academic school year.
b. If the child is enrolled in high school, allow the student to continue their education at Feather River Charter School through graduation.

Once Feather River Charter School is notified that a student is identified as a child of a military family, Feather River Charter School will require the parent/guardian to submit the following documentation:

1. Written proof of the transfer, including the time period for the transfer and location of the transfer
2. A signed affidavit that states that the student is only enrolled in Feather River Charter School and not in any other full-day educational program and that the student qualifies as a child of a military family as defined in Education Code Section 49701.

For high school students, the aforementioned documentation will need to be resubmitted on an annual basis. Feather River Charter School reserves the right to re-verify all of the above at any time throughout the school year.

Homeless Youth: Feather River Charter School will be considered a pupil's school of origin for a homeless youth when the child attended Feather River Charter School when permanently housed or was last enrolled in Feather River Charter School before becoming homeless. Feather River Charter School will serve homeless youth, as defined below, whose residency has changed as follows:

1. Allow the student to continue their education at Feather River Charter School for the duration of homelessness.
2. If the pupil is no longer homeless before the end of the academic year, either of the following applies:
    a. If the homeless youth is in high school, the Feather River Charter School shall allow the formerly homeless child to continue their education at the Feather River Charter School through graduation.
    b. If the homeless youth is in TK through 8th grade, Feather River Charter School shall allow the formerly homeless youth to continue their education at Feather River Charter School through the duration of the academic year.

Residency Policy
Feather River Charter School

BP 5111.1
Adopted: 10/22/19
Revised: 09/11/23, v9

The term "homeless youth" or "homeless pupil" shall mean individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 USC Section 11302(a)(1)); and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
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 (within the meaning of 42 USC section 11302(a)(2)(C));
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 (as such term is defined in 20 USC Section 6399) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Foster Youth: Feather River Charter School will be considered a pupil's school of origin for a foster youth when the child attended Feather River Charter School at the initial detention or placement or any subsequent change in placement of a foster child for the duration of the jurisdiction of the court. Feather River Charter School will serve former foster youth, as defined below, whose residency has changed as follows:

1. If the jurisdiction of the court is terminated before the end of an academic year, the Feather River Charter School shall allow a former foster child who is in TK through 8th grade to continue their education in the school of origin through the duration of the academic school year.

2. If the jurisdiction of the court is terminated while a foster child is in high school, Feather River Charter School shall allow the former foster child to continue their education at Feather River Charter School through graduation. The term foster youth, foster child, or student in foster care means any of the following: (Education Code 42238.01, 48853.5)

3. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 300, whether or not the child has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 319 or 361.

4. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602 has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 727 and is in foster care as defined by Welfare and Institutions Code 727.4(d).

5. A nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01

Residency Policy
Feather River Charter School

BP 5111.1
Adopted: 10/22/19
Revised: 09/11/23, v9

6. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the court's jurisdiction in accordance with the tribe's law
7. A child who is the subject of a voluntary placement agreement, as defined in Welfare and Institutions Code 11400

10. Migratory Youth: Feather River Charter School will be considered a pupil's school of origin for a migratory youth when the child attended Feather River Charter School at the time the pupil's status changed to that of a migratory youth. Feather River Charter School will serve migratory youth, as defined below, whose residency has changed as follows:

1. If the migratory youth is enrolled in TK through 8th grade, allow the pupil to continue their education at Feather River Charter School through the duration of that academic school year.
2. If the migratory youth is enrolled in high school, allow the pupil to continue their education at Feather River Charter School through graduation.

The term "migratory youth" means a child who has moved with a parent, guardian, or other person having custody from one school to another, either within the State of California or from another state, within the 12-month period immediately preceding their identification as such a child, in order that the child, a parent, guardian, or other member of their immediate family might secure temporary or seasonal employment in an agricultural or fishing activity and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Migratory youth" includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

Feather River CHARTER SCHOOL

SEQUOIA GROVE CHARTER ALLIANCE

HST Directions for Collecting Back to School Documents

OVERVIEW

There are several pieces of information that the school must collect at the start of each school year. To collect this information, HSTs must send out a Back to School Email with links and directions on how to complete the needed forms. HSTs must also monitor the completion of these forms and keep track of which documents they have received in their Roster Tracker.

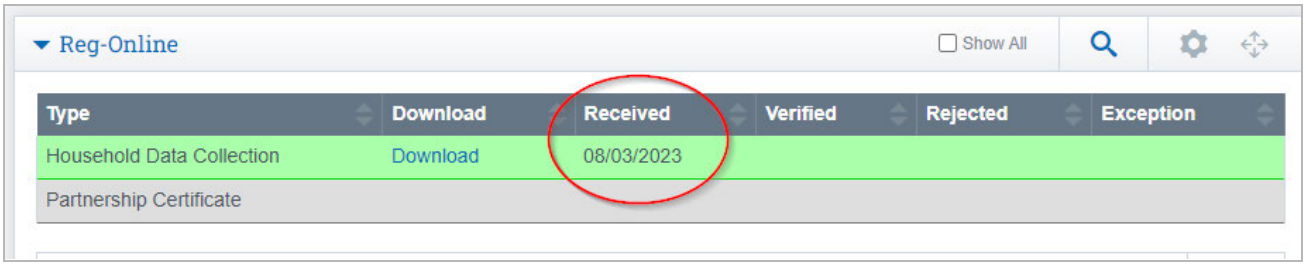
STEP 1: CHECK FOR ANY ARCHIVED DOCUMENTS

If you have any *newly enrolled families*, check and see if they have any of the required back to school documents on file.

1) To check for a Proof of Residency (POR) go to the Archive Compliance section in Pathways and pull a **Proof of Residency Report**. If a document is there and it has been accepted, you do not need to collect a new one. However, if the document is missing OR it has been rejected, please be sure to collect a new one.



2) To check for a Household Data Collection form (HDC) go to the student's dashboard and scroll down until you see the Reg-Online section. If a family has submitted the document, it will show the date it was received and you do not need to collect a new one. *Please do not* pull the form and archive it yourself. The compliance team will do this for you and let you know if there are any issues that need to be resolved.



STEP 2: SEND THE APPROPRIATE BACK TO SCHOOL EMAIL

- **Template A:** All Documents Needed
- **Template B:** HDC Needed but Not POR
- **Template C:** POR Needed but Not HDC

STEP 3: TRACK DOCUMENT COLLECTION

POR/Student Residency Questionnaire

Collects Residency Documents: Either a Proof of Residency (POR) or a Student Residency Questionnaire (formerly the Affidavit)

Please note: The Student Residency Questionnaire is only for families that cannot provide a POR because they are living doubled up or unhoused.

Due Date	Format	How to Verify	Where to Save
Within 5 days of enrollment	School Specific JotForm (paper versions of the Student Residency Questionnaire available but not the POR)	Open the PDF emailed to you and make sure it meets the requirements. If it doesn't, ask the family to send you a new document.	Archive the document in Pathways under the Proof of Residency report title. Both types of documents can be archived here.

Beginning of School Year Forms

Collects Media Release, Parent/Student Handbook Signatures, Military Status, & Parent Education Level

Due Date	Format	How to Verify	Where to Save
Within 10 days of enrollment	School Specific JotForm	Separate PDFs will be emailed to you for the Media Release and Handbook Signatures. There is no need to verify the military status or parent education level.	Archive the emails and save them in your Gmail account.

Household Data Collection (HDC) Collects annual household income. This form is used by the state to qualify our schools for the use of certain funds and resources.			
Due Date	Format	How to Verify	Where to Save
Due September 1, 2023	Electronic form found in the Parent Portal (paper versions available)	The compliance team (or your ITA) will notify you if this is incomplete	The compliance team will archive this document for you

POR FAQs

(see HDC FAQs below)

Q: What is POR?
A: Each year we must verify that our families live within one of the counties served by their school of enrollment. To do this, we must collect a recent **P**roof **o**f **R**esidency document. Click HERE to see what types of documents we accept.

Q: Who needs a POR?
A: Families will submit their POR document either during the enrollment process or through the JotForm you send to them in their Back to School Documents email.

- New Families:
  - Newly enrolled families had to submit a POR during the enrollment process.
  - If the document they submitted meets our POR Requirements, then it will already be verified and uploaded into your archives for you.
  - If the document they submitted does NOT meet our POR Requirements, then it will not be in your archives and you must request one.
- Returning Families:
  - All returning families must submit a new POR each year.

Q: How do I collect it?
A: A PDF of the POR will be emailed to you when your family completes the JotForm. Open up the attachment and make sure it meets the requirements.

Q: How do I archive it?
A: Click HERE for a video tutorial.

Q: Are there any exceptions?

A: If the family is unable to provide a POR because they are in transition (i.e. homeless or living doubled up with another family), there is an option within the JotForm to complete an **Student Residency Questionnaire** instead. If the family fills out the Student Residency Questionnaire portion of the JotForm, it will be emailed to you as a PDF. Please archive this PDF in Pathways in place of the POR.

Q: What if the document does not meet the requirements?
A: Provide the family a copy of the requirements and request a new POR.

Q: What if the document submitted has a bill date prior to July 1, 2022?
A: Reach out to the family for a more recent POR.

Q: What if the address on my family's POR does not match the address listed in Pathways?
A: Email the family's POR to por@sequoiagrove.org. The SGCA staff will update the family's address in Pathways and archive the POR for you.

Q: What if the name listed on the POR is a parent/guardian, but that parent/guardian is not listed in Pathways?
A: Please email your Compliance Specialist so they can start the process to add the parent/guardian to the student's dashboard and collect appropriate supporting documents if necessary.

Q: My question is not listed here!
A: Reach out to the POR Team at por@sequoiagrove.org

HDC FAQs

Q: What is HDC
A: Each year we collect a Household Data form from our families. This form is used by the State to qualify our schools for the use of certain funds and resources.

Q: Who needs a HDC Form?
A: Newly enrolled families submitted an HDC Form during the enrollment process. If it was accepted by our compliance department, they do not need to submit a new one. If it was rejected, they will need to fill it out again. All returning families need to submit a new HDC Form each year.

Q: How is it collected

A: Families must login to their parent portal to submit this information. The directions are included in the Back to School Documents email. The compliance team will take care of archiving this information for you. To determine if your family has completed this task, simply wait for your ITA or compliance specialist to notify you of any missing forms.

Q: What if the family doesn't want to fill it out?
A: Some families object to providing the financial information that is requested on the form. If this happens, please instruct your family to enter in "0" for the number of people living in their household as well as "0" for their income. The State will recognize this as an opt-out.

Q: Is there a paper version of the HDC form that we can use for parents who struggle technologically?
A: Blank HDC forms can be found here:

- Clarksville Charter School HDC
- Feather River Charter School HDC
- Lake View Charter School HDC

Q: If a blank HDC form is used, can the HST archive it in Pathways?
A: No, please have the family send it to HDC@sequoiagrove.org and our specialists will archive it for you.

Coversheet

Approval of 2024-2025 Enrollment Projections

Section: IV. Finances
Item: B. Approval of 2024-2025 Enrollment Projections
Purpose:
Submitted by:
Related Material: FR Enrollment Projection.pdf

ENROLLMENT PROJECTION

2 6 8 0

Coversheet

Presentation of School Data

Section: V. Academic Excellence
Item: A. Presentation of School Data
Purpose:
Submitted by:
Related Material: FRCS DASHBOARD RESULTS PRESENTATION.pdf

CALIFORNIA

Dashboard

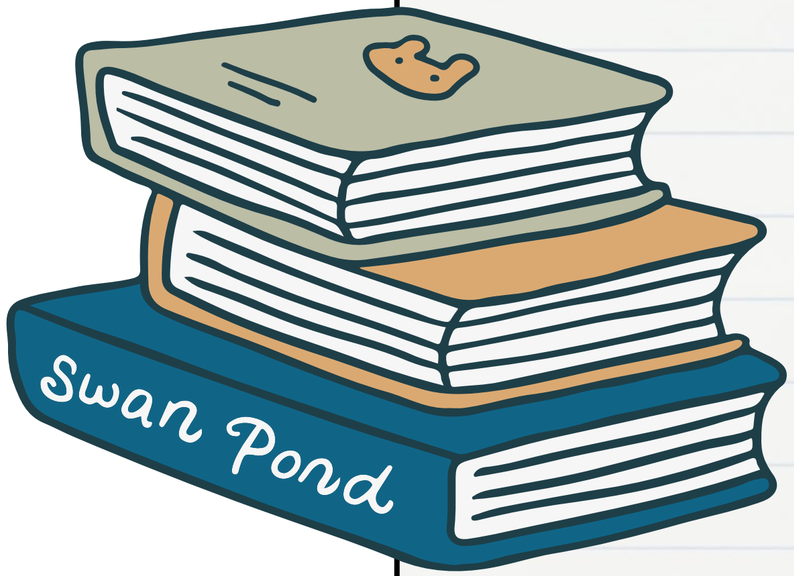
Presented by: Dr. Fernandez

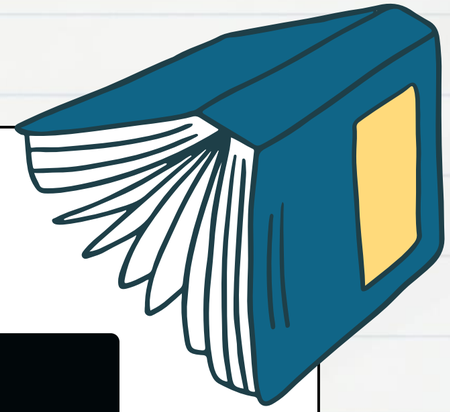
Kulpreet Pummay

Overview

- Introduction
- CA Dashboard Results
- Local Indicators
- Questions







Dashboard Measures

State Measures

Academics Performance

Chronic Absenteeism

College/Career

English Learner Progress

Graduation Rate

Suspension Rate

Local Measures

Basic Services and Conditions (Priority 1)

Implementation of State Standards (Priority 2)

Parent and Family Engagement (Priority 3)

School Climate (Priority 6)

Access to a Broad Course of Study (Priority 7)



How are we measured?

STATUS

(Current performance)

Very Low
Low
Medium
High
Very High

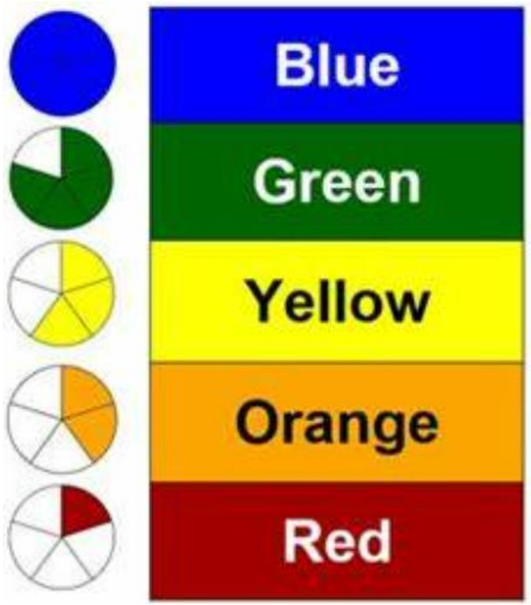
*CHANGE

(Difference from past years)

Declined Significantly
Declined
Maintained
Increased
Increased Significantly

*2 years of data required

Performance Color



Highest Performance

Lowest Performance

MINIMUM 30 STUDENTS REQUIRED



Five by Five Colored Table



CHANGE

STATUS

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	ORange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange

STATE
Measures

FRCS

LEARN MORE

English Language Arts



Orange

18.7 points below standard

Maintained 2.7 Points

LEARN MORE

College/Career



Medium

50% prepared

LEARN MORE

Mathematics



Orange

53.5 points below standard

Maintained 2.4 Points

LEARN MORE

English Learner Progress



Orange

50.9% making progress

Declined 8.2%

LEARN MORE

Chronic Absenteeism



Green

0.9% chronically absent

Increased 0.6%

LEARN MORE

Graduation Rate



Green

89.9% graduated

Increased 5.1%

LEARN MORE

Suspension Rate



Blue

0% suspended at least one day

Maintained 0%

SUBGROUP DATA



Feather River: 2023 Dashboard							
	Chronic Absenteeism (1,983)	Suspension Rate (2,542)	Graduation Rate (109)	College Career (108)	ELPI (114)	ELA (1,215)	Math (1,212)
School	0.9%	0%	89.9%	50%	50.9%	-18.7	-53.5
English Learners	2.2%	0.5%	NA	NA		-59.7	-61.3
Foster Youth	NA	NA				NA	NA
Homeless	0%	0%	NA	NA		-97.4	-142.4
Low SES	1.4%	0.1%	90.2%	43.3%		-30.8	-64.3
SWD	1.2%	0%	81.3%	20%		-73.6	-105.9
African American	2.8%	0%	NA	NA		-24.5	-90.4
Am. Indian	NA	NA				NA	NA
Asian	0%	0%	NA	NA		-34.1	-40.5
Filipino	0%	0%	NA	NA		NA	NA
Hispanic	2.9%	0%	81.3%	50%		-25.5	-62.8
Native Haw./PI	NA	0%				NA	NA
White	0.6%	0.1%	92.3%	49.4%		-15.5	-48.5
2 or More Races	0%	0%	NA	NA		-34.5	-85.9

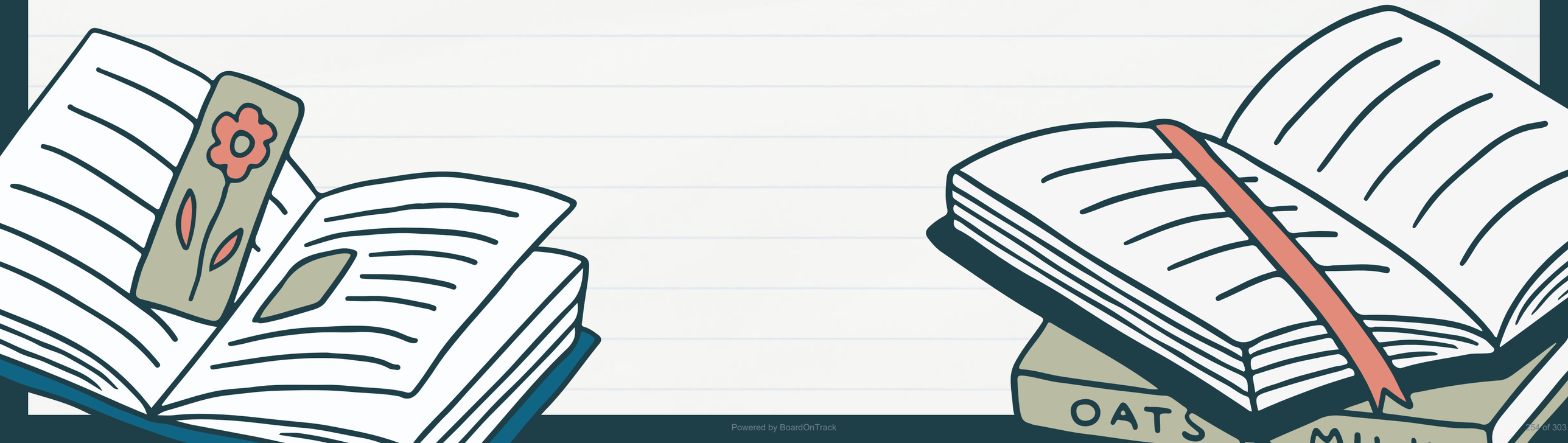


Local Measures

Local Indicators

Feather River	Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET

Thank You



Coversheet

Presentation of Mid-Year LCAP Progress Report

Section: V. Academic Excellence
Item: B. Presentation of Mid-Year LCAP Progress Report
Purpose:
Submitted by:
Related Material:
2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_Feather_River_Charter_School_20240122.pdf



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's 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@featherrivercharter.com 916-526-3794

Goal 1

Goal Description
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**

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
100% of students will have home access to technology and the Internet.	100%	100%	100%	100%	100%
% of teachers report mastery on program implementation including Data Analysis, differentiation,	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessment, and technology use					
100% of teachers will be fully credentialed in the area of instruction or assignment	100%	100%	100%	100%	100%
% of students enrolled in Direct instruction courses offerings	47%	27.86%	36%	23.99%	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	-20.8	-18.7	-18.30
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	-55	-53.5	-48.4
% of students who have access to standard aligned instructional material	100%	100%	100%	100%	100%
Maintain safe facilities as demonstrated in a local inventory report.	FRCS does not have a facility	FRCS does not have a facility	FRCS does not have a facility	Good	FRCS does not have a facility
Implementation of state standards, particularly English language development	100%	100%	100%	100%	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	36.6%	34.63%	35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% 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	45.3%	43.01%	57%
% 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	33.2%	29.94%	35%
% of priority group students (EL, FY, those with exceptional needs) who received tier 2 support)	14%	47%	Total Number Served: 13 Homeless: 0% Foster: 0% ELD: 0% SPED: 15% 504: 8% Low Socio-economic: 54%	Academic Interventions Total student population % Served: 49 individuals of total student population Homeless % served: 6.12%" Foster % served: 0 EL % served: 16.33% SPED % served:12.24% 504 % served: 2.04% Low Socio-Economically & served: 32.65% SEL Interventions Total student population % Served: 10 individuals of total student population Homeless % served: 27% Foster % served: 0 EL % served: 0 SPED % served: 27% 504 % served: 0 Low Socio-Economically & served: 64%	45%
% of unduplicated and SWD enrolled in Adventure Academy (Academic Enrichment)	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	Unduplicated: 3% SWD: 4%	Unduplicated: 38% SWD: 9%	Unduplicated: 10% SWD: 10%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Partially Implemented	A variety of professional development has been created, offered, and contracted for all staff as well as families. This is an ongoing action item.		$356,000.00	$320894.62
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	No	Partially Implemented	A variety of professional development with the focus of supporting students with disabilities has been created, offered, and contracted for all staff as well as families. This is an ongoing action item.		$240,000.00	$152156.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.3	**Implement and assess formative and interim assessments** 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.	Yes	Partially Implemented	We purchased the STAR 360 Platform for our formative and interim assessment. We have also purchased several academic subscriptions that support formative assessment of our students.		$185,000.00	$135751.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	**Increase the number of live or synchronous classes/ workshops for Elementary level grades** 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 need additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding.	Yes	Partially Implemented	Some highlights have been our Literacy Festivals, Science Fair, Virtual Spelling Bee, and Parks & Crafts Day Program		$320,000.00	$145861.66
1.5	**Purchase additional technology**	Yes	Partially Implemented			$90,000.00	$70356.81

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			• Ongoing monthly Wifi connectivity service • Purchase of student chromebooks, laptops, and technology			
1.6	**Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.** 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	Yes	Fully Implemented	We are maintaining certificated staff for this action item		$360,000.00	$237548.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
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, dyslexia programming and screeners will be purchased to support with school compliance as well as SEL programming and 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	Yes	Fully Implemented	Programs, resources, and training such as Centervention have been purchased to support MTSS, SST, and Section 504 processes and students.		$10,000.00	$11947.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.8	**Purchase of Resources to support Reading and Math Instruction** Unduplicated students will benefit from the purchase of resources (as some families have requested to remain off technology). We received feedback from various educational partners, which will provide 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.	No	Fully Implemented	This was a priority area for us and a brand new action item. We spent more than originally planned as importance of the identified need was so great.		$10,000.00	$34649.26

Goal 2

Goal Description
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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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: 80% Parents: 90% Teachers: 95%	School climate survey data is still in progress	Students:100% Parents: 100% Teachers: 100%
The percent student suspension rate	0%	0%	0%	0%	0%
The percent student expulsion rate	0%	0%	0%	0%	0%
The percent High school dropout rate	3.7%	10.53%	11.4%	Updated 2022-23 dropout data currently not available	0%
Maintain Chronic Absenteeism Indicator at 0% for all students	0.3%	TBD in 2022 California Dashboard Release	0.3%	0.9%	0%
1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually	100%	100%	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	22-23 School Year Data Community Program Club Fall: 171 Spring: 170 Adventure Academy Fall: 696 Spring: 727 NHS: 15	23-22 School Year Data Community Program Club Fall: 146 Spring: NA Adventure Academy Fall: 218 Spring: NA NHS: 23	Community Program Club Fall: 300 Spring: 170 Adventure Academy Fall: 400 Spring:360 NHS: 15 NJHS: 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		NJHS: 15	NJHS: 20	NJHS: 13	
% of parents who provide feedback on survey specific to our LCAP actions and goals	100%	100%	100%	School climate survey data is still in progress	100%
% of priority group students' parents/guardians who received schoolwide communication including meeting offerings, parent education, and resources	New metric for 21-22 LCAP	100%	100%	100%	100%
The percent of English learners who reclassify	8.9%	6.8%	8.3%	16%	15%
The percent of English learners who are making progress towards English proficiency on ELPI	54.7%	TBD in 2022 California Dashboard Release	59%	50.9%	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%	81%	School climate survey data is still in progress	95%
% of English Learners enrolled in ELD live classes	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	35%	36%	40%
% of English Learners who reclassify after participating in ELD live classes	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	23%	23%	50%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Fully Implemented	We are maintaining staff for this action item		$135,000.00	$57701.97
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	Yes	Fully Implemented	We are maintaining certificated staff for this action item		$110,000.00	$73753.78

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	related to this action are the hiring of additional certificated staff and programs.						
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 practices, small group interventions, and individualized learning activities. Another example is that our	Yes	Fully Implemented	We are maintaining certificated staff for this action item		$80,000.00	$60098.35

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.	Yes	Fully Implemented	We are maintaining staff for this action item		$130,000.00	$87715.47

Goal 3

Goal Description
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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The percent of students graduating with A-G requirements fulfilled	8%	15.5%	19%	31.2%	20%
The percent of unduplicated students graduating with A-G requirements fulfilled	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	17%	TBD	TBD
% of students enrolled in at least one college course and completing with a C- or better	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	25.3%	17.53%	TBD
The percent of students completing at least one CTE pathway	2%	0%	2.1%	3.7%	10%
The percentage of students who score at Approaching Prepared or Prepared level on the College and Career Indicator	49.1%	TBD in 2022 California Dashboard	*CDE did not publish the College and Career Indicator for the 2023 Dashboard	61.1%	65%
The percentage of students passing the AP examination with a score of 3 or higher	62.5%	100%	100%	0.5%	72%
The percentage of high school students graduating within 4 or 5 years	90.4%	86.2%	84.8%	89.9%	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	ELA- 94% Math- 94%	ELA- 94% Math- 94%	ELA- 95% Math- 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		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	45.3%	43.01%	50%
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP Mathematics assessments, including all subgroups	Baseline: 2018-2019 20.1%	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	33.2%	29.94%	30%
% of unduplicated and SWD students enrolled in Direct instruction (JHVA and HSVA) courses offerings	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	JHVA: Unduplicated- 14% SWD- 16% HSVA: Unduplicated- 44% SWD- 22%	JHVA: Unduplicated 20.76% SWD- 11.69%% HSVA: Unduplicated- 29.54% SWD- 6.58%	JHVA: Unduplicated- 20% SWD- 20% HSVA: Unduplicated- 50% SWD- 25%
% of unduplicated and SWD students enrolled in asynchronous instruction for HSVA	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	JHVA: Unduplicated- 5% SWD- 0% HSVA: Unduplicated- 37% SWD- 4%	JHVA: Unduplicated- 1.69% SWD- 1.30% HSVA: Unduplicated- 16.03% SWD- 0%	JHVA: Unduplicated- 10% SWD- 10% HSVA: Unduplicated- 45% SWD- 10%
% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	12.5%	Low Socio-Economically %: 25.94% EL %: 26.67% Homeless %: 16.67% Foster Youth %: N/A	20%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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 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.	Yes	Fully Implemented	We created a new CTE program that is supported by this action item as well as maintaining staff to support this action item		$240,000.00	$113901.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**Provide College /Career Readiness Assessments and Preparatory Workshops and Resources** 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. Students utilize CCGI to support items such as college applications, A-G completion, college/career exploration, and financial aid. Another example is that we will rent facilities where students can participate in these assessments. Special Education courses for college and career readiness are provided to Special Education students 16 years and older to support high school graduation as well as supporting students transitions onto secondary higher education and job readiness..	Yes	Partially Implemented	We offer support and access to college readiness assessments. Our school counselors provide resources, support, and training on utilizing financial aid, completing college applications, exploring opportunities to be college and career ready.		$115,000.00	$91766.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	**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. High School Counselors will collaborate with teachers and families to ensure that each student is supported in their individual graduation plan. Counselors regularly meet with students to ensure progress towards meeting graduation requirements, A-G requirements, and other college/career goals. We endeavor to keep counselor caseloads below the national average so that each student can receive support customized to their needs and goals. We are also setting up free advisory classes, submitted to the College Board for 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	No	Fully Implemented	This action item has been completed		$0.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
3.4	**Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.** High School students will benefit from direct instruction from teachers who are highly qualified in subjects. Students will receive office hours, direct instruction, feedback to support students.	Yes	Fully Implemented	We are maintaining certificated staff for this action item		$95,000.00	$57574.32
3.5	**CAAP Program** We will continue the College Awareness and Advancement Program for unduplicated students. The program provides free VA classes, college course materials, access to a CAAP advisor, and two UC/CSU college tours per year. Students will attend monthly meetings with program participants and the advisor to discuss college preparedness and to provide	Yes	Partially Implemented	The CAAP program is supporting these identified unduplicated students with books, classes, college tours, and advisors. At the time of this mid-year LCAP expenditures for this action item have been finalized.		$10,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	access to information needed to be prepared to attend college.						

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Coversheet

Approval of 2022-2023 School Accountability Report Card

Section: V. Academic Excellence
Item: C. Approval of 2022-2023 School Accountability Report Card
Purpose:
Submitted by:
Related Material:
2023_School_Accountability_Report_Card_Feather_River_Charter_School_final.pdf

Feather River Charter School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

SARC



Feather River
CHARTER SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Feather River Charter School
Street	4305 South Meridian Road
City, State, Zip	Meridian, CA, 95957-9647
Phone Number	(916) 957-5781
Principal	Jenell Sherman
Email Address	jenell.sherman@featherrivercharter.com
School Website	https://featherrivercharter.org/
County-District-School (CDS) Code	51 71456 0133934

2023-24 District Contact Information

District Name	Winship-Robbins Elementary School District
Phone Number	(530) 738-4386
Superintendent	Dawn Carl
Email Address	dawnc@sutter.k12.ca.us
District Website	http://winship-robbins.sutter.k12.ca.us

2023-24 School Description and Mission Statement

ABOUT OUR SCHOOL
Feather River Charter School (FRCS) began operations in the fall of the 2016-17 academic year. It holds accreditation from the Western Association of Schools and Colleges (WASC) and operates as a non-classroom-based public charter school under the authorization of the Winship-Robbins Elementary School District in Sutter County. Our school provides education to students in Sacramento, Yolo, Yuba, Sutter, Colusa, and Placer Counties, spanning transitional kindergarten through 12th grade. FRCS provides flexible, personalized learning experiences through a diverse range of unique and dynamic programs. FRCS values and actively supports parental choice and personalized learning for all students.

FRCS Home School Teachers (HSTs) are credentialed California educators who collaborate with families to foster, guide, and enhance students' educational needs. Emphasizing collaboration with academic achievement and holistic child development through personalized learning is central to our approach.

At Feather River Charter School, we have established Schoolwide Learner Outcomes (SLOs) as goals for our students. These outcomes are integral to our school culture, reflecting our vision, College and Career Readiness standards, and a commitment to educating the whole child.

FRCS has continued to increase offerings in the Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA). JHVA and HSVA are offerings that are dedicated to providing direct instruction as additional support for students. Both programs provide live online instruction with standards-aligned courses facilitated by credentialed teachers.

FRCS teachers collaborate with parents/guardians/caregivers to develop learning plans for students. During each learning period, the teacher collaborates to review lessons to be completed within a specified timeframe. Students have access to comprehensive online curricula aligned with educational standards. Benchmark diagnostic assessments, administered in fall, winter, and spring for grades TK-12, offer crucial proficiency data across various subjects. This data, coupled with learning styles, informs the development of individualized learning paths, enabling students to target specific objectives and standards. Regular assessment determines mastery levels, and personalized learning plans expedite student progress.Teachers deliver instruction and support in person or online through web-conferencing platforms. This flexibility allows for collaboration and instruction using video, voice, text, and shared writing space. With 24-hour access to all curricula, learning can occur at various locations, including libraries and students' residences, according to individual preferences.

2023-24 School Description and Mission Statement

FRCS has implemented an online direct instruction platform, offering four to six-week intervention courses in mathematics and language arts. Additional programs focus on instilling critical thinking skills essential for success in college and career pathways. Our tiered support system is robust, catering to diverse learning styles. FRCS consistently adapts programs to meet the evolving needs of the student population. The leadership and staff eagerly anticipate continued collaboration with our educational partners, providing a compelling option for students seeking an independent study/homeschool program.

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

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

FEATHER RIVER STUDENTS ARE:

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	269
Grade 1	212
Grade 2	202
Grade 3	226
Grade 4	191
Grade 5	199
Grade 6	195
Grade 7	202
Grade 8	176
Grade 9	156
Grade 10	134
Grade 11	127
Grade 12	76
Total Enrollment	2,365

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.1%
American Indian or Alaska Native	0.1%
Asian	2.3%
Black or African American	1.9%
Filipino	0.9%
Hispanic or Latino	13.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6.4%
White	70.2%
English Learners	7.5%
Homeless	1.3%
Socioeconomically Disadvantaged	41.3%
Students with Disabilities	8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	52.38	34.20	59.73	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.36	0.10	0.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	19.60	41.78	20.10	35.10	12115.80	4.41
Unknown	2.50	5.46	2.70	4.86	18854.30	6.86
Total Teaching Positions	47.00	100.00	57.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.60	50.17	53.50	58.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.37	1.20	1.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	36.00	49.44	36.40	39.97	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	72.90	100.00	91.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.40
Local Assignment Options	19.60	35.60
Total Out-of-Field Teachers	19.60	36.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	0.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus ALEKS EdMentum OPEd Academy Edgenuity	Yes	0%

	BrightThinker		
Mathematics	Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Science	Acellus ALEKS Edgenuity BrightThinker	Yes	0%
History-Social Science	Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Foreign Language	Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Health	Acellus EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Visual and Performing Arts	Acellus EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

Feather River Charter School maintains facilities in proper condition, The site maintains a Site Safety Plan.

Year and month of the most recent FIT report	September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	43	43	42	47	46
Mathematics (grades 3-8 and 11)	33	30	32	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1333	1284	96.32	3.68	42.76
Female	675	647	95.85	4.15	45.60
Male	654	634	96.94	3.06	39.91
American Indian or Alaska Native	0	0	0	0	0
Asian	36	34	94.44	5.56	35.29
Black or African American	21	20	95.24	4.76	35.00
Filipino	--	--	--	--	--
Hispanic or Latino	183	175	95.63	4.37	42.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	126	91.97	8.03	45.24
White	940	913	97.13	2.87	43.15
English Learners	84	82	97.62	2.38	9.76
Foster Youth	0	0	0	0	0
Homeless	26	22	84.62	15.38	31.82
Military	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	556	536	96.40	3.60	37.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	112	88.89	11.11	25.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1333	1286	96.47	3.53	29.63
Female	675	649	96.15	3.85	24.81
Male	654	634	96.94	3.06	34.54
American Indian or Alaska Native	0	0	0	0	0
Asian	36	35	97.22	2.78	25.71
Black or African American	21	20	95.24	4.76	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	183	175	95.63	4.37	26.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	126	91.97	8.03	26.19
White	940	914	97.23	2.77	31.40
English Learners	84	84	100.00	0.00	19.05
Foster Youth	0	0	0	0	0
Homeless	26	22	84.62	15.38	4.55
Military	11	11	100.00	0.00	36.36
Socioeconomically Disadvantaged	556	538	96.76	3.24	24.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	112	88.89	11.11	16.96

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.30	34.75	20.83	7.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	574	548	95.47	4.53	35.04
Female	288	276	95.83	4.17	30.80
Male	283	270	95.41	4.59	39.26
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	12.50
Black or African American	15	14	93.33	6.67	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	77	73	94.81	5.19	28.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	47	90.38	9.62	48.94
White	406	390	96.06	3.94	35.64
English Learners	29	29	100.00	0.00	3.45
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	245	237	96.73	3.27	29.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	42	82.35	17.65	21.43

2022-23 Career Technical Education Programs

Career Technical Education (CTE) at Feather River Charter School stands as a dynamic program that seamlessly integrates core academic knowledge with technical and occupational expertise. Our commitment to evolving alongside the swiftly changing demands of the workplace is reflected in the ongoing development and implementation of various CTE pathways.

In adherence to the statewide Doing What Matters Initiative (DWMI), we are dedicated to crafting a CTE program that is finely tuned to the requirements of regional economies. Collaborating proactively with local colleges and industry representatives, we strive to introduce CTE course pathways, internships, and industry certificates that equip students for the dynamic regional labor market. Upon successfully completing a CTE pathway, students are awarded a CTE Completer Certificate, a testament to their readiness for the workforce.

Our diverse range of pathways serves as a comprehensive approach, with some designed to provide students with the knowledge necessary to excel in industry certification exams. Others seamlessly integrate certifications into the coursework, offering students a direct pathway to apply for career-ready positions. Importantly, our CTE program is not only a bridge to the professional world but also a stepping stone to higher education. Actively aligning our courses with the University of California A-G subject-area requirements, several of our offerings facilitate dual enrollment as a capstone course.

Inclusivity is at the heart of our CTE program, ensuring access for all students regardless of gender, socio-economic status, special needs, or English proficiency. Currently, we proudly offer 10 CTE pathways spanning eight industry sectors, including Arts, Media and Entertainment, Business & Finance, Health Science & Medical Technology, Marketing, Sales and Services, Public Service, Hospitality, Information & Communication Technologies, Engineering, and Architecture.

As part of our ongoing commitment to student satisfaction and success, we actively seek feedback to refine and expand our program, tailoring CTE pathways and courses to match the interests and aspirations of our students.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	18
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.77
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	26.19

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.49%	100%	99.49%	99.49%	99.49%
Grade 7	96.91%	97.94%	98.45%	98.45%	98.97%
Grade 9	94.59%	96.62%	95.95%	95.95%	98.65%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Feather River Charter School is committed to fostering active engagement with parents/guardians/caregivers, and teachers through a diverse range of platforms, media, and events. Information about board meetings, parent education workshops, weekly Community Connection events, and staff office hours can be accessed through our school websites, social media platforms, and the weekly .that are emailed to the families

The Board of Directors at Feather River Charter School is comprised of parents/guardians/caregivers of current or past students and community members who actively influence the governance of the school. Our parents and students contribute valuable insights pertaining to program planning, design, and implementation. In alignment with the essence of our program, parents/guardians/caregivers play a direct role in their child's education and often lend their support to community events, park days, as well as other school-related activities.

To comprehensively gauge parent satisfaction, we administer electronic surveys annually in the spring. These surveys are thoughtfully crafted to specifically assess parent satisfaction on the effectiveness of all aspects of the school.

Our commitment to communication and support is further exemplified through our Family Liaisons. Serving as a vital bridge between school, home, and community. They work directly with families, facilitating communication and offering support. Our families can easily communicate their needs and provide feedback to our family liaison through various channels, including social media platforms. Contact information for our family liaison is readily available in our weekly newsletter and directly through our school phone number: (916) 957-5781.

Furthermore, Feather River Charter School has established partnerships with local community organizations and businesses. Through these collaborations, we provide educational workshops, lessons, classes, and outreach programs that significantly enhance the overall educational experience for our students.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	10.5	11.4	5.6	10.5	11.4	5.6	9.4	7.8	8.2
Graduation Rate	86	84.8	89.8	86	84.8	89.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	108	97	89.8
Female	50	45	90.0
Male	58	52	89.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	16	13	81.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	77	71	92.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	60	54	90.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	12	80.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2542	2505	39	1.6
Female	1241	1223	17	1.4
Male	1295	1276	21	1.6
Non-Binary	6	6	1	16.7
American Indian or Alaska Native	3	2	0	0.0
Asian	58	57	0	0.0
Black or African American	54	54	3	5.6
Filipino	21	21	0	0.0
Hispanic or Latino	341	339	13	3.8
Native Hawaiian or Pacific Islander	11	10	1	10.0
Two or More Races	168	164	6	3.7
White	1778	1752	15	0.9
English Learners	221	217	7	3.2
Foster Youth	4	4	2	50.0
Homeless	53	53	1	1.9
Socioeconomically Disadvantaged	1085	1067	26	2.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	240	233	6	2.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.04	0.21	0.08	0.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.04	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.04	0.04
Female	0	0
Male	0.08	0.08
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.06	0.06
English Learners	0.45	0.45
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.09	0.09
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Feather River Charter School prioritizes the safety and well-being of its students and staff through a meticulously crafted Comprehensive Safety Plan. This plan undergoes a thorough review, update, and discussion each fall before the commencement of the school year. Approved on December 6, 2022, the Comprehensive Safety Plan serves as a robust framework for emergency procedures, evacuation routes, incident command system procedures, and an injury and illness prevention plan for the upcoming 2023-2024 school year.

Within the FRCS Resource Center, readily available "Readiness and Emergency Plans" outline schoolwide crisis protocols, ensuring preparedness for any unforeseen events. Recognizing the importance of mental health support during crises, Feather River Charter School employs qualified School Psychologists and Counselors to assist students and staff in navigating challenging situations.

The Governing Board of FRCS is dedicated to creating and maintaining a safe and secure environment for everyone on campus. To reinforce this commitment, board policies specifically tailored to support student safety have been established and can be accessed on the school's website.

Ensuring that every staff member is well-equipped to respond to safety concerns, FRCS mandates annual comprehensive safety training aligned with essential educational content. This includes but is not limited to Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment, and Suicide Prevention. As part of an ongoing commitment to safety, Feather River Charter School remains proactive in enhancing training programs and adapting board policies as necessary to address the evolving needs of both students and staff.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	60		
1	2	54		
2	2	63		
3	2	54		
4	1	78		
5	1	54		
6	1	68		
Other	3	8		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	93		
1	2	65		
2	2	66		
3	2	66		
4	2	64		
5	2	65		
6	2	66		
Other	4	20		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	128	0	0
1	2	81	0	0
2	2	79	0	0
3	2	85	0	0
4	2	77	0	0
5	2	84	0	0
6	2	85	0	0
Other	4	31	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	151		
Mathematics	2	138		
Science	2	114		
Social Science	2	160		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	176	2	1
Mathematics	2	169		
Science	2	141	1	
Social Science	2	167		1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	217	0	3
Mathematics	2	208	0	2
Science	2	175	1	1
Social Science	2	192	0	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1689.29

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.9
Social Worker	
Nurse	0.9
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	22.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,625	743	9,882	69,778
District	N/A	N/A	9,882	$52,547
Percent Difference - School Site and District	N/A	N/A		0.61
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

Feather River Charter School is proud to be funded by a diverse array of resources, ensuring a robust support system for our students. Our funding sources include the Local Control Funding Formula (LCFF), Special Education funds, lottery proceeds, the Environmental Protection Account (EPA), mandated cost block, and various state one-time grants, such as Extended Learning Opportunities (ELO) and the Educator Effectiveness Block Grant (EEBG). Additionally, we receive Federal Special Education funding, Title II and III funding, and federal grants such as ESSER II and III.

Student-Centric Approach:
At Feather River, each student benefits from dedicated funding for instructional materials, support services, and a commitment to providing comprehensive services that prioritize unduplicated and at-risk students. We recognize the importance of socialization and social-emotional support, which is integrated into our expanded programs, including intervention services and counseling. Our unique offerings, such as Adventure Academy, community programs, field trips, and park days, seamlessly blend socialization with educational activities.

Academic Development and Innovative Programs:
We take pride in our Junior High and High School Virtual Academy, which focuses on supporting and expanding the learning and development of all students. Eligible students with Individualized Education Plans (IEPs) receive special education services, including the provision of technology and related educational materials.

Inclusive Services:
Our commitment to inclusivity extends to specialized services for Foster Youth, Homeless, and Socio-Economically Disadvantaged students. We believe in providing equal opportunities for all students to thrive.

Holistic Support:
In addition to academic support, our school places a high value on the social and emotional well-being of our students. Our counseling services cover both academic and career aspects, and 504 services and supports are available to address individual needs.

Empowering Parents and Professional Development:
We actively promote Parent Education to ensure that families are equipped with the tools and knowledge to support their children's educational journey. Simultaneously, we invest in Staff Professional Development to empower our educators with the latest insights and techniques, ensuring that they can deliver the best possible education to our students.

At Feather River Charter School, we believe in fostering a supportive and enriching environment for all our students, recognizing and celebrating their unique strengths and challenges. Through collaboration, innovation, and a commitment to continuous improvement, we strive to make a positive impact on the lives of the students we serve.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$41,060	$48,481
Mid-Range Teacher Salary	$60,602	$73,129
Highest Teacher Salary	$97,383	$99,406
Average Principal Salary (Elementary)	$0	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$127,984	$138,991
Percent of Budget for Teacher Salaries	17.6%	29.34%
Percent of Budget for Administrative Salaries	5.32%	5.99%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0.4

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	11