



Golden Charter Academy

GCA Board of Trustees Meeting

Published on March 3, 2023 at 2:01 PM PST

Date and Time

Wednesday March 8, 2023 at 4:30 PM PST

Location

Golden Charter Academy is inviting you to a scheduled Zoom meeting.

Topic: GCA Board of Trustees Regular Meetings

Time: March 8, 2022 04:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/88417324062>

Meeting ID: 884 1732 4062

One tap mobile

+16699009128,,88417324062# US (San Jose)

+12532158782,,88417324062# US (Tacoma)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 884 1732 4062

Find your local number: <https://us02web.zoom.us/u/kdLSYLrhIw>

	Purpose	Presenter	Time
II. Consent Agenda			4:30 PM
<p>Consent agenda items are for routine matters that do not require discussion or deliberation by the Board. The Consent calendar permits the Board to approve multiple items in one action without discussion. All Board members have the right to remove a consent item from the consent calendar so that normal discussion and deliberation may take place. If a Board members' request that an item be removed from the Consent Agenda, the item will be pulled for discussion and separate action.</p>			
A.	Feb 2, 2023 Board Meeting Minutes Draft	Approve Minutes	
B.	Financial Warrants	FYI	
C.	Approval of the Consent Agenda	Vote	5 m
III. Information / Discussion			4:35 PM
A.	Facility Presentation by Art Dyson	FYI	Art Dyson
B.	Reports and Updates	Discuss	15 m
	<ol style="list-style-type: none"> 1. CEO Report (Robert Golden, President & CEO) Enrollment and Operations Update 2. Principal's Report (Mandy Breuer, Principal) 3. Financial Report (Jim Weber, Charter Impact) Monthly Financial Update 		
C.	FUSD Charter Martix FUSD site visit Report Matrix.	FYI	5 m
D.	Annual Governance Training It will be scheduled for April 13, 2023 during our scheduled board meeting.	FYI	
IV. Action Items			5:05 PM
A.	Revised 2022/23 Budget	Vote	5 m

	Purpose	Presenter	Time
Approval of revised 2022/23 budget			
B. 2022/23 Second Interim Report	Vote		5 m
Approval of Second Interim Report			
C. 2023-24 Safe School Plan (SSP)	Vote		5 m
Consideration & Approval of 2023-24 Safe School Plan			
V. Board Member Comments			5:20 PM
This is an opportunity for Board members to take comments/updates from fellow board members, address activities, correspondence, and operations, and/or acknowledge or recognize specific programs, activities, or personnel.			
A. Next Regularly Scheduled Board Meeting	FYI		
Thursday, April 16, 2023 4:30 pm			
B. Suggested Agenda Items	Discuss		5 m
VI. Closing Items			5:25 PM
A. Adjourn Meeting	Vote		

Coversheet

Pledge of Allegiance

Section: I. Opening Items
Item: C. Pledge of Allegiance
Purpose: FYI
Submitted by:
Related Material: Flag1.jpg



Coversheet

Feb 2, 2023 Board Meeting Minutes Draft

Section: II. Consent Agenda
Item: A. Feb 2, 2023 Board Meeting Minutes Draft
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for GCA Board of Trustees Meeting on February 2, 2023

APPROVED



GOLDEN
CHARTER ACADEMY

Golden Charter Academy

Minutes

GCA Board of Trustees Meeting

Date and Time

Thursday February 2, 2023 at 5:00 PM

Location

Golden Charter Academy is inviting you to a scheduled Zoom meeting.

Topic: GCA Board of Trustees Regular Meetings

Time: Feb 2, 2023 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/88417324062>

Meeting ID: 884 1732 4062

One tap mobile

+16699009128,,88417324062# US (San Jose)

+12532158782,,88417324062# US (Tacoma)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 884 1732 4062

Find your local number: <https://us02web.zoom.us/u/kdLSYLrhIw>

Golden Charter Academy
1626 W. Princeton Ave
Fresno, CA 93705

Directors Present

B. De Vore (remote), D. Huff, E. Gonzalez, K. Thomas (remote)

Directors Absent

I. Green, R. Quinto, S. Barton

Ex Officio Members Present

A. Breuer, R. Golden

Non Voting Members Present

A. Breuer, R. Golden

Guests Present

E. Ewing II, J. Xiong (remote)

I. Opening Items

A. Call the Meeting to Order

E. Gonzalez called a meeting of the board of directors of Golden Charter Academy to order on Thursday Feb 2, 2023 at 5:04 PM.

B. Roll Call

C. Pledge of Allegiance

Pledge of Allegiance led by Dr. Huff.

D. Public Comment

E. Approval of the Agenda

D. Huff made a motion to approve the Agenda.

B. De Vore seconded the motion.

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

II. Consent Agenda

A. Jan 5, 2023 Board Meeting Minutes Draft

D. Huff made a motion to approve the minutes from GCA Board of Trustees Meeting on 01-05-23.

K. Thomas seconded the motion.

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

B. Financial Warrants

C. Escrow Closing Statement

D. Approval of the Consent Agenda

III. Information / Discussion

A. Fresno First Bank

Linda Jones, Fresno First Bank

Local bank partnership with Fresno First Bank for GOLD LLC.

B. Reports and Updates

Principal's Report (Mandy Breuer, Principal)

FUSD Oversight Visit Overview - ALL positive reviews from the FUSD team calling GCA The Real Deal.

Attendance & Enrollment - At 100% enrolled in 4 classes. 95% in Kinder and 97% in 1st. At GCA, our attendance issues hit three main areas: No to limit access to working transportation to school, mental health, health care (getting sick and/or unable to go to the doctor). Attendance secretary sends out attendance letters as absences increase which leads to a SART meeting. School Site Attendance Team meets every other week, utilizing data to address truancy. SART meetings from mid-December to end of January for 8 chronically absent students: attendance improved drastically for 50% of them immediately after the connection. If meeting is unsuccessful, we then move onto home visits. If truancy continues after visit, we move forward with the disenrollment process. From November to January, ADA increased by 4% after SART meetings were held.

CEO Report (Robert Golden, President & CEO)

FUSD Oversight visit - Zoo visit with the kindergarten students and team. FUSD members mentioned GCA having a family environment.

Fresno First Bank - Opening an account with FFB for the LLC.

Assets funding grant due February 10, 2023.

Enrollment for the 23-24 SY officially opened last month. Lottery to be held in late March. Hosted our first Golden Tour for families of interest today. Over 50 families signed up for the tour. Garden opening ceremony to be held Friday, February 3, 2023. Multiple medias will be on campus to document. Teacher evaluations and check-ins the past few weeks with all GCA teachers.

Financial Report (Jim Weber, Charter Impact)
December 2022

Goal surplus for 22-23: \$800k range (18%) should stabilize cashflow in year 3. Ending fund balance forecast \$1 million + w/ federal support (PCSGP and ESSER III). Cash ended month \$415k w/ \$640k receivables factored (repaid Jan-Apr). SARC due February 1st. P1 ADA 233.08, down from budget 249. Attendance declined between 84%-90% during Oct-Nov. LCFF cut (\$235k) due to reduced ADA. PCSGP forecast cut (\$200k) due to lack of eligible expenses-impact of changes net zero. Current cash is \$415k with \$640k advanced, net cash (\$225k). Currently factored Dec-Mar receivable, factoring should end.

C. Phoenix Philanthropy

Moving forward with the fundraising plan proposal.

D. Facility Update

Submitted the plan to the state for the modulars project. Waiting for the signed authorization form. Received the official keys to the Belmont site. Viewed the rendering photos for the permanent facility.

E. Governance Committee Nominations

A chance for board members to nominate themselves/others for the Governance Committee.

Bard De Vore
Ed Gonzalez
Isaiah Green

F. Finance Committee Nominations

A chance for board members to nominate themselves/others for the Finance Committee.

Ruth Quinto
Ed Gonzalez
Robert Golden

G. Board on Track Workshop

Board on Track Workshop date TBD.

H. Tax Preparation Audit Review

Marcy Kearney, Christy White

21-22 School Year Financial Audit Report

Procedures overviews on testing over cash, accounts receivable, capital assets, accounts payable, long-term debt and journal entry journey. As a TK-12 school, GCA will be required to go through a state compliance report. No new accounting policies implemented in 21-22 fiscal year. New lease standard coming 22-23.

I. Fresno Chaffee Zoo Black History Celebration & Marketing

February 23, 2023

IV. Action Items

A. Sponsorship/Marketing for Fresno Chaffee Zoo Black History Event

D. Huff made a motion to approve the sponsorship/ marketing for Fresno Chaffee Zoo Black History Event.

B. De Vore seconded the motion.

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

B. Phoenix Philanthropy Fundraising Proposal

D. Huff made a motion to approve the Phoenix Philanthropy Fundraising Proposal.

B. De Vore seconded the motion.

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

C. School Accountability Report Card (SARC)

D. Huff made a motion to approve the School Accountability Report Card (SARC).

K. Thomas seconded the motion.

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

D. Mobile Modular Lease Quote & Agreement

D. Huff made a motion to approve the Mobile Modular Lease Quote & Agreement.

B. De Vore seconded the motion.

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

V. Board Member Comments

A. Next Regularly Scheduled Board Meeting

Thursday, March 2, 2023. Time TBD.

B. Suggested Agenda Items

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:55 PM.

Respectfully Submitted,

D. Huff

Coversheet

Financial Warrants

Section: II. Consent Agenda
Item: B. Financial Warrants
Purpose: FYI
Submitted by:
Related Material: Jan 2023-GCA-Board Summary.pdf



Golden Charter Academy

Monthly Financial Presentation – January 2023

January Highlights

Highlights

- P-1 ADA **233.08** cuts revenue (\$235K+) from budget.
- Goal surplus for 2022/23: \$800K range (18%) should stabilize cashflow in Year 3.
- Ending fund balance forecast **\$1.1 million +** with federal support (PCSGP and ESSER III).
- Cash ended month **\$397K**, with \$478K receivables factored (repaid Feb-Apr).

Compliance and Reporting

- Revised budget and 2nd interim report are presented for approval.
- Arts, Music & Instructional Materials Block Grant plan required before utilizing funding.

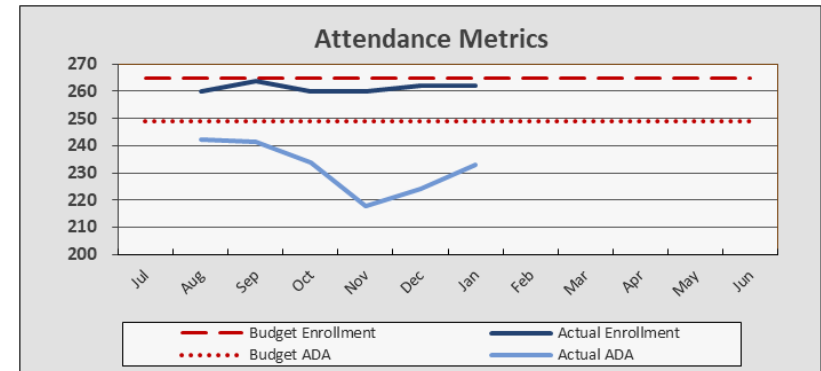


Attendance Data and Metrics

Enrollment and Per Pupil Data

<i>Enrollment & Per Pupil Data</i>			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
<i>Average Enrollment</i>	261	264	265
<i>ADA</i>	232	233	249
<i>Attendance Rate</i>	88.8%	88.3%	94.0%
<i>Unduplicated %</i>	90.8%	90.8%	91.3%
<i>Revenue per ADA</i>		\$22,979	\$21,878
<i>Expenses per ADA</i>		\$19,100	\$18,701

Attendance Metrics



P-1 ADA 233.08, down from budget 249.
 Attendance declined between 84%-90% during Oct-Jan.
 P-2 ADA forecast set to P-1, rolling UPP 90.83%.
 LCFF is calculated at \$13,952 per ADA.

Revenue

- **January Updates**
 - **LCFF cut (\$235K) due to reduced ADA.**
 - **PCSGP forecast cut (\$200K) due to lack of eligible expenses – impact of changes net zero.**
 - **Contributions +\$325K pledge from CSGF.**

Revenue

	<i>Year-to-Date</i>		
	Actual	Revised Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 1,204,065	\$ 1,259,168	\$ (55,103)
Federal Revenue	220,607	127,459	93,147
Other State Revenue	44,496	128,995	(84,499)
Other Local Revenue	172,165	162,027	10,137
Total Revenue	\$ 1,641,332	\$ 1,677,649	\$ (36,317)

	<i>Annual/Full Year</i>		
	Forecast	Revised Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 3,311,280	\$ 3,546,437	\$ (235,157)
Federal Revenue	945,646	1,115,583	(169,937)
Other State Revenue	601,866	625,745	(23,879)
Other Local Revenue	497,221	162,027	335,194
Total Revenue	\$ 5,356,013	\$ 5,449,792	\$ (93,780)

Revenue – Grant Planning

- **January Updates**
 - **ESSER III - \$288K through 2023/24.**
 - **Arts, Music and Instructional Materials – \$113,459 through 6/26, plan required before utilizing funds.**
 - **Learning Recovery – \$388,309 through 6/28.**

	2021/22	2022/23	2023/24	2024/25	2025/26
Arts, Music and Instructional Materials \$113,459	\$ -	\$ -	\$ 37,820	\$ 37,820	\$ 37,820
Learning Recovery \$388,309 (six years)	\$ -	\$ -	\$ 77,662	\$ 77,662	\$ 77,662
Kitchen Infrastructure \$25,000	\$ 3,523	\$ 21,477	\$ -	\$ -	\$ -
ESSER II \$222,069	\$ 222,069	\$ -	\$ -	\$ -	\$ -
ESSER III \$499,197	\$ 210,798	\$ 200,000	\$ 88,399	\$ -	\$ -
PCSGP	\$ 65,092	\$ 334,908	\$ -	\$ -	\$ -
One-Time Funding plan	\$ 501,482	\$ 556,385	\$ 203,880	\$ 115,481	\$ 115,481



Expenses

- January Updates
 - Expense trends lower than budget, partially offsetting lost revenue.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Revised Budget	Fav/(Unf)	Forecast	Revised Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 577,704	\$ 580,975	\$ 3,271	\$ 986,313	\$ 989,584	\$ 3,271
Classified Salaries	552,034	610,250	58,216	961,993	1,020,210	58,216
Benefits	204,308	244,954	40,646	427,032	464,812	37,780
Books and Supplies	382,810	468,446	85,636	710,700	790,300	79,600
Subagreement Services	113,228	198,764	85,536	427,047	425,160	(1,887)
Operations	105,843	116,860	11,017	204,657	210,057	5,400
Facilities	101,817	110,471	8,654	179,572	199,779	20,207
Professional Services	218,299	236,474	18,175	440,606	439,620	(985)
Depreciation	31,904	30,613	(1,292)	53,771	52,479	(1,292)
Interest	49,670	66,538	16,868	60,087	66,538	6,451
Total Expenses	\$ 2,337,618	\$ 2,664,345	\$ 326,727	\$ 4,451,778	\$ 4,658,538	\$ 206,760

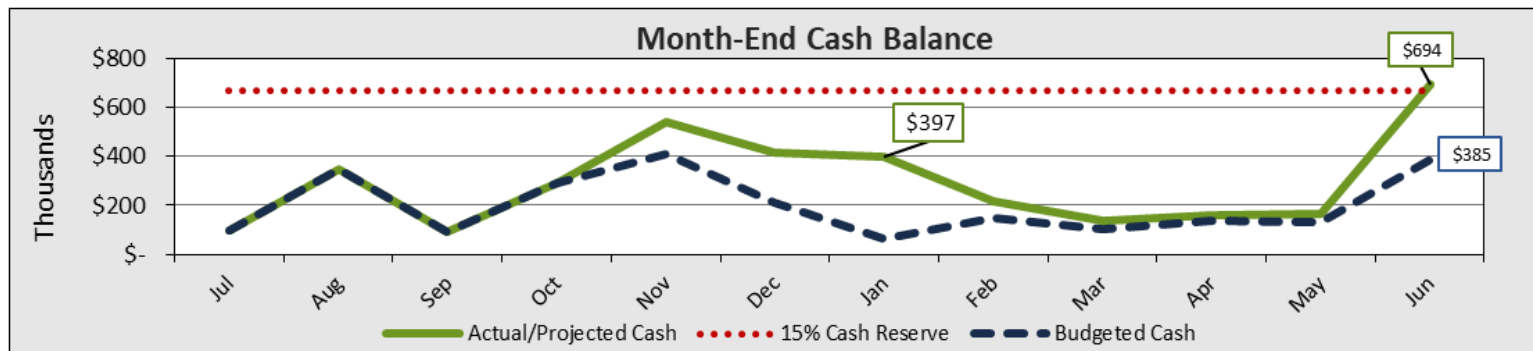
Surplus / (Deficit) & Fund Balance

- Ending fund balance forecast **\$1.1 million+**, 26%, should stabilize 2023/24 cashflow.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Revised Budget	Fav/(Unf)	Forecast	Revised Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (696,286)	\$ (986,696)	\$ 290,409	\$ 904,235	\$ 791,254	\$ 112,981
Beginning Fund Balance	<u>249,423</u>	<u>249,423</u>		<u>249,423</u>	<u>249,423</u>	
Ending Fund Balance	<u>\$ (446,863)</u>	<u>\$ (737,273)</u>		<u>\$ 1,153,658</u>	<u>\$ 1,040,678</u>	
<i>As a % of Annual Expenses</i>	-10.0%	-15.8%		25.9%	22.3%	

Cash Balance

- Current cash is **\$397K** with \$478K advanced, net cash (\$81K).
- Currently factored Jan- Mar receivables, factoring should end once repaid.
- Facility development deposits forecast (\$284K) pending actual expenses.
- Strong surplus in Year 2 will strengthen cashflow once AR is fully collected.



Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2021/22). 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.	GCA	Yes	No	https://www.cde.ca.gov/ta/ac/sa/questions.asp
FINANCE	Feb-10	ASES - New applicants for 2023/24 - 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. Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The application is for new grantees as well as existing grant recipients who wish to increase funding.	GCA with Charter Impact support	No	Yes	https://www.cde.ca.gov/fg/fo/r27/ases23rfa.asp
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/sf/fr/calendar19district.asp
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.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	Feb-24	CALPADS - Fall 2 deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services. Students' course enrollments, teacher course assignments, staff job assignments, FTE count and English Learner education services are reported datasets.	Charter Impact submits with data provided by GCA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Feb-28	E-Rate FCC Form 470 Due date (FY2023) - To request bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2023 filing window.	GCA	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
FINANCE	Mar-28	Federal Stimulus Annual Report - 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 July 1, 2021 - June 30, 2022.	Charter Impact with GCA support	No	No	https://www.cde.ca.gov/fg/cr/anreporthehelp.asp
FINANCE	Mar-28	E-Rate FCC Form 471 Due date (FY2023) - To apply for program discounts, applicants file an FCC Form 471 in EPC to provide USAC with information about the services they are requesting and the discount(s) for which they are eligible. The FCC Form 471 must be certified by March 28, 2023.	GCA	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Mar-31	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

Appendices

As of January 31, 2023

- Cash Flow – Monthly and Annual Forecast
- Statement of Financial Position (Balance Sheet)
- Statement of Cash Flows
- Accounts Payable Aging
- Check Register

The Golden Charter Academy

Financial Package
January 31, 2023

Presented by:



Golden Charter Academy

Monthly Cash Flow/Forecast FY22-23

Revised 02/12/2023

ADA = 233.08



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
ADA = 249.10																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	-	113,049	113,049	203,488	350,469	203,488	203,488	275,859	314,205	314,205	314,205	314,205	314,205	3,033,915	3,250,008	(216,094)
8012 Education Protection Account	-	-	-	8,517	-	-	8,517	-	-	17,928	-	-	11,654	46,616	49,820	(3,204)
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	17,055	71,231	35,616	35,616	35,616	35,616	230,749	246,609	(15,860)
	-	113,049	113,049	212,005	350,469	203,488	212,005	292,914	385,436	367,749	349,821	349,821	361,475	3,311,280	3,546,437	(235,157)
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	29,069	29,069	29,069	-
8220 Federal Child Nutrition	-	-	-	26,558	25,682	18,122	15,143	26,000	26,000	26,000	26,000	26,000	44,495	260,000	260,000	-
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	18,106	84,391	-	-	-	-	-	102,497	72,434	30,063
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	4,586	-	2,293	-	-	9,172	9,172	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	114,496	-	-	23,325	-	-	197,087	334,908	534,908	(200,000)
8296 Other Federal Revenue	-	-	-	-	-	-	2,500	7,500	-	-	-	-	200,000	210,000	210,000	-
	-	-	-	26,558	25,682	18,122	150,245	117,891	30,586	49,325	28,293	26,000	472,944	945,646	1,115,583	(169,937)
Other State Revenue																
8311 State Special Education	-	-	-	-	-	-	-	-	35,932	35,932	35,932	35,932	35,932	179,658	192,006	(12,348)
8520 Child Nutrition	-	-	565	7,111	6,424	4,386	3,662	7,000	7,000	7,000	7,000	7,000	12,852	70,000	70,000	-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	47,277	-	-	-	-	90,583	105,101	(14,518)
8550 Mandated Cost	-	-	-	-	-	3,124	-	-	-	-	-	-	-	3,124	3,124	(0)
8560 State Lottery	-	-	-	-	-	-	12,439	-	-	10,093	-	-	32,708	55,240	59,037	(3,797)
8598 Prior Year Revenue	-	-	-	-	-	-	6,784	-	-	-	-	-	-	6,784	-	6,784
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	196,477	-	196,477	196,477	-
	-	-	565	7,111	6,424	7,510	22,886	7,000	90,209	53,024	42,932	239,409	124,797	601,866	625,745	(23,879)
Other Local Revenue																
8660 Interest Revenue	-	79	-	214	27	-	378	57	-	-	-	-	-	755	293	462
8689 Other Fees and Contracts	-	934	-	-	-	-	-	-	-	-	-	-	-	934	934	-
8699 School Fundraising	-	-	24	776	-	5,746	-	-	-	-	-	-	-	6,546	800	5,746
8980 Contributions, Unrestricted	10,000	-	-	-	3,986	150,000	-	-	-	-	-	325,000	-	488,986	160,000	328,986
	10,000	1,014	24	990	4,013	155,746	378	57	-	-	-	325,000	-	497,221	162,027	335,194
Total Revenue	10,000	114,063	113,638	246,664	386,589	384,866	385,513	417,862	506,231	470,098	421,045	940,229	959,216	5,356,013	5,449,792	(93,780)
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	750	72,561	71,133	71,133	70,186	72,987	69,400	71,106	71,106	71,106	71,106	-	-	712,574	713,319	744
1170 Teachers' Substitute Hours	4,650	525	3,763	3,150	1,050	3,150	1,852	2,400	2,400	2,400	2,400	-	-	27,740	28,888	1,148
1175 Teachers' Extra Duty/Stipends	-	-	-	-	4,360	600	-	2,400	2,400	2,400	2,400	-	-	14,560	16,800	2,241
1200 Pupil Support Salaries	-	5,589	5,809	-	12,610	13,010	12,960	12,610	12,610	12,610	12,610	-	-	100,419	99,669	(750)
1300 Administrators' Salaries	10,909	10,909	10,909	10,909	10,909	11,021	10,909	10,909	10,909	10,909	10,909	10,909	-	131,021	130,909	(112)
	16,309	89,584	91,614	85,192	99,115	100,768	95,122	99,425	99,425	99,425	99,425	10,909	-	986,313	989,584	3,271
Classified Salaries																
2100 Instructional Salaries	9,500	34,127	45,104	44,397	40,854	33,817	27,544	43,668	43,668	43,668	43,668	-	-	410,013	438,801	28,788
2200 Support Salaries	2,622	25,522	16,146	14,542	969	13,993	3,751	14,060	14,060	14,060	14,060	-	-	133,785	157,252	23,467
2300 Classified Administrators' Salaries	22,917	17,917	17,917	17,917	17,917	18,317	17,917	17,917	17,917	17,917	17,917	17,917	-	220,400	220,000	(400)
2400 Clerical and Office Staff Salaries	10,408	13,628	18,204	18,772	14,681	18,218	14,420	17,893	17,893	17,893	17,893	17,893	-	197,796	204,157	6,361
	45,446	91,193	97,371	95,627	74,420	84,345	63,631	93,537	93,537	93,537	93,537	35,810	-	961,993	1,020,210	58,216
Benefits																
3101 STRS	3,482	16,657	16,518	14,446	16,871	17,675	16,993	19,353	19,353	19,353	19,353	2,123	-	182,178	188,242	6,065
3301 OASDI	2,654	5,286	5,908	5,736	4,772	5,042	3,840	5,963	5,963	5,963	5,963	2,283	-	59,370	61,093	1,723
3311 Medicare	872	2,574	2,694	2,576	2,417	2,602	2,221	2,864	2,864	2,864	2,864	693	-	28,106	28,823	717
3401 Health and Welfare	(4,445)	(1,107)	15,850	(3,572)	1,276	27,667	(4,596)	16,000	16,000	16,000	16,000	16,000	-	111,073	134,726	23,653
3501 State Unemployment	635	2,255	1,570	1,033	368	3,168	5,091	315	158	79	79	79	-	14,828	6,752	(8,075)
3601 Workers' Compensation	(2,165)	-	2,367	1,144	355	-	-	2,765	2,765	2,765	2,765	669	-	13,431	20,759	7,328
3901 Other Benefits	1,991	610	597	586	596	620	579	2,939	2,939	2,939	2,939	712	-	18,046	24,416	6,370
	3,024	26,274	45,503	21,949	26,655	56,774	24,128	50,199	50,041	49,962	49,962	22,559	-	427,032	464,812	37,780

Golden Charter Academy

Monthly Cash Flow/Forecast FY22-23

Revised 02/12/2023

ADA = 233.08



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
Books and Supplies																
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	35,600	35,600
4302 School Supplies	749	12,707	30,882	3,981	7,611	8,703	3,430	6,947	6,947	6,947	6,947	6,947	-	102,800	96,500	(6,300)
4305 Software	5,159	8,918	7,341	6,270	2,300	2,591	1,948	2,095	2,095	2,095	2,095	2,095	-	45,000	57,500	12,500
4310 Office Expense	3,372	3,391	5,340	9,136	6,041	6,999	3,422	6,460	6,460	6,460	6,460	6,460	-	70,000	107,800	37,800
4311 Business Meals	-	1,726	327	442	573	142	140	210	210	210	210	210	-	4,400	4,400	-
4400 Noncapitalized Equipment	-	6,478	80,113	1,064	1,993	7,687	3,765	19,480	19,480	19,480	19,480	19,480	-	198,500	198,500	-
4700 Food Services	-	102	58,573	29,263	34,182	21,374	(5,423)	30,386	30,386	30,386	30,386	30,386	-	290,000	290,000	-
	9,280	33,322	182,576	50,156	52,701	47,496	7,280	65,578	65,578	65,578	65,578	65,578	-	710,700	790,300	79,600
Subagreement Services																
5102 Special Education	-	-	-	-	-	413	1,421	25,569	25,569	25,569	25,569	25,569	-	129,679	142,028	12,348
5103 Substitute Teacher	-	-	103	6,852	6,192	-	8,043	-	-	-	-	-	-	21,190	6,954	(14,235)
5104 Transportation	-	-	2,577	28	2,904	-	-	21,438	21,438	21,438	21,438	21,438	-	112,700	112,700	-
5105 Security	155	(1,633)	1,191	2,255	1,395	1,208	158	1,455	1,455	1,455	1,455	1,455	-	12,000	12,000	-
5106 Other Educational Consultants	-	24,610	13,290	13,500	11,589	16,980	-	26,400	11,277	11,277	11,277	11,277	-	151,478	151,478	-
	155	22,978	17,161	22,634	22,080	18,600	9,622	74,862	59,739	59,739	59,739	59,739	-	427,047	425,160	(1,887)
Operations and Housekeeping																
5201 Auto and Travel	-	858	48	2,297	22	-	11	813	813	813	813	813	-	7,300	7,300	-
5300 Dues & Memberships	-	-	11,700	-	720	-	720	432	432	432	432	432	-	15,300	15,300	-
5400 Insurance	2,839	(10,895)	393	1,616	1,616	1,616	1,616	5,400	5,400	5,400	5,400	5,400	-	25,800	25,800	-
5501 Utilities	4,011	3,294	10,918	9,080	3,805	3,331	4,772	8,038	8,038	8,038	8,038	8,038	-	79,400	84,800	5,400
5502 Janitorial Services	2,237	8,771	5,631	5,938	9,865	6,581	7,461	3,954	3,954	3,954	3,954	3,954	-	66,257	66,257	-
5900 Communications	476	477	493	493	492	857	807	861	861	861	861	861	-	8,400	8,400	-
5901 Postage and Shipping	-	-	254	15	-	33	576	264	264	264	264	264	-	2,200	2,200	-
	9,562	2,505	29,436	19,438	16,520	12,417	15,963	19,763	19,763	19,763	19,763	19,763	-	204,657	210,057	5,400
Facilities, Repairs and Other Leases																
5601 Rent	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	-	126,072	146,279	20,207
5603 Equipment Leases	583	442	339	1,997	2,544	1,230	1,231	1,827	1,827	1,827	1,827	1,827	-	17,500	17,500	-
5610 Repairs and Maintenance	-	4,970	5,636	894	3,495	2,550	2,364	3,218	3,218	3,218	3,218	3,218	-	36,000	36,000	-
	11,089	15,918	16,481	13,397	16,545	14,286	14,101	15,551	15,551	15,551	15,551	15,551	-	179,572	199,779	20,207
Professional/Consulting Services																
5801 IT	33	244	90	6,030	-	1,590	21	4,798	4,798	4,798	4,798	4,798	-	32,000	32,000	-
5802 Audit & Taxes	-	-	4,050	-	-	-	-	350	350	350	350	350	-	5,800	5,800	-
5803 Legal	-	-	976	2,651	75	-	4,594	2,341	2,341	2,341	2,341	2,341	-	20,000	20,000	-
5804 Professional Development	-	16,190	2,625	1,340	8,775	(3,325)	1,125	614	614	614	614	614	-	29,800	26,200	(3,600)
5805 General Consulting	3,680	6,660	8,960	12,430	5,512	12,430	12,080	5,722	5,722	5,722	5,722	5,722	-	90,362	97,900	7,538
5806 Special Activities/Field Trips	-	250	704	1,225	18,000	(15,173)	2,688	3,681	3,681	3,681	3,681	3,681	-	26,100	26,100	-
5807 Bank Charges	142	142	(726)	840	156	120	160	273	273	273	273	273	-	2,200	2,200	-
5808 Printing	-	-	-	-	-	-	-	1,400	1,400	1,400	1,400	1,400	-	7,000	7,000	-
5809 Other taxes and fees	99	1,296	558	2,771	302	85	287	180	180	180	180	180	-	6,300	6,300	-
5810 Payroll Service Fee	860	860	860	860	860	860	860	856	856	856	856	856	-	10,300	10,300	-
5811 Management Fee	9,268	9,268	9,863	9,788	15,824	10,753	10,753	10,219	10,219	10,219	10,219	6,238	-	122,631	115,356	(7,275)
5812 District Oversight Fee	-	-	-	-	-	-	-	2,929	3,854	3,677	3,498	19,154	-	33,113	35,464	2,352
5815 Public Relations/Recruitment	1,000	4,000	3,000	-	2,000	2,000	2,000	8,200	8,200	8,200	8,200	8,200	-	55,000	55,000	-
	15,081	38,909	30,960	37,936	51,504	9,340	34,568	41,564	42,489	42,313	42,133	53,807	-	440,606	439,620	(985)
Depreciation																
6900 Depreciation Expense	4,373	4,373	4,373	4,373	4,373	5,398	4,640	4,373	4,373	4,373	4,373	4,373	-	53,771	52,479	(1,292)
	4,373	4,373	4,373	4,373	4,373	5,398	4,640	4,373	4,373	4,373	4,373	4,373	-	53,771	52,479	(1,292)
Interest																
7438 Interest Expense	-	12,439	387	19,744	17,023	41	36	2,083	2,083	2,083	2,083	2,083	-	60,087	66,538	6,451
	-	12,439	387	19,744	17,023	41	36	2,083	2,083	2,083	2,083	2,083	-	60,087	66,538	6,451
Total Expenses	114,319	337,496	515,864	370,448	380,935	349,465	269,091	466,936	452,581	452,325	452,146	290,173	-	4,451,778	4,658,538	206,760
Monthly Surplus (Deficit)	(104,319)	(223,434)	(402,226)	(123,784)	5,653	35,400	116,423	(49,074)	53,650	17,773	(31,100)	650,056	959,216	904,235	791,254	112,981



Golden Charter Academy

Monthly Cash Flow/Forecast FY22-23

Revised 02/12/2023

ADA = 233.08

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Revised Budget Total	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(104,319)	(223,434)	(402,226)	(123,784)	5,653	35,400	116,423	(49,074)	53,650	17,773	(31,100)	650,056	959,216	904,235		
Cash flows from operating activities																
Depreciation/Amortization	4,373	4,373	4,373	4,373	4,373	5,398	4,640	4,373	4,373	4,373	4,373	4,373	-	53,771		
Public Funding Receivables	235,744	75,832	132,568	60,145	99,379	(167)	57,399	22,507	105,196	-	-	19,094	(959,216)	(151,519)		
Prepaid Expenses	(8)	7,677	1,000	(4,000)	(2,799)	3,464	(7,043)	-	-	-	-	-	-	(1,709)		
Deposits	(5,000)	(4,000)	-	(5,000)	(6,000)	(221,433)	-	-	-	-	-	(284,000)	-	(525,433)		
Accounts Payable	(114,849)	5,546	81,933	(87,479)	8,187	(13,187)	(8,371)	-	-	-	-	-	-	(128,220)		
Accrued Expenses	(2,783)	59,784	6,463	44,655	(6,994)	9,762	(82,786)	(19,243)	-	-	-	(126,407)	-	(117,547)		
Deferred Revenue	-	24,378	22,994	39,216	39,992	234,147	96,722	39,992	39,992	39,992	39,992	269,399	-	886,816		
Cash flows from investing activities																
Purchases of Prop. And Equip.	(7,532)	-	(12,239)	-	-	-	(17,500)	-	-	-	-	-	-	(37,270)		
Cash flows from financing activities																
Proceeds from Factoring	-	393,000	-	487,500	315,300	-	-	-	-	-	-	-	-	1,195,800		
Payments on Factoring	(195,200)	(88,400)	(78,000)	(196,500)	(196,500)	(162,500)	(162,500)	(162,500)	(276,700)	(38,600)	-	-	-	(1,557,400)		
Capital Lease, net	(4,738)	(4,738)	(4,738)	(4,738)	(4,738)	(4,738)	(4,738)	(4,738)	(4,738)	(4,738)	(4,738)	(4,738)	-	(56,858)		
Proceeds(Payments) on Debt	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	(62,502)		
Total Change in Cash	(194,312)	250,019	(258,288)	203,971	245,437	(124,271)	(18,172)	(179,099)	(78,227)	18,800	8,527	527,778				
Cash, Beginning of Month	292,164	97,852	347,871	89,583	293,554	538,991	414,720	396,548	217,449	139,223	158,023	166,549				
Cash, End of Month	97,852	347,871	89,583	293,554	538,991	414,720	396,548	217,449	139,223	158,023	166,549	694,327				

The Golden Charter Academy

Statement of Financial Position

January 31, 2023

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 396,549	\$ 292,164	\$ 104,384	36%
Accounts Receivable	1	1	-	0%
Public Funding Receivables	157,197	818,097	(660,900)	-81%
Factored Receivables	(477,800)	(361,600)	(116,200)	32%
Prepaid Expenses	21,549	19,840	1,708	9%
Total Current Assets	97,495	768,503	(671,007)	-87%
Long-Term Assets				
Property & Equipment, Net	100,360	94,994	5,366	6%
Deposits	241,433	-	241,433	0%
Total Long Term Assets	341,793	94,994	246,799	260%
Total Assets	\$ 439,288	\$ 863,496	\$ (424,208)	-49%
Liabilities				
Current Liabilities				
Accounts Payable	(14,568)	100,280	(114,849)	-115%
Accrued Liabilities	148,452	133,721	14,731	11%
Deferred Revenue	480,926	23,477	457,449	1948%
Capital Lease, Current Portion	52,479	52,479	-	0%
Notes Payable, Current Portion	62,502	62,502	-	0%
Total Current Liabilities	729,791	372,460	357,331	96%
Long-Term Liabilities				
Capital Lease, Net of Current Portion	20,947	54,116	(33,169)	-61%
Notes Payable, Net of Current Portion	135,413	187,498	(52,085)	-28%
Total Long-Term Liabilities	156,360	241,614	(85,254)	-35%
Total Liabilities	886,151	614,073	272,077	44%
Total Net Assets	(446,863)	249,423	(696,286)	-279%
Total Liabilities and Net Assets	\$ 439,288	\$ 863,496	\$ (424,208)	-49%

The Golden Charter Academy

Statement of Cash Flows

For the period ended January 31, 2023

	Month Ended 01/31/23	YTD Ended 01/31/23
Cash Flows from Operating Activities		
Change in Net Assets	\$ 116,423	\$ (696,286)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	4,640	\$ 31,904
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	57,399	660,900
Grants, Contributions & Pledges Receivable	(162,500)	116,200
Prepaid Expenses	(7,043)	\$ (1,708)
Other Assets	-	(241,433)
Accounts Payable	(8,371)	(137,704)
Accrued Expenses	(82,786)	\$ 37,586
Deferred Revenue	96,722	\$ 457,449
Other Liabilities	(10,417)	\$ (52,085)
Total Cash Flows from Operating Activities	4,067	174,823
Cash Flows from Investing Activities		
Purchase of Property & Equipment	(17,500)	(37,270)
Total Cash Flows from Investing Activities	(17,500)	(37,270)
Cash Flows from Financing Activities		
Capital Lease - Net	(4,738)	(33,169)
Total Cash Flows from Financing Activities	(4,738)	(33,169)
Change in Cash & Cash Equivalents	(18,172)	104,384
Cash & Cash Equivalents, Beginning of Period	414,720	292,164
Cash & Cash Equivalents, Beginning of Period	\$ 396,549	\$ 396,549

The Golden Charter Academy

Budget vs Actual

For the period ended January 31, 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	\$ 203,488	\$ 203,488	\$ -	\$ 1,187,031	\$ 1,187,031	\$ -	\$ 3,250,008
Education Protection Account	8,517	12,455	(3,938)	17,034	20,972	(3,938)	49,820
In Lieu of Property Taxes	-	17,055	(17,055)	-	51,165	(51,165)	246,609
Total State Aid - Revenue Limit	212,005	232,998	(20,993)	1,204,065	1,259,168	(55,103)	3,546,437
Federal Revenue							
Special Education - Entitlement	-	-	-	-	-	-	29,069
Federal Child Nutrition	15,143	26,000	(10,857)	85,505	104,558	(19,053)	260,000
Title I, Part A - Basic Low Income	18,106	-	18,106	18,106	18,109	(3)	72,434
Title II, Part A - Teacher Quality	-	-	-	-	2,293	(2,293)	9,172
Title V, Part B - PCSGP	114,496	-	114,496	114,496	-	114,496	534,908
Other Federal Revenue	2,500	-	2,500	2,500	2,500	(0)	210,000
Total Federal Revenue	150,245	26,000	124,245	220,607	127,459	93,147	1,115,583
Other State Revenue							
State Special Education	-	-	-	-	-	-	192,006
State Child Nutrition	3,662	7,000	(3,338)	22,148	28,676	(6,528)	70,000
School Facilities (SB740)	-	-	-	-	-	-	105,101
Mandated Cost	-	-	-	3,124	3,124	(0)	3,124
State Lottery	12,439	10,093	2,346	12,439	10,093	2,346	59,037
Prior Year Revenue	6,784	-	6,784	6,784	-	6,784	-
Other State Revenue	-	21,875	(21,875)	-	87,102	(87,102)	196,477
Total Other State Revenue	22,886	38,968	(16,082)	44,496	128,995	(84,499)	625,745
Other Local Revenue							
Interest Revenue	378	-	378	699	293	405	293
Other Fees and Contracts	-	-	-	934	934	-	934
School Fundraising	-	-	-	6,546	800	5,746	800
Contributions, Unrestricted	-	-	-	163,986	160,000	3,986	160,000
Total Other Local Revenue	378	-	378	172,165	162,027	10,137	162,027
Total Revenues	385,513	297,966	87,548	1,641,332	1,677,649	(36,317)	5,449,792
Expenses							
Certificated Salaries							
Teachers' Salaries	69,400	71,106	1,706	428,151	428,895	744	713,319
Teachers' Substitute Hours	1,852	2,400	548	18,140	19,288	1,148	28,888
Teachers' Extra Duty/Stipends	-	2,400	2,400	4,960	7,200	2,241	16,800
Pupil Support Salaries	12,960	12,610	(350)	49,979	49,229	(750)	99,669
Administrators' Salaries	10,909	10,909	-	76,475	76,364	(112)	130,909
Total Certificated Salaries	95,122	99,425	4,303	577,704	580,975	3,271	989,584
Classified Salaries							
Instructional Salaries	27,544	43,668	16,124	235,342	264,130	28,788	438,801
Support Salaries	3,751	14,060	10,309	77,545	101,012	23,467	157,252
Supervisors' and Administrators' Salaries	17,917	17,917	(0)	130,817	130,417	(400)	220,000
Clerical and Office Staff Salaries	14,420	17,893	3,473	108,331	114,692	6,361	204,157
Total Classified Salaries	63,631	93,537	29,906	552,034	610,250	58,216	1,020,210
Benefits							
State Teachers' Retirement System, certificated positions	16,993	19,289	2,296	102,642	108,970	6,327	188,242
OASDI/Medicare/Alternative, certificated positions	3,840	5,622	1,783	33,237	36,451	3,214	61,093
Medicare/Alternative, certificated positions	2,221	2,776	555	15,957	17,046	1,089	28,823
Health and Welfare Benefits, certificated positions	(4,596)	16,000	20,596	31,073	54,726	23,653	134,726
State Unemployment Insurance, certificated positions	5,091	394	(4,697)	14,119	6,044	(8,075)	6,752
Workers' Compensation Insurance, certificated positions	-	2,681	2,681	1,701	9,388	7,687	20,759
Other Benefits, certificated positions	579	2,849	2,270	5,579	12,330	6,752	24,416
Total Benefits	24,128	49,611	25,483	204,308	244,954	40,646	464,812

The Golden Charter Academy**Budget vs Actual**

For the period ended January 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Books & Supplies							
Books and Reference Materials	-	4,450	4,450	-	13,350	13,350	35,600
School Supplies	3,430	6,023	2,593	68,063	66,387	(1,676)	96,500
Software	1,948	3,727	1,778	34,526	38,867	4,341	57,500
Office Expense	3,422	10,820	7,398	37,701	53,699	15,998	107,800
Business Meals	140	238	99	3,349	3,209	(140)	4,400
Noncapitalized Equipment	3,765	13,856	10,091	101,100	129,222	28,122	198,500
Food Services	(5,423)	25,258	30,681	138,071	163,712	25,640	290,000
Total Books & Supplies	7,280	64,371	57,090	382,810	468,446	85,636	790,300
Subagreement Services							
Special Education	1,421	17,753	16,332	1,834	53,260	51,427	142,028
Substitute Teacher	8,043	-	(8,043)	21,190	6,954	(14,235)	6,954
Transportation	-	13,762	13,762	5,509	43,891	38,382	112,700
Security	158	1,254	1,097	4,727	5,730	1,003	12,000
Other Educational Consultants	-	12,510	12,510	79,969	88,929	8,960	151,478
Total Subagreement Services	9,622	45,279	35,657	113,228	198,764	85,536	425,160
Operations & Housekeeping							
Auto and Travel	11	512	501	3,236	4,739	1,503	7,300
Dues & Memberships	720	450	(270)	13,140	13,050	(90)	15,300
Insurance	1,616	3,981	2,366	(1,202)	5,895	7,097	25,800
Utilities	4,772	7,187	2,415	39,211	48,864	9,653	84,800
Janitorial Services	7,461	5,460	(2,002)	46,485	38,957	(7,528)	66,257
Communications	807	808	1	4,095	4,362	267	8,400
Postage and Shipping	576	241	(335)	878	993	115	2,200
Total Operations & Housekeeping	15,963	18,639	2,676	105,843	116,860	11,017	210,057
Facilities, Repairs & Other Leases							
Rent	10,506	13,032	2,526	73,542	81,119	7,577	146,279
Equipment Leases	1,231	1,767	536	8,366	8,663	298	17,500
Repairs and Maintenance	2,364	3,062	699	19,909	20,688	779	36,000
Total Facilities, Repairs & Other Leases	14,101	17,862	3,761	101,817	110,471	8,654	199,779
Professional/Consulting Services							
IT	21	3,200	3,179	8,008	15,998	7,990	32,000
Audit & Taxes	-	219	219	4,050	4,706	656	5,800
Legal	4,594	2,047	(2,547)	8,296	9,767	1,471	20,000
Professional Development	1,125	756	(369)	26,730	22,422	(4,308)	26,200
General Consulting	12,080	8,271	(3,809)	61,752	56,544	(5,208)	97,900
Special Activities/Field Trips	2,688	2,990	302	7,694	11,149	3,455	26,100
Bank Charges	160	225	65	835	1,074	239	2,200
Printing	-	875	875	-	2,625	2,625	7,000
Other Taxes and Fees	287	197	(90)	5,398	5,315	(83)	6,300
Payroll Service Fee	860	858	(3)	6,020	6,013	(8)	10,300
Management Fee	10,753	9,613	(1,140)	75,516	67,025	(8,491)	115,356
District Oversight Fee	-	2,330	2,330	-	8,211	8,211	35,464
Public Relations/Recruitment	2,000	5,875	3,875	14,000	25,625	11,625	55,000
Total Professional/Consulting Services	34,568	37,455	2,888	218,299	236,474	18,175	439,620
Depreciation							
Depreciation Expense	4,640	4,373	(266)	31,904	30,613	(1,292)	52,479
Total Depreciation	4,640	4,373	(266)	31,904	30,613	(1,292)	52,479
Interest							
Interest Expense	36	16,984	16,948	49,670	66,538	16,868	66,538
Total Interest	36	16,984	16,948	49,670	66,538	16,868	66,538
Total Expenses	269,091	447,537	178,446	2,337,618	2,664,345	326,727	4,658,538
Change in Net Assets	116,423	(149,571)	265,994	(696,286)	(986,695)	290,409	791,254
Net Assets, Beginning of Period	(563,285)			249,423			
Net Assets, End of Period	\$ (446,863)			\$ (446,863)			

The Golden Charter Academy

Accounts Payable Aging

January 31, 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
-------------	-----------------------	--------------	----------	---------	----------------------	-----------------------	-----------------------	-----------------------	-------

Total Outstanding Invoices \$ - \$ - \$ - \$ - \$ - \$ -

The Golden Charter Academy

Check Register

For the period ended January 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
10390	Amazon Capital Services	1/6/2023	713.03
10391	Field House Photography	1/6/2023	618.00
10392	Goodfellow Therapy	1/6/2023	981.20
10393	Imri Doyle	1/6/2023	300.00
10394	Pacific Charter School Development	1/6/2023	3,500.00
10395	Revolution Foods, PBC.	1/6/2023	21,374.00
10396	Rodrigo C Rodriguez	1/6/2023	180.00
10397	South County Support Services Agency	1/6/2023	4,509.72
10398	Valley Fire Extinguisher Co., Inc.	1/6/2023	363.76
10399	Amazon Capital Services	1/11/2023	906.72
10400	California Business Machines	1/11/2023	782.16
10401	Fresno Chaffee Zoo	1/11/2023	720.00
10402	Hertz Furniture	1/11/2023	3,764.68
10403	Live Scan Fresno	1/11/2023	207.00
10404	Official Pest Prevention, Inc.	1/11/2023	440.00
10405	Phoenix Private Patrol & Security	1/11/2023	1,050.00
10406	Amazon Capital Services	1/20/2023	670.50
10407	It's My Party	1/20/2023	17,500.00
10408	Law Offices of Young, Minney & Corr, LLP	1/20/2023	4,593.50
10409	Revolution Foods, PBC.	1/20/2023	27,481.50
10410	South County Support Services Agency	1/20/2023	3,533.34
10411	ACE Trophy	1/24/2023	58.31
10412	Amazon Capital Services	1/24/2023	3,049.52
10413	Fiori Educational Services	1/24/2023	1,125.00
10414	Fresno County Superintendent of Schools	1/24/2023	21.45
10415	Goodfellow Therapy	1/24/2023	440.00
10416	It's My Party	1/24/2023	2,208.00
10417	Pacific Charter School Development	1/24/2023	3,500.00
10418	Revolution Foods, PBC.	1/24/2023	28,080.25
10419	Rolinda Golden	1/24/2023	80.11
10420	Angel Gomez	1/25/2023	2,000.00
10421	Our Lady of Victory	1/25/2023	10,506.00
10422	Paige Mason	1/25/2023	500.00
10423	Fresno County Office of Education	1/31/2023	25,221.69
10424	Fresno County Office of Education	1/31/2023	80.00
ACH	Primo Water	1/3/2023	104.88
ACH	Kaiser Foundation Health Plan	1/3/2023	4,425.81
ACH	Mid Valley Disposal	1/4/2023	521.41
ACH	Guardian	1/4/2023	2,391.03
ACH	Marlin Capital Solutions	1/6/2023	448.91
ACH	Zoom Video Communications Inc.	1/6/2023	115.11
ACH	PG&E	1/9/2023	4,152.90
ACH	LiftForward, Inc - LB	1/9/2023	639.97

The Golden Charter Academy

Check Register

For the period ended January 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
ACH	City Of Fresno	1/9/2023	589.71
ACH	Mountain Alarm	1/9/2023	60.50
ACH	Central Valley Community Bank	1/13/2023	160.05
ACH	Squarespace	1/13/2023	1,590.00
ACH	Canva	1/17/2023	358.20
ACH	Comcast	1/17/2023	491.99
ACH	LiftForward, Inc - LB	1/17/2023	4,098.43
ACH	American Funds	1/18/2023	577.45
ACH	Visa	1/19/2023	8,370.94
ACH	Hoffman Security	1/23/2023	40.00
ACH	Hoffman Security	1/23/2023	57.00
ACH	Kaiser Foundation Health Plan	1/24/2023	4,425.81
ACH	American Funds	1/25/2023	544.19
ACH	AMS (Alliance Member Services)	1/25/2023	1,615.52
ACH	Zoom Video Communications Inc.	1/27/2023	199.90
ACH	Guardian	1/30/2023	2,616.70
ACH	Primo Water	1/30/2023	144.58
ACH	Charter Impact Inc.	1/6/2023	11,612.88
ACH	Carpet Doctor LLC	1/9/2023	3,250.00
ACH	Golden Pursuit of Growth	1/9/2023	2,100.00
ACH	Gerbs Corp	1/11/2023	880.00
ACH	Carpet Doctor LLC	1/23/2023	3,250.00
ACH	Golden Pursuit of Growth	1/23/2023	2,100.00
ACH	Mandy Breuer	1/24/2023	576.00
ACH	Dustin Verzosa	1/25/2023	2,000.00
ACH	Kimi Akina	1/25/2023	<u>156.29</u>

Total Disbursements Issued in January **\$ 235,725.60**

Coversheet

FUSD Charter Martix

Section: III. Information / Discussion
Item: C. FUSD Charter Martix
Purpose: FYI
Submitted by:
Related Material: FUSD Charter Matrix.pdf



Charter Petition Review Matrix

*For petitions presented pursuant to
EC § 47605*

***Golden Charter Academy
Annual Oversight Visit
Wednesday, February 1, 2023***

For review by the
Fresno Unified School District
Charter Review Team

FRESNO UNIFIED SCHOOL DISTRICT

Charter Office

Ed Center Annex, Room 124A

2348 Mariposa Street, Fresno, CA 93721 | (559) 457-3923



Charter Petition Review Matrix

INSTRUCTIONS TO CHARTER SCHOOL PETITION REVIEW TEAM / EVALUATION RUBRIC

Identify your team, if applicable. Determine who will be responsible for reviewing which sections of the charter petition document. Record team members' names on the Petition Review Team page to help track responsibilities.

***Evaluation
Standard
Met:***

The charter petition demonstrates solid preparation and grasp of key issues that indicates a reasonably comprehensive description. Overall, the charter petition contains many characteristics of concise, specific, and accurate information.

***Approaching
Evaluation
Standard Met:***

The charter petition demonstrates that the school partially meets and shows some progress toward the required standard and has a reasonable plan in place to meet the standard. Overall performance is not currently a threat to viability. The standard may be met if the charter petition requires additional, non-substantive elaboration in places.

***Evaluation
Standard
Not Met:***

The charter petition addresses some of the criteria but lacks meaningful detail. The description requires important or key additional information in order to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, uses generic information, or otherwise raises substantial concerns about the petitioner's understanding of the issue in concept to such an extent that future viability is questionable. Additional substantive information would be required to determine the charter petitioner's ability to implement or meet the requirement in practice.

The feedback in this document is considered a draft and is shared in part as a formative process to support the ongoing oversight of Fresno Unified's authorized charter schools. The current petition has been reviewed based upon the FUSD Charter Review Teams (CRT) areas of responsibility, and the required petition elements. The Review Matrix is considered a tool and will be revised yearly as mandates and laws change. Also included, are comments and recommendations based upon the petition review and annual oversight visit. The CRT team receives ongoing training and support to understand their role in this meaningful process. We thank you for your efforts and support in completing the review. Please reach out to the charter office if you have additional questions



I. Charter Petition Review Matrix

THE PETITION REVIEW TEAM			
Areas of Review (§47605(c))	Element	Department Responsible	Name of Reviewer
1. Education Program	(A)	Curriculum & Instruction (CI)	Kathy Mytton, Janie Delacerda, Alison Mosely
		English Learner Services (EL)	Brynn Burger, Nadia Hoover
		Equity & Access (EA)	Paul Erickson, Mony Ward
		Special Education (SE)	Sean Virnig
		College and Career Readiness (CCR)	Nancy Witrado,
2. Measurable Student Outcomes	(B)	Curriculum & Instruction (CI)	Kathy Mytton, Janie Delacerda; Alison Mosely
		English Learner Services (EL)	Brynn Burger, Nadia Hoover
		Equity & Access (EA)	Paul Erickson, Mony Ward
		Special Education (SE)	Sean Virnig
		College and Career Readiness (CCR)	Nancy Witrado
3. Student Progress Measurement	(C)	Curriculum & Instruction (CI)	Kathy Mytton, Janie Delacerda, Alison Mosely
		English Learner Services (EL)	Brynn Burger, Nadia Hoover
		Equity & Access (EA)	Paul Erickson, Mony Ward
		Special Education (SE)	Sean Virnig
		College and Career Readiness (CCR)	Nancy Witrado
4. Governance Structure	(D)	Charter Office (CO)	Felicia Olais
5. Employee Qualifications	(E)	Human Resources (HR)	Julie Nunes, Tarandeep Johal, Tyler Seib, Susan Monasterio
6. Health & Safety	(F)	Charter Office (CO)	Felicia Olais
7. Racial & Ethnic Balance	(G)	Charter Office (CO)	Felicia Olais
8. Admissions Policies and Procedures	(H)	Charter Office (CO)	Felicia Olais
9. Annual Financial Audits	(I)	Fiscal Services (FISC)	Rosa Contreras, Bee Lee
10. Suspension and Expulsion	(J)	Charter Office (CO)	Felicia Olais
11. Staff Retirement System	(K)	Human Resources (HR)	Julie Nunes, Tarandeep Johal, Tyler Seib, Susan Monasterio
		Charter Office (CO)	Felicia Olais
12. Attendance Alternatives	(L)	Charter Office (CO)	Felicia Olais
13. Post-Employment Rights of Employees	(M)	Human Resources (HR)	Julie Nunes, Tarandeep Johal, Tyler Seib, Susan Monasterio
		Charter Office (CO)	Felicia Olais
14. Dispute Resolution Process	(N)	Charter Office (CO)	Felicia Olais
15. Closure Procedures	(O)	Charter Office (CO)	Felicia Olais
SUPPLEMENTAL CRITERIA			
Areas of Review EC 47605(c), 47605(e), 47605(h), 47641(a), 47646	Department Responsible		Name of Reviewer
Financial/Administrative Plan	Fiscal Services (FISC)		Rosa Contreras, Bee Lee
Charter Management Organization	Charter Office (CO)		Felicia Olais
Facilities	Facilities, Management and Planning (FAC)		Rodger Walker
Impact Statement	Charter Office (CO)		Felicia Olais
Community Impact	Equity & Access (E&A)		Paul Erickson, Mony Ward
English Learners	English Learners Services (ELS)		Brynn Burger, Nadia Hoover
Special Education	Special Education (SE)		Sean Virnig

State and Federal Office	State and Federal Office (SFO)	Vicente Cantu
Required Declarations/Affirmations	Legal Counsel (LC) & Charter Office during non-renewal visits	Felicia Olais, Hatmaker Law
Alternative Education	Alternative Education	Yolanda Jimenez-Juarez
Independent Study, when applicable	Fiscal Services (FIS)	Rosa Contreras, Bee Lee



Charter Petition Review Matrix

The 15 Charter Elements

Criteria in RED indicates a description that is required under law to be included in the charter petition.

Criteria in BLACK are descriptions strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.

1. DESCRIPTION OF VISION, MISSION AND EDUCATIONAL PROGRAM (A)				
Evaluation Criteria: E.C. §47605(c)(5)(A) <i>THE PETITION DESCRIBES, AT MINIMUM</i>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Targeted Student Populations and Community Need				
a. students the charter school will attempt to educate and a demonstration of need for proposed educational program	KM/MW			17 24-36
b. When comparing to other like schools, the following criteria should be considered: proximity to school location, similar grade level enrollments (i.e. K-8), comparative non-FUSD schools, including additional charter schools.	MW			26-33
c. grade levels and number of students the charter school plans to serve	KM/MW			36-37
d. a clear, concise school mission and vision statement that align with the target population	KM/MW			40 22
e. the needs and challenges of the student groups to be served	KM/MW			36 22
2.Attendance				
a. school year/academic calendar, number of school days and instructional minutes	CO			Epicenter
b. attendance expectations and requirements, including enrollment projections	MW			37-39
c. master/daily schedule and proposed bell schedule	CO			Epicenter
3.What It Means to Be an Educated Person in the 21st Century				
a. goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners	KM/MW			36-40 40-41
b. list of academic skills and qualities important for an educated person	KM			36-51
c. list of general non-academic skills and qualities important for an educated person	KM			36-40
4.How Learning Best Occurs/Instructional Design, including subgroup program (CCR §11967.5.1. (f)(C))				
a. a framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population	KM/MW			42-104 40-64
b. description of learning setting (e.g., site-based matriculation, independent study, tech-based)	KM/MW			52-64 65-74
c. instructional approaches and strategies school will utilize that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content standards for the core curriculum areas adopted by the SBE	KM/			52-73
d. process for developing or adopting curriculum and teaching methods	KM/			52-73
e. how the charter school will identify and meet the needs of students with disabilities, English Learners, students achieving substantially above or below grade level expectations, and other special populations. Description demonstrates understanding of ELL population.	KM			72
f. special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC section 47641.	LM/KM			84, 88
g. includes sound approach to meet the needs of subgroup populations	LM/KM			88-89



Charter Petition Review Matrix

5. Materials, Including Technology				
a. how staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements	KM/			105-117
b. what materials are available to students: student-to-computer ratio appears reasonable	KM/			105-117
c. a description or plan for providing adaptive technology for SPED students	KM/			105-117
d. Common Core technology standards, digital assessments, and professional learning	KM/			105-117
6. Annual Goals				
a. annual goals for all pupils and for each subgroup of pupils identified pursuant to section 52052 that apply to the grade levels served	KM/ MW			103-104 105-118
b. <u>goals tied to state priorities listed in EC section 52060(d) and LCAP, as appropriate - Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions</u>	KM/VC	See comments		103-104
c. specific annual actions designed to achieve the stated goals	KM/			103-119
d. Action goal should be monitored as cohorted data (i.e., tracking students over time) to ascertain the effect of the academic program on student performance. Provide comparison of result for student enrolled for two or more years and student enrolled less than two years as this information cannot be captured utilizing CDE dashboard totals.		KM/ MW		103-119 PowerPoint presentation
e. How differentiated instruction/assistance would be given to the students NOT meeting the annual goals.	KM/ MW			103-119 110-111
7. Description Requirements for Charter Schools Serving High School Students				
a. how parents will be informed about the transferability of courses to other public high schools				N/A
b. how parents will be informed about the eligibility of courses to meet college entrance requirements				N/A
c. how each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12				N/A
d. how the exit outcomes will align to mission, curriculum and assessments				N/A
e. affirmation that all students will have the opportunity to take courses that meet the 'A-G' requirements				N/A
f. planned graduation requirements and WASC accreditation are defined				N/A
<p>Element A - Comments: 2021-2022 LCAP Reviewer: Vicente Cantu -Office of State and Federal Programs I have reviewed Golden Charter Academy School's LCAP. Their LCAP meets compliance and I do not have any additional feedback. Pursuant to EC Section 47604.33, a charter school is required to submit its LCAP to its chartering authority and the county superintendent of schools. Statute does not require the authorizer to approve the LCAP. Thus, Fresno Unified School District does not approve the charter school LCAP; rather it reviews and provides recommendations with the lens of meeting required elements such as:</p> <ul style="list-style-type: none"> • Stakeholder consultation (Ed Code 52060 (g) • PAC and DELAC presentations • Public comment • Public hearing • Board approval • Listing and measuring (via metrics) all eight state priority areas Ed Code 52060 (d) <p>That the LCAP demonstrates how services are provided to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.</p> <p>2021-2022 CIPL KM and PP – Golden Charter has shown to be a sound learning environment with a huge engagement factor through relevant learning opportunities.</p> <p>2022-2023 6.b. Note that the 2023/24 LCAP will be reviewed in June 2023. The evaluation will occur after it is submitted. Additional feedback provided in person at the conclusion of the site visit.</p>				



Charter Petition Review Matrix



Charter Petition Review Matrix

2. MEASURABLE STUDENT OUTCOMES (B)				
<u>Evaluation Criteria: E.C. §47605(c)(5)(B)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. <u>Measurable pupil outcomes for all groups, i.e. specific assessment methods or tools listed for each exit outcome</u>	KM/ MW			105-118
2. <u>A description of how pupil outcomes align with the state priorities consistent with LCAP, as described in EC 52060(d), that apply for the grade levels served or the nature of the program</u>	KM/VC	See comments		105-117
3. A description of how pupil outcomes align with the state priorities consistent with California Department of Education (CDE) Dashboard, reports that display the performance of local educational agencies (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.	KM/ MW			105-126
4. <u>Specific annual actions designed to achieve the stated goals.</u> Include specific metrics and actions/supports that will be implemented. Description of a secondary plan if stated goal are not met.	KM/			105-117
5. How differentiated instruction/assistance would be given to the students NOT meeting the annual goals.	KM/			118-121
6. <u>Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions</u>	KM/ MW			118-121 119
7. Description of how pupil outcomes will address state content and performance standards in core academic areas	KM/			118-121
8. Description of how exit outcomes align to the mission and instructional design of the program	KM/			118-121
9. Description or affirmation that "benchmark" skills and specific classroom-level skills will be developed	KM/			105-121
10. <u>School-wide student performance goals students will achieve over a given period of time,</u> including projected attendance levels, dropout percentage, graduation rate goals, vocational trade, or certification program.	KM/			105-121
11. Petition reviewers were able to replicate the data presented in the petition.	KM/			105-121
<p>Element B - Comments: 2021-2022 CIPL KM and PP – Golden Charter has shown to be a sound learning environment with a huge engagement factor through relevant learning opportunities. 2022-2023 2.2 Note that the 2023/24 LCAP will be reviewed in June 2023. The evaluation will occur after it is submitted. Additional feedback provided in person at the conclusion of the site visit.</p>				



Charter Petition Review Matrix

3. STUDENT PROGRESS MEASUREMENT (C)				
<u>Evaluation Criteria: E.C. §47605(c)(5)(C.)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Assessment tools that include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability	KM/ MW			108-111 PowerPoint Presentation
2. A variety of alternative assessment tools, including tools that employ objective means of assessment consistent with the measurable pupil outcomes. Provide academic results of cohorted data.	KM/			105-120
3. Chosen assessments are appropriate for standards and skills the charter school seeks to measure	KM/ MW			105-120 PowerPoint Presentation
4. A plan for collecting, analyzing/utilizing and reporting student/school performance to charter school staff and to students' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program. Program evaluation must be based on quantitative and qualitative measures.	KM/ MW			105-120 122-126
Element C - Comments: 2021-2022 CIPL KM and PP – Golden Charter has shown to be a sound learning environment with a huge engagement factor through relevant learning opportunities. 2022-2023 No change and additional feedback provided in person at the conclusion of the site visit.				

4. GOVERNANCE STRUCTURE (D)				
<u>Evaluation Criteria: E.C. §47605(c)(5)(D)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation	CO			Epicenter
a. provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	CO			Epicenter
b. includes a set of bylaws and basic policies	CO			Epicenter
2. Evidence that the organizational technical designs of the governance structure reflect: – a seriousness of purpose to ensure that the charter will become and remain a viable enterprise – understanding and assurance of compliance with open meeting requirements	FO			127-131
3. Key features of governing structure including, but not limited to:				127-131
a. delineation of roles and responsibilities of the governing board and staff	FO			128
b. a clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations				N/A
c. size/composition of board, board committees and/or advisory councils	FO			127
d. method for selecting initial board members and election/appointment for board member replacement	FO			128
4. A process for involvement or input of parents/guardians in the governance of the charter school including:				130
a. a clear delineation of roles and responsibilities of parent councils, advisory committee or other supporting groups	FO			128, 129
b. a description of how it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continuation at, the charter school		FO		



Charter Petition Review Matrix

5. Specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies	CO			Epicenter
6. A description and frequency of board training/workshops	FO			129
7. Other important legal or operational relationships between the charter school and granting agency	CO			Epicenter
Element D - Comments:				
2021-2022				
4.1.a The Charter Office has confirmed that the Articles of Incorporation (marked with a CO) are updated and available in Epicenter.				
4.1.b The Charter Office has confirmed that the Bylaws and basic policies (marked with a CO) are updated and available in Epicenter.				
4.5 The Charter Office has confirmed that the Complaint and/or Internal Dispute Resolution Policy (marked with a CO) are updated and available in Epicenter.				
4.4.b Description is not included in this section of the petition although it is in assurances/declarations section and enrollments and procedures.				
4.7 The Charter Office has confirmed that the Memorandum of Understanding by and between the Charter Entity and the District (marked with a CO) is updated and available in Epicenter.				
2022-2023 – No change.				

5. EMPLOYEE QUALIFICATIONS (E)

Evaluation Criteria: E.C. §47605(c)(5)(E) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (effective July 1, 2020)	FO			132
2. Those positions that the charter school regards as key, and specifies the additional qualifications expected of individuals assigned to those positions, their responsibilities and accountability	FO			132
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff, and students.	FO			138-140
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader	FO			141-143
5. Roles and lines of authority for board and management positions		FO		133-137
6. Qualifications for non-core, non-college prep teaching positions staffed by non-certified teachers				N/A
7. Proposed teacher to student ratio			FO	
Element E - Comments:				
2021-2022				
HR team will review credentials and monitor throughout the school year with GCA appointed staff.				
5.5 Lines of authority for board are not included in this section but are in governance.				
5.7 Proposed teacher to student ratio not included in this section.				
HR Review Pending. Epicenter will be used to record updates needed throughout the year.				
2022-2023 – No change.				

6. HEALTH AND SAFETY PROCEDURES (F)

Evaluation Criteria: §47605(c)(5)(F) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. A comprehensive charter school safety plan and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually	FO			144-148



Charter Petition Review Matrix

2. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment	FO			144
3. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students	FO			148
4. Affirmation that charter schools with grades 7-12 will adopt a suicide prevention policy	FO			147
5. Health and safety practices for students and staff				
a. references include health and safety related policies/procedures or the date by which they will be adopted and submitted to the authorizer	CO			Epicenter 144
6. Assurances on the compliance with ADA (Americans with Disabilities Act)		FO		5, 89
Element F - Comments:				
2021-2022				
6.5.a The Charter Office has confirmed that the Health and Safety Policy (marked with a CO) is updated and available in Epicenter.				
6.6 ADA references are found in other sections of the petition as noted by page numbers cited. Approaching was selected because it was not included in element 6.				
2022-2023 – No change.				

7. RACIAL AND ETHNIC BALANCE (G)

Evaluation Criteria: E.C. §47605(c)(5)(G)	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
THE PETITION DESCRIBES, AT MINIMUM				
1. Specific practices/policies the charter school will design and implement to attract a diverse applicant pool/enrollment that is reflective of the general population, including special populations residing within the territorial jurisdiction of the district	FO			149-150
2. Practices and policies appear likely to achieve racial and ethnic balance	FO			149-150
3. The outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance	FO			149
4. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.)			FO	
Element G - Comments:				
2021-2022				
7.4 Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.) are not included in this section of the petition.				
2022-2023 – No change.				

8. ADMISSIONS REQUIREMENTS (H) - if applicable

Evaluation Criteria: §47605(c)(5)(H)	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
THE PETITION DESCRIBES, AT MINIMUM				
1. The following assurances: The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state	FO			5, 37, 151-154
2. A clear description of admission policies that meet the state and federal permissive preferences	FO			151-154



Charter Petition Review Matrix

3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students.	FO		150-151
4. Proposed admissions and enrollment requirements, process and timeline, and includes:	CO		Epicenter 152
a. information to be collected through the interest form, application form, and/or enrollment form	CO		Epicenter 151
b. assures enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission	FO		151
5. Description of the public random drawing processes that coincide with state and federal laws	CO		Epicenter 152-153
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect	FO		149, 150, 153
Element H - Comments:			
2021-2022 8.4.a & b The Charter Office has confirmed that the Admission, Enrollment and Exit Procedures (marked with a CO) are updated and available in Epicenter.			
2022-2023 – No change.			

9. ANNUAL INDEPENDENT FINANCIAL AUDITS (I)

<u>Evaluation Criteria: §47605(c)(5)(I)</u>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
THE PETITION DESCRIBES, AT MINIMUM				
1. The manner in which the audit will be conducted	RC			155
2. Procedures to select and retain an independent auditor including: - Qualifications that will be used for the selection of an independent auditor - Assurance that the auditor will have experience in education finance	RC			155
3. Assurance that the annual audit will employ generally accepted accounting principles	RC			155
4. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required under law	RC			155
5. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions	RC			155
6. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer	RC			155
7. Who is responsible for contracting with and overseeing the independent audit	FO			120, 155
Element I - Comments:				
2021-2022 Ongoing fiscal communication between GCA and FUSD occurs quarterly and/or on a need-to-know basis.				
2022-2023 – 2 nd interim review is currently being reviewed. GCA's business management is overseen by the Finance and Audit Committees of GCA's Board of Trustees. More details provided on p. 155 of independent audit process.				

10. SUSPENSION AND EXPULSION PROCEDURES (J)

<u>Evaluation Criteria: E.C. §47605(c)(5)(J)</u>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
THE PETITION DESCRIBES, AT MINIMUM				
1. A process for suspensions of fewer than 10 days, including	FO			156
1. oral or written notice of the charges against the pupil	FO			156



Charter Petition Review Matrix

2. if the pupil denies the charges, an explanation of the evidence that supports the charges	FO		156
3. how an opportunity will be provided for the pupil to present his/her rebuttal to the charges	FO		156
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including	FO		156
1. timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights	FO		156
2. a process of hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate	FO		156
3. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice and that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian	FO		156
4. Understanding of relevant laws protecting constitutional rights of students	FO		156-177
1. provides for due process for all students and demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal	FO		156, 175
2. explanation of how authorizer may be involved in disciplinary matters		FO	
Element J - Comments: 2021-2022 4.b. In this section, an explanation of how the authorizer may be involved in disciplinary matters was not included. 2022-2023 – No change.			

11. CALIFORNIA STATE TEACHER RETIREMENT SYSTEM (K)

Evaluation Criteria: E.C. §47605(c)(5)(K)	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
<i>THE PETITION DESCRIBES, AT MINIMUM</i>				
1. A statement of what retirement options will be offered to employees	FO			178
a. STRS (if STRS, then all teachers must participate)	FO			178
b. PERS	FO			178
c. Social Security	FO			178
2. Whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system	FO			178
a. coverage will be offered to eligible employees				
b. the charter school retains the option to elect the coverage at a future date				
c. the charter school will not offer coverage				
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made?	FO			178
Element K - Comments: 2021-2022 None 2022-2023 – No change.				

12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES (L)

Evaluation Criteria: E.C. §47605(c)(5)(L)	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
<i>THE PETITION DESCRIBES, AT MINIMUM</i>				
1. Attendance alternatives for students residing within the county who choose not to attend the charter school	FO			179



Charter Petition Review Matrix

Element L - Comments:

None

13. POST-EMPLOYMENT RIGHTS OF EMPLOYEES (M)

Evaluation Criteria: E.C. §47605(c)(5)(M) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. School district employee's return employment rights, including	FO			180
a. whether, and how staff may resume employment within the district or authorizer	FO			
b. the ability to transfer sick/vacation leave to and from charter and another LEA			FO	180
c. whether staff will continue to earn service credit (tenure) in district while employed at charter		FO		180
2. Whether collective bargaining contracts of charter authorizer will be a controlling document			FO	

Element M - Comments:

202-2022

1.b sick/vacation time will not be transferred.

1.c petition states that the district teacher(s) came from would need to agree and propose the leave agreement.

2. Citation is not included about bargaining contract role or non-role.

2022-2023 – No change.

14. DISPUTE RESOLUTION PROCEDURES (N)

Evaluation Criteria: E.C. §47605(c)(5)(N) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter	CO			181-182 Epicenter
2. The process by which charter will resolve internal complaints and disputes	CO			181-182 Epicenter
a. includes Uniform Complaint procedures and description of how this process is communicated to parents, staff, and the community	CO			181-182 Epicenter
3. Acknowledgement that except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies	FO			181
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation	FO			182

Element N - Comments:

2021-2022

14. Consider changing "Process" to Procedures on p. 181 to the element 14 section title or add it to the title. Procedures is listed in the law.

14.1 The Charter Office has confirmed that the Memorandum of Understanding by and between the Charter Entity and the District (marked with a CO) is updated and available in Epicenter.

14.2.a The Charter Office has confirmed that the Complaint and/or Internal Dispute Resolution Policy (marked with a CO) are updated and available in Epicenter.

2022-2023 – No change.

15. CLOSURE PROCEDURES (O)

Evaluation Criteria: E.C. §47605(c)(5)(O) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	



Charter Petition Review Matrix

1. The procedures to be used if the charter school closes, including:	FO			183-185
a. who is the responsible entity/person that will conduct closure-related activities	FO			183
b. process for submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports	CO			184 Epicenter
2. The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.	CO			183 Epicenter
3. A process of how charter will ensure a final audit of the charter school	CO			184 Epicenter
a. an assurance it will be conducted within six months of closure	FO			184
b. the disposition of the charter school's assets	FO			183
c. plans for disposing net assets	FO			183
Element O - Comments:				
2021-2022				
1.a. As the entity for closure is GCA, you may want to include a point person to head this action.				
15.1.b, 2 & 3 The Charter Office has confirmed that the Memorandum of Understanding by and between the Charter Entity and the District (marked with a CO) is updated and available in Epicenter.				
2022-2023 No Change.				

SUPPLEMENTAL CRITERIA

FINANCIAL/ADMINISTRATIVE PLAN

<u>Evaluation Criteria: E.C. §47605(h)</u>	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
THE PETITION DESCRIBES, AT MINIMUM				
A First Year Operational Budget				
a. annual revenues and expenditures clearly identified by source	RC			186-214
b. revenue assumptions in alignment with applicable state and federal funding formulas				
c. expenditure assumptions that reflect the school design plan				
d. expenditure assumptions that reflect market costs				
e. revenues from grants or other proposed fundraising that are not critical to fiscal solvency				
f. minimum reserve level and projected positive ending fund balance (the larger of 3% of expenditures, or \$25,000)				
g. if expenditures exceed revenues in first year of operations, identifies sources of capital sufficient to cover deficits until the budget is projected to balance				
h. expenditures for property and liability insurance that name the district/authorizer as additional insured (and/or a hold harmless agreement)				
i. expenditures for reasonably expected legal services				
j. expenditures for special education excess costs consistent with current experiences in the school district/county office				
k. expenditures for facilities – if specific facilities not secured, reasonable projected cost				
l. expenditures for required student meals that meet federal nutritional requirements				
FINANCIAL/ADMINISTRATIVE PLAN continued				



Charter Petition Review Matrix

Evaluation Criteria: E.C. §47605(h) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
m. the alignment of LCAP expenditures with the charter's budget	VC			Per LCAP Review
Financial Projections Include a Clear Description of Planning Assumptions				
a. revenues and expenditures correlate with the number/types of students by grade level in budget				See comments
b. expenditure assumptions correlate with the amount of staff in budget				
c. expenditure assumptions correlate with the facility needs in budget				
d. expenditure assumptions in alignment with overall school design plan				
e. revenues based on state and federal funding guidelines				
f. revenues based on reasonable potential growth in local, state and federal categories				
g. revenues based on reasonable student growth projections				
h. revenue from sources such as grants, loans, donations and other non- guaranteed funds not necessary for the charter to maintain fiscal solvency				
i. timeline for any referenced grant applications to be submitted and funded				
j. positive reserves are maintained in all three years				
k. fund balances are positive, or sources of supplemental working capital are identified				
Start-Up Costs				
a. reasonable allocation for all major start-up costs including: <ul style="list-style-type: none"> - staffing - facilities - equipment and supplies - professional services (i.e. food services, etc.) - technology materials - assessment systems/materials - legal costs 				
b. in alignment with overall school design plan				
c. potential funding sources				
d. timeline allows for grant applications and fundraising efforts to be completed in time, if included in start-up costs				
Cash Flow Projections for First 3 Years				
a. monthly projection of revenue receipts in line with local/state/federal funding disbursements				
b. expenditures projected by month and corresponds with typical/reasonable schedules				
c. balance sheet accounts projected by month				
d. show positive cash balance each month and/or identify sources of working capital				
Cash Flow Projections for First 3 Years				
a. outline or process for how personnel transactions will be conducted, (i.e. hiring, payroll, leaves and retirement)				
b. accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions				
c. plan and timeline to develop and assemble school business practices and expertise				
d. explanation of how school intends to manage risk, including any policies and procedures				
e. if operated by a non-profit organization, affirms will provide additional 501(c)(3) fiscal reports				
Financial/Administrative Plan - Comments: 2022-2023 GCA is currently in the process of planning construction of a new school building located across from the Fresno Chafee				



Charter Petition Review Matrix

Zoo on Belmont Ave. An estimated projected 5-year budget has been provided. A material revision will be required and elements of this section may need to be addressed.

CHARTER MANAGEMENT ORGANIZATION (CMO)				
Evaluation Criteria: E.C. §47605(h) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Name and relationship of CMO to charter school, including <ul style="list-style-type: none"> - roles - responsibilities - payment structure - conditions for renewal/termination - investment disclosure 				N/A
2. CMO's role in the financial management of the charter and the associated internal controls				N/A
3. Other schools and/or companies managed by the CMO				N/A
4. CMO's history, philosophy, and past results operating other schools and/or companies				N/A
5. CMO's Form 990s for up to prior three years				N/A
6. Back-office provider and description of support utilized by the charter				N/A
7. Affirmation that the CMO/back-office provider will provide timely submissions of calendar of due date items				N/A
8. Affirmation that the CMO/back-office provider will provide timely submissions of request for information items				N/A
CMO - Comments: No change for 2022-2023 visit.				

FACILITIES AND OPERATIONS				
Evaluation Criteria: E.C. §47605(h) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
Location of Facility				
a. the types and the location of the charter school facility that the petitioner proposes to operate, including <ul style="list-style-type: none"> - size and resources - safety - educational suitability 	RW			
b. the address of the facility or a schedule for securing the facility, including the person responsible for securing the location	RW			
c. assessment and analysis of anticipated facilities needs and viability of potential sites	RW			
a. There is a designated staff person responsible for overseeing facilities maintenance and operations. If yes, who?	RW			Rodrigo Rodriguez
b. There is a custodial schedule that reflects appropriate and timely attention to providing student with a clean and safe learning environment.		RW		
c. The facilities in which the Charter School serves its pupils and employees appears functional in meeting the American with Disabilities Act requirements.	RW			
d. There is a process for providing routine maintenance to ensure that Charter School facilities	RW			



Charter Petition Review Matrix

including playgrounds remain in good condition.				
e. If facilities are not currently in good condition, there is a schedule for making needed improvements.	RW			
f. Charter School's facilities have been modified during the past year.			RW	
g. Charter School has on file: <ul style="list-style-type: none"> - Certificate of Occupancy - Conditional Use Permit for each site - Most recent Fire Department Annual Inspection with no outstanding corrections - Elevator Permit (if applicable) and most recent annual inspection with no outstanding corrections 	CO			Epicenter
h. The Charter School has plans to modernize or add facilities to the existing site			RW	
a. Gates – lockable	RW			
b. Fences – stable and no broken areas	RW			
c. School sign displayed	RW			
d. Flag displayed	RW			
e. Free of graffiti, litter	RW			
f. External utilities secured and locked	RW			
g. Roof hatches secured and locked	RW			
h. Landscaping maintained (grass, shrubs, trees, trimmed, etc.)	RW			
i. Doors and windows in working order and lockable from inside	RW			
j. Outside of building in good repair (bricks, eaves, soffit, etc.)	RW			
k. Windows clean and free of damage	RW			
l. Exterior cameras in good working order where applicable	RW			
m. PA system in working order & is useable outdoors Additional communication through staff-wide “Remind” app to cell phone and computers <ul style="list-style-type: none"> - Full review requires visiting every room with message or music playing. 	RW			
n. Recreation area available	RW			
o. Playground equipment appears in good condition	RW			
p. Athletic facilities & external building are secured & illuminated at night			RW	
q. Dumpsters and garbage cans are secured <ul style="list-style-type: none"> - Receptacles in enclosed area - Free from evidence of insects 	RW			
r. Pest control program in effect	RW			
s. Asbestos plan on hand	RW			
t. School Safety Plan	CO			Epicenter
u. No Parking Zone within 5 ft. of the buildings	RW			
v. Parking lots in good condition and marked	RW			
w. Sidewalks appear free from tripping hazards		RW		
x. Parking area & sidewalks free of litter/obstructions		RW		
y. Fields are generally level and free of excessive rodent damage	RW			
z. Bike racks secured & placed in a locked cage	RW			
aa. Gym bleachers appear in good condition			RW	



Charter Petition Review Matrix

a. Visitor pass protocol is in effect	RW			
b. Staff wear ID badges	RW			
c. Students are issued ID badges (grades 7-12)	RW			
d. Entryway floor mats utilized	RW			
e. Doors & windows are in working order and lockable from inside	RW			
f. Windows clean & free of damage	RW			
g. Universal evacuation signage is posted in every room	RW			
h. Hallways are free from obstructions (furniture, etc.)	RW			
i. Ceilings/Walls/Floors clean	RW			
j. Free of graffiti	RW			
k. Adequate lighting	RW			
l. Water fountains present	RW			
m. Water fountains appear to be at appropriate height for students	RW			
n. Water fountains in good working order		RW		Water jugs are being used at this time.
o. Signage provide (i.e. classrooms, office, storage, and restrooms)	RW			
p. Request for how site reviews and repairs any outages of exterior lighting. (Monthly light survey is commercial property standard.)	RW			
q. Exits clearly marked	RW			
r. Fire exit doors operable (not chained or locked) and exit corridors clear and unobstructed	RW			
s. Fire extinguishers present and appear in good condition	RW			
t. "Legal Notice" bulletin boards utilized	RW			
u. Multipurpose rooms available	RW			
v. Auditorium available		RW		
w. Gymnasium available			RW	
x. Library/Media/Resource Center available	RW			
y. Custodial closets provided and clean	RW			
z. Classroom <ul style="list-style-type: none"> - Evacuation maps posted - Fire evacuation maps/procedures accurate - Clean and in good state of repair - Adequate lighting - Storage available for classroom materials - Egress unobstructed - Classroom emergency guide is posted - Emergency folder is easily accessible - Classroom phone has the emergency phone number sticker - Peepholes are installed 	RW			

FACILITIES AND OPERATIONS *continued*

Evaluation Criteria: E.C. §47605(h) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
aa. Restrooms <ul style="list-style-type: none"> - Clean (floors, stalls, etc.) - Dryer/towels present 	RW			



Charter Petition Review Matrix

<ul style="list-style-type: none"> - Soap available - Wash sinks available and appear to be at appropriate height for students - Lavatory available and appear to be at appropriate height for students - Toilet paper available - Spare toilet paper available - Waste receptacle (wastebaskets) present - Air quality good - Ventilation provided 				
Miscellaneous				
a. Food Service <ul style="list-style-type: none"> - Current health department certificate posted - Hair nets provided - Plastic gloves provided - Overall cleanliness refrigeration provided - Washing facilities provided - Ventilation provided - Evidence of pests - Pest control program in effect 	RW			
b. Equipment Needs <ul style="list-style-type: none"> - Vests - Radios - Crossing guards' signs - Cones for parking - Caution signs - Golf carts first-aid kits - Other _____ 	RW			
Current and Projected Availability				
a. current and projected availability of each charter school site, and schedule for securing the facility	RW			
b. assurances of all legal compliance with health and safety, ADA, and applicable building codes	RW			
c. adequate budget for anticipated costs, including renovation, rent, maintenance and utilities				
d. statement whether a request will be made for use of authorizer-owned facilities				
e. lease or occupation agreement for privately obtained facilities, and/or provides a copy of the lease agreement	CO			Epicenter
Please review facilities conditions using the Facilities Inspection Tool. It is not expected that the site inspections will be exhaustive. Try to look at a sampling of different types of spaces (e.g., classrooms, food services, restrooms, etc.)				
Facilities Comments: None				
2022-2023 No Change				

IMPACT STATEMENT				
Evaluation Criteria: E.C. §47605(h) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Number of students anticipated to enroll	FO			36, 37
2. Identification of whether charter will request to purchase support services from authorizer	FO			186



Charter Petition Review Matrix

3. Affirmation there will be a Memorandum of Understanding between the authorizer and charter school	CO			Epicenter
4. Processes and policies between charter and authorizer				
a. includes process, activities and associated fees for oversight of charter	CO			MOU
b. includes processes, timelines, and evaluation criteria for annual review and site visits	CO			MOU
c. includes regular, ongoing fiscal and programmatic performance monitoring and reporting	CO			MOU
d. includes process, timelines and evaluation criteria for charter renewal	CO			MOU
e. outlines other important legal or operational relationships between authorizer and charter school	CO			MOU
5. Criteria and procedure for the selection of a contractor, if applicable, including <ul style="list-style-type: none"> - process for determining necessary expertise - selection of the contractor or contractors, if applicable 		FO		144
6. Potential civil liability effects, if any, upon the school and the authorizer	FO			191
Impact Statement Comments: 2021-2022 3 & 4.a-e. The Charter Office has confirmed that the Memorandum of Understanding by and between the Charter Entity and the District (marked with a CO) is updated and available in Epicenter. 5. Contractors are mentioned in the procedures for background checks. Criteria and procedure for the selection of a contractor could not be located. 2022-2023 – Revisiting criteria and procedures for the selection of a contractor may be needed in the material revision. Pending confirmation.				

COMMUNITY IMPACT (Not applicable for renewals)

Evaluation Criteria: E.C. §47605(h) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
How the charter school will not substantially undermine existing school district services, academic offerings, or programmatic offerings		PE		119
Whether the charter school petition duplicates a program currently offered by the district, and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate	PE			119
Community Impact Comments: 2021-2022 With multiple other FUSD elementary schools in the immediate area (Fremont, Homan, Roeding), how does GCA plan to minimize its impact on the surrounding FUSD Schools? PE is Paul Erickson from Equity and Access. 2022-2023 This question will need to be addressed when the material revision is submitted regarding the new school building construction and location. It is not part of the renewal process. FO				

ENGLISH LEARNERS

THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s) or N/A
	YES	Approaching	NO	
I. Involvement– E.C. 552176[a][b]; 6002.5; 5 CCR Section 11308				



Charter Petition Review Matrix

EL 01 Identification and Assessment policy and procedures				
a. English Language Advisory Committee (ELAC) for sites with 21 or more ELs <u>or</u> designated existing school-level advisory committee to fulfill legal responsibilities of ELAC.				BB & NH
EL 02 Identification and Assessment policy and procedures				
a. District English Language Advisory Committee (DELAC) for sites with 51 or more ELs. Charter schools & single school district LEAs must have an EL parent advisory committee that meets both ELAC and DELAC requirements.				BB & NH
EL 01 & 02 Involvement Comments: None 2022-2023 - No Change				
II. Governance and Administration – E.C. 313, 60810; 5 CCR Sections 11306; 11518.5[a][c][d]; 11518.25; 11518.30				
EL 03 Identification and Assessment policy and procedures				
a. Describe EL Assessment, Placement and Enrollment including but not limited to placement in ELD, IB, advanced placement, A-G subject requirements. Academic assessment data for all ELs, long term English Learners (LTELS) and ELs at risk of becoming LTELS if applicable.		BB & NH		
b. EL identification – Procedures for identification of ELs at the time of enrollment through the Home Language Survey and continued annual assessment are described in the petition.	BB & NH			
c. ELPAC Designated Supports and Accommodations for EL students with IEPs or 504's.			BB & NH	P. 101
EL 05 EL Program Inclusion in Development of SPSA (School Wide)				
a. Has current board approved SPSA or school plan with evidence of EL program inclusion per criteria described in EL 5.1 (a-b) & 5.2 (a-c) of CDE's comprehensive EL program instrument.	BB & NH			
6.b. Note that the 2023/24 LCAP will be reviewed in June 2023. The evaluation will occur after it is submitted. GCA's EL students ELD performance is currently monitored through the Winter-Spring NWEA MAP and classroom running record. EL students' ELD progress would provide more information by including teacher anecdotal records as a data point to capture ELs' ELD progress connected to the ELD standards.				
IV. Standards, Assessment, and Accountability				
EL 10 Reclassification- Evidence can be collected during charter team site visit.				
a. Provides current LEA-approved reclassification criteria for grades kindergarten through twelve (K–12) that includes the statewide criteria of overall performance level 4 on the ELPAC.			BB & NH	102-103, 112
b. Reclassification records/forms with proof of teacher recommendation, standardized assessment scores (ELPAC and basic skills assessment), and parent/guardian consultation is available in students cum file.				BB & NH
c. Provides RFEP (Reclassified Fluent English Proficient) Progress Monitoring process of all reclassified students for a minimum of four years.				BB & NH 102-103, 112
EL 10 Comments:				
V. Staffing and Professional Development- Evidence can be collected during charter team site visit.				
EL 11 Teacher EL Authorization				
a. Provides a sortable spreadsheet of all teachers with EL teaching authorization per CTCC code (e.g., ELA1, S12, BLSP, etc.) or temporary county certificate with EL authorization.	HR will review this section.			
EL 12 Professional Development Specific to English Learners				
a. Describes and provides site level EL specific professional development to all staff with the goal of impacting EL achievement. Evidence of PD include calendared dates, agendas, presentation materials, sign-in sheets, PD description.		BB & NH		
b. Describes teacher implementation of EL specific professional development that includes	BB & NH			



Charter Petition Review Matrix

three samples of instructional observations or other documents that demonstrate the implementation of EL-specific PB relevant to the grade-level standard instructional program, including ELD.				
EL 11 & 12 Comments: An EL PL power point shared during the visit. In addition, Principal Breuer shared 3 different dates in which the teachers who currently have EL students in their classrooms, have worked as a PLC to review students' data and plan for ELD instruction. As the EL population grows at GCA, it will be important for the rest of the teachers to receive EL PLs in order for them to be equipped to support their EL students and in addition to, giving them an opportunity to grow their knowledge on the purpose and usage of the ELD standards.				
VI. Opportunity and Equal Educational Access				
EL 13 Language Acquisition Program Options and Parent Choice				
a. Has parental notice of rights and responsibilities including language acquisition and language programs included structured English immersion (SEI) and procedures determining placement that includes parent choice.	BB & NH			
EL 13 Comments: GCA shared an Annual Parent Notification Letter for ELD that was sent this school year.				
VII. Teaching and Learning				
EL 14 English Language Development (ELD)				
a. Provides a description of their designated ELD programs, for all grades, TK-12 th and all English Language Proficiency (ELP) levels.	BB & NH			
b. Provides evidence of EL enrollment in ELD and the standard instructional program. Master schedule or daily schedule for self-contained classrooms. For secondary sites provide schedules for each ELP level.	BB & NH			
c. Provides an evaluation of whether ELD has been implemented effectively and what adjustments are needed to assist ELs in overcoming language barriers within a reasonable amount of time. Supporting data to be included: ELPAC, RFEP, EL graduation rates and a report on analytical findings.		BB & NH		
d. Provides a list of purchased core and supplemental instructional materials for all courses in which ELs are enrolled, for all grades, with the funding sources.	BB & NH			
e. Provides a description of integrated instructional strategies or previously provided in PD, for all grades, TK-12, and corresponding ELP levels.		BB & NH		
EL 14 Comments: GCA is an interdisciplinary school and a variety of ELD strategies were observed in the classrooms. The Universal Design for Learning framework, is the foundation of the students' daily activities, which provides EL students with opportunities to engage in the 4 language domains in a small group and whole class settings. GCA's School-Wide Plan for English Learners ELD describes scaffolds and instructional approaches to support their EL students' language needs. GCA teachers would benefit from intentionally choosing the ELD standards and explicitly teaching them during Integrated and Designated ELD. Another option for teachers to have as a resource could be the Amplify Designated ELD companion and the CA ELD Standards to best support their Designated ELD instruction.				
EL 15 Access to Standard Instructional Program				
a. Provides procedural guidelines and criteria for placement of ELs, at all proficiency levels, in the standard instructional program and interventions. Includes an access plan and <i>objectives for exiting intervention programs</i> .		BB & NH		
b. Provides and implements support services for ELs in the standard instructional program. During site visit, provides samples of individual EL student progress monitoring that includes interventions for students needing support.		BB & NH		
c. Describes how instructional strategies and materials in the standard instructional program classes are differentiated for ELs at different grade levels.		BB & NH		
EL 15 Comments: Instructional strategies were evident during the visit (visuals, models, teacher modeling/facilitating discussions, academic language, etc.), however adopted curriculum did not integrate ELD standards. ELD standards were not intentionally and explicitly stated in the lessons. GCA's reclassification criteria is stated in their School-Wide Plan for English Learners, however, monitoring forms were not provided.				
IV. Standards, Assessment, and Accountability (Revised Title III section and location. Will only be used when a charter school receives funding)				
EL 04 Implementation, Monitoring & Revision of Title III Plan				



Charter Petition Review Matrix

a. Immigrant Services & Procedures. Provides enhanced instructional opportunities to eligible immigrant students ages 3 to 21, Title III Plan or current LCAP addendum meeting EL criteria of implementation and monitoring. Title III <i>M.O.U</i> in place.				N/A
EL 06 Title III Inventory				
a. Has historical inventory list of all equipment 500.00 and above and record of most recent physical check of items. No purchases made are noted.	Fiscal will monitor budget review for Title III funds			
EL 07 Supplement, Not Supplant with Title III (if funded) EC sections 52168 [b][c] (20 U.S.C. Section 6825[g]				
a. Has list of standard/supplemental instructional materials for courses in which ELs are enrolled for all grades with funding resources noted.	Fiscal will monitor budget review for Title III funds			
b. Has expenditure report detailing current/previous year (with beginning and ending balances) with standardized accounting code structures 4203-TitleIII LEP and 4201-Title III Immigrant. Carryover and administrative cost are included in report.				N/A
c. Has list of core and supplemental professional development (denoting funding sources) designed to enhance the learning and instruction of English learners and immigrant students.				N/A
d. Has individual employee's job description and duty statement describing responsibilities and activities, as agreed to by employer and employee.				N/A
e. Has record of paid salaries/benefits for current/previous fiscal year under review. Record identifies employees' name, hours worked, gross pay, net pay, deductions, and payroll period.				N/A
EL 08 Time and Effort Requirements Title I and III (if funded) Evidence can be collected during charter team site visit.				
a. Has established written policies/procedures for documenting time/efforts of current year employees working on federal programs.				N/A
b. Has documentation supporting salaries/benefits charged per program funding source. Records may include a personnel activities report, semiannual certifications, or other equivalent records. Budget estimates do not qualify as support.				N/A
c. Has individual employee's job description and duty statement describing responsibilities and activities, as agreed to by employer and employee.				N/A
d. Has budget report of employees planned to be paid in whole, or in part, with federal funding including resource codes from previous and current fiscal year under review.				N/A
EL 09 Evaluation of EL Program Effectiveness Title III (if funded)				
a. Provides relevant EL-related data and an analysis of findings that may result in recommended changes to improve the effectiveness of Title III-funded programs and services.				N/A
EL 4, 6-9 Comments: 2022-2023 – No change.				

SPECIAL EDUCATION				
Evaluation Criteria: E.C. §47641(a) and E.C. §47646 THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. The school's special education structure (3 options) a. charter school will be an independent LEA for special education purposes, or b. charter school will be a school within the district, or c. the charter school will be a SELPA	CO			Epicenter
2. How special education services will be provided consistent with SELPA Plan and/or policies and procedures.	SV			



Charter Petition Review Matrix

a. includes a fiscal allocation plan in alignment with the SELPA the charter plans to join				
3. Affirmation that the charter school will assume full responsibility for appropriate accommodation to address the needs of any student	SV			84
4. Acknowledgment that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school regardless of the students' district of residence	SV			88
5. The process for notifying district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter	SV			88, 89
6. The transition to and from a district when a student with an IEP enrolls in or transfers out of the charter	SV			89, 91, 96
7. Evidence that the school has consulted with a SELPA, such as a letter from SELPA confirming receipt of application	CO			Epicenter
8. Includes the following assurances				
a. the charter will comply with all provisions of IDEA	SV			89
b. no student will be denied admission based on disability or lack of available services	SV			88
c. a Student Study Team process will be implemented	SV			86
d. any student potentially in need of Section 504 services will receive such services	SV			98,99
If the charter will not be an independent LEA				
1. Clarifies in charter petition or a Memorandum of Understanding the responsibilities of each party for service delivery, including Referral, Assessment, Instruction, Due Process, Agreements describing allocation of actual excess costs				N/A
2. An assertion that the charter will be fiscally responsible for its fair share of any encroachment on general funds				N/A
General Special Education and Non independent Status Comments:				
2021-2022 None				
2022-2023 GCA is now under CHELPA as of this school year. New MOU has been approved.				
If the charter school is an independent LEA within a SELPA				
1. Notifies SELPA Director of intent to participate prior to February 1 of the preceding school year	SV			89
2. <u>Includes current operating budget in accordance with E.C. §42130 and E.C.§42131</u>	SV			89
3. Understands that the charter school is fiscally responsible for fair share of any encroachment on general funds	SV			89
4. Asserts responsibility for any legal fees relating to the application and assurances process	SV			89
5. Demonstrates it is located within SELPA's geographical boundaries	SV			89
6. Asserts all instruction will be in a safe environment	SV			90
7. Affirms the terms of the Agreement will be met regarding the organization, implementation, administration and operation of the SELPA	SV			89
Independent with SELPA Comments: None				
2022-2023 – No change				



Charter Petition Review Matrix

REQUIRED DECLARATION				
Evaluation Criteria: E.C. §47605(c)(6) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	FO			6
Required Declaration Comments: 2022-2023 – No change.				

REQUIRED AFFIRMATIONS				
Evaluation Criteria: E.C. §47605(c)(6) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Affirmation that the school will be nonsectarian in its <ul style="list-style-type: none"> – programs – admission policies – employment practices, – and all other operations 	FO			5
2. Affirmation that the school shall not charge tuition	FO			5
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code	FO			6
4. Affirmation that the admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school	FO			5
5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school	FO			5
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools	FO			5
Required Affirmations Comments: None 2022-2023 – No change.				

FOR ALTERNATIVE EDUCATION CHARTER SCHOOLS (if applicable)				
Evaluation Criteria: E.C. §58500 - 58512 THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. Acknowledgement that the charter school will maintain an unduplicated count of at least 70% of the school's total enrollment composed of the required high-risk student groups				N/A
2. Assurance that the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form				N/A
3. Clearly articulated mission and purpose to recruit and educate high-risk students				N/A



Charter Petition Review Matrix

4. Performance plan that includes specific measures and goals for success, including one or two attainable norm references and/or verifiable alternative measures that support the school's mission and vision				N/A
5. Required assurances				N/A
a. the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form, as defined in item 1, above				N/A
b. when applying for other alternative school status, ONLY the school's current enrollment will be used (in accordance with the DASS Eligibility Criteria and examples) to determine a school's percentage of high-risk student for DASS eligibility.				N/A
c. Define student grade level classification process including the school's credit calculation (i.e., Freshman 0-60 credits, Sophomore 61 – 120 credits, Junior 121 – 180 credits, Senior 181 - 240).				N/A
Alternative Ed. Comments: N/A 2022-2023 – No change.				

INDEPENDENT STUDY/NON-CLASSROOM BASED INSTRUCTION - FOR RENEWALS ONLY				
Evaluation Criteria: E.C. §51745 THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
1. an assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per Education Code 47612.5(b)				N/A
2. an assurance that the charter will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(a)				N/A
3. an acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5(a)				N/A
4. an acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per EC 51747.5(b)				N/A
5. the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work				N/A
6. the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether he/she should return to a regular school program				N/A
7. an assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil				N/A
INDEPENDENT STUDY/NON-CLASSROOM BASED INSTRUCTION - FOR RENEWALS ONLY				
Evaluation Criteria: E.C. §51745 THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met			Located on Page(s)
	YES	Approaching	NO	
8. a description of how the required Written Agreement for each pupil will be processed and maintained, including at a minimum the following:				N/A
a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his/her progress				N/A
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work				N/A



Charter Petition Review Matrix

c.	The specific resources, including materials and personnel that will be made available to the pupil			N/A
d.	A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study			N/A
e.	The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar			N/A
f.	A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion			N/A
g.	The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate			N/A
Independent Study Comments: N/A 2022-2023 – No change.				

Coversheet

Revised 2022/23 Budget

Section: IV. Action Items
Item: A. Revised 2022/23 Budget
Purpose: Vote
Submitted by:
Related Material: FY23-GCA-Frcst-23.02.12 MYP Budget.pdf

Golden Charter Academy

Multi-Year Forecast

Revised 02/12/2023



	2022-23	2023-24	2024-25
	Forecast	Forecast	Forecast
Assumptions			
LCFF COLA	13.26%	8.13%	3.54%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	6.00%	3.44%	2.77%
Enrollment	262.00	312.00	360.00
Average Daily Attendance	233.08	290.16	334.80
Revenues			
State Aid - Revenue Limit			
8011 LCFF State Aid	\$ 3,033,915	\$ 4,054,619	\$ 4,782,133
8012 Education Protection Account	46,616	58,032	66,960
8096 In Lieu of Property Taxes	230,749	287,258	331,452
	<u>3,311,280</u>	<u>4,399,910</u>	<u>5,180,545</u>
Federal Revenue			
8181 Special Education - Entitlement	29,069	41,168	49,024
8220 Federal Child Nutrition	260,000	323,673	373,468
8290 Title I, Part A - Basic Low Income	102,497	127,598	147,228
8291 Title II, Part A - Teacher Quality	9,172	11,418	13,175
8294 Title V, Part B - PCSG	334,908	-	-
8296 Other Federal Revenue	210,000	98,399	10,000
	<u>945,646</u>	<u>602,256</u>	<u>592,896</u>
Other State Revenue			
8311 State Special Education	179,658	223,655	258,064
8520 Child Nutrition	70,000	87,143	100,549
8545 School Facilities (SB740)	90,583	94,554	416,318
8550 Mandated Cost	3,124	4,275	5,322
8560 State Lottery	55,240	68,768	79,348
8598 Prior Year Revenue	6,784	-	-
8599 Other State Revenue	196,477	290,481	290,481
	<u>601,866</u>	<u>768,876</u>	<u>1,150,082</u>
Other Local Revenue			
8660 Interest Revenue	755	-	-
8689 Other Fees and Contracts	934	-	-
8699 School Fundraising	6,546	-	-
8980 Contributions, Unrestricted	488,986	300,000	250,000
	<u>497,221</u>	<u>300,000</u>	<u>250,000</u>
Total Revenue	\$ 5,356,013	\$ 6,071,041	\$ 7,173,523
Expenses			
Certificated Salaries			
1100 Teachers' Salaries	712,574	860,140	1,020,012
1170 Teachers' Substitute Hours	27,740	28,000	32,000
1175 Teachers' Extra Duty/Stipends	14,560	28,000	32,000
1200 Pupil Support Salaries	100,419	131,145	136,391
1300 Administrators' Salaries	131,021	124,800	209,792
	<u>986,313</u>	<u>1,172,085</u>	<u>1,430,195</u>
Classified Salaries			
2100 Instructional Salaries	410,013	495,766	551,241
2200 Support Salaries	133,785	146,224	152,073
2300 Classified Administrators' Salaries	220,400	223,600	232,544
2400 Clerical and Office Staff Salaries	197,796	204,697	212,885
	<u>961,993</u>	<u>1,070,287</u>	<u>1,148,743</u>
Benefits			
3101 STRS	182,178	223,868	273,167
3301 OASDI	59,370	66,358	71,222
3311 Medicare	28,106	32,514	37,395
3401 Health and Welfare	111,073	218,400	259,584
3501 State Unemployment	14,828	686	756
3601 Workers' Compensation	13,431	31,393	36,105
3901 Other Benefits	18,046	32,109	34,462
	<u>427,032</u>	<u>605,328</u>	<u>712,691</u>

Golden Charter Academy

Multi-Year Forecast

Revised 02/12/2023



	2022-23	2023-24	2024-25
	Forecast	Forecast	Forecast
Books and Supplies			
4100 Textbooks and Core Curricula	-	50,000	59,290
4200 Books and Other Materials	-	19,420	23,029
4302 School Supplies	102,800	80,000	94,865
4305 Software	45,000	57,947	68,714
4310 Office Expense	70,000	90,140	106,889
4311 Business Meals	4,400	5,666	6,719
4400 Noncapitalized Equipment	198,500	84,404	100,087
4700 Food Services	290,000	373,438	442,826
	<u>710,700</u>	<u>761,016</u>	<u>902,419</u>
Subagreement Services			
5102 Special Education	129,679	166,991	198,019
5103 Substitute Teacher	21,190	27,286	32,356
5104 Transportation	112,700	145,126	172,091
5105 Security	12,000	15,453	18,324
5106 Other Educational Consultants	151,478	156,689	161,029
	<u>427,047</u>	<u>511,544</u>	<u>581,820</u>
Operations and Housekeeping			
5201 Auto and Travel	7,300	9,400	11,147
5300 Dues & Memberships	15,300	19,702	23,363
5400 Insurance	25,800	33,223	39,396
5501 Utilities	79,400	82,131	97,392
5502 Janitorial Services	66,257	68,536	81,271
5900 Communications	8,400	8,689	10,303
5901 Postage and Shipping	2,200	2,833	3,359
	<u>204,657</u>	<u>224,515</u>	<u>266,232</u>
Facilities, Repairs and Other Leases			
5601 Rent	126,072	126,072	805,694
5602 Additional Rent	-	120,000	120,000
5603 Equipment Leases	17,500	22,535	26,722
5610 Repairs and Maintenance	36,000	37,238	44,158
	<u>179,572</u>	<u>305,845</u>	<u>996,574</u>
Professional/Consulting Services			
5801 IT	32,000	33,101	34,018
5802 Audit & Taxes	5,800	6,000	6,166
5803 Legal	20,000	20,688	21,261
5804 Professional Development	29,800	30,825	31,679
5805 General Consulting	90,362	93,470	96,059
5806 Special Activities/Field Trips	26,100	33,609	39,854
5807 Bank Charges	2,200	2,276	2,339
5808 Printing	7,000	7,241	7,441
5809 Other taxes and fees	6,300	6,517	6,697
5810 Payroll Service Fee	10,300	13,264	15,728
5811 Management Fee	122,631	121,421	143,470
5812 District Oversight Fee	33,113	43,999	51,805
5815 Public Relations/Recruitment	55,000	24,000	24,665
	<u>440,606</u>	<u>436,410</u>	<u>481,183</u>
Depreciation			
6900 Depreciation Expense	53,771	52,479	-
	<u>53,771</u>	<u>52,479</u>	<u>-</u>
Interest			
7438 Interest Expense	60,087	50,000	23,612
	<u>60,087</u>	<u>50,000</u>	<u>23,612</u>
Total Expenses	\$ 4,451,778	\$ 5,189,511	\$ 6,543,468
Surplus (Deficit)	\$ 904,235	\$ 881,531	\$ 630,055
Fund Balance, Beginning of Year	\$ 249,422	\$ 1,153,657	\$ 2,035,188
Fund Balance, End of Year	\$ 1,153,657	\$ 2,035,188	\$ 2,665,243
	25.9%	39.2%	40.7%

Golden Charter Academy**Multi-Year Forecast**

Revised 02/12/2023



	2022-23	2023-24	2024-25
	Forecast	Forecast	Forecast
Cash Flow Adjustments			
Surplus (Deficit)	904,235	881,531	630,055
Cash Flows From Operating Activities			
Depreciation/Amortization	53,771	52,479	-
Public Funding Receivables	(151,519)	332,077	(138,086)
Prepaid Expenses	(1,709)	-	-
Deposits	(525,433)	-	-
Accounts Payable	(128,220)	4,187	584
Accrued Expenses	(117,547)	-	-
Deferred Revenue	886,816	(115,481)	(115,481)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	(37,270)	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	1,195,800	-	-
Payments on Factoring	(1,557,400)	-	-
Capital Lease, net	(56,858)	(49,181)	(10,152)
Proceeds(Payments) on Debt	(62,502)	(62,502)	(62,502)
Total Change in Cash	402,163	1,043,109	304,418
Cash, Beginning of Year	292,164	694,327	1,737,436
Cash, End of Year	\$ 694,327	\$ 1,737,436	\$ 2,041,854

Coversheet

2022/23 Second Interim Report

Section: IV. Action Items
Item: B. 2022/23 Second Interim Report
Purpose: Vote
Submitted by:
Related Material: 2022-2023 Charter Second Interim Reporting Workbook - GCA.pdf

Golden Charter Academy
Charter School Financial Reporting
Budget/Interim
Fiscal Year 2022/2023

Charter Name: Golden Charter Academy

Chartering Authority: Fresno Unified School District

Reporting Period	
Preliminary Budget <input type="radio"/>	July 1
First Interim <input type="radio"/>	October 31 (Due December 15)
Second Interim <input checked="" type="radio"/>	January 31 (Due March 15)
Third Interim <input type="radio"/>	April 30 - If requested (Due June 1)

Fiscal Year: 2022/2023

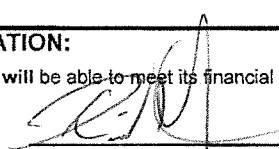
Subsequent Year 1: 2023/2024

Subsequent Year 2: 2024/2025

CHIEF ADMINISTRATIVE OFFICER'S CERTIFICATION:

I certify that based upon current projections this charter school will be able to meet its financial obligations for the remainder of *this fiscal year and the next two subsequent years*.

Robert Golden



Print Name

President and CEO

Title

Signature

02/17/2023

Date

PREPARER'S INFORMATION:

Jim Weber

Title

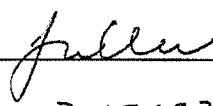
Director of Client Finance, CI

Title

925-750-8090

Telephone Number

Signature



2/15/23

Date

jweber@charterimpact.com

E-Mail Address

AUTHORIZING ENTITY CERTIFICATION:

Signature

Title

Telephone Number

E-Mail Address

Submit completed report to:
Fresno County Superintendent of Schools
District Financial Services Department
1111 Van Ness Ave.
Fresno, CA 93721

Golden Charter Academy
Fresno Unified School District2022/2023 Second Interim
GENERAL FUND
SUMMARY

REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

Description	Object Codes	Summary - Unrestricted/Restricted					
		Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col. B & D) (E)	% Diff (E / B) (F)
A. REVENUES							
1) Local Control Funding Formula Sources	8010-8099	3,240,033.00	3,311,279.82	1,204,065.00	3,311,279.82	0.00	0.00%
2) Federal Revenues	8100-8299	619,340.43	945,645.63	220,606.68	945,645.63	0.00	0.00%
3) Other State Revenues	8300-8599	522,111.09	601,865.90	44,495.51	601,865.90	0.00	0.00%
4) Other Local Revenues	8600-8799	150,000.00	497,221.30	172,164.52	497,221.30	0.00	0.00%
5) TOTAL REVENUES		4,531,484.52	5,356,012.65	1,641,331.71	5,356,012.65		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	921,755.20	986,313.33	577,704.33	986,313.33	0.00	0.00%
2) Classified Salaries	2000-2999	714,816.77	961,993.47	552,034.31	961,993.47	0.00	0.00%
3) Employee Benefits	3000-3999	481,937.12	427,031.88	204,307.61	427,031.88	0.00	0.00%
4) Books and Supplies	4000-4999	634,143.63	710,700.00	382,810.27	710,700.00	0.00	0.00%
5) Services, Other Operating Expenses	5000-5999	1,390,093.29	1,251,881.89	539,186.81	1,251,881.89	0.00	0.00%
6) Capital Outlay	6000-6599	52,479.03	53,770.59	31,904.33	53,770.59	0.00	0.00%
7) Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	61,000.00	60,086.65	49,670.00	60,086.65	0.00	0.00%
8) Direct Support/Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00%
9) TOTAL EXPENDITURES		4,256,225.03	4,451,777.81	2,337,617.66	4,451,777.81		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)							
		275,259.49	904,234.84	(696,285.95)	904,234.84		
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers							
a) Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00%
b) Transfers Out	7610-7629	0.00	0.00	0.00	0.00	0.00	0.00%
2) Other Sources/Uses							
a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00%
4) TOTAL OTHER FINANCING SOURCES/USES		0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)							
		275,259.49	904,234.84	(696,285.95)	904,234.84		
F. FUND BALANCE							
1) Beginning Fund Balance							
a) As of July 1 - Unaudited	9791	86,351.00	186,307.64		186,307.64	0.00	0.00%
b) Audit Adjustments	9793	0.00	0.00		0.00	0.00	0.00%
c) As of July 1 - Audited (F1a + F1b)		86,351.00	186,307.64		186,307.64		
d) Other Restatements	9795	0.00	63,114.36		63,114.36	0.00	0.00%
e) Net Beginning Balance (F1c + F1d)		86,351.00	249,422.00		249,422.00		
2) Ending Balance, June 30 (E + F1e)		361,610.49	1,153,656.84		1,153,656.84		

Golden Charter Academy
Fresno Unified School District2022/2023 Second Interim
GENERAL FUND
SUMMARY

REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

Description	Object Codes	Unrestricted - Resources 0000-1999					
		Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col. B & D) (E)	% Diff (E / B) (F)
A. REVENUES							
1) Local Control Funding Formula Sources	8010-8099	3,240,033.00	3,311,279.82	1,204,065.00	3,311,279.82	0.00	0.00%
2) Federal Revenues	8100-8299	0.00	0.00	0.00	0.00	0.00	0.00%
3) Other State Revenues	8300-8599	43,364.60	49,531.74	22,347.28	49,531.74	0.00	0.00%
4) Other Local Revenues	8600-8799	150,000.00	497,221.30	172,164.52	497,221.30	0.00	0.00%
5) TOTAL REVENUES		3,433,397.60	3,858,032.86	1,398,576.80	3,858,032.86		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	642,992.24	921,042.33	538,825.28	921,042.33	0.00	0.00%
2) Classified Salaries	2000-2999	463,698.33	537,919.12	314,251.05	537,919.12	0.00	0.00%
3) Employee Benefits	3000-3999	366,453.88	375,413.70	179,237.25	375,413.70	0.00	0.00%
4) Books and Supplies	4000-4999	374,089.60	144,815.71	180,250.65	144,815.71	0.00	0.00%
5) Services, Other Operating Expenses	5000-5999	1,137,403.55	877,757.58	453,161.11	877,757.58	0.00	0.00%
6) Capital Outlay	6000-6599	52,479.03	53,770.59	31,904.33	53,770.59	0.00	0.00%
7) Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	61,000.00	60,086.65	49,670.00	60,086.65	0.00	0.00%
8) Direct Support/Indirect Costs	7300-7399	0.00	(17,007.65)	(6,998.94)	(17,007.65)	0.00	0.00%
9) TOTAL EXPENDITURES		3,098,116.62	2,953,798.03	1,740,300.73	2,953,798.03		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)							
		335,280.98	904,234.84	(341,723.93)	904,234.84		
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers							
a) Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00%
b) Transfers Out	7610-7629	0.00	0.00	0.00	0.00	0.00	0.00%
2) Other Sources/Uses							
a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00%
3) Contributions	8980-8999	(60,021.49)	0.00	0.00	0.00	0.00	0.00%
4) TOTAL OTHER FINANCING SOURCES/USES		(60,021.49)	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)							
		275,259.49	904,234.84	(341,723.93)	904,234.84		
F. FUND BALANCE							
1) Beginning Fund Balance							
a) As of July 1 - Unaudited	9791	86,351.00	186,307.64		186,307.64	0.00	0.00%
b) Audit Adjustments	9793	0.00	0.00		0.00	0.00	0.00%
c) As of July 1 - Audited (F1a + F1b)		86,351.00	186,307.64		186,307.64		
d) Other Restatements	9795	0.00	63,114.36		63,114.36	0.00	0.00%
e) Net Beginning Balance (F1c + F1d)		86,351.00	249,422.00		249,422.00		
2) Ending Balance, June 30 (E + F1e)		361,610.49	1,153,656.84		1,153,656.84		

Golden Charter Academy
Fresno Unified School District2022/2023 Second Interim
GENERAL FUND
SUMMARY

REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

Description	Object Codes	Restricted - Resources 2000-9999					
		Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col. B & D) (E)	% Diff (E / B) (F)
A. REVENUES							
1) Local Control Funding Formula Sources	8010-8099	0.00	0.00	0.00	0.00	0.00	0.00%
2) Federal Revenues	8100-8299	619,340.43	945,645.63	220,606.68	945,645.63	0.00	0.00%
3) Other State Revenues	8300-8599	478,746.49	552,334.16	22,148.23	552,334.16	0.00	0.00%
4) Other Local Revenues	8600-8799	0.00	0.00	0.00	0.00	0.00	0.00%
5) TOTAL REVENUES		1,098,086.92	1,497,979.79	242,754.91	1,497,979.79		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	278,762.96	65,271.00	38,879.05	65,271.00	0.00	0.00%
2) Classified Salaries	2000-2999	251,118.44	424,074.35	237,783.26	424,074.35	0.00	0.00%
3) Employee Benefits	3000-3999	115,483.24	51,618.18	25,070.36	51,618.18	0.00	0.00%
4) Books and Supplies	4000-4999	260,054.03	565,884.29	202,559.62	565,884.29	0.00	0.00%
5) Services, Other Operating Expenses	5000-5999	252,689.74	374,124.31	86,025.70	374,124.31	0.00	0.00%
6) Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00%
7) Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00%
8) Direct Support/Indirect Costs	7300-7399	0.00	17,007.65	6,998.94	17,007.65	0.00	0.00%
9) TOTAL EXPENDITURES		1,158,108.41	1,497,979.79	597,316.93	1,497,979.79		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)		(60,021.49)	(0.00)	(354,562.02)	(0.00)		
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers							
a) Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00%
b) Transfers Out	7610-7629	0.00	0.00	0.00	0.00	0.00	0.00%
2) Other Sources/Uses							
a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00%
3) Contributions	8980-8999	60,021.49	0.00	0.00	0.00	0.00	0.00%
4) TOTAL OTHER FINANCING SOURCES/USES		60,021.49	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(0.00)	(0.00)	(354,562.02)	(0.00)		
F. FUND BALANCE							
1) Beginning Fund Balance							
a) As of July 1 - Unaudited	9791	0.00	0.00		0.00	0.00	0.00%
b) Audit Adjustments	9793	0.00	0.00		0.00	0.00	0.00%
c) As of July 1 - Audited (F1a + F1b)		0.00	0.00		0.00		
d) Other Restatements	9795	0.00	0.00		0.00	0.00	0.00%
e) Net Beginning Balance (F1c + F1d)		0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)		(0.00)	(0.00)		(0.00)		

Description	ESTIMATED P-2 REPORT ADA (If declining enrollment)	ESTIMATED LCFF ADA Original Budget (A)	ESTIMATED LCFF ADA Board Approved Operating Budget (B)	ESTIMATED LCFF ADA Projected Year Totals (C)	DIFFERENCE (Col. C - B) (D)	PERCENTAGE DIFFERENCE (Col. D / B) (E)
ELEMENTARY						
1. General Education		248.16	233.08	233.08	0.00	0%
2. Special Education		0.00	0.00	0.00	0.00	0%
3. Independent Study		0.00	0.00	0.00	0.00	0%
HIGH SCHOOL						
4. General Education		0.00	0.00	0.00	0.00	0%
5. Special Education		0.00	0.00	0.00	0.00	0%
6. Independent Study		0.00	0.00	0.00	0.00	0%
COUNTY SUPPLEMENT						
7. County Community Schools		0.00	0.00	0.00	0.00	0%
8. Special Education		0.00	0.00	0.00	0.00	0%
9. TOTAL, ELEMENTARY, HIGH SCHOOL & COUNTY SUPPLEMENT	0.00	248.16	233.08	233.08	0.00	0%
10. ADA for Necessary Small Schools also included in lines 1-6.		0.00	0.00	0.00	0.00	0%
11. Regional Occupational Centers/Programs (ROC/P)		0.00	0.00	0.00	0.00	0%
CLASSES FOR ADULTS						
12. Concurrently Enrolled Secondary Students		0.00	0.00	0.00	0.00	0%
13. Adults Enrolled, State Apportioned		0.00	0.00	0.00	0.00	0%
14. Independent Study - (21 or older and 19 or over and not continuously enrolled)		0.00	0.00	0.00	0.00	0%
15. TOTAL, CLASSES FOR ADULTS	0.00	0.00	0.00	0.00	0.00	0%
16. Adults in Correctional Facilities					0.00	0%
17. ADA TOTALS (Sum of lines 9, 11)	0.00	248.16	233.08	233.08	0.00	0%
SUPPLEMENTAL INSTRUCTIONAL HOURS						
18. Elementary		0.00	0.00	0.00	0.00	0%
19. High School		0.00	0.00	0.00	0.00	0%
20. TOTAL, SUPPLEMENTAL HOURS	0.00	0.00	0.00	0.00	0.00	0%
COMMUNITY DAY SCHOOLS - Additional Funds						
21. ELEMENTARY						
a. 5th and 6th Hours (ADA)		0.00	0.00	0.00	0.00	0%
b. 7th and 8th Pupil Hours (report in hours)		0.00	0.00	0.00	0.00	0%
22. HIGH SCHOOL						
a. 5th and 6th Hours (ADA)		0.00	0.00	0.00	0.00	0%
b. 7th and 8th Pupil Hours (report in hours)		0.00	0.00	0.00	0.00	0%

Golden Charter Academy
Fresno Unified School District2022/2023 Second Interim
Cashflow Worksheet

	Object	July	August	September	October	November	December
ACTUALS THRU MONTH OF (Enter Month Name):							
A. BEGINNING CASH	9110	292,164.16	97,852.37	347,870.89	89,582.61	293,553.86	538,991.00
B. RECEIPTS							
Local Control Funding Formula							
Property Tax	8020-8079	0.00	0.00	0.00	0.00	0.00	0.00
State Aid - LCFF & EPA	8010-8019	0.00	113,049.00	113,049.00	212,005.00	350,469.00	203,488.00
Other	8080-8099	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenues	8100-8299	0.00	0.00	0.00	26,557.85	25,682.28	18,121.70
Other State Revenues	8300-8599	0.00	0.00	565.30	7,110.78	6,424.31	7,509.50
Other Local Revenues	8600-8799	10,000.00	1,013.54	23.59	990.14	4,013.06	155,746.30
Interfund Transfers In	8910-8929						
All Other Financing Sources	8931-8979						
Other Receipts/Non-Revenue		0.00	24,378.00	22,994.00	39,216.00	39,992.00	234,147.00
TOTAL RECEIPTS		10,000.00	138,440.54	136,631.89	285,879.77	426,580.65	619,012.50
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	16,309.08	89,584.38	91,614.17	85,192.38	99,114.75	100,768.03
Classified Salaries	2000-2999	45,446.14	91,193.45	97,371.40	95,627.42	74,420.03	84,344.60
Employee Benefits	3000-3999	3,023.77	26,273.81	45,503.18	21,949.38	26,655.22	56,774.36
Supplies and Services	4000-5999	45,166.92	113,632.60	276,614.53	143,561.10	159,349.07	102,138.65
Capital Outlays	6000-6599	4,373.25	4,373.25	4,373.25	4,373.25	4,373.25	5,398.39
Other Outgo	7000-7499	0.00	12,439.00	387.00	19,744.00	17,023.00	41.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
Other Disbursements/non Expenditures		39,105.36	(373,242.04)	11,624.21	(194,727.01)	(100,412.77)	393,651.17
TOTAL DISBURSEMENTS		153,424.52	(35,745.55)	527,487.74	175,720.52	280,522.55	743,116.20
D. PRIOR YEAR TRANSACTIONS							
Accounts Receivable		235,744.00	75,832.43	132,567.57	93,812.00	99,379.04	(167.20)
Accounts Payable		286,631.27	0.00	0.00	0.00	0.00	0.00
TOTAL PRIOR YEAR TRANSACTIONS		(50,887.27)	75,832.43	132,567.57	93,812.00	99,379.04	(167.20)
E. NET INCREASE/DECREASE (B - C + D)		(194,311.79)	250,018.52	(258,288.28)	203,971.25	245,437.14	(124,270.90)
F. ENDING CASH (A + E)		97,852.37	347,870.89	89,582.61	293,553.86	538,991.00	414,720.10
G. ENDING CASH, PLUS ACCRUALS							

Golden Charter Academy
Fresno Unified School District

2022/2023 Second Interim
Cashflow Worksheet

	Object	January	February	March	April	May	June	Accruals	Total
ACTUALS THRU MONTH OF (Enter Month Name):									
A. BEGINNING CASH	9110	414,720.10	396,548.44	217,449.40	139,222.62	158,022.51	166,549.36		
B. RECEIPTS									
Local Control Funding Formula									
Property Tax	8020-8079	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Aid - LCFF & EPA	8010-8019	212,005.00	275,859.00	314,204.92	332,132.92	314,204.92	314,204.92	325,858.92	3,080,530.62
Other	8080-8099	0.00	17,054.93	71,231.42	35,615.71	35,615.71	35,615.71	35,615.71	230,749.20
Federal Revenues	8100-8299	150,244.85	117,891.00	30,586.00	49,324.68	28,293.00	26,000.00	472,944.27	945,645.63
Other State Revenues	8300-8599	22,885.62	7,000.00	90,208.61	53,024.26	42,931.61	239,408.61	124,797.29	601,865.90
Other Local Revenues	8600-8799	377.89	56.78	0.00	0.00	0.00	325,000.00	0.00	497,221.30
Interfund Transfers In	8910-8929								0.00
All Other Financing Sources	8931-8979								0.00
Other Receipts/Non-Revenue		96,722.00	39,992.00	39,992.00	39,992.00	39,992.00	269,399.00	0.00	886,816.00
TOTAL RECEIPTS		482,235.36	457,853.71	546,222.96	510,089.57	461,037.25	1,209,628.25	959,216.20	6,242,828.65
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	95,121.54	99,424.98	99,424.98	99,424.98	99,424.98	10,909.08	0.00	986,313.33
Classified Salaries	2000-2999	63,631.27	93,537.35	93,537.35	93,537.35	93,537.35	35,809.76	0.00	961,993.47
Employee Benefits	3000-3999	24,127.89	50,198.72	50,041.22	49,962.47	49,962.47	22,559.39	0.00	427,031.88
Supplies and Services	4000-5999	81,534.21	217,317.95	203,120.43	202,943.55	202,764.27	214,438.61	0.00	1,962,581.89
Capital Outlays	6000-6599	4,639.69	4,373.25	4,373.25	4,373.25	4,373.25	4,373.25	0.00	53,770.59
Other Outgo	7000-7499	36.00	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	0.00	60,086.65
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Disbursements/non Expenditures		288,715.07	192,524.36	277,064.75	38,964.75	364.75	410,771.46		984,404.05
TOTAL DISBURSEMENTS		557,805.67	659,459.94	729,645.31	491,289.68	452,510.40	700,944.88	0.00	5,436,181.86
D. PRIOR YEAR TRANSACTIONS									
Accounts Receivable		57,398.65	22,507.20	105,195.56	0.00	0.00	19,094.40	0.00	841,363.65
Accounts Payable		0.00	0.00	0.00	0.00	0.00	0.00	0.00	286,631.27
TOTAL PRIOR YEAR TRANSACTIONS		57,398.65	22,507.20	105,195.56	0.00	0.00	19,094.40	0.00	554,732.38
E. NET INCREASE/DECREASE (B - C + D)		(18,171.66)	(179,099.04)	(78,226.79)	18,799.89	8,526.85	527,777.77	959,216.20	1,361,379.17
F. ENDING CASH (A + E)		396,548.44	217,449.40	139,222.62	158,022.51	166,549.36	694,327.13		
G. ENDING CASH, PLUS ACCRUALS									1,653,543.33

1. Average Daily Attendance (ADA)

Compare the budgeted ADA to the projected ADA for the current year:

a. Enter Board Approved Operating Budget - LCFF K-12 ADA (Form ADA, column B, sum of lines 1-6)	<u>233.08</u> ADA
b. Enter Projected Year Totals - LCFF K-12 ADA (Form ADA, column C, sum of lines 1-6)	<u>233.08</u> ADA
c. Difference between budgeted and projected (Step 1b minus 1a)	<u>0.00</u> ADA
d. Percentage of change from Board Approved Operating Budget	<u>0.00%</u>
e. If the percentage of change in step 1d is more than 2%, please explain why the projected ADA increased or decreased from the board approved operating budget.	

GCA moved from non-employee classified supports to employees, increasing classified staff and reducing consulting costs.

2. Status of Employee Salary and Benefits Negotiations

	<u>Certificated</u>	<u>Classified</u>
a. Enter the number of FTEs projected in this interim report.	<u>15</u>	<u>27</u>
b. Enter the number of FTEs from the original adopted report.	<u>14</u>	<u>18</u>
c. Are salary and benefit negotiations settled for the current fiscal year?	<u>N/A</u>	<u>N/A</u>

*** PLEASE NOTE *** If salary and benefit negotiations are not finalized, upon settlement the charter school must determine the cost of the settlement including salaries, benefits, and any other agreements that change costs, and provide the county office of education with an analysis of the cost of the settlement and its impact on the operating budget.

d. If settled, indicate the following:		
1. Total cost of the salary settlement.	<u>N/A</u>	<u>N/A</u>
2. Amount of salary settlement included in the budget.	<u>N/A</u>	<u>N/A</u>
3. Period of agreement.	<u>N/A</u>	<u>N/A</u>
4. Is salary increase on-going or a one-time bonus?	<u>N/A</u>	<u>N/A</u>
e. If negotiations have not been settled:		
1. Are any proposed or previously negotiated salary or benefit increases budgeted in expenditures objects 1000/2000 and 3000? (Yes/No/NA)	<u>N/A</u>	<u>N/A</u>
2. If yes, how much for each of the following:		
a. Salaries	<u>N/A</u>	<u>N/A</u>
b. Health and Welfare Benefits	<u>N/A</u>	<u>N/A</u>
3. What would an overall 1% increase for salaries and statutory benefits (i.e. STRS/PERS, FICA, UI, Workers' Comp) be estimated to cost in total dollars.	<u>N/A</u>	<u>N/A</u>

3. Multiyear Commitments (Include BOTH General Fund and OTHER FUNDS)

a. Have any new commitments occurred since budget adoption? (Yes/No) No

List all significant multiyear commitments that have occurred since budget adoption for the current and subsequent two fiscal years. If the source of the payments is not the same for each year, explain in the comments section. (EXCLUDE SALARY AND BENEFIT SETTLEMENTS, NON-CAPITAL OPERATING LEASES, AND MAINTENANCE AGREEMENTS.)

Type of Commitment	# of Years	Balance July 1, 2022	2022/2023 Payments (P & I)	2023/2024 Payment (P & I)	2024/2025 Payment (P & I)	Fund/Object Code/Resource
State School Building Loans						
Other Postemployment Benefits						
Compensated Absences						
Certificates of Participation						
Other Outstanding Loan Balances						
Capital Leases	3	\$ 108,514	\$ 49,181	\$ 49,181	\$ 10,152	6900
Other Commitments:						
CSFA Revolving Loan	4	\$ 250,000	\$ 62,502	\$ 62,502	\$ 62,502	9570/9670
Facility Development Loan (Held by LLC)	2	\$ -	\$ 13,194	\$ 25,000	\$ 11,806	7438

Comments:

4. Status of Other Funds

a. Are any other fund balances projected to be negative for the current fiscal year? (Yes/No) No

b. Please explain below, or provide separate attachments, explaining how each fund with projected negative balances will be resolved.

5. Changes in Contributions

Compare the budgeted Contributions to the projected year totals:

Board Approved Operating Budget - Contributions (Form GF Unrestricted, Column B, Line D3)	<u>0.00</u>
Projected Year Totals - Contributions (Form GF Unrestricted, Column D, Line D3)	<u>0.00</u>
Percentage of change from Board Approved Operating Budget	<u>0.00%</u>

Provide an explanation if the percentage of change in the contributions reflects an increase or decrease greater than 5%.

6. Contingent Liabilities

Identify any known or contingent liabilities from financial or program audits, state compliance reviews, litigation, etc., that have occurred since budget adoption that may impact the budget.

None

7. Status of Capital Projects

Identify all capital projects that may impact the budget year general fund operational budget. For each capital project, please provide a description of the capital project, estimated completion date, original project budget, original source of funding, and any estimated cost overruns identifying the source of funding that will cover the cost overruns:

None

8. Retiree Health and Welfare Benefits Liability

a. Are health and welfare benefits for retired employees funded on a pay-as-you-go method or using an actuarial cost method? N/A

b. If accounted for on a pay-as-you-go basis, please disclose the following:

Fiscal Year	Budget Year 2022/2023	2023/2024	2024/2025
No. of Retirees Receiving Benefits	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Total Annual Cost	<u></u>	<u></u>	<u></u>
Annual Charter School Contribution	<u></u>	<u></u>	<u></u>
Annual Retiree Contribution	<u></u>	<u></u>	<u></u>

c. If your plan provides Health and Welfare benefits for retirees over the age of 65:

1. What is the unfunded liability for providing this benefit? N/A

2. Enter the date of the actuarial report used as a basis for determining the unfunded liability.

Coversheet

2023-24 Safe School Plan (SSP)

Section: IV. Action Items
Item: C. 2023-24 Safe School Plan (SSP)
Purpose: Vote
Submitted by:
Related Material: 2023 - 24 GCA Safe School Plan (FUSD).pdf

SAFE SCHOOL PLAN COVER GUIDELINES

SAFETY COORDINATORS-

STEP 1- Create Schools 2023-2024 Safe School Plan (SSP) with the schools Leadership Team.

STEP 2- Read 2023-2024 SSP Checklist on Page 1.

Upon completion of created SSP, please email the full Safe School Plan to Safety Office Secretary Carla Sewell at Carla.Sewell@fresnounified.org and to the Safety and Security Manager Armand Chavez at Armand.Chavez@fresnounified.org

Your Safe School Plans will be kept on file at the Safety Office.

This information will also be burned on a CD for your Instructional Superintendent and Board Room approval.

MAKE COPIES OF ENTIRE SAFE SCHOOL PLAN AND DISTRIBUTE TO ALL ON THE SAFE SCHOOL LEADERSHIP TEAM – ALSO KEEP A HARD COPY ON HAND FOR SCHOOL RECORD AND USE

Safe School Plan Checklist

E	CDS Code (pg. 2)
E	Safe School Leadership Team (pg. 7)
E	School Safety Walk (pg. 8&9)
E	Stage II Evacuation fill in & holding areas (pg. 10 & pg. 11)
E	Threat Assessment Management Team (pg. 12)
E	First Aid Responders (pg. 13)
E	Name of person responsible for monthly AED checks (pg. 13)
E	Immediate Care Responders (pg.15)
E	Pandemic Influenza Parent Reunification Plan including: (pg. 16-19)
E	Fire Drill Schedule (pg. 23)
E	Lockdown Drill Schedule (pg. 23)
E	Earthquake Drill Schedule (pg. 23)
E	Reunification Drill (pg. 24) / Lockdown Procedure, Including RUN-HIDE-FIGHT (pg.24)
E	Phone Tree – Off Campus / After Hours (pg. 25)
E	Campus Visibility Deployment of Staff (pg. 26 - 27)
E	Signature Page (pg. 28)
E	Site Evacuation Map – Request site map from Gregory.Cortez@fresnounified.org or go to: https://fusd.sharepoint.com/sites/dept_maintenanceand_operations/Pages/default.aspx
E	Off Campus Evacuation Map (map of site, you can draw route and site, give name and address)
E	E Mail your entire completed Safe School Plan to Carla.Sewell@fresnounified.org

E=Electronically

Note: Print hard copies of entire plan (pages 1-53) including Threat Assessment Procedures and Protocol - give to your administration and leadership teams. Keep a Hard Copy In Your Front Office.



Preparing Career Ready Graduates

**Fresno Unified School
Comprehensive Safe School Plan
(Education Code Section 32280-32288)
At Golden Charter Academy
CDS Code
10-62166-0140764
From: 2023 TO 2024**

FUSD Core Belief: A safe learning and working environment is crucial to student learning.

Contact Person:

Position: Jackie Xiong, Office Manager

Telephone Number: 559-293-3157

E-Mail address: j.xiong@goldencharteracademy.org



**Fresno Unified School District
Comprehensive Safe School Plan**

Board of Education

Claudia Cazares
Valerie Davis
Genoveva Islas
Andy Levine
Elizabeth Jonasson Rosas
Keisha Thomas
Susan Wittrup

Superintendent of Schools

Robert G. Nelson, Ed. D

Executive Officer, Health Services, Safety and Emergency Response

Amy Idsvoog

Executive Director, Risk Management

Stacey Sandoval

District Manager II, Emergency Planning/Crisis Response

Armand Chavez

March 2023

Purpose and Scope

The Fresno Unified School District (FUSD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The ERP along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a FUSD School facility.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact Vanessa Ramirez, Emergency Response Manager, 559-443-9644, as quickly as possible. Vanessa will respond immediately and alert the appropriate members of the District Safety Team.

Safe School Leadership Team (SSLT)

Each FUSD facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption. The team consist of the Principal and/or designee, office manager, school nurse, SRO / Probation Officer (if applicable), certificated and classified employee. Each person has an alternate should they not be on campus.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional and State.**

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the District are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS is intended to:

- Facilitate the flow of information within and between levels of the system,
- Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California and to the needs of all emergency responders.

Essential Management Functions: SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration.** The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then

provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, always assign an alternate for each role to assure coverage. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outline above in this document will also assist the Incident Commander if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

- 1) Child Abuse – See Board Policy 5141.4
- 2) Disciplinary Steps (Ed. Code 48975©, Ed. Code 35291, Ed. Code 35291.5) – See Board Policy 5131, 5131.4, 5137, 5142, 5144, 5144.1
- 3) Teacher Notification of Dangerous Pupils – See Board Policy 4158, 4258, 4358
- 4) Discrimination / Sexual Harassment – See Board Policy 4119.11, 4219.11, 4319.11, 5145.7
- 5) Dress Code – See Board Policy 5131, 5132, 5136
- 6) Hate Crime Reporting – See Board Policy 5131, 5145.9

Directions

1. Establish:

- ✓ Safe School Leadership Team
 - ✓ Safety Walk
 - ✓ Threat Assessment Team/Student Wellness Team
 - ✓ First Aid Responders
 - ✓ Pandemic Influenza Management Plan with reunification team and on campus location established for student/parent reunification.
2. Complete School Safety Walk
 3. Stage 1 Site Evacuation maps are developed by Maintenance. If you need to adjust your evacuation map, please notify Gregory Cortez at Gregory.Cortez@fresnounified.org
 4. Stage 2 Off campus evacuation (map of site and plan).
 5. Establish:
 - ✓ 2023-2024 Fire Drill Schedule – Once per month at the elementary and middle school level and three times per year at the high school. (before/after school, lunch, instructional time)
 - ✓ 2023-2024 Lockdown drill – Four times per school year, One per quarter. – (before school, after school, lunch time and instructional time).
 - ✓ 2023-2024 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle school level and two times at the high school)
 - ✓ 2023-2024 Reunification Drill – Two times during the school year
 - ✓ School Phone Tree
 - ✓ Visibility of staff deployment plan
 6. Update the templates of the plan to reflect current areas of responsibility at your site.
 7. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved in its development. (SSC meeting for approval must be prior to March 1.) Please calendar a meeting in January or February to discuss and approve plan.
 8. Submit electronically your Comprehensive Safe School Plan to Carla.Sewell@fresnounified.org , Secretary of Safety Office and Armand Chavez, Armand.Chavez@fresnounified.org . Completed plans must be submitted no later than March 1 of the school year.

Safe School Leadership Team

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both incident commander and Operations officers etc.

In the event of an emergency, the Safe School Leadership Team should report to a designated location to oversee and provide directions during the emergency. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the instructional Superintendent. Safe School Leadership Team is listed below.

Safe School Leadership Team

		Name	Phone
Incident Command	Principal	Mandy Breuer	559-293-3157
	1. Alternate	McKinley M Lee, Jr.	559-293-3157
	2. Alternate	Ashlynn James	559-293-3157
Planning/Intelligence	Office Manager	Jackie Xiong	559-293-3157
	1. Alternate	Maya Padilla	559-293-3157
	2. Alternate	Ashlynn James	559-293-3157
Operations	Plant Coordinator	Rodrigo C. Rodriguez	559-293-3157
	1. Alternate	McKinley M Lee, Jr.	559-293-3157
	2. Alternate	Ashlynn James	559-293-3157
Logistics	Plant Coordinator	Rodrigo C Rodriguez	559-293-3157
	1. Alternate	Shay Watson/Martell Golden/Brice Brittsan	559-293-3157
	2. Alternate	Coupe Taylor, Jill Shannon	559-293-3157
Administration/Finance	Financial Secretary	Mandy Breuer	559-293-3157
	1. Alternate	Jackie Xiong	559-293-3157
	2. Alternate	Maya Padilla	559-293-3157
Other	Plant Coordinator	Rodrigo Rodriguez	559-293-3157
	1. Alternate	Rolinda Golden	559-293-3157
	Teacher	Michelle Morales	559-293-3157
	1. Alternate	Brice Brittsan	559-293-3157
	Classified Staff Member	Wendy Vang	559-293-3157
	1. Alternate	Samantha Morehead	559-293-3157

SCHOOL SAFETY WALK

After establishing your Safe School Leadership Team, the “Safety Walk” of your site must be done to assess safety conditions, emergency access, evacuation routes, PA system etc... This information is vital in the development of your Safety Plan. The “Safety Walk” should be done twice a year. Once at the start of the school year and once during the second semester.

<i>Exterior of School Building</i>	<i>Checked & in order</i>	<i>Needs Attention</i>	<i>J-Order in process</i>
Gates - lockable	X		
Fences - stable and no broken areas	X		
Appropriate school zone signs in position	X		
Free of graffiti	X		
External utilities secured and locked	X		
Roof hatches secured and locked	X		
Shrubs trimmed	X		
Doors and windows in working order and lockable from inside	X		
Outdoor lighting illuminates all areas of use during night hours	X		
Exterior security cameras have clear view, no blocking from landscape, trees, etc.	X		
Exterior security cameras in good working order where applicable	X		
PA system in good working order and has the ability to be used outdoors (i.e. field area)	X		
Playground equipment safe and fall-protection material placed on the ground below equipment	X		
Athletic facilities & external building are secured & illuminated at night	X		
Dumpsters and garbage cans are secured	X		
Parking lots are well-lit	X		
No parking zone within 5ft. of the building	X		
Sidewalks free from cracks and tripping hazards	X		
Fields are free from potholes	X		
Bike racks secured and placed in a locked cage	N/A		
Gym bleachers are safe and in working condition			

	Checked & in order	Needs Attention	J-Order in process
Interior of School			
Doors and windows are in working order and lockable from inside	X		
Exit lights in working order	X		
Universal evacuation signage is posted in every room near the door and in hallways	X		
The Central Monitoring Station's number is posted in every room	X		
Computer/server rooms secured and appropriately ventilated	X		
Hallways are free from obstructions (furniture, music instruments, large art displays etc.)	X		
Raptor protocol is in effect	X		
Staff wear ID badges	X		
Students are issued ID badges (grades 7-12)	X (tk-4)		
Classroom			
	Checked & in order	Needs Attention	J-Order in process
Classroom emergency guide is posted	X		
Emergency folder is easily accessible	X		
Evacuation map is posted	X		
Classroom phone has the emergency phone # sticker		X	
Doors and windows are lockable from the inside	X		
Peepholes are installed		X	
Equipment Needs			
	Have enough	Need	How many?
Vests	X		
Radios	X		
Crossing guard signs	X		
Cones for parking	X		
Caution signs	X		
First aid kits	X		
Other			

BP 2250 Principal's Designee

NOTES:

Stage One (On Campus) / Stage Two (Off Campus) Evacuation Plans

Each site must have an evacuation plan that consists of two stages:

Stage One Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus.

Stage Two Relocation: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with Transportation Department, Police and Fire Department. (Examples: gas leak, fallen aircraft.)

Stage One Evacuation Plans shall be based on the current "Key Plan" maps obtained from the Department of Maintenance and Operations SharePoint page, under Site Key Plans. Stage Two Evacuation Plans shall be created by the Safe School Leadership and can be created on Google Earth.

Include a map of the Stage One and Stage Two Evacuation Routes.

Evacuation Plan Checklist:

- Detailed campus diagrams that show:
 - Evacuation routes
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both busses and autos)
 - Student Release area
 - Press area
- Teams
 - Crisis Response Team
 - Student Release Team
- Emergency cards (Always ready to be taken to student release area)
- Parent/Guardian sign out log or forms
- Impaired mobility list (Location of these students throughout the school day)

- ❑ Classroom evacuation materials (laminated guides, “go bags”, binders or boxes that teachers will carry along with their roll books must be in a standard site in all classrooms. Recommended placement to be next to the classroom exit or teachers’ desk).
- ❑ Communication Plan (How teachers will communicate to the Safe School Leadership team and visa versa)

Stage 2 Evacuation (Off Campus)

In the case of a Stage 2 Evacuation, Off-Campus Evacuation, all students/staff will travel to the following site and wait for instructions.

SITE – Homan Elementary School, 1602 W. Harvard Ave Fresno, CA 93705

Contact Person: Peggy Harris, Vice Principal Phone: 559-457-2940

ALTERNATE SITE – Our Lady Victory Church, 2918 N. West Ave Fresno, CA 93705

Contact Person: Enya Ocegüera Phone: 559-708-2376

Student holding areas: Please take into consideration all special needs of your students when deciding holding areas

Elementary

SPED: Michelle Morales

Pre-school/Kinder/Early Learning Sue Jones, Melanie Smith, Taf Wilson

Primary Noemy Soto-Rubio, Natalie Hernandez, Malia Rivers, Kimberly Scarborough

Upper Louise Hendrickson, Marve Castillo, Robert Beach, Gina Merancio

ED Jill Shannon, Coupe Taylor

Secondary

7th N/A 9th N/A 11th N/A

8th N/A 10th N/A 12th N/A

SPED N/A

PACE N/A

Ed Code 7 Delegate of Powers

**Fresno Unified School District
THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)
(Student Wellness Team)**

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Threat Assessment Management Team (**TAMT**).

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the FUSD 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well being when and if returned to school.

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Mandy Breuer	Principal, Assistant Principal or Designee	Office Manager	Jackie Xiong
McKinley M Lee, Jr	Principal, Assistant Principal or Designee	Campus Coordinator	Ashalynn James
Martell Golden/Shay Watson	Campus Safety Coordinators	Education Specialist	Michelle Morales

Counselors, School Psychologist	Jill Shannon, Coupe Taylor, Rod Willis	Community Relations Coordinator	Kimi Akina
Plant Coordinator	Rodrigo Rodriguez	Attendance Secretary	Maya Padilla

BP 2250 Principal's Designee

Ed Code 7 Delegate of Powers

FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR-First Aid-AED.** In an emergency, any staff member may provide assistance. Ensure that there are an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the **2023-2024** school year at Golden Charter Academy.

CPR/AED	FIRSTAID	Expiration	NAME	TITLE	Room/Phone
July 2021	July 2021	July 2023	Karen Ramirez	School Nurse	559-293-3157
July 2021	July 2021	July 2023	Mandy Breuer	Principal	559-293-3157
July 2022	July 2022	July 2024	McKinley M Lee, Jr.	Executive Assistant	559-293-3157
July 2021	July 2021	July 2023	Jackie Xiong	Administrative Assistant	559-293-3157
Oct 2021	Oct 2021	Oct 2023	Ashalynn James	Campus Coordinator	559-293-3157
June 2022	June 2022	June 2024	Shay Watson	Campus Safety Coordinator	559-293-3157
Oct 2021	Oct 2021	Oct 2023	Martell Golden	Campus Safety Coordinator	559-293-3157
July 2022	July 2022	July 2024	Maya Padilla	Attendance	559-293-3157
July 2022	July 2022	July 2024	Kimi Akina	Community Relations Coordinator	559-293-3157
July 2022	July 2022	July 2024	Rodrigo C Rodriguez	Office Technician/Operations	559-293-3157

AED (Automated External Defibrillator) Maintenance Checks

Please list the person(s) who will be responsible for the monthly AED maintenance check.

NAME: Jackie Xiong

TITLE: Office Manager/Administrative Assistant

First Aid Responders Coverage (for those responsible for students)

In the case the First Aid Responders are activated, the following staff will be responsible to cover classes for those responding.

Name	Title	Room/Phone
Eric Ewing	Human Resources	559-293-3157
Michelle Morales	Ed Specialist	559-293-3157
Jill Shannon	School Counselor	559-293-3157
Coupe Taylor	School Counselor	559-293-3157
Sue Jones	TK Teacher	559-293-3157
Melanie Smith	Kindergarten Teacher	559-293-3157
Taf Wilson	Kindergarten Teacher	559-293-3157
Noemy Soto-Rubio	1 st Grade Teacher	559-293-3157
Natalie Hernandez	1 st Grade Teacher	559-293-3157
Malia Rivers	2 nd Grade Teacher	559-293-3157
Kimberly Scarborough	2 nd Grade Teacher	559-293-3157
Marve Castillo	3 rd Grade Teacher	559-293-3157
Louise Hendrickson	3 rd Grade Teacher	559-293-3157
Robert Beach	4 th Grade Teacher	559-293-3157
Gina Merancio	4 th Grade Teacher	559-293-3157
TBD	5th Grade Teacher	559-293-3157
TBD	5th Grade Teacher	559-293-3157

Emergency First Aid Guidelines for California Schools is the guide for providing first aid.

The guidelines and first aid supplies are located in the health office. Additional supplies (red 1st aid bags) at the high schools are located in the boy's gym, girl's gym, and may also be in shop classes.

The guidelines chart contains Universal Precautions for blood borne pathogens. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

IMMEDIATE CARE RESPONDERS

Identify all persons who are trained in monitoring and providing medical care for students with significant health conditions (severe allergies, severe asthma, diabetes, seizures, and specialized healthcare procedures, such as catheterizations, GT feeding etc.). Staff will need to provide for the medical needs of these students if they remain at school for a significant amount of time. Nurse to be responsible for training designated personnel every year to monitor and provide medical care for students with significant health conditions.

The following staff members are designated Immediate Care Responders for the **2023-2024** school year at Golden Charter Academy.

NAME	TITLE	ROOM/PHONE
Jackie Xiong	Office Manager, Administrative Assistant	Front Office, 559-293-3157
Kimi Akina	Community Relations Coordinator	Front Office, 559-293-3157
Maya Padilla	Attendance Secretary	Front Office, 559-293-3157
Ashalynn James	Campus Coordinator	Front Office, 559-293-3157

*a confidential list of all students in the category must be kept in nurse's office as well as with the school safety coordinator.

Each school has an Emergency First Aid Bag (for disaster only) stocked with first aid supplies. High schools have two bags. The "Emergency First Aid Guidelines for California Schools" and the Emergency Bags are located in the health office (high schools should store the second bag in the gym or shop areas or in the Safety Coordinators office).

Communication

List the modes of communicating with your staff in the case of a crisis.

Primary Radios, Public Announcement System

Alternate Room Phones

Alternate Cell/Text/Email

Fresno Unified School District Pandemic Influenza Management Plan

The Fresno Unified School District Pandemic Influenza Management Plan consists of several components including the Fresno Unified School District Comprehensive Safe School Plan, Appendixes, Emergency Support Functions, Support Annexes, and Incident Annexes. The Pandemic Influenza Management Plan is one of several Incident Annexes and therefore serves to augment the FUSD Comprehensive Safe School Plan and other components. To ensure efficient and effective emergency management, the FUSD Pandemic Influenza Management Plan document must be implemented in its entirety.

PHASES OF A PANDEMIC

The World Health Organization (WHO), the medical arm of the United Nations, has developed a global influenza preparedness plan that includes a classification system for guiding planning and response activities for an influenza pandemic. This classification system is comprised of six phases of increasing public health risk associated with the emergence and spread of a new influenza virus subtype that may lead to a pandemic. The Director General of WHO formally declares the current global pandemic phase and adjusts the phase level to correspond with pandemic conditions around the world. For each phase, the global influenza preparedness plan identifies response measures WHO will take and recommends actions that countries around the world should implement.

Pandemic Phases	Public Health Goals	Fresno Unified School District Goals
<p>Interpandemic Period</p> <p><i>Phase 1</i> – No new influenza virus subtypes detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.</p> <p><i>Phase 2</i> – No new influenza virus subtypes detected in humans. However, a circulating animal influenza virus subtype poses substantial risk of human disease.</p>	<p>Strengthen influenza pandemic preparedness at all levels. Closely monitor human and animal surveillance data.</p> <p>Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.</p>	<p>Ensure that staff members and students are trained in preventative measures such as respiratory etiquette and universal precautions.</p> <p>Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines and report rapidly as required.</p>

Pandemic Phases	Public Health Goals	Fresno Unified School District Goals
<p>Pandemic Alert Period</p> <p><i>Phase 3</i> – Human infection(s) are occurring with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.</p> <p><i>Phase 4</i> – Small cluster(s) of human infection with limited human-to-human transmission but spread is highly localized suggesting that the virus is not well adapted to humans.</p> <p><i>Phase 5</i> – Larger cluster(s) of human infection but human-to-human spread is localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).</p>	<p>Ensure rapid characterization of the new virus subtype and early detection, notification, and response to additional cases.</p> <p>Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development.</p> <p>Maximize efforts to contain or delay spread to possibly avert a pandemic, and to gain time to implement response measures.</p>	<p>Ensure all personnel are knowledgeable about the latest epidemiological information.</p> <p>Review and update business continuity plans per Base Plan.</p> <p>Ensure that best practices for infection detection and control measures are followed.</p> <p>Ensure adequate resources for staff/student protection.</p> <p>Ensure that FUSD is implementing best practice for social distancing techniques per LHO guidelines, including reducing the school activity calendar.</p> <p>Maximize communications with parents related to health and safety.</p>
<p>Pandemic Period</p> <p><i>Phase 6</i> – Pandemic is declared. Increased and sustained transmission in the general population.</p>	<p>Implement response measures including social distancing to minimize pandemic impacts.</p>	<p>Increase surveillance of staff/student health and attendance and implement administrative procedures to ensure adequate staffing for essential business and school functions.</p> <p>Follow LHO and FCOEDHS, social distancing, isolation, and quarantine measures.</p> <p>Ensure maximum support and education for ill and affected students.</p>

Public Employees as Emergency Disaster Workers

During an emergency/crisis, the welfare of all district employees is as important as student wellbeing. However, employees become emergency service workers under the Emergencies and Disasters Preparedness Plan (Government Code 3100, AR 4212) which states: "A public employee

becomes emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs, and a state of emergency is declared”.

If a state of emergency is declared, our employees must have a plan in place to address their personal and family needs while they are at work (during regular or extra duty). Please remind your staff of their district obligations and for them to develop their person/family needs plan in the case they are called upon for after hour duty.

1. Fresno Unified School District assumes the following responsibilities:
 - a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Local Health Officer.
 - b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.
 - c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
 - d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Fresno County Department of Public Health and the Fresno County Office of Education Director of Health Services.
 - e. Develop and implement support plans for Health Clinics designated to be used as “immunization clinics” or “flu clinics” to triage/evaluate and/or treat influenza patients not requiring hospital care.
2. Each Fresno Unified School assumes the following responsibilities:
 - a. The Principal/Designee will develop a response plan that will:
 - Identify chain of command in case of illness with a minimum of 2 back ups.
 - Review and best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.

- Review procedures for sending ill individuals' home and make adjustments if necessary.
 - Report the number of staff and students daily absent with pandemic flu to Vanessa Ramirez, 559-443-9644.
 - Designate office staff who will document actions taken.
 - Working with Vanessa Ramirez, provide information to all stakeholders on the extent of infection at school site and potential changes that might take place at school.
- b. Develop a recovery plan that provides for education support and emotional support for staff and students. If there is loss of life, implement procedures located in the Comprehensive Safe School Plan.

PARENT REUNIFICATION TEAM

Location (must be able to accommodate all parents) On Campus Reunion Gates

- ✓ Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations)
- ✓ Ensure that you have all the appropriate documentation such as sign out sheets, emergency cards, reunification form, as well as office supplies such as pens available.
- ✓ Post signs on tables to facilitate communications.
- ✓ Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- ✓ Set up tables with appropriate signs:
 - a) 2 for reunification, Team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom)
 - b) 2 for reunification of student to parent, Team #2 (Parents will sign out the release form for their child)
 - c) 1 table for health services/nurse at student-parent meeting location
- ✓ Have interpreters speaking Spanish and Hmong (hearing impaired on as-needed basis on site available to assist)

Please fill in your re-unification team members in the chart below assigning an emergency task from the letters (a-c) above. Please ensure the team lead is a strong member of your management team.

STAFF MEMBER	ALTERNATE	TITLE	EMERGENCY TASK (list corresponding letter from above)
Jackie Xiong	Wendy Vang, Susy Valenzuela	Admin Assistant, Learning Guide Interp. Hmong & Spanish	A
Maya Padilla	Kimi Akina	Attendance Secretary, Community Relations Coordinator	B
Ashalynn James	Laurae Snowden	Campus Coordinator, Learning Guide	C
Michelle Morales	Jill Shannon/Coupe Taylor	Student Services Faculty	C
Rodrigo C Rodriquez	Brice Brittan	Plant Coordinator, Learning Guide	C

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance**. It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that all staff are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students and includes both bell and voice signals.
 - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
 - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

The following guidelines should be adhered to:

- Include a sign-in sheet for all media to complete. (PC 627.2)
 - Notify the Central Monitoring Station at 73831 (or 457-3831 from an outside line) of the emergency and media response. Notify Vanessa Ramirez, at 443-9644 who will notify the Instructional Superintendent(s) and the Emergency Planning Manager.
 - Follow the directions of the Instructional Superintendent. Only the Superintendent or designee and Vanessa Ramirez, Emergency Response Manager, or designee is authorized to release information. **All other personnel should cordially refer the media to the Communications Office (457-3733).**
 - Designate a person to record incidents for documentation purposes including debriefing.
6. Ensure that the emergency phones are in working order and that precautions are taken to keep that number private.
 7. Ensures that each classroom or homeroom maintains a current emergency card system for every student (i.e., copies of emergency card or other effective system, which summarizes the information on the emergency card). (See Student Release Team page)
 8. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
 9. Assigns the following duties to school staff:

- a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room to locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures.
 - h. Check building utility systems and appliances for damage.
10. Schedule regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
11. Plans alternate classroom evacuation routes if standard routes are obstructed.
12. Ensure that other personnel who provide services to students and staff are aware of emergency procedures.
13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.
14. Inform any satellite programs (on or adjacent to your site) of the emergency immediately. (Example: Parenting Center, Pre-school, Special Needs Program).

Satellite Program	Principal/Supervisor	Phone
Jill Shannon, Coupe Taylor	Mandy Breuer	559-293-3157
Brice Brittan/Martell Golden/Shay Watson	Mandy Breuer, McKinley M Lee	559-293-3157
Jackie Xiong, Maya Padilla	Mandy Breuer	559-293-3157

PC 627.2 Registration by Outsider
 Ed Code 32211 Threatened disruption/interference with students
 BP 1112(a) CF Visits to Schools

Per Board Policy 6114.1 The principal shall also hold fire drills at least once a month at the elementary and intermediate level, and not less than three times every school year at the secondary level. (At least one drill during the time of: before/after school, lunch, instructional time).

2023-2024 Fire Drill Schedule

Month	Date	Time
July 2022	N/A	N/A
August 2022	8/18/22	9:00am

September 2022	9/22/22	9:00am
October 2022	10/20/22	9:00am
November 2022	11/17/22	9:00am
December 2022	12/15/22	9:00am
January 2023	1/19/23	9:00am
February 2023	2/28/23	9:00am
March 2023	3/16/23	9:00am
April 2023	11/20/23	9:00am
May 2023	5/18/23	9:00am
June 2023	6/15/23	3:00pm
July 2023	N/A	N/A
August 2023	8/17/23	9:00am
September 2023	9/21/23	9:00am
October 2023	10/19/23	9:00am
November 2023	11/17/23	9:00am
December 2023	12/15/23	9:00am
January 2024	1/19/24	9:00am
February 2024	2/15/24	9:00am
March 2024	3/14/24	9:00am
April 2024	4/18/24	9:00am
May 2024	5/16/24	9:00am

2023-2024 Lockdown Drill Schedule / 4 Drills for the School Year

Semester	Date 8/18/22	Time 9:30am
Before School	April 18, 2023	8:00am
Lunch	March 14, 2023	12:15pm
Instructional Time	Block 1, 8/17/23	Time 9:30am
After School	March 14, 2023	4:00pm

2023-2024 Earthquake Drill Schedule

Per AR 3516.3 Drop, Cover and Hold procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 32282)

Date	Time
------	------

8/17/23	9:00am
10/19/23 – Great California Shake Out	9:00am
2/15/24	9:00am
4/18/24	9:00am

2023–2024 Reunification Drill

First Semester	Date	Time
October 2023	10/5/23	1:30pm
Second Semester	Date	Time
March 2024	3/7/24	1:30pm

As soon as the drill is completed fill out the Drill Reporting Template that has been sent out to the Safety Coordinator for your site.

Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder/assailant on campus, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – A verbal Lockdown call will be made over the PA system and over the two-way radios to signal staff to lock down. Remember, ***RUN-HIDE-FIGHT*** in the event of an Active Assailant. ***RUN:*** If a safe path is available. ***HIDE:*** If you cannot get out safely. ***FIGHT:*** If your life is in danger. An announcement over the PA System will be made to indicate when the lockdown is lifted.
2. The school nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place (if other than library, indicate gathering place: Waterfall Room
In the nurse's absence Office Manager will be in charge.
3. The Office Manager will maintain phone communication with the district office and Central Monitoring Station for internal communications.
4. Attendance Secretary will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Communications Office
6. The Plant Coordinator will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
 - Proceed immediately to homerooms
 - Direct as many students as possible into rooms
 - Supervise the area outside room until students are in rooms
 - Lock doors and follow classroom emergency guide instructions
 - Students in rooms are to be seated on the floor with sign-up sheets provided so that each student accounts for his/her presence in the room
 - Notify the front office of any additional outbreaks

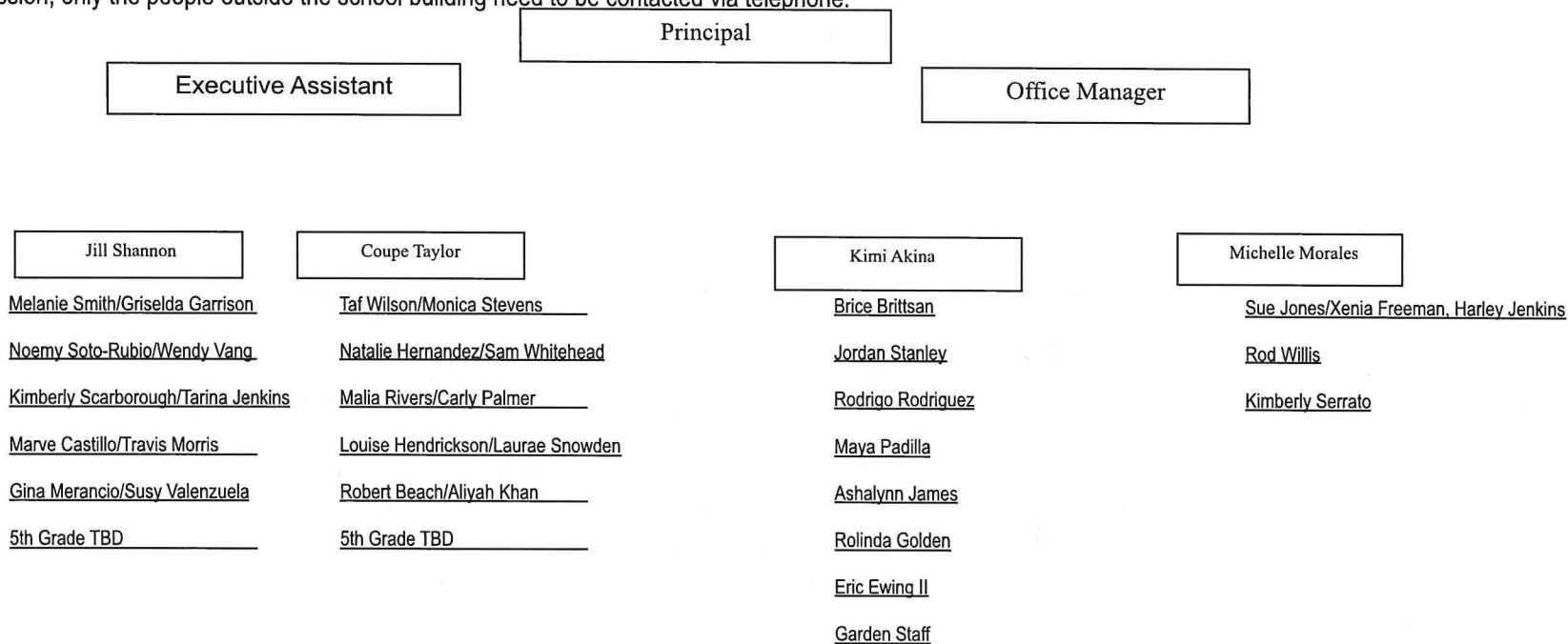
- Students are to remain in the classroom until the all-clear signal is given
9. If gunfire is heard, everyone should be instructed to get under desks and away from windows.
 10. School staff should stay until the crisis is declared over

**State of California Government Code,
Chapter 8, Division IV, Title I**

The State of California Government Code States: that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs, and a state of emergency is declared.

PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.



Campus Visibility Deployment of Staff

Position	Name	Before/After School Location	Lunch Location	Recess/Passing Location
Elementary Campus				
Principal	Mandy Breuer	Office		
Chief Executive Assistant	McKinley M Lee, Jr.	Office	Supervision	Campus Supervision
Campus Coordinator	Ashalynn James	Office		
Office Manager	Jackie Xiong	Office	Office	
Campus Safety Coordinator	Martell Golden/Shay Watson	Campus	Supervision	Campus Supervision
Operations	Rodrigo C Rodriquez	Campus		
Human Resources	Eric Ewing II			
Community Relations Coordinator	Kimi Akina	Campus		
Attendance Secretary	Maya Padilla	Office	Office	
Counselor	Jill Shannon/Coupe Taylor	Campus	Supervision	
Counselor	Coupe Taylor	Campus	Supervision	
Ed Specialist/Student Services	Michelle Morales, Brice Brittsan	Campus	Supervision	

Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive School Safety plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates formed a school safety planning committee with the minimum of the following members:
 - The principal or the principal's designee
 - One teacher who is a representative of the recognized certificated employee organization
 - One parent whose child attends the school
 - One classified employee who is a representative of the recognized classified employee organization
 - Other members, if desired
3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Fresno Unified School District Comprehensive Safe School Plan template have been met.
4. This school plan was adopted by the school site council on: March 3, 2023

Attested:

Mandy Breuer
Typed name of school principal


Signature of school principal

3/3/23
Date

Kimi Akina
Typed name of SSC February 2023 chairperson


Signature of SSC chairperson

3/3/23
Date

District Emergency Phone Numbers

FUSD Safety Office Emergency Services 559- 457- 3980
FUSD Emergency Services 559-457-3831 / 559-457-3000 (24 hours a day)
Superintendent
559-457-3882
Maintenance Department
559-457-3261
Health Services
559-457-3301
District Bus Transportation
559-457-3138
School Site Utilities Location (water, power, gas)
559-457-3831
Psychological Services Crisis Intervention Team
559-457-3220
Emergency Planning/Crisis Response Manager
559-457-3981
Mental Health Services Coordinator
559-457-3220
Communications Office
559-457-3733
Environmental Services
559-457-3043
Information Technology-Network Engineering
559-457-3700
Technology Services - Help Desk
559-457-2600

STAFF CRISIS MANAGEMENT PLAN

(Site-specific safety procedures)

Please include in this section school site safety procedures and pertinent information from these procedures on the template pages in the Safe School Plan. It is recommended that you account for the School Resource Officer and Probation Officer on campus as well as the personnel that make up the multi-disciplinary team at your site.

These key individuals, as well as other personnel who provide services to students and staff on campus should review the Safe School Plan.

EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Shelter In Place
2. Building Evacuation
3. Duck, Cover and Hold
4. Lockdown
5. Re-Unification Procedure

Each procedure should contain the following elements:

1. Verbal command used to initiate
2. Description of incidents that will trigger the emergency response
3. Description of action to be taken by teachers, students and CRT
4. Procedure and signal to rescind emergency response

**FRESNO UNIFIED SCHOOL DISTRICT
2-WAY RADIO PROCEDURES**

IN CASE OF A BOMB THREAT, DO NOT ACTIVATE THESE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting.
- Minimize transmissions. Keep sentences short.
- Speak slowly and clearly into the radio.
- Use clear "sign-off" terms.
- During normal use, use only the channel assigned to your school.
- It is suggested that the Incident Commander use two radios. One for general staff/student monitoring and one for campus clearance procedures.

FRESNO UNIFIED SCHOOL DISTRICT THREAT ASSESSMENT PROCEDURES

E.C. 48900.7

Suspension: Terroristic Threats

- *In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.*
- *For the 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 district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)*

California Welfare and Institutions Code 5150

When any person, as a result of mental disorder, is a danger to others, or to himself or herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.

Such facility shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he or she knows to be false.

SITE THREAT ASSESSMENT TEAM (STAT)

- Administrator (Principal, Assistant Principal, or Designee)
- Mental Health Professional (School Psychologist or Student Assistance Program (SAP) Counselor trained in threat assessment)
- Law Enforcement or security staff
- School Nurse, School Social Worker, or other staff designated by the school Principal

DISTRICT THREAT ASSESSMENT TEAM (DTAT)

Contacting Communications Department/Public Information Officer triggers the DTAT

The DTAT will consist of:

- Director of Risk Management or designee
- Instructional Assistant Superintendent for the school site
- FUSD Emergency Planning Crisis Response (EPCR) Manager

And when appropriate:

- District Hearings Officer, Department of Prevention and Intervention
- District Legal counsel

STEP ONE: EVALUATE THE THREAT

Threat Assessment Procedures Page 3

Revised 5-10-12

1. Obtain an account of the threat and the context from the student and witness
2. Write down exact threat
3. Obtain student's explanation of the threat's meaning and his/her intentions
 - a. Threat directed toward others (homicidal)
 - b. Threat directed toward self (suicidal)
4. Obtain witness perceptions of the threat's meaning
5. Administrator to begin consulting Site Threat Assessment Team (STAT) members
6. Administrator may place the student who made the threat on suspension while threat assessment is completed (up to 5 days of suspension).
7. Document information on the Student Threat Inquiry form (supplemental)
 - a. Threat assessment/safety evaluation must be completed, immediately if deemed substantive.
 - b. Threat assessment/safety evaluation must be completed within 2 days if deemed as transient.
 - c. Outcome of threat assessment determines final disciplinary action (if appropriate).

STEP TWO: TRANSIENT OR SUBSTANTIVE?

STAT determines whether the threat is **transient** or **substantive**:

Factors to consider when determining type of threat:

- Age of student
- Capability of student to carry out the threat
- Student's discipline history
- Credibility of student and willingness to acknowledge his or her behavior
- Credibility of witness accounts

TRANSIENT

SUBSTANTIVE

Often are rhetorical remarks, not genuine expression of intent to harm	Express intent to physically injure someone else or self beyond the immediate situation
At worst, express temporary feelings of anger or frustration	There is at least some risk the student will carry out the threat to others or self
Usually can be resolved on the scene or in the office	Require that you take protective action, including warning intended victims and parent and/or protection of student from self-harm
After resolution, the threat no longer exists	May be legal violations and require police consultation
Usually ends with an apology or clarification	

WHEN IN DOUBT, TREAT THREATS AS SUBSTANTIVE
STEP THREE: RESPONDING TO THE THREAT

Threat Assessment Procedures Page 4

Revised 5-10-12

***STAT TEAM DETERMINES APPROPRIATE RESPONSE OF THREAT**

TRANSIENT THREAT
Responding to transient threat: Typical response may include reprimand, parental notification, or other disciplinary action Student may need to make amends, attend mediation, and or counseling Continue to monitor student (school staff follow-up as necessary).
SUBSTANTIVE THREAT
Responding to substantive threat: Decide whether the threat is serious or very serious : Assault threats are classified serious (I am going to beat him up) Threats to kill, rape, or inflict very serious injury are classified very serious Threats involving a weapon are considered very serious Threat to harm self are considered very serious

SERIOUS SUBSTANTIVE THREAT	VERY SERIOUS SUBSTANTIVE THREAT
<p>Responding to serious substantive threats:</p> <p>Immediate responses: Take precautions to protect potential victims May consult with law enforcement Notify intended victim and victim’s parents Notify student’s parents Additional interviews as needed (parent, teacher, witnesses) Take disciplinary action consistent with school policy Determine appropriate intervention for student, such as counseling, or dispute mediation Follow up to verify that threat has been resolved and intervention is in progress</p> <p>Schedule follow up contact with student to assess current risk and update behavior and wellness plans Document behavior and wellness plans on the Student Threat Inquiry form</p>	<p>Responding to very serious substantive threats:</p> <p>Immediate responses: Take precautions to protect potential victims If suicidal, take precautions to protect student Contact Communications department/Public Information Officer of incident 457-3733 Consult with law enforcement promptly Notify intended victim and victim’s parents Notify student’s parents Determine safety during student suspension</p> <p>Determining safety: Site Threat Assessment Team (STAT) Safety evaluation conducted by a team: Principal/Administrator leads the team School Psychologist or other district mental health professional conducts Mental Health assessment/extended threat inquiry Additional interviews: parents of student, teacher, additional witnesses Police Department – expands range of options in dealing with threats of violence</p> <p>Threat assessment/safety evaluation must be completed immediately. Outcome of threat assessment determines disciplinary action.</p> <p>Contact FUSD Discipline Office (457-3348) for disciplinary recommendations.</p> <p>Individual cases with a mental health basis, and/or low mental functioning and/or emotional disturbance or cases in which there is a high-level threat of suicide, the Student Wellness Team/WI5150 process will result. Student Wellness plan developed: (see supplement) Prior to student’s return to campus Interventions and responsible parties outlined The appropriate School Site Administrator will follow up to evaluate the adequacy of the Student Wellness Plan Review Action Plan</p>

<p>Determine whether interventions are appropriate Schedule follow up contact with student to assess current risk and update plan</p>

Document student's plan on the Threat Inquiry worksheet
Fresno Unified School District
Student Threat Inquiry
CONFIDENTIAL

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. Threats are defined as an expression of intent to do harm or to act our violently against self, someone or something. It can be spoken, written or symbolic. The threat may be direct, indirect, and conditional or veiled. The threat assessment process involves **Identifying, Assessing** and **Managing** individual(s) who may pose a risk of violence toward themselves, other students, school personnel, or school property.

Refer to the FUSD Threat Assessment Procedures when completing this form.

Team Members: Site Administrator (Lead), District Mental Health Professional (School Psychologist/SAP), School Nurse, School Social Worker, and other members as appropriate (District Safety/Security staff and/or Law Enforcement).

School Site: _____

Site Administrator:

Name: _____ Position: _____ Signature: _____

Team Members:

Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____

***Do not place in cum or any permanent student record folder
*** Send original Threat Assessment Inquiry form to the FUSD Safety Office:
Attention: Emergency Crisis Planning Manager
*** Keep a copy filed in the Administrator's confidential file

Step One (IDENTIFY): Gather Facts and Evidence

Page 1

Name of Student: _____ Student Number: _____ School: _____

Date Threat Reported: _____ Date Threat Occurred (if different): _____

Who Reported Threat? _____ Location of Threat: _____

What student said or did to express a threat (quote if possible):

***Complete separate interviews with all involved parties**

___ Student Who Made Threat

___ Recipient(s) of Threat

___ Witness(es)

***Obtain separate written statements from all parties**

___ Student Who Made Threat

40

___ Recipient(s) of Threat
___ Witness(es)

Step One (IDENTIFY): Gather Facts and Evidence (Continued)

Complete Interviews with all involved parties

Interview of Student who made threat

Name: _____ Grade: _____ Date: _____

Interview Completed By: (Staff Name/Title): _____

Guiding Questions:

- Do you know why I wanted to talk with you? Tell me.
- What happened today when you were...? (refer to place of incident)
- What exactly did you say? What exactly did you do? (write down Student's exact words)
- What did you mean when you said/did that?
- How do you think (person who was threatened) feels about what you said/did?
(see if Student believes comment/act frightened or intimidated the recipient of threat)
- What was the reason you said/did that? (find out if there is prior conflict or history to this threat)
- What are you going to do now that you have made this threat? (does Student intend to carry out threat)

Notes:

Step One (IDENTIFY): Gather Facts and Evidence (Continued)

Interview of Recipient/Target of Threat or Witness to Threat:

_____ Recipient/Target

_____ Witness

Date: _____

Name: _____ Grade: _____

Interview Completed By: (Staff Name/Title): _____

Guiding Questions:

- What exactly happened today when you were...(refer to place of incident)?
- What exactly did (Student who made threat) say/do? (write down Student's exact words)
- What do you think he/she meant when he/she said/did that?
- How did you feel when he/she said/did that? Are you concerned he/she might really do it?
- What was the reason he/she said/did that?

Notes:

Student Who Made Alleged Threat		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Reported threat as a specific plan
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Written plans/lists/drawings
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Student & Recipient had prior conflict (>1 day)
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Student previously bullied the recipient (pattern)
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Had or sought accomplices
<input type="checkbox"/> Yes	<input type="checkbox"/> No	History of repeated threats
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Weapon referenced during threat
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Weapon brandished during threat
Target(s)/Recipient(s) of Alleged Threat		
Number of Targets/Recipients of Threat: <input type="text"/>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Was recipient another student?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Was recipient a District employee?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Was recipient a Parent?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Other recipient?: _____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Records Reviewed?

Witness(es) to Alleged Threat		
Number of Witnesses: <input type="text"/>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Was witness another student?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Was witness a District employee?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Was witness a Parent?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Other witness?: _____
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Records Reviewed?

<u>Summary of key findings from STEP ONE:</u>	
<input type="checkbox"/>	Completed Interviews with all involved parties
<input type="checkbox"/>	Obtained written statements from all parties

Step Two (ASSESS): Transient Or Substantive?

*Factors to consider when determining type of threat:

- *Age of student
- *Capability of student to carry out the threat
- *Student's discipline history
- *Credibility of student and willingness to acknowledge his/her behavior
- *Credibility of witness accounts

TRANSIENT

SUBSTANTIVE

Often are rhetorical remarks, not genuine expression of intent to harm.	Express intent to physically injure someone else or self beyond the immediate situation.				
At worst, express temporary feelings of anger or frustration	There is at least some risk the student will carry out the threat to others or self				
Usually ends with an apology or clarification. After resolution, the threat no longer exists	Require that protective action be taken, including warning intended victim(s) and parent(s) and/or protection of student from self-harm				
Usually ends with an apology or clarification. After resolution, the threat no longer exists	May be legal violations and require police consultation				
	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: none;">Serious</td> <td style="text-align: center; border: none;">Very Serious</td> </tr> <tr> <td style="border: none;"> Examples: ● Assault threats-“I’m going to beat him up” ● “I’m going to get you” </td> <td style="border: none;"> Examples: ● Threats to kill, rape, or inflict very serious injury ● Threats involving a weapon ● Threat to harm self </td> </tr> </table>	Serious	Very Serious	Examples: ● Assault threats-“I’m going to beat him up” ● “I’m going to get you”	Examples: ● Threats to kill, rape, or inflict very serious injury ● Threats involving a weapon ● Threat to harm self
Serious	Very Serious				
Examples: ● Assault threats-“I’m going to beat him up” ● “I’m going to get you”	Examples: ● Threats to kill, rape, or inflict very serious injury ● Threats involving a weapon ● Threat to harm self				

List facts and evidence used to assess type of threat:

STAT determination on type of threat

Transient: _____ **or** _____ **Substantive**
 (Complete Step Three – Transient) (Complete Step Three – Substantive)
Serious: _____
Very Serious _____

(When in doubt, consider threats as substantive)

Step Three (MANAGE): Responding To Transient Threat

TRANSIENT THREAT

Responding to transient threat:

- Typical response may include reprimand, parental notification, or other disciplinary action
- Student may need to make amends, attend mediation, and or counseling
- Continue to monitor student (school staff follow-up as necessary)

<p>Interventions</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No School based counseling</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Conflict Mediation</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Alter schedule of student to increase supervision or minimize contact with recipient</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Change in transportation (bus suspension, special transportation, etc.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Referral to outside mental health agency (counseling/therapy with outside mental health provider)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Behavior Support Plan</p>
<p>Disciplinary Action (as deemed appropriate by site Administrator)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Parent Conference</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Detention (number of days): <input type="text"/></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Consultation with Discipline Office</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Suspension (number of days): <input type="text"/></p> <p>Other Disciplinary Action (please list): <input style="width: 100%;" type="text"/></p>
<p>Manage/Follow up (If applicable)</p> <p><input type="checkbox"/> Assign Case Manager Name: <input style="width: 80%;" type="text"/></p> <p><input type="checkbox"/> Follow up on Implementation of Behavior Support Plan Date: <input style="width: 80%;" type="text"/></p> <p><input type="checkbox"/> Follow up on referral to outside counseling Date: <input style="width: 80%;" type="text"/></p>
<p>Transient Threat ---- Stop Here</p>
<p>Student Inquiry form:</p> <p>*Complete steps 1, 2, 3 (Transient section only)</p> <p>* Send original Threat Assessment Inquiry form (including written statements) to the FUSD Safety Office</p> <p>Attention: Emergency Planning Crisis Response (EPCR) Manager</p>

*Keep a copy filed in the Administrator confidential file – DO NOT PLACE IN STUDENT CUMULATIVE FILE

Step Three (MANAGE): Responding To Substantive Threat

SUBSTANTIVE THREAT

Responding to substantive threats:

Immediate responses:

- Take precautions to protect potential victims
- May consult with law enforcement
- Notify student's parents
- Notify intended victim and victim's parents
- Additional interviews as needed (parent, teacher, witnesses)
- Consult with Discipline Office (take disciplinary action consistent with District policy)
- Determine appropriate intervention for student(s)
- Follow up to verify that threat has been resolved and intervention is in progress
- Schedule follow up contact with student to assess current risk and update support plans

Additional responses to **very serious** substantive threats:

- Contact Communications department/Public Information Officer of incident 457-3733
- Consult with law enforcement promptly
- Determine safety during student suspension
 - Principal/Administrator leads the STAT team
 - School Psychologist or other district mental health professional conducts Mental Health assessment/extended threat inquiry
- If suicidal, take precautions to protect student:
 - Individual cases with a mental health related issue, and/or low mental functioning, and/or emotional disturbance, or cases in which there is a high level threat of suicide, the Student Wellness team/WI 5150 process will result. ***Refer to FUSD Threat Assessment Procedures document.***

Step Three (MANAGE): Responding To Substantive Threat (Continued)

Response to Threat (as deemed appropriate by site Administrator)

Yes No Mental Health screening conducted by District mental health
 Yes No STAT consulted with Law Enforcement
 Yes No Law enforcement interviewed student who made threat. CASE # _____
 Yes No Referred Student for additional assessment (completed by County services, probation, etc.)
 Yes No Parent of threat recipient notified of threat (if specific)
 Yes No Staff member notified if recipient of threat (if specific)
 Other Disciplinary Action (please list): _____
*****If student is removed from school by an outside agency (e.g., law enforcement, mental health), the Removal of Student During School Hours form must be completed.**

Interventions

Yes No School based counseling
 Yes No Alter schedule of students to increase supervision or minimize contact with recipient
 Yes No Change in transportation (bus suspension, special transportation, etc.)
 Yes No Referral to outside mental health agency (counseling/therapy with outside mental health provider)
 Yes No Student Wellness Plan
 Yes No Behavior Support Plan
 Other Disciplinary Action (please list): _____

Disciplinary Action (as deemed appropriate by site Administrator)

Yes No Parent Conference
 Yes No Detention (number of days): _____
 Yes No Consultation with Discipline Office
 Yes No Suspension (number of days): _____
 Other Disciplinary Action (please list): _____

Student Who Made Alleged Threat	Victim/Recipient of Alleged Threat
Student Threat Inquiry Form Page 3 _____ Female _____ anic _____ Asian _____ Other _____ SPED (if applicable): SLD _____ OHI _____ MR _____ ED _____ Other _____ File Reviewed Yes _____ No _____ Yes _____ No Had or sought accomplices Yes _____ No Reported threat as a specific plan Yes _____ No Written plans/lists/drawings Yes _____ No Repeated threat over time Yes _____ No Weapon used in threat Yes _____ No Student & recipient had prior conflict (>1 day) Yes _____ No Student previously bullied the recipient	Number of Victims: 1 _____ 2 _____ 3 _____ 4 _____ 5 or more _____ Primary Recipient: Student _____ Teacher _____ Parent _____ Administrator _____ Bus Driver _____ Other _____ Grade (if applicable) _____ Gender: Male _____ Female _____ Race: Caucasian _____ African Am _____ Hispanic _____ Asian _____ Other _____ SPED (if applicable): SLD _____ OHI _____ MR _____ ED _____ Other _____ File Reviewed Yes _____ No _____

Revised 5-10-12

Additional Responses to Threat

- | | | |
|-----|----|--|
| Yes | No | Law enforcement consulted |
| Yes | No | Law enforcement contact with student who made threat |
| | | Consequences of legal action (probation, detention, release into parent's custody, etc.) |
| Yes | No | Mental health screening conducted by school-based staff |
| Yes | No | Referred for additional assessment (completed by DCFS, FCMH, probation, etc.) |
| Yes | No | Parent of threat recipient notified of threat (if specific) |
| | | Other Response (please list) |

Disciplinary Action

- | | | |
|-----|----|---|
| Yes | No | Parent Conference |
| Yes | No | Detention (number of days) |
| Yes | No | Suspension (number of days) |
| | | Other Disciplinary Action (please list) |

48

Interventions

- Yes No School based counseling
- Yes No Alter schedule of student to increase supervision or minimize contact with recipient
- Yes No Recommendation to Alternative Educational placement
- Yes No Change in transportation (bus suspension, special transportation, etc.)
- Yes No Referral to Mental Health Services
- Yes No Outpatient Mental Health Services (counseling/therapy with outside mental health provider)
- Yes No Conflict Mediation
- Yes No Student Wellness Plan
- Yes No Behavior Plan
- Other safety precautions (please list):

FUSD Student Wellness Plan

Student Name: _____ Student Number: _____ Date: _____
 School: _____ Date of Incident: _____
 Review Date: _____

Student Threat Inquiry Form Page 4

Revised 5-10-12

Description of Incident

Support Plan

Safety	Monitored By	Review/End Date
To School/Home/Bus:		
Classroom:		
Unstructured Time (Recess/Restroom/Passing Time):		
Mental Health <u>Current Services:</u> <u>Needed Services:</u>		

Other Miscellaneous:		
-----------------------------	--	--

Parent/Guardian	Date	Parent/Guardian	Date
Administrator	Date	Student	Date
Name/Agency	Date	Name/Agency	Date
Name/Agency	Date	Name/Agency	Date

FUSD Student Wellness Plan Page 1

Revised:5-10-12

Sources of Information

THREAT ASSESSMENT IN SCHOOLS: A GUIDE TO MANAGING THREATENING SITUATIONS AND TO CREATING SAFE SCHOOL CLIMATES

U.S. Secret Service and U.S. Department of Education
Washington, D.C., May 2002

THREAT ASSESSMENT: FLOW CHART, GUIDELINES, PROTOCOL, & WORKSHEET

Fresno Unified School District
Special Education
Psychological Services, 2003

GUIDELINES FOR STUDENT THREAT ASSESSMENT

Dewey Cornell, Ph.D.
Virginia Youth Violence Project
Curry School of Education
University of Virginia, 2002

THE SCHOOL SHOOTER: A THREAT ASSESSMENT PERSPECTIVE

Mary Ellen O’Toole, Ph.D.
Supervisory Special Agent

Federal Bureau of Investigation

COLUMBINE: A PSYCHIATRIC AUTOPSY

A & E Investigative Reports
The Arts and Entertainment Network, 2002

Fresno Unified School District

Special Education
Psychological Services
January 2003

Revised 5-10-12

**REMOVAL OF STUDENT FROM SCHOOL
DURING SCHOOL HOURS**

The student was removed from _____ School during school hours by _____

(School)

(Department)

(Title)

Making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district. (BP/AR 5145.11)

(Student's Name)

(Birthdate)

(Age)

(Parent/Guardian's Name)

(Address)

(Phone)

1. _____
(Facility and address where child was taken)

2. Name of Peace Officer _____ Badge No. _____

3. Mental Health/Law Enforcement Agency _____

4. **Basis for action (check one)**

- Section 836 – Penal Code (Arrest without warrant)
- Warrant for arrest
- Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed
- Section 305 – Welfare and Institutions Code – Without warrant (protective custody)
- Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)
- With express permission of parent
- In case of emergency when parent cannot be reached
- In case of emergency when rights of one of the persons involved might otherwise be seriously impaired. (Such as child abuse investigation)

5. Parent notified by _____ of the removal and place where student taken. ***Except in child abuse investigation**
Date _____ Time _____

(Signature of Principal/Designee)

***E.C. 48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.**

39500P6160357 5 2/01 SS Form – E151

BOMB THREAT ASSESSMENT WORKSHEET

CALLERS VOICE

- | | |
|----------|-----------------|
| Calm | Nasal |
| Angry | Stutter |
| Excited | Lisp |
| Slow | Raspy |
| Rapid | Deep |
| Soft | Raged |
| Loud | Clearing Throat |
| Laughter | Deep Breathing |
| Crying | Cracking Voice |
| Normal | Disguised |
| Distinct | Accent |
| Slurred | Familiar |

If familiar, who did it sound like?

THREAT LANGUAGE

- | | |
|---------------------------|---------------------------------|
| Well spoken
(educated) | Incoherent |
| Foul | Taped |
| | Message read by
threat maker |
| Irrational | |

Remarks: _____

REPORT CALL IMMEDIATELY TO:

Phone Number _____

QUESTIONS TO ASK

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THREAT

SEX OF CALLER

- Sex of caller
 Race
 Age
 Length of Call
- Number at which call is received from
- Time:
- Date: _____/_____/_____

BACKGROUND SOUNDS

- | | |
|----------------|-------------------|
| Street noises | Factory machinery |
| Outside noises | Animal noises |
| Voices | Clear |
| PA System | Static |
| Music | Office machinery |
| House noise | Other |

REPORT CALL IMMEDIATELY TO:

1. **Law Enforcement 911**
2. **Vanessa Ramirez 443-9644**
3. **Safety Office 457-3980**

NAME: SCHOOL OR DEPT: POSITION: PHONE: