



# Winship Community School

## Regular Scheduled Board Meeting

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### Date and Time

Tuesday November 16, 2021 at 6:00 PM PST

### Location

Winship Regular Scheduled Board Meeting (will begin at the conclusion of the Feather River Governing Board Meeting)

### Join Zoom Meeting

<https://sequoiagrove-org.zoom.us/j/9215412124?pwd=MEEx0RFpjdVlhTm5PTlo5RkRyN2psQT09>

Meeting ID: 921 541 2124

Passcode: 079578

One tap mobile

+14086380968,,9215412124#,,, \*079578# US (San Jose)

+16699006833,,9215412124#,,, \*079578# US (San Jose)

Dial by your location

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 921 541 2124

Passcode: 079578

Find your local number: <https://sequoiagrove-org.zoom.us/j/9215412124>

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A. Record Attendance</b>		David Brockmyer	1 m

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>B. AB 361 Report of Findings</b>	Vote	David Brockmyer	1 m
<b>C. Call the Meeting to Order</b>		David Brockmyer	1 m
<b>D. Approval of the Agenda</b>	Vote	David Brockmyer	1 m
<b>E. Public Comments</b>			3 m
<b>F. Approve Minutes</b>	Approve Minutes	David Brockmyer	1 m
Approve minutes for Regular Scheduled Board Meeting on October 19, 2021			
<b>G. Executive Director's Report</b>		Julie Haycock-Cavender	15 m

Ronni Ernenputsch presents Diversity, Inclusion and Growth (DIG) update.

## **II. Finances**

**6:23 PM**

<b>A. First Interim Report</b>	Vote	James Surmeian	15 m
<b>B. Shared Staff Memorandum of Understanding Update</b>	Vote	Julie Haycock-Cavender	5 m
<b>C. Shared Staff Memorandum of Understanding with Central for HSVA Update</b>	Vote	Julie Haycock-Cavender	5 m

## **III. Operations**

**6:48 PM**

<b>A. Safe to Return to In-Person Instruction Plan</b>	Discuss	Julie Haycock-Cavender	10 m
<b>B. Vote to Open Public Hearing on Safe to Return to In-Person Instruction Plan</b>	Vote	David Brockmyer	1 m
<b>C. Public Hearing on Safe to Return to In-Person Instruction Plan</b>	Discuss		5 m
<b>D. Vote to Close Public Hearing</b>	Vote	David Brockmyer	1 m
<b>E. COVID-19 Schoolwide Health and Safety Plan-version 3</b>	Vote	Julie Haycock-Cavender	10 m
<b>F. COVID-19 Decision Forest</b>	FYI	Julie Haycock-Cavender	5 m
<b>G. Record Retention Policy</b>	Vote	Julie Haycock-Cavender	5 m
<b>H. Pest Management Policy</b>	Vote	Julie Haycock-Cavender	5 m

## **IV. Academic Excellence**

**7:30 PM**

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>A. English Learner Master Plan 2021-2022</b>	Vote	Julie Haycock-Cavender	5 m
<b>B. Work Sample Policy</b>	Vote	Julie Haycock-Cavender	5 m
<b>C. Non-Compliance Policy</b>	Vote	Julie Haycock-Cavender	5 m
<b>D. Independent Study Policy</b>	Vote	Julie Haycock-Cavender	5 m
<b>V. Governance</b>			<b>7:50 PM</b>
<b>A. Discussion and Potential Action on Use of Consent Agenda</b>	Vote	Julie Haycock-Cavender	5 m
<b>B. Conflict of Interest Code</b>	Vote	Julie Haycock-Cavender	5 m
<b>C. Nomination of Board Treasurer</b>	Vote	David Brockmyer	5 m
<b>VI. Closing Items</b>			<b>8:05 PM</b>
<b>A. Board of Director's Comments &amp; Requests</b>	Discuss		2 m
<b>B. Announcement of the Next Regular Scheduled Board Meeting</b>	FYI	David Brockmyer	1 m
The Next Regular Scheduled Board Meeting is December 7, 2021 at 6:00 PM.			
<b>C. Adjourn Meeting</b>	Vote	David Brockmyer	1 m
<b>D. Discussion and Potential Action Regarding Regular Scheduled Meeting Start Time</b>	Vote	Julie Haycock-Cavender	5 m

Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

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



# Cover Sheet

## AB 361 Report of Findings

**Section:** I. Opening Items  
**Item:** B. AB 361 Report of Findings  
**Purpose:** Vote  
**Submitted by:**

### BACKGROUND:

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

- (A) The legislative body has reconsidered the circumstances of the emergency; and
- (B) Either of the following circumstances exists:

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

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

### RECOMMENDATION:

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

# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** F. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Regular Scheduled Board Meeting on October 19, 2021



# Winship Community School

## Minutes

### Regular Scheduled Board Meeting

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#### Date and Time

Tuesday October 19, 2021 at 6:00 PM

#### Location

Join Zoom Meeting

<https://sequoiagroverg.zoom.us/j/4075258260>

Meeting ID: 407 525 8260

One tap mobile

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+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

Meeting ID: 407 525 8260

Find your local number: <https://sequoiagroverg.zoom.us/u/kcv9bkellW>

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#### Directors Present

David Brockmyer (remote), James Clark (remote), Juina Carter (remote), Nick Wavrin (remote)

#### Directors Absent

None

#### Guests Present

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Amanda Johnson (remote), Darcy Belleza (remote), Dawn Carl (remote), James Surmeian (remote), Jenell Sherman (remote), Julie Haycock-Cavender (remote), Katie Royer (remote), Megan Nason (remote), Royce Gough (remote)

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## **I. Opening Items**

### **A. Record Attendance**

### **B. AB 361 Report of Findings**

David Brockmyer made a motion to to continue the School Board meetings virtually pursuant to AB 361.

Nick Wavrin seconded the motion.

The School Board has met the finding that a state of emergency continues to directly impact the ability of the members to meet safely in person.

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

#### **Roll Call**

Juina Carter        Aye

Nick Wavrin        Aye

James Clark        Aye

David Brockmyer   Aye

### **C. Call the Meeting to Order**

David Brockmyer called a meeting of the board of directors of Winship Community School to order on Tuesday Oct 19, 2021 at 7:14 PM.

### **D. Approval of the Agenda**

David Brockmyer made a motion to approve the Agenda.

James Clark seconded the motion.

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

### **E. Public Comments**

No public comments.

### **F. Approve Minutes**

David Brockmyer made a motion to approve the minutes from Regular Scheduled Board Meeting on 09-14-21.

James Clark seconded the motion.

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

### **G. Approve Minutes**

David Brockmyer made a motion to approve the minutes from Special Board Meeting on 10-12-21.

James Clark seconded the motion.

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

### **H. Executive Director's Report**

Julie Haycock-Cavender presented the *Executive Director's Report*.

- Enrollment- Currently 246 students

- Enrichment update-less than 500 items in queue, Amazon Punchout and Lending Library are up and running, Vendor applications being processed in 2 days, students enrolling between 11/15-11/30/21 will receive prorated funds until 12/1/21
- Adventure Academy update
- Junior High Virtual Academy update
- High School Virtual Academy update
- Honor Society news- service project
- Special Education and Student Support updates shared by Megan Nason
- Student Clubs sample schedule
- Park Days are taking place and Field Trips ordering system coming soon
- Sequoia Grove Charter Alliance updates with Royce Gough
- Complaint and Uniform Complaint process revisited

## II. Finances

### A. September Financials

David Brockmyer made a motion to approve the September Financials.  
James Clark seconded the motion.  
James Surmeian presented the September Financials.  
The board **VOTED** to approve the motion.

#### Roll Call

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

## III. Governance Training

### A. Brown Act Training

Jennifer McQuarrie presented the Annual Brown Act Training for 2021-2022 School Year.  
Feather River Board Members also participated in the Brown Act Training.

## IV. Finances

### A. ESSER III Funding

David Brockmyer made a motion to approve ESSER III Funding Expenditure Plan.  
Juina Carter seconded the motion.  
Dr. Amanda Johnson presented the ESSER III Funding Expenditure Plan.  
The board **VOTED** unanimously to approve the motion.

### B. Salary Schedule with Nurse Salary

David Brockmyer made a motion to approve Salary Schedule with Nurse Salary.  
James Clark seconded the motion.  
Dr. Amanda Johnson presented the Salary Schedule with Nurse Salary.  
The board **VOTED** unanimously to approve the motion.

## V. Operations

### A. Facility Inspection Tool

Julie Haycock-Cavender presented the Facility Inspection Tool.

**B. COVID-19 Schoolwide Health and Safety Policy Revised**

David Brockmyer made a motion to approve COVID-19 Schoolwide Health and Safety Policy.

Nick Wavrin seconded the motion.

Julie Haycock-Cavender presented the COVID-19 Schoolwide Health and Safety Policy.

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

**VI. Academic Excellence**

**A. Low Performing Student Block Grant**

Dr. Amanda Johnson presented the Low Performing Student Block Grant.

**VII. Governance**

**A. Public Comment Policy**

David Brockmyer made a motion to approve the Public Comment Policy.

Juina Carter seconded the motion.

Julie Haycock-Cavender presented the Public Comment Policy.

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

**VIII. Closing Items**

**A. Board of Director's Comments & Requests**

No comments or requests from the Board.

**B. Announcement of the Next Regular Scheduled Board Meeting**

David Brockmyer announced the Next Regular Scheduled Board Meeting is November 16, 2021 at 6:00 PM.

**C. Adjourn Meeting**

David Brockmyer made a motion to adjourn the Meeting.

Nick Wavrin seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:29 PM.

Respectfully Submitted,  
David Brockmyer

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Prepared by:  
Katie Royer

Noted by:

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Board Secretary

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# Cover Sheet

## Executive Director's Report

<b>Section:</b>	I. Opening Items
<b>Item:</b>	G. Executive Director's Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Winship ED Report November 2021.pptx DIG Board Meeting Slides Nov 2021.pdf



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# Diversity Inclusion & Growth

With Ronni Ernenputsch

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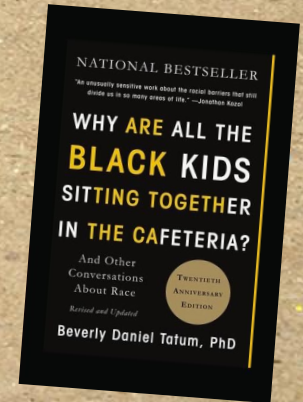




“It has been said that to teach is to touch the future. Helping students to see the past more clearly, to understand and communicate with others more fully in the present, and to imagine the future more justly is to transform the world.”

-Beverly Daniel Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?*

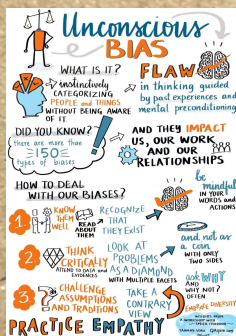
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# DIG whys

- 1) Supports WASC Goals
- 2) Use Social Justice Standards
- 3) Fight Cancel Culture
- 4) Allow students to see themselves
- 5) Acknowledge Unconscious Bias and provides action steps for change







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# Mission

**Intentionally creates learning opportunities through the lens of celebrating diversity, being inclusive, and growing in empathy & understanding.**



# DIG Hows

- Highlighting Diversity
- Lifting marginalized voices
- Providing diverse perspectives
- Teaching students how to think and not what to think
- Celebrating various cultures and history
- Creating spaces for understanding
- Inviting staff and families into action





# RESOURCES

- Social Justice Standards
    - *outlined by the Teaching Tolerance organization*
    - *Pacing Guide*
  - Diversity/Multicultural Calendar
  - Kinect Education Group & other PD trainings
-



# GOALS

Live Sessions  
w/ Students

Staff Book  
Clubs

Guest  
Speakers

**GROWING**

**TOGETHER**

## **DIG Hopes**

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Parent  
Education  
Opportunities

Student  
Book Clubs

DIG website

Virtual &  
In-Person  
Field Trips

Future Staff  
Trainings





# DIG 21-22



## Sync-Up Time Ideas

### Opportunities

KEY



- Content aimed at TK-3



- Content appropriate for all ages



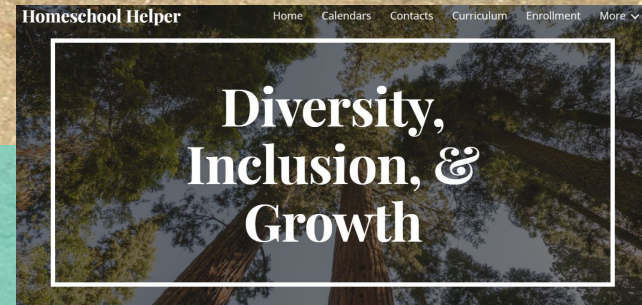
- Diversity & Inclusion Focused



- Virtual Field Trip

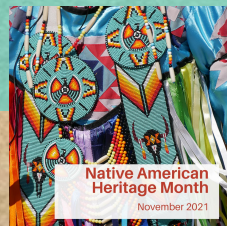


- Video Content included



D.I.G. Sealed

## Sequoia Scoop

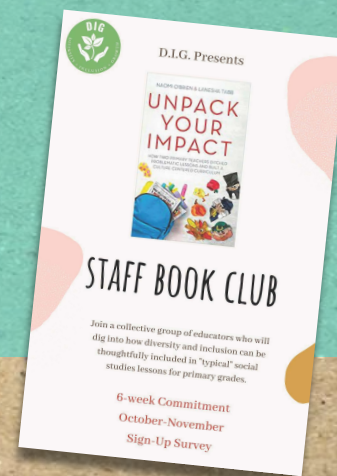


Native American  
Heritage Month  
November 2021

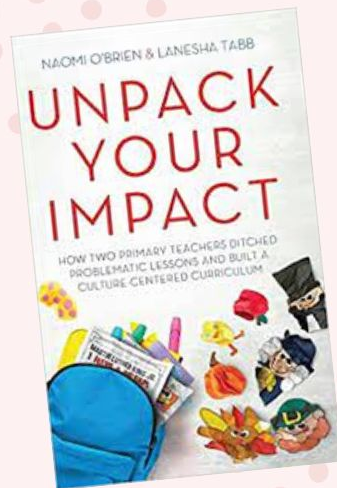


## DIG (Diversity, Inclusion, and Growth)

Did you know it is Hispanic Heritage month? Are you looking for resources to incorporate into your homeschool routine to learn more about the Hispanic culture? If so, or if you are simply curious to know more, then check out the new Diversity and Inclusion page on the [Homeschool Helper](#). The DIG (Diversity, Inclusion, and Growth) team has put together some great tools to help support you as you teach your children about the Hispanic community, culture, and heritage.







“

*When you are diving into new cultures and discussing the experiences of people you don't have a lot of experience with, mistakes are going to happen. This is something that just needs to be accepted. It should not be used as an excuse to avoid the work. With the world at our fingertips, thanks to technology, we can expose ourselves to more, connect more with people all over the world, and do better for our students.*

”

Quote from Unpack your Impact



WINSHIP  
Community School

# Executive Director Report

November 2021

# Agenda



- Enrollment Update
- Board Member Recruitment
- New System
- Programs Update



# Enrollment Report



## Enrollment Update from Principal Winship Community School

Current Enrollment by County/Gradelevel as of 11/08/21

Grade	Butte	Colusa	Nevada	Placer	Sacramento	Sutter	Yolo	Yuba	Totals
TK	0	0	0	1	2	0	0	0	3
KN	0	0	0	16	20	2	3	0	41
1	0	0	0	10	21	0	1	1	33
2	0	0	0	8	18	2	2	0	30
3	0	0	1	11	21	0	2	1	36
4	0	0	0	0	20	0	1	0	21
5	0	0	0	6	18	1	0	0	25
6	0	0	0	6	14	3	3	0	26
7	0	0	0	10	12	1	0	0	23
8	0	0	0	5	11	1	4	0	21
Curent Total	0	0	1	73	157	10	16	2	259



WINSHIP  
Community School

# Help Wanted!

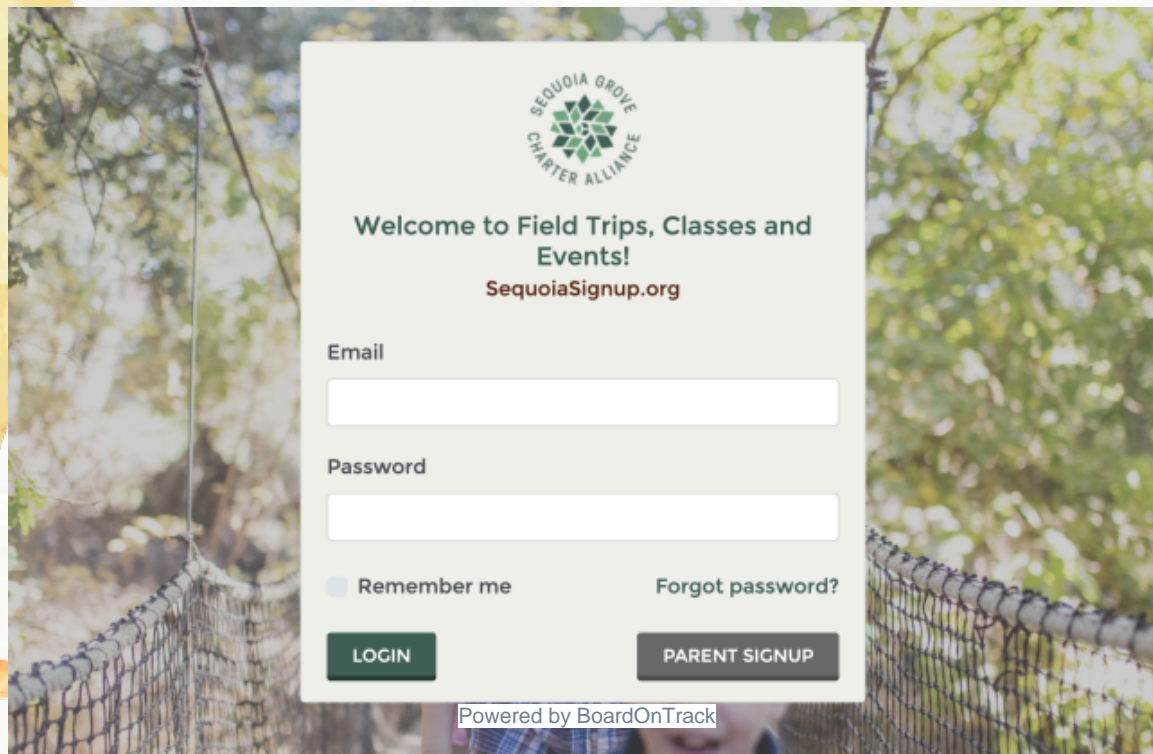
We are looking for another board member to join our amazing school board. We are advertising through our channels, but if you know someone who would be interested, please direct them to [darcy.belleza@sequoiagrove.org](mailto:darcy.belleza@sequoiagrove.org).


We also need to find a board member to send to the Sequoia Grove CSO Board to represent our school.



# Exciting News! Coming Soon!

NEW: Field Trips, Classes & Events System





Welcome to Field Trips, Classes and Events!  
SequoiaSignup.org

Email

Password

☐ Remember me [Forgot password?](#)

[LOGIN](#) [PARENT SIGNUP](#)



# Programs Update

## Adventure Academy

Growing Options & Participation  
German, Math Options, Holidays  
around the World, etc....

## Clubs

Session 3 Clubs starting November 15  
Photography, Fitness, Blackout Poetry,  
Spanish, etc.....

## Junior High Virtual Academy

Registration for Spring opens 12/1  
Current students have option to  
roll over

## High School Virtual Academy

Registration for Spring opens 12/6  
Section A rolls over to Section B

The background of the slide is a dense, overlapping pattern of autumn leaves. The leaves are primarily in shades of orange, yellow, and red, with some darker brown tones. The leaves are scattered across the entire frame, creating a textured, seasonal backdrop. The text is overlaid on this background.

# *Thank you!*

*Your dedication to our school is appreciated!*



# Cover Sheet

## First Interim Report

<b>Section:</b>	II. Finances
<b>Item:</b>	A. First Interim Report
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Winship First Interim Report 2021.pdf



# Winship Community School

Monthly Financial Presentation – October 2021

1<sup>st</sup> Interim Presentation

# WINSHIP – October Highlights

- Year-end revenue projections down 12% compared to Budget
- Year-end expense projections down by 7.8% compared to Budget
- First Reporting to the Charter's Authorizer in the Fiscal Year
- Year-end surplus projected at \$106K (Budget 223K).

- Senate Bill-740 Requirements:

- 40/80 Expense Ratio

Cert.	Instr.
47.4%	78.9%
207,475	(29,886)

- 25:1 Pupil-Teacher ratio

Pupil:Teacher Ratio
17.91 :1

# Attendance & Data Metrics

<b><i>Enrollment &amp; Per Pupil Data</i></b>			
	<b><u>Actual</u></b>	<b><u>Forecast</u></b>	<b><u>Budget</u></b>
<i>Average Enrollment</i>	<i>n/a</i>	<i>256</i>	<i>300</i>
<i>ADA</i>	<i>n/a</i>	<i>251</i>	<i>288</i>
<i>Attendance Rate</i>	<i>n/a</i>	<i>98.0%</i>	<i>96.0%</i>
<i>Unduplicated %</i>	<i>49.9%</i>	<i>49.9%</i>	<i>51.1%</i>
<i>Revenue per ADA</i>		<i>\$11,245</i>	<i>\$10,991</i>
<i>Expenses per ADA</i>		<i>\$10,822</i>	<i>\$10,216</i>

# WINSHIP - Revenue

- Projected revenue variance consistent with projected enrollment adjustment.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Revenue</b>						
State Aid-Rev Limit	\$ 201,440	\$ 208,782	\$ (7,342)	\$ 2,386,549	\$ 2,747,340	\$ (360,792)
Federal Revenue	2,844	7,103	(4,259)	102,685	104,364	(1,679)
Other State Revenue	53,326	12,802	40,524	329,925	313,673	16,252
Other Local Revenue	-	-	-	-	-	-
<b>Total Revenue</b>	<b>\$ 257,610</b>	<b>\$ 228,687</b>	<b>\$ 28,923</b>	<b>\$ 2,819,159</b>	<b>\$ 3,165,377</b>	<b>\$ (346,219)</b>

# WINSHIP - Expenses

- October expenditures below budget largely through reduction of non-instructional services.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Expenses</b>						
Certificated Salaries	\$ 277,933	\$ 292,458	\$ 14,525	\$ 918,783	\$ 914,451	\$ (4,332)
Classified Salaries	20,664	40,760	20,096	70,518	122,280	\$ 51,762
Benefits	88,012	111,918	23,905	300,896	346,365	\$ 45,469
Books and Supplies	172,709	169,893	(2,817)	648,625	584,628	\$ (63,997)
Subagreement Services	102,598	131,816	29,218	370,126	409,811	\$ 39,685
Operations	27,252	33,333	6,081	91,652	100,000	\$ 8,348
Facilities	734	1,000	266	2,268	3,000	\$ 732
Professional Services	40,448	106,061	65,613	260,926	384,235	\$ 123,309
Depreciation	2,824	2,824	0	8,472	8,472	\$ 0
Interest	6,811	41,688	34,877	40,738	68,827	\$ 28,089
<b>Total Expenses</b>	<b>\$ 739,988</b>	<b>\$ 931,752</b>	<b>\$ 191,764</b>	<b>\$ 2,713,003</b>	<b>\$ 2,942,068</b>	<b>\$ 229,065</b>

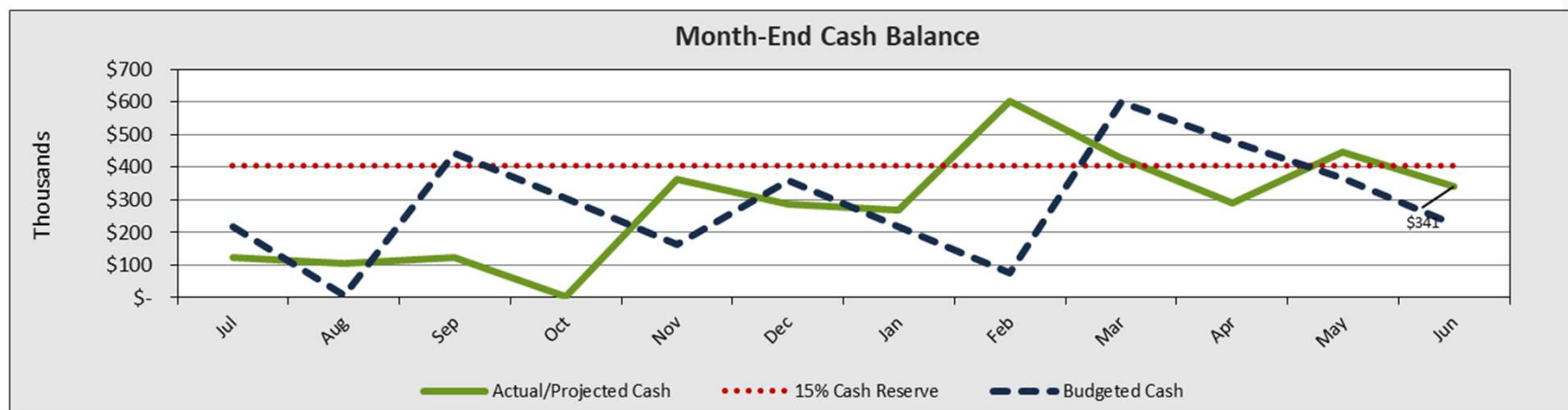
# WINSHIP - Fund Balance

- Change in projected surplus consistent with enrollment change.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	<b>\$ (482,378)</b>	<b>\$ (703,065)</b>	<b>\$ 220,687</b>	<b>\$ 106,156</b>	<b>\$ 223,309</b>	<b>\$ (117,153)</b>
<b>Beginning Fund Balance</b>	<u>(117,349)</u>	<u>(117,349)</u>		<u>(117,349)</u>	<u>(117,349)</u>	
<b>Ending Fund Balance</b>	<u><b>\$ (599,727)</b></u>	<u><b>\$ (820,414)</b></u>		<u><b>\$ (11,194)</b></u>	<u><b>\$ 105,959</b></u>	
<i>As a % of Annual Expenses</i>	-22.1%	-27.9%		-0.4%	3.6%	

# WINSHIP - Cash Balance

- Year-end cash balance projected at \$341k.





# WINSHIP – Compliance Reminders

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Nov-01	<b>Mental Health Plans due to SELPA</b> - Schools requesting Level 2 and Level 3 mental health funding must file their annual plan with their SELPA by this date. Specific due dates may vary by SELPA.	Client	No	Yes	<a href="https://www.cde.ca.gov/fg/aa/se/sep1appnform04.asp">https://www.cde.ca.gov/fg/aa/se/sep1appnform04.asp</a>
DATA TEAM	Nov-15	<b>Complete Nutrition Verification process (requirement of School Nutrition Program)</b> - Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	Client	No	Yes	<a href="https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp">https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp</a>
FINANCE	Nov-15	<b>Review and/or Update Non-Profit IRS Form 990 Policies</b> - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. <b>Most schools extend this deadline to the following May 15th.</b>	Client	Yes	No	<a href="http://www.publiccounsel.org/useful_materials?id=0025">http://www.publiccounsel.org/useful_materials?id=0025</a>
FINANCE	Set by Authorizer (by Dec 15)	<b>1st Interim Financial Report</b> - 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 for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	<a href="https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp">https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp</a>
DATA	Dec-17	<b>CALPADS - Fall 1 Certification deadline</b> - 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 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEPP) counts/rates, and A–G graduate counts.	Charter Impact with Client support	No	No	<a href="https://www.cde.ca.gov/ds/sp/d/rptcalendar.asp">https://www.cde.ca.gov/ds/sp/d/rptcalendar.asp</a>
FINANCE	Dec-17	<b>ESSER III Application for Funds deadline December 17, 2021</b> - In order to receive an allocation, LEAs must submit the ESSER III Legal Assurances. The ESSER III Fund Application will close on December 17, 2021. LEAs must apply for their allocation of ESSER III funds by submitting program assurances prior to this date.	Charter Impact with Client support	No	No	<a href="https://www.cde.ca.gov/fg/cr/arpact.asp">https://www.cde.ca.gov/fg/cr/arpact.asp</a>
FINANCE	Dec-30	<b>Educator Effectiveness Block Grant</b> - On or before December 30, 2021, LEA's must develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.	Client with Charter Impact support	Yes	No	<a href="https://www.cde.ca.gov/pd/ee/ef2021faq.asp">https://www.cde.ca.gov/pd/ee/ef2021faq.asp</a>
FINANCE	Dec-31	<b>American Rescue Plan - Homeless Children and Youth II (ARP-HCY II)</b> - Funding to support efforts to identify homeless children and youth, and to provide such youth with comprehensive, wrap-around services that address needs arising from the COVID-19 pandemic and allows them to attend school and participate fully in all school activities. LEAs must submit the ARP-HCY II Assurances to participate. LEAs that will receive less than \$5,000 will be required to join a consortium with their county office of education (COE). All LEAs within a consortium must also complete the assurances. Passwords were sent to each LEA's Superintendent, including direct-funded charter schools, via email October 19th.	Client with Charter Impact support	Yes	No	<a href="https://www.cde.ca.gov/sp/hs/arphcyassurances.asp">https://www.cde.ca.gov/sp/hs/arphcyassurances.asp</a>

# WINSHIP - Appendix

- Monthly Cash Flow / Forecast 21-22
- Budget vs. Actual - October
- Statement of Financial Position - October
- Statement of Cash Flows - October
- Check Register
- AP Aging
- Due-To/Due-From Balance

# Winship Community Charter

## Monthly Cash Flow/Forecast FY21-22

Revised 11/4/2021

ADA = 246.78

### Revenues

#### State Aid - Revenue Limit

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals
8011 LCFF State Aid	-	46,735	46,735	84,124	84,124	84,124	84,124	84,124	325,885	325,885	325,885	325,885	325,929
8012 Education Protection Account	-	-	-	5,368	-	-	12,339	-	-	19,310	-	-	12,339
8019 State Aid - Prior Year	-	-	302	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	-	12,583	5,593	5,421	5,421	5,421	5,421	38,871	19,436	19,436	19,436	19,436
	-	46,735	59,620	95,085	89,545	89,545	101,884	89,545	364,756	364,630	345,320	345,320	357,703

#### Federal Revenue

8181 Special Education - Entitlement	-	-	-	-	1,166	1,166	1,166	1,166	5,051	5,051	5,051	5,051	5,051
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	11,840	-	-	-	-	-	-	3,947
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	2,081	-	-	-	-	-	-	694
8296 Other Federal Revenue	-	-	-	1,997	-	50,882	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	1,041	1,337	(1,531)	-	-	-	-	-	-	-	-	-
	-	1,041	1,337	466	1,166	65,970	1,166	1,166	5,051	5,051	5,051	5,051	9,692

#### Other State Revenue

8311 State Special Education	3,704	3,704	6,667	6,667	6,636	6,636	6,636	6,636	24,596	24,596	24,596	24,596	24,596
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandated Cost	-	-	-	-	-	1,802	-	-	-	-	-	-	-
8560 State Lottery	-	-	-	-	-	-	5,531	-	-	5,531	-	-	40,022
8598 Prior Year Revenue	-	3,677	28,537	(32,214)	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	32,584	-	70,671	-	-	-	-	-	-	-
	3,704	7,381	35,204	7,037	6,636	79,109	12,167	6,636	24,596	30,127	24,596	24,596	64,618

### Total Revenue

	3,704	55,157	96,161	102,588	97,348	234,624	115,217	97,348	394,404	399,808	374,968	374,968	432,013
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### Expenses

#### Certificated Salaries

1100 Teachers' Salaries	47,991	61,454	69,881	64,081	67,065	67,065	67,065	67,065	67,065	67,065	67,065	67,065	-
1175 Teachers' Extra Duty/Stipends	828	858	7,494	4,935	9,083	9,083	9,083	9,083	9,083	9,083	9,083	9,083	-
1200 Pupil Support Salaries	5,141	(5,141)	15,141	5,270	3,958	3,958	3,958	3,958	3,958	3,958	3,958	3,958	-
	53,960	57,170	92,517	74,286	80,106	80,106	80,106	80,106	80,106	80,106	80,106	80,106	-

#### Classified Salaries

2100 Instructional Salaries	3,979	5,670	(9,648)	-	-	-	-	-	-	-	-	-	-
2200 Support Salaries	2,344	7,222	5,505	5,593	6,232	6,232	6,232	6,232	6,232	6,232	6,232	6,232	-
	6,322	12,892	(4,143)	5,593	6,232	6,232	6,232	6,232	6,232	6,232	6,232	6,232	-

#### Benefits

3101 STRS	8,843	9,239	15,689	12,297	13,173	13,173	13,173	13,173	13,173	13,173	13,173	13,173	-
3202 PERS	769	1,108	1,445	1,194	1,521	1,521	1,521	1,521	1,521	1,521	1,521	1,521	-
3301 OASDI	258	322	341	346	410	410	410	410	410	410	410	410	-
3311 Medicare	850	929	1,324	1,138	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	-
3401 Health and Welfare	4,924	5,021	13,462	4,822	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	-
3501 State Unemployment	1,852	1,682	(7)	319	425	425	2,123	1,698	849	425	425	425	-
3601 Workers' Compensation	592	(2,958)	623	623	1,244	1,244	1,244	1,244	1,244	1,244	1,244	1,244	-
3901 Other Benefits	169	284	205	306	326	326	326	326	326	326	326	326	-
	18,257	15,627	33,083	21,045	26,186	26,186	27,884	27,460	26,610	26,186	26,186	26,186	-

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
ADA = 288.00		
2,143,558	2,507,128	(363,570)
49,355	57,600	(8,245)
302	-	302
156,473	182,612	(26,139)
2,349,689	2,747,340	(397,652)
29,922	34,920	(4,998)
15,787	15,787	-
2,775	2,775	-
52,879	50,882	1,997
847	-	847
102,210	104,364	(2,154)
170,269	181,584	(11,315)
-	-	-
-	-	-
1,802	1,802	-
51,083	59,616	(8,533)
0	-	0
103,255	70,671	32,584
326,409	313,673	12,736
2,778,307	3,165,377	(387,070)
779,930	821,758	(41,828)
86,775	92,693	(5,919)
52,078	-	(52,078)
918,783	914,451	(4,332)
-	47,500	47,500
70,518	74,780	(4,262)
70,518	122,280	(51,762)
151,452	146,495	(4,957)
16,682	28,137	(11,455)
4,544	7,581	(3,037)
14,546	15,033	(487)
90,630	120,000	(29,370)
10,638	8,491	(2,147)
8,830	14,514	(5,685)
3,574	6,114	(2,540)
300,896	346,365	(45,469)

# Winship Community Charter

## Monthly Cash Flow/Forecast FY21-22

Revised 11/4/2021

ADA = 246.78

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	2,767	4,353	1,150	360	1,546	1,546	1,546	1,546	1,546	1,546	1,546	1,546	-	20,999	18,554	(2,445)
4200 Books and Reference Materials	-	2,908	-	-	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	-	10,921	12,020	1,099
4302 School Supplies	2,537	18,075	38,943	30,285	9,931	49,356	21,978	34,468	59,966	41,860	23,278	11,547	-	342,223	352,955	10,732
4305 Software	796	10,486	16,241	17,948	5,199	5,199	5,199	5,199	5,199	5,199	5,199	5,199	-	87,065	69,940	(17,125)
4310 Office Expense	-	185	7	11	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	-	8,736	13,500	4,764
4311 Business Meals	-	-	-	-	117	117	117	117	117	117	117	117	-	933	500	(433)
4400 Noncapitalized Equipment	21,267	3,737	342	313	5,684	28,249	12,579	19,728	34,322	23,958	13,323	6,609	-	170,110	117,158	(52,952)
	27,367	39,744	56,682	48,917	24,545	86,536	43,487	63,126	103,218	74,748	45,531	27,087	-	640,987	584,628	(56,359)
<b>Subagreement Services</b>																
5102 Special Education	3,597	1,283	2,088	3,503	16,133	16,133	16,133	16,133	16,133	16,133	16,133	16,133	-	139,537	194,200	54,663
5104 Transportation	-	-	-	-	133	133	133	133	133	133	133	133	-	1,067	1,900	833
5106 Other Educational Consultants	-	(11,277)	(3,878)	53,973	1,313	6,525	2,906	4,557	7,928	5,534	3,078	1,527	-	72,186	90,080	17,894
5107 Instructional Services	10,252	10,252	22,554	10,252	12,336	12,336	12,336	12,336	12,336	12,336	12,336	12,336	-	151,996	123,630	(28,365)
	13,849	258	20,763	67,728	29,915	35,128	31,508	33,160	36,531	34,137	31,680	30,129	-	364,786	409,811	45,025
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	361	-	-	-	-	-	-	-	-	-	-	-	361	-	(361)
5300 Dues & Memberships	4,995	-	624	-	992	992	992	992	992	992	992	992	-	13,552	13,900	348
5400 Insurance	3,401	3,029	3,029	3,029	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	45,821	50,000	4,179
5501 Utilities	2,083	1,692	2,083	2,170	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	24,695	25,000	305
5516 Miscellaneous Expense	-	20,000	-	(20,000)	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	227	140	-	733	733	733	733	733	733	733	733	-	6,234	10,400	4,166
5901 Postage and Shipping	170	102	81	37	50	50	50	50	50	50	50	50	-	789	700	(89)
	10,649	25,411	5,957	(14,764)	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	-	91,452	100,000	8,548
<b>Facilities, Repairs and Other Leases</b>																
5610 Repairs and Maintenance	-	330	110	294	192	192	192	192	192	192	192	192	-	2,268	3,000	732
	-	330	110	294	192	192	192	192	192	192	192	192	-	2,268	3,000	732
<b>Professional/Consulting Services</b>																
5802 Audit & Taxes	-	-	-	-	5,533	5,533	-	-	-	-	-	-	-	11,067	19,400	8,333
5803 Legal	-	789	1,134	1,768	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	23,691	30,000	6,309
5804 Professional Development	-	-	-	39	542	542	542	542	542	542	542	542	-	4,372	6,500	2,128
5805 General Consulting	-	-	900	(18,150)	750	750	750	750	750	750	750	750	-	(11,250)	9,000	20,250
5806 Special Activities/Field Trips	-	263	263	630	508	2,525	1,124	1,763	3,068	2,141	1,191	591	-	14,066	15,191	1,125
5807 Bank Charges	485	569	725	711	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	-	12,157	17,100	4,943
5808 Printing	-	-	-	-	100	100	100	100	100	100	100	100	-	800	400	(400)
5809 Other taxes and fees	23	194	268	82	533	533	533	533	533	533	533	533	-	4,833	6,800	1,967
5810 Payroll Service Fee	313	339	353	605	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	-	10,809	18,400	7,591
5811 Management Fee	14,895	15,495	2,783	8,941	9,338	9,338	9,338	9,338	9,338	9,338	9,338	9,338	-	116,821	179,024	62,203
5812 District Oversight Fee	-	1,402	1,780	2,853	2,686	2,686	3,057	2,686	10,943	10,939	10,360	10,360	10,740	70,491	82,420	11,930
	15,715	19,051	8,204	(2,522)	24,850	26,866	20,303	20,571	30,132	29,202	27,672	27,072	10,740	257,857	384,235	126,379
<b>Depreciation</b>																
6900 Depreciation Expense	706	706	706	706	706	706	706	706	706	706	706	706	-	8,472	8,472	0
	706	706	706	706	706	706	706	706	706	706	706	706	-	8,472	8,472	0
<b>Interest</b>																
7438 Interest Expense	1,065	1,522	2,497	1,727	16,620	-	-	16,621	-	-	-	-	-	40,052	68,827	28,774
	1,065	1,522	2,497	1,727	16,620	-	-	16,621	-	-	-	-	-	40,052	68,827	28,774
<b>Total Expenses</b>	<b>147,891</b>	<b>172,710</b>	<b>216,376</b>	<b>203,011</b>	<b>217,376</b>	<b>269,976</b>	<b>218,442</b>	<b>256,199</b>	<b>291,752</b>	<b>259,534</b>	<b>226,330</b>	<b>205,734</b>	<b>10,740</b>	<b>2,696,071</b>	<b>2,942,068</b>	<b>245,998</b>
<b>Monthly Surplus (Deficit)</b>	<b>(144,187)</b>	<b>(117,553)</b>	<b>(120,215)</b>	<b>(100,423)</b>	<b>(120,029)</b>	<b>(35,352)</b>	<b>(103,225)</b>	<b>(158,851)</b>	<b>102,652</b>	<b>140,275</b>	<b>148,639</b>	<b>169,234</b>	<b>421,273</b>	<b>82,237</b>	<b>223,309</b>	<b>(141,072)</b>

# Winship Community Charter

## Monthly Cash Flow/Forecast FY21-22

Revised 11/4/2021

ADA = 246.78

### Cash Flow Adjustments

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(144,187)	(117,553)	(120,215)	(100,423)	(120,029)	(35,352)	(103,225)	(158,851)	102,652	140,275	148,639	169,234	421,273	0		
Cash flows from operating activities																
Depreciation/Amortization	706	706	706	706	706	706	706	706	706	706	706	706	-	8,472		
Public Funding Receivables	17,541	96,500	(33,930)	126,190	-	-	158,050	-	-	-	-	-	(432,013)	(67,662)		
Grants and Contributions Rec.	27,171	612	-	-	-	-	-	-	-	-	-	-	-	27,782		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	9,183	796	796	(17,130)	-	-	-	-	-	-	-	-	-	(6,355)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(15,302)	(15,520)	60,607	(14,427)	-	-	-	-	-	-	-	-	10,740	26,098		
Accrued Expenses	50,261	4,491	(11,430)	(1,999)	-	-	-	-	-	-	-	-	-	41,323		
Other Liabilities	-	-	-	-	-	(35,336)	-	-	-	-	-	-	-	(35,336)		
Deferred Revenue	9,108	(4,024)	(21,432)	(836)	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	76,100	90,500	143,000	85,400	554,004	-	-	554,042	-	-	-	-	-	1,503,046		
Payments on Factoring	-	(74,600)	-	(196,005)	(85,200)	(5,000)	(71,505)	(71,505)	(277,002)	(277,002)	-	(277,002)	-	(1,334,822)		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	30,581	(18,093)	18,101	(118,524)	349,482	(74,982)	(15,974)	324,391	(173,644)	(136,021)	149,345	(107,062)				
Cash, Beginning of Month	92,274	122,855	104,762	122,864	4,340	353,822	278,840	262,865	587,257	413,612	277,591	426,935				
Cash, End of Month	122,855	104,762	122,864	4,340	353,822	278,840	262,865	587,257	413,612	277,591	426,935	319,873				

Cert.	Instr.
48.0%	79.6%
221,749	(10,340)

Pupil:Teacher Ratio
17.63

## Winship Community School

## AP Aging

October 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Due Date	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
4EEE	EF21-005	10/17/2021	11/16/2021	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ 500
A Brighter Child, Inc	59002	9/3/2021	10/3/2021	-	322	-	-	-	322
A Brighter Child, Inc	59003	9/3/2021	10/3/2021	-	218	-	-	-	218
A Brighter Child, Inc	59474	10/4/2021	11/3/2021	102	-	-	-	-	102
A Brighter Child, Inc	59475	10/4/2021	11/3/2021	32	-	-	-	-	32
A Brighter Child, Inc	59512	10/4/2021	11/3/2021	86	-	-	-	-	86
A Brighter Child, Inc	59580	10/4/2021	11/3/2021	352	-	-	-	-	352
A Brighter Child, Inc	59584	9/3/2021	10/3/2021	-	257	-	-	-	257
A Brighter Child, Inc	59598	9/3/2021	10/3/2021	-	105	-	-	-	105
A Brighter Child, Inc	59605	10/4/2021	11/3/2021	216	-	-	-	-	216
A Brighter Child, Inc	59691	10/4/2021	11/3/2021	130	-	-	-	-	130
A Brighter Child, Inc	59692	10/4/2021	11/3/2021	119	-	-	-	-	119
A Brighter Child, Inc	59718	10/4/2021	11/3/2021	90	-	-	-	-	90
A Brighter Child, Inc	59754	10/4/2021	11/3/2021	113	-	-	-	-	113
A Brighter Child, Inc	59857	10/4/2021	11/3/2021	27	-	-	-	-	27
A Brighter Child, Inc	59859	10/4/2021	11/3/2021	162	-	-	-	-	162
A Brighter Child, Inc	59861	10/4/2021	11/3/2021	50	-	-	-	-	50
A Brighter Child, Inc	59917	10/4/2021	11/3/2021	321	-	-	-	-	321
A Brighter Child, Inc	60070	10/12/2021	11/11/2021	262	-	-	-	-	262
Academics in a Box Inc	15007	10/11/2021	11/10/2021	87	-	-	-	-	87
Activities for Learning Inc.	384167	9/9/2021	10/9/2021	-	281	-	-	-	281
Albedo Arts Academy	23	10/14/2021	11/13/2021	400	-	-	-	-	400
Alisher Sodikov	W091021	9/10/2021	10/10/2021	-	360	-	-	-	360
All About Learning Press, Inc.	907733	8/16/2021	10/15/2021	-	145	-	-	-	145
All About Learning Press, Inc.	908391	9/7/2021	11/6/2021	198	-	-	-	-	198
Alona Kravchuk	151	10/12/2021	11/11/2021	175	-	-	-	-	175
Alona Kravchuk	152	10/12/2021	11/11/2021	175	-	-	-	-	175
Alona Kravchuk	153	10/12/2021	11/11/2021	175	-	-	-	-	175
Alona Kravchuk	154	10/12/2021	11/11/2021	175	-	-	-	-	175
Alona Kravchuk	155	10/12/2021	11/11/2021	175	-	-	-	-	175
Alona Kravchuk	156	10/12/2021	11/11/2021	175	-	-	-	-	175
Amazon Capital Services	11C4-TMXL-Y7C7	10/4/2021	11/18/2021	39	-	-	-	-	39
Amazon Capital Services	11JV-JRTN-VNY3	10/8/2021	11/22/2021	212	-	-	-	-	212
Amazon Capital Services	11P4-XDFF-NDGD	10/7/2021	11/21/2021	284	-	-	-	-	284
Amazon Capital Services	139X-D914-TKKM	10/10/2021	11/24/2021	108	-	-	-	-	108
Amazon Capital Services	14PC-LFWX-HN7F	10/4/2021	11/18/2021	96	-	-	-	-	96
Amazon Capital Services	14QL-6HGX-9V3C	10/9/2021	11/23/2021	34	-	-	-	-	34
Amazon Capital Services	164T-QRLT-Y1F7	9/25/2021	11/9/2021	143	-	-	-	-	143
Amazon Capital Services	16FT-HLCC-YQR4	10/4/2021	11/18/2021	413	-	-	-	-	413
Amazon Capital Services	16H9-3MFP-V6X6	10/22/2021	12/6/2021	77	-	-	-	-	77
Amazon Capital Services	16K9-RWLK-9CTD	10/18/2021	12/1/2021	526	-	-	-	-	526
Amazon Capital Services	17KY-CMTQ-FCMD	10/23/2021	12/7/2021	150	-	-	-	-	150
Amazon Capital Services	17XQ-FDNF-Q4J9	10/18/2021	12/2/2021	12	-	-	-	-	12

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Amazon Capital Services	1941-KC3W-XYLH	10/22/2021	12/6/2021	122	-	-	-	-	122
Amazon Capital Services	196G-FXRV-VLY1	10/18/2021	12/2/2021	5	-	-	-	-	5
Amazon Capital Services	196G-FXRV-Y7WD	10/19/2021	12/3/2021	26	-	-	-	-	26
Amazon Capital Services	19VF-3VXR-R9MC	10/15/2021	11/29/2021	140	-	-	-	-	140
Amazon Capital Services	1DFC-4TLC-HL4X	10/19/2021	12/3/2021	147	-	-	-	-	147
Amazon Capital Services	1F71-19T7-JCGH	10/24/2021	12/7/2021	64	-	-	-	-	64
Amazon Capital Services	1G3W-LP66-GKM3	10/23/2021	12/22/2021	(33)	-	-	-	-	(33)
Amazon Capital Services	1GHN-D9M4-XJLN	10/17/2021	12/1/2021	10	-	-	-	-	10
Amazon Capital Services	1HJ9-T1YW-3HHP	10/5/2021	11/19/2021	171	-	-	-	-	171
Amazon Capital Services	1HJ9-T1YW-KWTJ	10/6/2021	11/20/2021	77	-	-	-	-	77
Amazon Capital Services	1HPK-WHWD-DF3H	10/4/2021	11/18/2021	58	-	-	-	-	58
Amazon Capital Services	1HPK-WHWD-KX4D	10/4/2021	11/18/2021	48	-	-	-	-	48
Amazon Capital Services	1HPK-WHWD-L1YF	10/4/2021	11/18/2021	368	-	-	-	-	368
Amazon Capital Services	1J1H-LN3P-GWPN	10/4/2021	11/18/2021	67	-	-	-	-	67
Amazon Capital Services	1J3G-1PKD-4PVL	8/10/2021	11/23/2021	70	-	-	-	-	70
Amazon Capital Services	1JFL-PHYR-N377	10/8/2021	11/21/2021	27	-	-	-	-	27
Amazon Capital Services	1JPH-7KR6-LLP9	10/20/2021	12/4/2021	16	-	-	-	-	16
Amazon Capital Services	1KNN-99RC-GH6R	10/6/2021	11/20/2021	99	-	-	-	-	99
Amazon Capital Services	1KQX-NW1H-N616	10/4/2021	11/18/2021	29	-	-	-	-	29
Amazon Capital Services	1KRC-LPRL-YWMT	10/19/2021	12/3/2021	166	-	-	-	-	166
Amazon Capital Services	1KRX-H1NG-3CGJ	10/21/2021	12/5/2021	85	-	-	-	-	85
Amazon Capital Services	1L49-FWQ6-RT3L	10/24/2021	12/8/2021	33	-	-	-	-	33
Amazon Capital Services	1L91-MFWL-19W7	10/5/2021	11/19/2021	30	-	-	-	-	30
Amazon Capital Services	1LW4-GYMP-HLGW	10/18/2021	12/2/2021	13	-	-	-	-	13
Amazon Capital Services	1LW4-GYMP-PV1T	10/18/2021	12/2/2021	29	-	-	-	-	29
Amazon Capital Services	1M7G-XCHD-NTWM	10/20/2021	12/4/2021	38	-	-	-	-	38
Amazon Capital Services	1M9D-WDVT-11QP	10/10/2021	11/24/2021	209	-	-	-	-	209
Amazon Capital Services	1M9D-WDVT-KXK6	10/11/2021	11/25/2021	21	-	-	-	-	21
Amazon Capital Services	1M9D-WDVT-YNTX	10/12/2021	11/26/2021	185	-	-	-	-	185
Amazon Capital Services	1MRN-WMMY-F63V	10/21/2021	12/5/2021	126	-	-	-	-	126
Amazon Capital Services	1N6V-9TN7-KWXV	10/4/2021	11/18/2021	68	-	-	-	-	68
Amazon Capital Services	1N6V-9TN7-M3M7	10/4/2021	11/18/2021	94	-	-	-	-	94
Amazon Capital Services	1N97-67CD-99MR	10/4/2021	11/18/2021	140	-	-	-	-	140
Amazon Capital Services	1NL7-PDF3-R6TH	10/20/2021	12/4/2021	100	-	-	-	-	100
Amazon Capital Services	1PX6-TMG1-MYDN	10/13/2021	11/27/2021	220	-	-	-	-	220
Amazon Capital Services	1PX7-JGQ3-7NTX	10/23/2021	12/7/2021	176	-	-	-	-	176
Amazon Capital Services	1PX7-JGQ3-CDJT	10/23/2021	12/7/2021	83	-	-	-	-	83
Amazon Capital Services	1PX7-JGQ3-DC6H	10/23/2021	12/7/2021	85	-	-	-	-	85
Amazon Capital Services	1QGM-K4GX-67KQ	10/12/2021	11/26/2021	244	-	-	-	-	244
Amazon Capital Services	1R36-N3WR-PC1L	9/24/2021	11/8/2021	60	-	-	-	-	60
Amazon Capital Services	1RGV-9CKG-PDYY	10/5/2021	11/19/2021	48	-	-	-	-	48
Amazon Capital Services	1RWW-TGMY-4QC3	10/25/2021	12/9/2021	34	-	-	-	-	34
Amazon Capital Services	1T9C-GW9V-9H6M	10/4/2021	11/18/2021	34	-	-	-	-	34
Amazon Capital Services	1TDF-PW9F-3LLL	10/10/2021	11/24/2021	144	-	-	-	-	144

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Amazon Capital Services	1TNX-FJTC-FDGD	10/16/2021	11/30/2021	60	-	-	-	-	60
Amazon Capital Services	1TNX-FJTC-TD6V	10/17/2021	12/1/2021	8	-	-	-	-	8
Amazon Capital Services	1VXD-XKW3-C6DM	10/14/2021	11/28/2021	6	-	-	-	-	6
Amazon Capital Services	1W67-JQVK-QT7D	10/3/2021	11/17/2021	15	-	-	-	-	15
Amazon Capital Services	1WHP-D433-119H	10/17/2021	12/1/2021	125	-	-	-	-	125
Amazon Capital Services	1WHP-D433-G6G9	10/18/2021	12/2/2021	27	-	-	-	-	27
Amazon Capital Services	1WHP-D433-JG96	10/18/2021	12/17/2021	35	-	-	-	-	35
Amazon Capital Services	1WPH-7DXK-9RGH	10/4/2021	11/18/2021	113	-	-	-	-	113
Amazon Capital Services	1X36-PMJY-RFL3	10/8/2021	11/22/2021	22	-	-	-	-	22
Amazon Capital Services	1XPD-1K3J-FQVD	10/21/2021	12/5/2021	97	-	-	-	-	97
Amazon Capital Services	1XRJ-PDCP-PRY7	10/8/2021	11/21/2021	27	-	-	-	-	27
Amazon Capital Services	1YJ7-JXQC-YDTL	10/10/2021	11/24/2021	68	-	-	-	-	68
Ambassador Learning Academy	54	10/11/2021	11/11/2021	3,000	-	-	-	-	3,000
Auburn Racquet & Fitness Club	SS93021	9/30/2021	10/30/2021	-	115	-	-	-	115
Ballet Rejoice School for the Arts	0625	10/7/2021	10/7/2021	-	330	-	-	-	330
Beverly Zorichak	301	10/15/2021	11/14/2021	500	-	-	-	-	500
BookShark	31166205	9/4/2021	10/4/2021	-	824	-	-	-	824
BookShark	31168966	9/10/2021	10/10/2021	-	80	-	-	-	80
BookShark	31169263	9/10/2021	10/10/2021	-	42	-	-	-	42
BookShark	31170460	9/14/2021	10/14/2021	-	489	-	-	-	489
BookShark	31170704	9/14/2021	10/14/2021	-	870	-	-	-	870
BookShark	31171609	9/15/2021	10/15/2021	-	20	-	-	-	20
BookShark	31172529	9/16/2021	10/16/2021	-	48	-	-	-	48
BookShark	31174500	9/20/2021	10/20/2021	-	30	-	-	-	30
BookShark	31174846	9/20/2021	10/20/2021	-	37	-	-	-	37
CB Music Studios	21-50356	10/15/2021	11/15/2021	367	-	-	-	-	367
CBC Therapeutic Horseback Riding Academy	12	10/2/2021	11/1/2021	200	-	-	-	-	200
CBC Therapeutic Horseback Riding Academy	2	9/10/2021	10/10/2021	-	200	-	-	-	200
Charter Impact, Inc.	PR101521	10/15/2021	10/15/2021	-	185	-	-	-	185
Clark Pest Control of Stockton Inc	29303775	10/15/2021	10/15/2021	-	110	-	-	-	110
Clarksville Charter School	6026	10/20/2021	10/20/2021	-	11	-	-	-	11
Clarksville Charter School	6029	10/21/2021	10/21/2021	-	2	-	-	-	2
CybrSchool LLC	103413	10/1/2021	10/31/2021	3,600	-	-	-	-	3,600
David Brockmyer	BROC091621	9/16/2021	10/16/2021	-	300	-	-	-	300
David Brockmyer	BROC102121	10/21/2021	11/20/2021	200	-	-	-	-	200
David Brockmyer	ROYE102121	10/21/2021	11/20/2021	200	-	-	-	-	200
Discount School Supply	P40763890101	9/6/2021	10/6/2021	-	35	-	-	-	35
E-Therapy, LLC	22148	10/15/2021	11/14/2021	1,629	-	-	-	-	1,629
Emily Lahyer	034	10/6/2021	11/5/2021	252	-	-	-	-	252
Emily Lahyer	049	10/13/2021	11/12/2021	126	-	-	-	-	126
Equine Unlimited Inc.	0224	10/1/2021	11/1/2021	325	-	-	-	-	325
Esther Judson Piano Studio	LG10052021	10/5/2021	11/4/2021	240	-	-	-	-	240
Expressions Academy of Dance	WCS821	9/27/2021	10/27/2021	-	375	-	-	-	375
Fairytale Town	2021-007	10/20/2021	11/19/2021	770	-	-	-	-	770



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Feather River Charter School	6027	10/19/2021	10/19/2021	-	113	-	-	-	113
Growing Healthy Children Therapy Services, Inc.	IWCS_2106	6/30/2021	7/30/2021	-	-	-	-	921	921
Hands 4 Building, LLC	2625	9/18/2021	10/18/2021	-	266	-	-	-	266
History Unboxed LLC	wc-11742HU	9/8/2021	10/8/2021	-	319	-	-	-	319
History Unboxed LLC	wc-11927HU	10/6/2021	11/5/2021	261	-	-	-	-	261
History Unboxed LLC	wc-11928HU	10/6/2021	11/5/2021	261	-	-	-	-	261
Honest History Co	8260	9/30/2021	10/30/2021	-	75	-	-	-	75
Honest History Co	8265	10/1/2021	10/31/2021	24	-	-	-	-	24
Institute for Excellence in Writing	835175	10/5/2021	11/4/2021	53	-	-	-	-	53
Institute for Excellence in Writing	835176	10/5/2021	11/4/2021	77	-	-	-	-	77
Institute for Excellence in Writing	836301	10/11/2021	11/10/2021	194	-	-	-	-	194
Institute for Excellence in Writing	838522	10/22/2021	11/21/2021	303	-	-	-	-	303
Jabbergym	14093	10/5/2021	11/4/2021	404	-	-	-	-	404
Juina Carter	CART102121	10/21/2021	10/21/2021	-	200	-	-	-	200
K3 Syncopation, LLC	100	9/21/2021	10/21/2021	-	350	-	-	-	350
Kitchen Stewardship LLC	390	9/6/2021	10/6/2021	-	150	-	-	-	150
KiwiCo, Inc	AUG-21-WINSHIP-2	8/31/2021	10/15/2021	-	2,273	-	-	-	2,273
KiwiCo, Inc	OCT-21-WINSHIP-1	10/15/2021	11/29/2021	331	-	-	-	-	331
KiwiCo, Inc	SEP-21-WINSHIP-1	9/15/2021	10/30/2021	-	607	-	-	-	607
KiwiCo, Inc	SEP-21-WINSHIP-2	9/30/2021	11/14/2021	342	-	-	-	-	342
Kovar's Satori Academy of Martial Arts and Fitness Elk G	BAUGHAUG21	10/22/2021	11/21/2021	416	-	-	-	-	416
Kovar's Satori Academy of Martial Arts and Fitness Elk G	BAUGHSEPOCT21	10/22/2021	11/21/2021	832	-	-	-	-	832
Law Office of Jennifer McQuarrie	3283	10/5/2021	10/5/2021	-	22	-	-	-	22
Law Offices of Young, Minney, & Corr, LLP	73364	10/7/2021	11/6/2021	153	-	-	-	-	153
Learning Without Tears	INV127806	9/30/2021	10/30/2021	-	29	-	-	-	29
LEGO Education	1190485451	10/21/2021	12/20/2021	124	-	-	-	-	124
Lena's Simple Music	20	10/21/2021	11/20/2021	240	-	-	-	-	240
Lena's Simple Music	30	10/21/2021	11/20/2021	240	-	-	-	-	240
Little Passports	117117878	9/15/2021	10/15/2021	-	167	-	-	-	167
Little Passports	117235331	9/30/2021	10/30/2021	-	218	-	-	-	218
Little Passports	117235333	9/30/2021	10/30/2021	-	218	-	-	-	218
Math-U-See Inc.	0728432-IN	8/23/2021	10/22/2021	-	199	-	-	-	199
Math-U-See Inc.	0734428-IN	9/10/2021	11/9/2021	100	-	-	-	-	100
Math-U-See Inc.	0739482-IN	10/5/2021	12/4/2021	268	-	-	-	-	268
Math-U-See Inc.	0742162-IN	10/22/2021	12/21/2021	199	-	-	-	-	199
Math-U-See Inc.	0742165-IN	10/22/2021	12/21/2021	224	-	-	-	-	224
MEL Science U.S. LLC	JA2021093004	9/30/2021	10/30/2021	-	226	-	-	-	226
Miaplaza Inc.	3352	10/18/2021	11/17/2021	198	-	-	-	-	198
Miaplaza Inc.	3354	10/21/2021	11/20/2021	198	-	-	-	-	198
Miaplaza Inc.	3355	10/21/2021	11/20/2021	198	-	-	-	-	198
Moving Beyond the Page	259207	9/5/2021	10/5/2021	-	313	-	-	-	313
Moving Beyond the Page	259540	9/9/2021	10/9/2021	-	495	-	-	-	495
Moving Beyond the Page	260884	9/23/2021	10/23/2021	-	503	-	-	-	503
Moving Beyond the Page	261429	9/30/2021	10/30/2021	-	492	-	-	-	492

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Moving Beyond the Page	261433	9/30/2021	10/30/2021	-	627	-	-	-	627
Moving Beyond the Page	261454	10/1/2021	10/31/2021	728	-	-	-	-	728
Moving Beyond the Page	261645	10/5/2021	11/4/2021	488	-	-	-	-	488
Moving Beyond the Page	261652	10/5/2021	11/4/2021	99	-	-	-	-	99
Moving Beyond the Page	261916	10/11/2021	11/10/2021	492	-	-	-	-	492
Moving Beyond the Page	261938	10/11/2021	11/10/2021	750	-	-	-	-	750
Mystery Science Inc.	159425	10/19/2021	11/18/2021	89	-	-	-	-	89
Natalya Tuzlov	1	10/12/2021	11/11/2021	350	-	-	-	-	350
Nick Wavrin	WAVR102121	10/21/2021	10/21/2021	-	200	-	-	-	200
Oak Meadow Inc.	125217	9/13/2021	10/13/2021	-	966	-	-	-	966
Oak Meadow Inc.	125463	9/16/2021	10/16/2021	-	443	-	-	-	443
Oak Meadow Inc.	125465	9/16/2021	10/16/2021	-	488	-	-	-	488
Oak Meadow Inc.	126416	10/4/2021	11/3/2021	25	-	-	-	-	25
Oak Meadow Inc.	126601	10/8/2021	11/7/2021	85	-	-	-	-	85
Olga Petrenko	297	9/29/2021	10/29/2021	-	210	-	-	-	210
Olga Petrenko	298	9/29/2021	10/29/2021	-	210	-	-	-	210
On The GO Academy	Fall 2021-34	9/25/2021	10/28/2021	-	600	-	-	-	600
Procopio, Cory, Hargreaves & Savitch LLP	768569	9/9/2021	10/9/2021	-	554	-	-	-	554
Procopio, Cory, Hargreaves & Savitch LLP	772822	10/8/2021	11/7/2021	1,505	-	-	-	-	1,505
Provenance	5019	5/13/2021	6/14/2021	-	-	-	-	4,220	4,220
Providence Speech and Hearing Center	1513A	8/18/2020	8/18/2020	-	-	-	-	(4)	(4)
R&D Educational Systems	12487	10/1/2021	10/31/2021	318	-	-	-	-	318
Rainbow Resource Center	4600637	9/6/2021	10/6/2021	-	34	-	-	-	34
Rainbow Resource Center	4604508	9/8/2021	10/8/2021	-	203	-	-	-	203
Rainbow Resource Center	4604517	9/8/2021	10/8/2021	-	51	-	-	-	51
Rainbow Resource Center	4604526	9/8/2021	10/8/2021	-	15	-	-	-	15
Rainbow Resource Center	4604550	9/8/2021	10/7/2021	-	85	-	-	-	85
Rainbow Resource Center	4604570	9/8/2021	10/8/2021	-	59	-	-	-	59
Rainbow Resource Center	4604579	9/8/2021	10/8/2021	-	15	-	-	-	15
Rainbow Resource Center	4604587	9/8/2021	10/8/2021	-	41	-	-	-	41
Rainbow Resource Center	4604616	9/8/2021	10/8/2021	-	55	-	-	-	55
Rainbow Resource Center	4615340	9/21/2021	10/21/2021	-	35	-	-	-	35
Rainbow Resource Center	4623550	10/4/2021	11/3/2021	174	-	-	-	-	174
Rainbow Resource Center	4623552	10/4/2021	11/3/2021	17	-	-	-	-	17
Rainbow Resource Center	4623745	10/4/2021	11/3/2021	52	-	-	-	-	52
Rainbow Resource Center	4623749	10/4/2021	11/3/2021	115	-	-	-	-	115
Rainbow Resource Center	4623753	10/4/2021	11/3/2021	99	-	-	-	-	99
Rainbow Resource Center	4623754	10/4/2021	11/3/2021	46	-	-	-	-	46
Rainbow Resource Center	4623755	10/4/2021	11/3/2021	91	-	-	-	-	91
Rainbow Resource Center	4631078	10/14/2021	11/13/2021	203	-	-	-	-	203
Rainbow Resource Center	4631883	10/15/2021	11/14/2021	182	-	-	-	-	182
Rainbow Resource Center	4631886	10/15/2021	11/14/2021	183	-	-	-	-	183
Rainbow Resource Center	4634445	10/19/2021	11/18/2021	61	-	-	-	-	61
Roseville Community School	6565	10/21/2021	10/21/2021	-	300	-	-	-	300

## Winship Community School

## AP Aging

October 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Due Date	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Roseville Community School	6566	10/21/2021	10/21/2021	-	1,500	-	-	-	1,500
Sacramento Ballet	2021-2200CD	10/4/2021	11/3/2021	25	-	-	-	-	25
Sacramento Ballet	2021-220CD	10/4/2021	11/3/2021	250	-	-	-	-	250
Sacramento Ballet	2021-2210CD	10/4/2021	11/3/2021	25	-	-	-	-	25
Sacramento Ballet	2021-221CD	10/4/2021	11/3/2021	250	-	-	-	-	250
School Pathways, LLC	140-INV2453	8/31/2021	9/30/2021	-	-	213	-	-	213
School Pathways, LLC	140-INV2517	9/30/2021	10/30/2021	-	2,288	-	-	-	2,288
School Pathways, LLC	140-INV2686	10/7/2021	11/6/2021	5,980	-	-	-	-	5,980
Sequoia Grove Charter Alliance	6185	10/12/2021	10/12/2021	-	36	-	-	-	36
Sequoia Grove Charter Alliance	6212	10/18/2021	10/18/2021	-	50	-	-	-	50
Sequoia Grove Charter Alliance	6216	10/18/2021	10/18/2021	-	153	-	-	-	153
Sequoia Grove Charter Alliance	6220	10/18/2021	10/18/2021	-	171	-	-	-	171
Sequoia Grove Charter Alliance	6224	10/11/2021	10/11/2021	-	369	-	-	-	369
Singapore Math, Inc.	442607	10/1/2021	10/31/2021	105	-	-	-	-	105
Singapore Math, Inc.	442971	10/5/2021	11/4/2021	131	-	-	-	-	131
Singapore Math, Inc.	443540	10/11/2021	11/10/2021	106	-	-	-	-	106
Specialized Therapy Services Inc	WSCS01-0921	9/30/2021	11/9/2021	248	-	-	-	-	248
Starfall Education Foundation	6966-8368-9347	9/7/2021	10/7/2021	-	35	-	-	-	35
Steve Wallen Swim School - EDH	101421	10/14/2021	11/13/2021	735	-	-	-	-	735
Studies Weekly	404206	10/13/2021	9/11/2021	-	-	65	-	-	65
Studies Weekly	416482	9/20/2021	10/19/2021	-	32	-	-	-	32
Studies Weekly	419163	10/4/2021	11/2/2021	32	-	-	-	-	32
Studies Weekly	419164	10/4/2021	11/2/2021	32	-	-	-	-	32
Studies Weekly	420367	10/13/2021	11/11/2021	32	-	-	-	-	32
Studies Weekly	420455	10/13/2021	11/11/2021	32	-	-	-	-	32
Talkbox.Mom, Inc.	555179	9/10/2021	10/10/2021	-	86	-	-	-	86
Teacher Synergy, LLC	169513063	10/18/2021	11/8/2021	11	-	-	-	-	11
The Curiosity Collective	1184	9/27/2021	10/27/2021	-	65	-	-	-	65
Think Outside LLC	120699	10/8/2021	11/7/2021	327	-	-	-	-	327
Timberdoodle.com	370713	8/19/2021	10/18/2021	-	236	-	-	-	236
Timberdoodle.com	370714	8/19/2021	10/18/2021	-	114	-	-	-	114
Timberdoodle.com	370715	8/19/2021	10/18/2021	-	446	-	-	-	446
Timberdoodle.com	370716	8/19/2021	10/18/2021	-	221	-	-	-	221
Timberdoodle.com	370740	8/19/2021	10/18/2021	-	294	-	-	-	294
Timberdoodle.com	370837	8/20/2021	10/19/2021	-	261	-	-	-	261
Timberdoodle.com	371938	8/31/2021	10/30/2021	-	77	-	-	-	77
Timberdoodle.com	371940	8/31/2021	10/30/2021	-	143	-	-	-	143
Timberdoodle.com	371951	8/31/2021	10/30/2021	-	533	-	-	-	533
Timberdoodle.com	373959	9/15/2021	11/14/2021	533	-	-	-	-	533
Time4Learning	4369652	9/30/2021	10/30/2021	-	105	-	-	-	105
Vadim Geletyuk	10v	10/10/2021	11/9/2021	300	-	-	-	-	300
Voice Academy	169	10/1/2021	10/15/2021	-	165	-	-	-	165
Voice Academy	170	10/1/2021	10/15/2021	-	165	-	-	-	165
Wild Roots Learning Center	615199267	10/20/2021	11/19/2021	65	-	-	-	-	65

**Winship Community School****AP Aging**

October 31, 2021

Vendor Name	Invoice/Credit Number	Invoice Date	Due Date	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
WriteShop	21-0941	9/8/2021	10/8/2021	-	135	-	-	-	135
WriteShop	21-0984	9/19/2021	10/19/2021	-	58	-	-	-	58
<b>Total Outstanding Payables in October</b>				<b>\$ 43,388</b>	<b>\$ 25,954</b>	<b>\$ 277</b>	<b>\$ -</b>	<b>\$ 5,137</b>	<b>\$ 74,756</b>

**Winship Community School****Budget vs Actual**

For the period ended October 31, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 84,124	\$ 83,730	\$ 394	\$ 177,594	\$ 176,764	\$ 830	\$ 2,507,128
Education Protection Account	5,368	14,400	(9,032)	5,368	14,400	(9,032)	57,600
State Aid - Prior Year	-	-	-	302	-	302	-
In Lieu of Property Taxes	5,593	5,421	172	18,176	17,618	558	182,612
Total State Aid - Revenue Limit	95,085	103,551	(8,466)	201,440	208,782	(7,342)	2,747,340
Federal Revenue							
Special Education - Entitlement	-	1,166	(1,166)	-	2,462	(2,462)	34,920
Title I, Part A - Basic Low Income	-	-	-	-	3,947	(3,947)	15,787
Title II, Part A - Teacher Quality	-	-	-	-	694	(694)	2,775
Other Federal Revenue	1,997	-	1,997	1,997	-	1,997	50,882
Prior Year Federal Revenue	(1,531)	-	(1,531)	847	-	847	-
Total Federal Revenue	466	1,166	(700)	2,844	7,103	(4,259)	104,364
Other State Revenue							
State Special Education	6,667	6,064	603	20,742	12,803	7,940	181,584
Mandated Cost	-	-	-	-	-	-	1,802
State Lottery	-	-	-	-	-	-	59,616
Prior Year Revenue	(32,214)	-	(32,214)	-	-	-	-
Other State Revenue	32,584	-	32,584	32,584	-	32,584	70,671
Total Other State Revenue	7,037	6,064	973	53,326	12,803	40,524	313,673
<b>Total Revenues</b>	<b>\$ 102,588</b>	<b>\$ 110,782</b>	<b>\$ (8,194)</b>	<b>\$ 257,610</b>	<b>\$ 228,687</b>	<b>\$ 28,923</b>	<b>\$ 3,165,377</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 64,081	\$ 68,480	\$ 4,399	\$ 243,408	\$ 273,919	\$ 30,511	\$ 821,758
Teachers' Extra Duty/Stipends	4,935	9,269	4,335	14,114	18,539	4,425	92,693
Pupil Support Salaries	5,270	-	(5,270)	20,412	-	(20,412)	-
Total Certificated Salaries	74,286	77,749	3,463	277,933	292,458	14,525	914,451
Classified Salaries							
Instructional Salaries	-	3,958	3,958	-	15,833	15,833	47,500
Support Salaries	5,593	6,232	638	20,664	24,927	4,262	74,780
Total Classified Salaries	5,593	10,190	4,597	20,664	40,760	20,096	122,280
Benefits							
State Teachers' Retirement System, certificated positions	12,297	12,455	159	46,068	46,852	784	146,495
Public Employees' Retirement System, classified positions	1,194	2,345	1,150	4,517	9,379	4,862	28,137
OASDI/Medicare/Alternative, certificated positions	346	632	286	1,267	2,527	1,260	7,581
Medicare/Alternative, certificated positions	1,138	1,275	137	4,241	4,832	590	15,033
Health and Welfare Benefits, certificated positions	4,822	10,000	5,178	28,230	40,000	11,770	120,000
State Unemployment Insurance, certificated positions	319	425	105	3,845	1,698	(2,147)	8,491
Workers' Compensation Insurance, certificated positions	623	1,231	608	(1,120)	4,665	5,785	14,514
Other Benefits, certificated positions	306	519	213	964	1,965	1,001	6,114
Total Benefits	21,045	28,881	7,836	88,012	111,918	23,905	346,365
Books & Supplies							
Textbooks and Core Materials	360	1,546	1,187	8,630	6,185	(2,445)	18,554
Books and Reference Materials	-	1,002	1,002	2,908	4,007	1,099	12,020
School Supplies	30,285	26,344	(3,941)	89,840	98,895	9,055	352,955
Software	17,948	5,828	(12,120)	45,471	23,313	(22,158)	69,940
Office Expense	11	1,125	1,114	202	4,500	4,298	13,500
Business Meals	-	42	42	-	167	167	500
Noncapitalized Equipment	313	8,744	8,431	25,659	32,827	7,168	117,158
Total Books & Supplies	48,917	44,631	(4,286)	172,709	169,893	(2,817)	584,628
Subagreement Services							
Special Education	3,503	16,183	12,681	10,471	64,733	54,263	194,200
Transportation	-	158	158	-	633	633	1,900
Other Educational Consultants	53,973	6,723	(47,250)	38,819	25,240	(13,579)	90,080
Instructional Services	10,252	10,303	51	53,309	41,210	(12,099)	123,630
Total Subagreement Services	67,728	33,368	(34,360)	102,598	131,816	29,218	409,811
Operations & Housekeeping							
Auto and Travel	-	-	-	361	-	(361)	-

**Winship Community School****Budget vs Actual**

For the period ended October 31, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Dues & Memberships	-	1,158	1,158	5,619	4,633	(986)	13,900
Insurance	3,029	4,167	1,138	12,488	16,667	4,179	50,000
Utilities	2,170	2,083	(86)	8,028	8,333	305	25,000
Miscellaneous Expense	(20,000)	-	20,000	-	-	-	-
Communications	-	867	867	367	3,467	3,099	10,400
Postage and Shipping	37	58	21	389	233	(156)	700
Total Operations & Housekeeping	(14,764)	8,333	23,097	27,252	33,333	6,081	100,000
Facilities, Repairs & Other Leases							
Repairs and Maintenance	294	250	(44)	734	1,000	266	3,000
Total Facilities, Repairs & Other Leases	294	250	(44)	734	1,000	266	3,000
Professional/Consulting Services							
Audit & Taxes	-	6,467	6,467	-	6,467	6,467	19,400
Legal	1,768	2,500	732	3,691	10,000	6,309	30,000
Professional Development	39	542	503	39	2,167	2,128	6,500
General Consulting	(18,150)	750	18,900	(17,250)	3,000	20,250	9,000
Special Activities/Field Trips	630	1,134	504	1,156	4,256	3,101	15,191
Bank Charges	711	1,425	714	2,490	5,700	3,210	17,100
Printing	-	33	33	-	133	133	400
Other Taxes and Fees	82	567	485	566	2,267	1,701	6,800
Payroll Service Fee	605	1,533	929	1,609	6,133	4,524	18,400
Management Fee	8,941	14,919	5,977	42,113	59,675	17,561	179,024
District Oversight Fee	2,853	3,107	254	6,034	6,263	229	82,420
Total Professional/Consulting Services	(2,522)	32,976	35,497	40,448	106,061	65,613	384,235
Depreciation							
Depreciation Expense	706	706	0	2,824	2,824	0	8,472
Total Depreciation	706	706	0	2,824	2,824	0	8,472
Interest							
Interest Expense	1,727	-	(1,727)	6,811	41,688	34,877	68,827
Total Interest	1,727	-	(1,727)	6,811	41,688	34,877	68,827
<b>Total Expenses</b>	<b>\$ 203,011</b>	<b>\$ 237,084</b>	<b>\$ 34,073</b>	<b>\$ 739,988</b>	<b>\$ 931,752</b>	<b>\$ 191,764</b>	<b>\$ 2,942,069</b>
<b>Change in Net Assets</b>	<b>(100,423)</b>	<b>(126,302)</b>	<b>25,879</b>	<b>(482,378)</b>	<b>(703,065)</b>	<b>220,687</b>	<b>223,309</b>
Net Assets, Beginning of Period	(499,304)			(117,349)			
<b>Net Assets, End of Period</b>	<b>\$ (599,727)</b>			<b>\$ (599,727)</b>			

**Winship Community School****Check Register**

For the period ended October 31, 2021

Check Number	Vendor Name	Check Date	Check Amount
10902	PenServ Plan Services, Inc.	10/1/2021	\$ 1,816.54
10903	Department of Motor Vehicles	10/1/2021	1.00
10904	Evan-Moor	10/1/2021	490.77
10905	Gravitas Publications, Inc.	10/1/2021	344.66
10906	Juina Carter	10/1/2021	300.00
10907	Law Office of Jennifer McQuarrie	10/1/2021	403.33
10908	Learning Without Tears	10/1/2021	9.99
10909	Live Education!	10/1/2021	489.90
10910	MEL Science U.S. LLC	10/1/2021	676.88
10911	Miaplaza Inc.	10/1/2021	160.00
10912	Moving Beyond the Page	10/1/2021	910.89
10913	Nick Wavrin	10/1/2021	300.00
10914	Studies Weekly	10/1/2021	64.54
10915	Voice Academy	10/1/2021	165.00
10916	Well Trained Mind Academy	10/1/2021	735.00
10917	Wonder Crate	10/1/2021	106.75
10918	Sutter County Schools	10/4/2021	1,578.44
10919	Sutter County Superintendent of Schools	10/4/2021	18,818.68
10920	School Pathways, LLC	10/5/2021	5,464.03
10921	PenServ Plan Services, Inc.	10/14/2021	613.88
10922	Art of Problem Solving	10/14/2021	156.24
10923	BookShark	10/14/2021	1,068.10
10924	Bright Thinker	10/14/2021	1,645.42
10925	Clark Pest Control of Stockton Inc	10/14/2021	110.00
10926	Department of Motor Vehicles	10/14/2021	1.00
10927	eat2explore	10/14/2021	129.75
10928	Highest Potential Therapy, Inc.	10/14/2021	337.50
10929	Learning Without Tears	10/14/2021	38.75
10930	Moving Beyond the Page	10/14/2021	1,068.31
10931	Oak Meadow Inc.	10/14/2021	1,439.31
10932	On The GO Academy	10/14/2021	500.00
10933	Singapore Math, Inc.	10/14/2021	118.53
10934	Teacher Synergy, LLC	10/14/2021	16.00
10935	Winship-Robbins Elementary School District	10/14/2021	1,848.75
10936	Franchise Tax Board	10/21/2021	517.62
10937	Sutter County Schools	10/18/2021	500.00
10938	Amazon Capital Services	10/21/2021	6.48
10939	Law Office of Jennifer McQuarrie	10/21/2021	88.00
10940	Franchise Tax Board	10/26/2021	517.62
10941	PenServ Plan Services, Inc.	10/26/2021	949.56
10942	A Brighter Child, Inc	10/28/2021	158.24
10943	BookShark	10/28/2021	979.77
10944	Bright Thinker	10/28/2021	465.48
10945	CBC Therapeutic Horseback Riding Academy	10/28/2021	200.00
10946	CharterSafe	10/28/2021	3,652.00
10947	Hands 4 Building, LLC	10/28/2021	152.99
10948	Institute for Excellence in Writing	10/28/2021	285.87
10949	KiwiCo, Inc	10/28/2021	404.67
10950	Lakeshore	10/28/2021	190.97
10951	Law Offices of Young, Minney, & Corr, LLP	10/28/2021	177.12
10952	Little Passports	10/28/2021	362.64
10953	Miaplaza Inc.	10/28/2021	198.00
10954	Moving Beyond the Page	10/28/2021	357.59
10955	Rainbow Resource Center	10/28/2021	1,166.63
10956	Studies Weekly	10/28/2021	65.14

**Winship Community School****Check Register****For the period ended October 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
10957	Teacher Synergy, LLC	10/28/2021	130.00
10958	Time4Learning	10/28/2021	25.00
10959	Total Education Solutions	10/28/2021	302.25
10960	Winship-Robbins Elementary School District	10/28/2021	6,136.37
ACH	The Advantage Group	10/1/2021	356.25
ACH	Amazon Capital Services	10/1/2021	213.91
ACH	Amazon Capital Services	10/1/2021	89.76
ACH	Amazon Capital Services	10/1/2021	32.84
ACH	Amazon Capital Services	10/1/2021	109.06
ACH	Amazon Capital Services	10/1/2021	181.23
ACH	Amazon Capital Services	10/1/2021	72.79
ACH	Amazon Capital Services	10/1/2021	89.49
ACH	Amazon Capital Services	10/1/2021	17.14
ACH	Amazon Capital Services	10/1/2021	137.52
ACH	Amazon Capital Services	10/1/2021	60.87
ACH	Amazon Capital Services	10/1/2021	683.41
ACH	Amazon Capital Services	10/1/2021	66.98
ACH	Amazon Capital Services	10/1/2021	138.36
ACH	Amazon Capital Services	10/1/2021	161.07
ACH	Amazon Capital Services	10/1/2021	18.81
ACH	Amazon Capital Services	10/1/2021	11.63
ACH	Clarksville Charter School	10/1/2021	6,064.12
ACH	Feather River Charter School	10/1/2021	12,512.08
ACH	Lake View Charter School	10/1/2021	4,632.50
ACH	Sequoia Grove Charter Alliance	10/1/2021	4,298.33
ACH	Sequoia Grove Charter Alliance	10/1/2021	10,251.67
ACH	Amazon Capital Services	10/1/2021	4.30
ACH	Sequoia Grove Charter Alliance	10/1/2021	400.00
ACH	Sequoia Grove Charter Alliance	10/1/2021	960.66
ACH	Sequoia Grove Charter Alliance	10/1/2021	3,375.80
ACH	Sequoia Grove Charter Alliance	10/1/2021	2,093.66
ACH	Sequoia Grove Charter Alliance	10/1/2021	75.78
ACH	Sequoia Grove Charter Alliance	10/1/2021	82.85
ACH	Amazon Capital Services	10/1/2021	15.45
ACH	Amazon Capital Services	10/1/2021	74.14
ACH	Amazon Capital Services	10/1/2021	35.40
ACH	Amazon Capital Services	10/1/2021	89.83
ACH	Amazon Capital Services	10/1/2021	381.12
ACH	Amazon Capital Services	10/1/2021	174.37
ACH	Amazon Capital Services	10/5/2021	23.68
ACH	Amazon Capital Services	10/5/2021	88.20
ACH	Amazon Capital Services	10/5/2021	14.76
ACH	Amazon Capital Services	10/5/2021	96.92
ACH	Amazon Capital Services	10/5/2021	11.80
ACH	Amazon Capital Services	10/5/2021	16.92
ACH	Amazon Capital Services	10/5/2021	12.93
ACH	Amazon Capital Services	10/5/2021	9.64
ACH	Amazon Capital Services	10/5/2021	55.31
ACH	Amazon Capital Services	10/5/2021	103.67
ACH	Amazon Capital Services	10/5/2021	24.01
ACH	Amazon Capital Services	10/5/2021	51.23
ACH	Amazon Capital Services	10/5/2021	13.92
ACH	Amazon Capital Services	10/5/2021	83.35
ACH	Amazon Capital Services	10/5/2021	9.44
ACH	Amazon Capital Services	10/5/2021	4.30



**Winship Community School****Check Register****For the period ended October 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
ACH	Amazon Capital Services	10/5/2021	190.39
ACH	Amazon Capital Services	10/5/2021	25.72
ACH	Amazon Capital Services	10/5/2021	87.24
ACH	Amazon Capital Services	10/5/2021	56.62
ACH	Amazon Capital Services	10/5/2021	2.28
ACH	Amazon Capital Services	10/5/2021	45.65
ACH	Amazon Capital Services	10/5/2021	246.72
ACH	Amazon Capital Services	10/5/2021	6.45
ACH	Amazon Capital Services	10/5/2021	8.50
ACH	Amazon Capital Services	10/5/2021	37.59
ACH	Amazon Capital Services	10/5/2021	165.33
ACH	Amazon Capital Services	10/5/2021	18.07
ACH	Sequoia Grove Charter Alliance	10/5/2021	735.00
ACH	Sequoia Grove Charter Alliance	10/5/2021	8,600.00
ACH	Sequoia Grove Charter Alliance	10/5/2021	18.00
ACH	Sequoia Grove Charter Alliance	10/5/2021	79.64
ACH	Sequoia Grove Charter Alliance	10/5/2021	42.00
ACH	Sequoia Grove Charter Alliance	10/5/2021	313.28
ACH	Sequoia Grove Charter Alliance	10/5/2021	254.04
ACH	Divvy Pay	10/6/2021	1,818.05
ACH	Employment Development Department (EDD)	10/12/2021	192.39
ACH	Employment Development Department (EDD)	10/12/2021	1,586.80
ACH	Internal Revenue Service	10/12/2021	3,326.35
ACH	Wells Fargo Bank	10/12/2021	711.09
ACH	Divvy Pay	10/13/2021	289.71
ACH	The Advantage Group	10/14/2021	356.25
ACH	Divvy Pay	10/20/2021	706.03
ACH	Amazon Capital Services	10/21/2021	181.99
ACH	Amazon Capital Services	10/21/2021	6.45
ACH	Amazon Capital Services	10/21/2021	418.97
ACH	Amazon Capital Services	10/21/2021	128.22
ACH	Amazon Capital Services	10/21/2021	14.35
ACH	Amazon Capital Services	10/21/2021	23.79
ACH	Amazon Capital Services	10/21/2021	6.45
ACH	Amazon Capital Services	10/21/2021	148.59
ACH	Amazon Capital Services	10/21/2021	206.60
ACH	Amazon Capital Services	10/21/2021	14.35
ACH	Amazon Capital Services	10/21/2021	17.88
ACH	Amazon Capital Services	10/21/2021	12.90
ACH	Amazon Capital Services	10/21/2021	20.89
ACH	Amazon Capital Services	10/21/2021	119.34
ACH	Amazon Capital Services	10/21/2021	13.03
ACH	Amazon Capital Services	10/21/2021	106.33
ACH	Amazon Capital Services	10/21/2021	85.79
ACH	Amazon Capital Services	10/21/2021	41.80
ACH	Amazon Capital Services	10/21/2021	73.21
ACH	Amazon Capital Services	10/21/2021	106.78
ACH	Amazon Capital Services	10/21/2021	7.53
ACH	Amazon Capital Services	10/21/2021	226.38
ACH	Amazon Capital Services	10/21/2021	33.59
ACH	Amazon Capital Services	10/21/2021	29.48
ACH	Amazon Capital Services	10/21/2021	95.64
ACH	Amazon Capital Services	10/21/2021	9.69
ACH	Amazon Capital Services	10/21/2021	137.67
ACH	Amazon Capital Services	10/21/2021	303.81

**Winship Community School****Check Register****For the period ended October 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
ACH	Amazon Capital Services	10/21/2021	187.30
ACH	Amazon Capital Services	10/21/2021	96.81
ACH	Amazon Capital Services	10/21/2021	60.01
ACH	Amazon Capital Services	10/21/2021	88.12
ACH	Amazon Capital Services	10/21/2021	59.48
ACH	Amazon Capital Services	10/21/2021	64.36
ACH	Amazon Capital Services	10/21/2021	200.15
ACH	Amazon Capital Services	10/21/2021	12.27
ACH	Amazon Capital Services	10/21/2021	125.06
ACH	Amazon Capital Services	10/21/2021	51.56
ACH	Amazon Capital Services	10/21/2021	17.31
ACH	Amazon Capital Services	10/21/2021	323.70
ACH	Amazon Capital Services	10/21/2021	7.26
ACH	Amazon Capital Services	10/21/2021	44.35
ACH	Amazon Capital Services	10/21/2021	90.05
ACH	Amazon Capital Services	10/21/2021	19.25
ACH	Amazon Capital Services	10/21/2021	93.75
ACH	Amazon Capital Services	10/21/2021	146.31
ACH	Amazon Capital Services	10/21/2021	13.57
ACH	Sequoia Grove Charter Alliance	10/21/2021	4,309.61
ACH	Sequoia Grove Charter Alliance	10/21/2021	301.93
ACH	The Advantage Group	10/26/2021	356.25
ACH	Employment Development Department (EDD)	10/26/2021	119.89
ACH	Employment Development Department (EDD)	10/26/2021	1,557.88
ACH	Internal Revenue Service	10/26/2021	3,409.78
ACH	Divvy Pay	10/27/2021	2,803.92
ACH	Amazon Capital Services	10/28/2021	106.25
ACH	Amazon Capital Services	10/28/2021	89.57
ACH	Amazon Capital Services	10/28/2021	701.22
ACH	Amazon Capital Services	10/28/2021	132.40
ACH	Amazon Capital Services	10/28/2021	173.47
ACH	Amazon Capital Services	10/28/2021	132.98
ACH	Amazon Capital Services	10/28/2021	49.94
ACH	Amazon Capital Services	10/28/2021	62.77
ACH	Amazon Capital Services	10/28/2021	47.80
ACH	Amazon Capital Services	10/28/2021	45.02
ACH	Amazon Capital Services	10/28/2021	69.92
ACH	Amazon Capital Services	10/28/2021	335.69
ACH	Amazon Capital Services	10/28/2021	36.06
ACH	Amazon Capital Services	10/28/2021	60.34
ACH	Amazon Capital Services	10/28/2021	36.78
ACH	Amazon Capital Services	10/28/2021	111.49
ACH	Amazon Capital Services	10/28/2021	39.97
ACH	Amazon Capital Services	10/28/2021	6.45
ACH	Amazon Capital Services	10/28/2021	5.96
ACH	Amazon Capital Services	10/28/2021	124.97
ACH	Amazon Capital Services	10/28/2021	10.99
ACH	Amazon Capital Services	10/28/2021	84.97
ACH	Amazon Capital Services	10/28/2021	33.48
ACH	Amazon Capital Services	10/28/2021	126.33
ACH	Amazon Capital Services	10/28/2021	26.93
ACH	Amazon Capital Services	10/28/2021	33.43
ACH	Amazon Capital Services	10/28/2021	28.26
ACH	Amazon Capital Services	10/28/2021	307.84
ACH	Amazon Capital Services	10/28/2021	110.10

**Winship Community School*****Check Register*****For the period ended October 31, 2021**

Check Number	Vendor Name	Check Date	Check Amount
ACH	Charter Impact, Inc.	10/28/2021	4,643.00
ACH	Charter Impact, Inc.	10/28/2021	35.26
ACH	Charter Impact, Inc.	10/28/2021	419.50
ACH	Sequoia Grove Charter Alliance	10/28/2021	10,251.67
ACH	Sequoia Grove Charter Alliance	10/28/2021	4,298.33
ACH	Sequoia Grove Charter Alliance	10/28/2021	281.12
ACH	Sequoia Grove Charter Alliance	10/28/2021	92.00
ACH	Sequoia Grove Charter Alliance	10/28/2021	167.72
ACH	Sequoia Grove Charter Alliance	10/28/2021	187.50
ACH	Sequoia Grove Charter Alliance	10/28/2021	3,375.80
ACH	Sequoia Grove Charter Alliance	10/28/2021	75.78
ACH	Sequoia Grove Charter Alliance	10/28/2021	770.97
ACH	Sequoia Grove Charter Alliance	10/28/2021	1,350.74
ACH	Employment Development Department (EDD)	10/28/2021	79.40
ACH	State Board of Equalization	10/28/2021	81.00

**Total Disbursements in October \$ 174,813.00**

## Winship Community School

*Due (To)/From All Inspire Charter School Locations*

*For the period ending October 31, 2021*

9180 Due (to)/from Inspire Charter Services

<u>Account Balance</u>	
\$	(296,892.69)
<hr/>	
\$	(296,892.69)

**Winship Community School****Statement of Cash Flows****For the period ended October 31, 2021**

	<b>Month Ended 10/31/21</b>	<b>YTD Ended 10/31/21</b>
<b>Cash Flows from Operating Activities</b>		
Change in Net Assets	\$ (100,423)	\$ (482,378)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	706	2,824
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	126,190	206,301
Grants, Contributions & Pledges Receivable	(110,605)	152,177
Prepaid Expenses	(17,130)	(6,355)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	(14,427)	15,358
Accrued Expenses	(1,999)	41,323
Deferred Revenue	(836)	(17,184)
<b>Total Cash Flows from Operating Activities</b>	<b>(118,524)</b>	<b>(87,934)</b>
 Change in Cash & Cash Equivalents	 (118,524)	 (87,934)
Cash & Cash Equivalents, Beginning of Period	122,864	92,274
 <b>Cash and Cash Equivalents, End of Period</b>	 <b>\$ 4,340</b>	 <b>\$ 4,340</b>

**Winship Community School****Statement of Financial Position****October 31, 2021**

	<b>Current Balance</b>	<b>Beginning Year Balance</b>	<b>YTD Change</b>	<b>YTD % Change</b>
<b>Assets</b>				
<b>Current Assets</b>				
Unrestricted Cash	\$ (13,812)	\$ 92,274	\$ (106,086)	-115%
Restricted Cash	18,152	-	18,152	0%
Total Cash & Cash Equivalents	4,340	92,274	(87,934)	-95%
Accounts Receivable	-	27,782	(27,782)	-100%
Public Funding Receivables	158,051	364,351	(206,301)	-57%
Factored Receivables	(395,000)	(270,605)	(124,395)	46%
Due To/From Related Parties	(296,893)	(296,893)	-	0%
Prepaid Expenses	52,276	45,921	6,355	14%
<b>Total Current Assets</b>	<b>(477,226)</b>	<b>(37,169)</b>	<b>(440,057)</b>	<b>1184%</b>
<b>Long-Term Assets</b>				
Property & Equipment, Net	18,355	21,179	(2,824)	-13%
Deposits	30,000	30,000	-	0%
<b>Total Long Term Assets</b>	<b>48,355</b>	<b>51,179</b>	<b>(2,824)</b>	<b>-6%</b>
<b>Total Assets</b>	<b>\$ (428,871)</b>	<b>\$ 14,011</b>	<b>\$ (442,881)</b>	<b>-3161%</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ 74,756	\$ 59,398	\$ 15,358	26%
Accrued Liabilities	77,948	36,626	41,323	113%
Deferred Revenue	18,152	35,336	(17,184)	-49%
<b>Total Current Liabilities</b>	<b>170,856</b>	<b>131,360</b>	<b>39,496</b>	<b>30%</b>
<b>Total Liabilities</b>	<b>170,856</b>	<b>131,360</b>	<b>39,496</b>	<b>30%</b>
<b>Total Net Assets</b>	<b>(599,727)</b>	<b>(117,349)</b>	<b>(482,378)</b>	<b>411%</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ (428,871)</b>	<b>\$ 14,011</b>	<b>\$ (442,881)</b>	<b>-3161%</b>

# Cover Sheet

## Shared Staff Memorandum of Understanding Update

**Section:** II. Finances  
**Item:** B. Shared Staff Memorandum of Understanding Update  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
MOU Actuals Board Packet 21.22 - Shared Staff.pdf  
DOCS-#4503180-v1-North Schools MOU for Shared Services 2021-22 - signed.pdf



## MEMORANDUM OF UNDERSTANDING FOR SHARED PERSONNEL SERVICES

This Memorandum of Understanding for Shared Personnel Services and Resources ("**MOU**") is entered into as of July 1, 2021 ("**Effective Date**") by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a "**Party**" or collectively as the "**Parties**" to this MOU: Winship Community School, Feather River Charter School, Clarksville Charter School, and Lake View Charter School.

**WHEREAS**, Winship Community School operates a public charter school named Winship Community School, Feather River Charter School operates a public charter school named Feather River Charter School, Clarksville Charter School operates a public charter school named Clarksville Charter School, and Lake View Charter School operates a public charter school named Lake View Charter School (each a "**School**" or collectively the "**Schools**");

**WHEREAS**, Schools are nonclassroom-based public charter schools using the same educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student;

**WHEREAS**, each School employs certificated teachers designated as having the responsibility for the general supervision of their students' independent study pursuant to Education Code § 51747.5(a);

**WHEREAS**, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

**WHEREAS**, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to equitably and appropriately allocate and document costs among the Parties according to the terms and conditions set forth in this MOU.

**NOW, THEREFORE**, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

1. **Shared Personnel.** During the term of this MOU, the Parties shall coordinate with each other for shared personnel ("**Shared Personnel**") to perform the educational services described in Attachment A (the "**Services**") under the terms and conditions set forth herein. All shared personnel shall be documented between the Lessor and Lessee Schools, as defined herein, pursuant to Attachment B as outlined in a written process to be mutually agreed upon between the parties. No third party shall have the authority to unilaterally impose the sharing of personnel between the Parties.

2. **Lessor and Lessee Schools.** The Parties acknowledge each School may both (i) employ an individual who will provide Services to another School; and (ii) receive Services from an individual employed by another School. The term "**Lessor**" refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term "**Lessee**" refers to a School receiving Services from another School's employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor and Lessee under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a Lessor and/or Lessee. Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this

MOU shall not terminate the Shared Personnel's employment relationship with the Lessor. Lessees are not, and nothing in this MOU shall cause Lessees to become third party beneficiaries to Lessor's employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

3. **Allocation.** Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share using the formulas set forth in Attachment A (the "**Allocation**"), as it may be adjusted from time to time by written agreement of the Parties. The Allocation shall be assessed at the intervals set forth in Attachment A during the Term of this MOU and upon termination as set forth in Section 8.

4. **Allocation of Services.** Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. **Allocation of Fees and Expenses.** As consideration for the Services provided by Shared Personnel, each Lessee shall pay to Lessor the fees and expenses set forth herein.

a. **Fees.** Each Lessee shall pay to Lessor a fee that is calculated based on their Allocation of the annual total cost incurred by Lessor in employing the Shared Personnel as set forth in Attachment C (including total gross wages, benefits, workers' compensation costs, statutory benefits, retirement benefit system contributions, and employment taxes). The total cost shall be fixed as of the date of execution of this MOU and may thereafter be subject to change only with the agreement of all Parties. Any such changes, notating the effective date, shall be memorialized by the Parties in Attachment C, which may be updated as a matter of contract administration without the need for a formal amendment to this MOU.

b. **Expenses.** Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be divided by relative Allocation between those Parties on whose behalf the expenses were incurred. Expenses in excess of \$1,000.00 must be approved in advance by the affected Parties. To the extent such expenses are not incorporated in the total costs outlined in Attachment C, invoices for expenses shall be sent within thirty (30) days of payment to Shared Personnel and shall include copies of supporting documentation (e.g. receipts).

c. **Invoicing.** Each Party shall invoice the other Parties monthly for all fees and expenses incurred ("Monthly Invoice"). Each Monthly Invoice shall contain a brief description of the method by which the fees and expenses were calculated.

d. **Payment Terms.** Payment is due thirty (30) days from the date of delivery of the Monthly Invoice.

e. **Disputes.** Any disputes concerning invoices must be directed to the Lessor in writing within thirty (30) days after receipt of the Monthly Invoice. Lessor shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations.

**6. Lessor Responsibilities:** In addition to any other promises and covenants identified herein, Lessor shall have the following responsibilities under this MOU:

*a.* Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.

*b.* Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.

*c.* Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.

*a.* Work cooperatively with Lessee to ensure compliance with all applicable wage and hour laws for nonexempt Shared Personnel, including, but not limited to, providing work schedules (including compliant scheduled meal and rest periods) to Shared Personnel and timely paying Shared Personnel for all overtime and meal and rest period premiums, if applicable, and providing accurate wage statements.

*b.* Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7), sex offense as defined by Education Code § 44010, or a controlled substance offense (as defined by Education Code § 44011); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.

*c.* Supervise and evaluate Shared Personnel and make and implement, in its sole discretion, all employment-related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.

*d.* Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.

*e.* Assuming Lessor participates in CalSTRS or CalPERS, the Parties acknowledge Shared Personnel are employees of the Lessor for CalSTRS or CalPERS purposes.

*f.* If Lessee reports Shared Personnel misconduct to Lessor that violates Lessor or Lessee policies or procedures or law, Lessor shall promptly take corrective action which may include, but is not limited to, conducting an investigation, disciplining the individual, or terminating the individual and making good faith efforts to hire a replacement in accordance with Section 6(j).

*g.* If a Shared Personnel's employment ends with Lessor, Lessor shall make good faith efforts to replace the individual within thirty (30) days of termination, unless the other Parties provide written consent that a replacement for such individual is not necessary.

**2. Lessee Responsibilities:** In addition to any other promises and covenants identified

herein, each Lessee shall have the following responsibilities under this MOU:

- a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.
- b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.
- c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.
- d. Provide a safe working environment for Shared Personnel.
- e. Supervise and direct Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.
- f. Provide feedback to Lessor regarding the performance of Shared Personnel, including, but not limited to, reporting misconduct to Lessor by a Shared Personnel that violates Lessee policies or procedures or law.
- g. Work cooperatively with Lessor to ensure compliance with all applicable wage and hour laws for nonexempt Shared Personnel, including, but not limited to, ensuring that nonexempt Shared Personnel adhere to their schedule as provided by Lessor, including taking meal and rest periods, and ensuring nonexempt Shared Personnel accurately record/track all hours worked for Lessee. Lessee agrees to timely report to Lessor any non-compliant meal or rest periods and any overtime worked by nonexempt Shared Personnel while working on behalf of Lessee.

### **3. Term and Termination.**

- a. Term. The MOU is effective as of July 1, 2021 and shall remain in effect until June 30, 2022 (the "***Term***"). This MOU shall automatically terminate unless renewed in writing by the Parties. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.
- b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.
  - i. Material Breach. Any Party may terminate this MOU in the event of another Party's material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately. If termination pursuant to this section is based upon a failure to pay an invoice in a timely fashion as outlined in Section 5(d) then the nonpaid Party may terminate the agreement with the non paying Party if that material breach has not been remedied within ten (10) business days of written notification of the material breach.

- ii. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the winding up of that charter's business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.
- iii. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel's employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their employment agreement with Lessor, the terminating party shall be responsible for paying for severance, if any in the Shared Personnel's contract, up to two weeks of salary, or in the event of a termination by more than one Party, any such severance shall be paid according their relative Allocation.
- iv. Termination of Shared Personnel Arrangements. Any Lessor or Lessee may terminate a Shared Personnel arrangement for teachers or other instructional staff who directly support students at any time, with or without cause or advance notice. If a Lessor or Lessee seeks to terminate a Shared Personnel arrangement for an administrative staff position who does not typically directly serve students, Lessee and Lessor shall provide sixty (60) days' written notice to other Parties before such termination. If there are any disputes concerning termination of Shared Personnel arrangements, the Parties agree to meet and confer to seek a resolution in good faith.

**4. Intellectual Property; Work Product.** Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the intellectual property of another Party. A Party's use of another Party's intellectual property under this MOU shall not create any ongoing license or other right to continuing use of that intellectual property after the termination of this MOU. Upon termination of this MOU, the intellectual property of each Party in the possession of any other Party shall be returned and/or destroyed. Any work product created by or on behalf of a Party pursuant to this MOU, shall be and remain the property of that Party.

**5. Confidentiality.** Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to restricting access to Confidential Information, in order to reasonably protect the confidentiality of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

a. ***"Confidential Information"*** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.



b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed. Section 10 shall survive termination of this MOU.

**6. Student Information.** Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“*FERPA*”) and other applicable state and federal laws pertaining to student information and privacy.

a. To the extent necessary, the Lessor shall be designated as having a legitimate educational interest in accessing a Lessee’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor to access personally identifiable information from student education records from the Lessee as part of its performance of the Services. For purposes of this MOU, the term “personally identifiable information” (“*PII*”) means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Lessor shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee. Lessor shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

**7. Insurance.** Lessor shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessor’s performance under this MOU and the provision of Services by Shared Personnel:

a. California Workers' Compensation Insurance, insurance as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer’s Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.

b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).

c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence.

d. Professional Liability Insurance, which may also be called Educators Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.

e. Lessor will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the “***Additional Insureds***”) under the General Liability, Workers’ Compensation, Employment Practices and Professional Liability policies as specified above. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor’s insurance shall be primary as respects to Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessor’s insurance and shall not contribute to it.

f. Except for Workers’ Compensation and Professional Liability coverages Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. Lessor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.

g. At commencement of this MOU, and upon any renewal of this MOU, and upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language effecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessor’s obligation to provide them. Lessees reserve the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.

h. Lessor will provide thirty (30) days prior written notice to Lessee(s) in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) including the additional insured endorsements to Lessees at least ten (10) days prior to the expiration date.

i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessor must purchase “extended reporting” coverage for a minimum of five (5) years after completion of contract work if possible.

**8. Liability.** Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party’s obligations under this MOU.

**9. Indemnification.** Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, agents, and insurers from and against any liability, loss, claims, demands, damages, expenses, lawsuits and costs (including attorneys’ fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of duties under this MOU and/or negligence, wrongdoing or willful misconduct of that Party, including its employees (including Leased Personnel), officers, directors, and agents. In no event shall

any Party be required to defend, indemnify or hold harmless any other Party for its sole negligence, sole wrongdoing or singular willful misconduct.

This indemnification shall extend to claims occurring after this MOU is terminated as well as while it is in force. The indemnification and defense obligations set forth in this provision are separate and independent from the insurance provisions set forth in Section 12 herein; and do not limit, in any way, the applicability, scope, or obligations set forth in those insurance provisions.

**10. Assignment.** No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.

**11. Fiduciary Obligations.** The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.

**12. Dispute Resolution.** If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in El Dorado County, or another jurisdiction upon mutual agreement by the Parties in dispute, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.

**13. Notice.** All notices, requests, demands, or other communications (collectively “**Notice**”) given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

*To:*       Clarksville Charter School  
              ATTN: Board President  
              4818 Golden Foothills Parkway #9  
              El Dorado Hills, CA 95762  
              emily95661@gmail.com

*To:*       Feather River Charter School  
              ATTN: Board President  
              4305 South Meridian Road  
              Meridian, CA 95957-9647  
              dbrockmyer@hotmail.com

*To:*       Lake View Charter School  
              ATTN: Board President  
              4672 County Road N

Orland, CA 95963  
lindsay.mower@gmail.com

To: Winship Community School  
ATTN: Board President  
4305 South Meridian Road  
Meridian, CA 95957-9647  
dbrockmyer@hotmail.com

**14. Headings.** The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.

**15. Entire Agreement.** This MOU and all attachments, which are incorporated by reference, constitute the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU and is a final, complete and exclusive statement of the terms of the MOU.

**16. Amendments.** This MOU may be amended by the mutual written consent of all Parties.

**17. No Waiver.** No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

**18. Severability.** If any provision of this MOU is invalid or contravenes California law, such provision shall be severed and deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.

**19. Governing Law.** This MOU shall be governed by and interpreted under California law.

**20. Authority to Contract.** Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.

**21. Counterparts.** This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

**IN WITNESS WHEREOF,** the Parties execute this MOU as of the Effective Date above.

Clarksville Charter School, a California nonprofit  
public benefit corporation

**Signature:** Emily Allen  
Emily Allen (Jun 17, 2021 09:14 PDT)

**Email:** emily95661@gmail.com

Date: \_\_\_\_\_, 2021

Feather River Charter School, a California nonprofit  
public benefit corporation

**Signature:** David J. Brockmyer  
David J. Brockmyer (Jun 18, 2021 08:16 PDT)

**Email:** dbrockmyer@hotmail.com

Date: \_\_\_\_\_, 2021

Lake View Charter School, a California nonprofit  
public benefit corporation

**Signature:** Lindsay Mower  
Lindsay Mower (Jun 18, 2021 10:27 PDT)

**Email:** lindsay.mower@gmail.com

Its: \_\_\_\_\_

Date: \_\_\_\_\_, 2021

Winship Community School, a California nonprofit  
public benefit corporation

**Signature:** David J. Brockmyer  
David J. Brockmyer (Jun 22, 2021 13:45 PDT)

**Email:** dbrockmyer@hotmail.com

Its: \_\_\_\_\_

Date: \_\_\_\_\_, 2021



**ATTACHMENT A****Effective Date: July 1, 2021**

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between the Parties listed below. This Attachment A shall amend, replace and supersede any prior Attachment A between the Parties in their entirety.

**Description of Services:**

<b>Position</b>	<b>Director of Fiscal &amp; Educational Services</b>
<b>Description of Services</b>	<ul style="list-style-type: none"> <li>• Collaborates with Charter Executive Director(s) and instructional administrators to ensure that all schools and programs provide students with disabilities access to general education to the maximum extent possible, creating inclusive school communities.</li> <li>• Provide oversight overall management direction in the planning of the Special Education Services program objectives and implementation of general guidelines for individuals responsible for special education and related services.</li> <li>• Oversee special education budget and the maintenance of effort requirements.</li> <li>• Completes documentation for reporting information and data to comply with SELPA, state, and federal guidelines for programs (i.e. CDE and SELPA).</li> <li>• Represent the Charter in California Department of Education complaints and Due Process proceedings</li> <li>• Provide support leadership in the development and training related to educational programs appropriate to the needs of school personnel.</li> <li>• Serves as the Charter's representative to the California Department of Education, Office of Administrative Hearings, SELPA, and other agencies for the coordination of special education and other program services.</li> <li>• Assist with the development, facilitation, implementation and monitoring of State and Federal Program budgets/expenditures for each Charter including overseeing coding of expenditures</li> <li>• Collaborate with Administrative Team to ensure curriculum and programmatic alignment of categorical programs</li> <li>• Oversees fiscal resources from the general fund, special education allocations, and other sources for the purpose of fiscal efficiency and effectiveness in the provision of services.</li> <li>• Oversee the Shared Staff Memorandum of Understanding monthly billing process</li> <li>• Point of contact for the Charter Services Organization (CSO), contracted financial service agencies, and consultants.</li> <li>• Review School Accountability Report Cards (SARC) and Comprehensive School Safety Plans for compliance</li> <li>• Assist with development, implementation and evaluation of LCAPs</li> </ul>

Position	Director of Governance and Accountability
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Supervise and collaborate with Data Analyst on all projects and required reports, presentations, and documentation for the schools.</li> <li>• Organize and oversee school compliance required documents: SARC, Material Revisions, Charter Renewal, LCAP, BOP</li> <li>• Act as liaison between schools and authorizers and county offices of education</li> <li>• Maintain required oversight documents through sources such as Epicenter and DTS Vault</li> <li>• Work with auditors to provide requested documentation for annual audits</li> <li>• Maintain and update school safety plans &amp; parent, student, and staff handbooks</li> <li>• Provide support to CALPADs team and School Pathways</li> <li>• Work with team to provide governance support</li> </ul>

Position	Director of Curriculum & Assessment
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Organizes, directs and evaluates all employees in the department; sets goals for the department and directs testing administration programs; executes, monitors, and evaluates the progress of the programs.</li> <li>• Oversees Testing Coordinators in planning and implementing all state testing</li> <li>• Oversees EL Coordinator and designees in tracking, planning and implementing EL supports and ELPAC testing</li> <li>• Coordinates with Special Education and Student Support teams to align goals and programming to support student achievement</li> <li>• Provides support for promotion/retention process</li> <li>• In conjunction with the Assistant Director, oversee the enrichment specialist and enrichment decisions</li> <li>• In collaboration with the department and administrative team, evaluates, chooses and implements online all-access curriculum choices</li> </ul>

Position	Director of Professional Development & Instructional Support
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Oversee ITA's, staff evaluations &amp; help with staff and family situations</li> <li>• Help with Enrollment, Withdrawals, Student Assignments &amp; manage Teacher Tracker</li> <li>• Oversee Hiring/EdJoin, Employment Verification &amp; work with HR</li> <li>• Oversee Teacher Training Program &amp; Mentor Teacher Support</li> <li>• ITA Training &amp; Support</li> <li>• Professional Learning Communities</li> <li>• Plan and implement HST Professional Development &amp; Parent Education</li> <li>• Manage HST Handbook</li> </ul>

	<ul style="list-style-type: none"> <li>• Oversee Junior High Virtual Academy</li> <li>• Work with Teacher Trainer &amp; Mentor Teacher Team</li> <li>• Multicultural, Diversity, &amp; Inclusion</li> <li>• Meet with FLs, EOS, CC, NJHS/NHS, Field trips &amp; events</li> <li>• Oversee Community Connections</li> </ul>
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Position	Director of High School
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Oversee High School Staff: Counselors, HQTs,</li> <li>• Coordination and meeting with various high school teams: counseling, curriculum, virtual programs</li> <li>• Assist in maintenance of master spreadsheet tracking each student through High School, monitoring IGPs, accounting for special needs and ensuring progress to graduation</li> <li>• Assist counseling with mental health/social-emotional wellness for HS students &amp; development of CTE pathways and local career development resources</li> <li>• Assure compliance with authenticating agencies: federal student aid, social security including foster/homeless HS students</li> <li>• Oversight and maintenance of the HS course catalog, including coordination of outside curriculum resources and their compliance with UC/CSU and NCAA approvals</li> <li>• Hire teachers, set course schedule, create catalog, communicate with HSTs and families, coordinate enrollments</li> <li>• Maintain membership for each school with College Board for AP, PSAT and SAT, including accommodations for students with special needs</li> <li>• Lead the Graduation Committee</li> </ul>

Position	Assistant Director of High School
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Work with College Board for AP, PSAT and SAT/ACT</li> <li>• Oversee HSVA Program</li> <li>• Lead the guidance team.</li> <li>• Provide HSTs, the CTE/HS Curriculum Coordinator, guidance counselor, and guidance technician with additional support in high school related issues.</li> <li>• Manage the concurrent enrollment process for each school by creating college guides, policies, staff instructions, and tagging system.</li> <li>• Assist with graduation, diploma issuance and graduate withdrawal</li> <li>• Collaborate with the High School Director, High School Program Coordinator and CTE/HS Curriculum Coordinator to improve high school policies and procedures.</li> </ul>

	<ul style="list-style-type: none"> <li>Communicate with students, parents, and internal and external professionals within established timelines.</li> </ul>
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Position	Assistant Director of Instructional Support
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>Assist with the planning of leadership development opportunities and implementation of professional learning communities</li> <li>Finalize and send out weekly staff communication</li> <li>Support Instructional Team Advisors through weekly communication, office hours, and monthly leadership meetings</li> <li>Field calls and emails from Instructional Team Advisors</li> <li>Monitor and follow up with any non-compliance issues that arise with students or Homeschool Teachers</li> <li>Help oversee leadership contributions and/or adjunct duties</li> <li>Participate in Homeschool Teacher Evaluations</li> <li>Assist with student transfers and Teacher Assignments for new students, as needed</li> <li>Assist with hiring new Instructional Team Advisors, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assists as needed during the hiring/onboarding process</li> </ul>

Position	Assistant Director of Curriculum and Assessment
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>Supports Testing Coordinators and EL Coordinator in planning and implementing all internal assessments and state testing</li> <li>Coordinates tech needs with back office group</li> <li>Supports EL Coordinator and designees in implementation of EL programs and ELPAC testing</li> <li>Monitor achievement goals as they relate to LCAP and WASC</li> <li>Provides support for promotion/retention process</li> <li>In conjunction with the Director, oversee the enrichment specialist and enrichment decisions</li> <li>In collaboration with the department and administrative team, evaluates, chooses and implements online all-access curriculum choices</li> </ul>

Position	Assistant Director of Educational Services
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>Provide leadership in developing, implementing, evaluating and revising charter school programs and services as assigned by the Director of Educational Services.</li> <li>Supports special education, 504, SST and MTSS practices, policies, personnel</li> </ul>

	<ul style="list-style-type: none"> <li>• Supports the Director of Educational Services with legal, mediation and disciplinary issues related to special education and 504's</li> <li>• Provide supervision, consultation and information regarding laws, policies and procedures to special education and student support department staff.</li> <li>• Oversees special education, 504, SST and MTSS data systems, management, state and federal reporting.</li> </ul>
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Position	High School Virtual Programs Administrator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Implement High School programs: HSVA, Textbook and Edgenuity</li> <li>• Oversee program development in participating regions</li> <li>• Develop course descriptions, schedule and catalog</li> <li>• Observe and evaluate teacher performance</li> <li>• Respond to parent questions/concerns</li> <li>• HST education regarding locally-based programs</li> <li>• Assist HQTs with monitoring student compliance</li> <li>• Work with student support and language services to create a plan to serve sub-groups &amp; work with the SPED department to create a functioning plan to test SPED students</li> </ul>

Position	TK-8 Program Administrator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Oversee academic, enrichment, and community program development and growth for TK-8 grade students</li> <li>• Interview, hire, and coach Program Coordinators</li> <li>• Develop and market new program offerings</li> <li>• Assist coordinators with the planning and development of academic courses, enrichment activities, field trips, events, and parent education</li> <li>• Provide support through regular communication, office hours, and scheduled meetings with Program Coordinators</li> <li>• Help oversee HST program contributions and/or adjunct duties</li> <li>• Work with Student Support, SPED, and ELL Coordinators to create a plan to serve sub-groups across TK-8 programs</li> <li>• Assist with hiring new Program Coordinators, virtual teachers, and other positions as appropriate</li> </ul>

Position	Homeschool Teacher
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<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Providing direct and indirect instruction to Lessee students.</li> <li>• Long and short-term planning addressing individual needs of students.</li> <li>• Evaluating students' progress.</li> <li>• Teaching an individualized approach per the Lessee's Charter Petition.</li> <li>• Providing an inviting, exciting, and innovative learning environment to students.</li> <li>• Serving as advisors to students.</li> </ul>
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<b>Position</b>	<b>Instructional Team Advisor</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Support a team of teachers in navigating challenges that arise in their work, including parent communication, intervention, and non-compliance</li> <li>• Provide leadership and clear communication of expectations to assist teachers with meeting assigned deadlines, compliance, and school culture</li> <li>• Host monthly in-person team meetings and hold office hours as needed</li> <li>• Proactively address any concerns regarding teacher performance and discuss opportunities for improvement</li> </ul>

<b>Position</b>	<b>Mentor Teacher</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Meet with their assigned HST on a regular basis to cultivate a mentorship relationship and to provide ongoing support as the HST learns the responsibilities of the position</li> <li>• Answer questions and assist with tasks as needed throughout the school year, including master agreements, attendance, AWRs, work samples, YET, etc.</li> <li>• Review HST's work records and other compliance documents as necessary, providing feedback and coaching</li> <li>• Proactively offer weekly support to HST in prioritizing work, organization, and efficiency</li> <li>• Provide guidance to HST on questions that arise with student and family support, compliance, etc.</li> </ul>

<b>Position</b>	<b>Digital Resource Specialist</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Coordinate the creation and management of digital resources, including websites and the digital handbooks</li> <li>• Source, create, edit, and publish content for the websites, handbooks, and other digital resources maintained by the Sequoia Grove schools</li> <li>• Serve as the primary systems administrator for the CMS platform (Finalsite)</li> <li>• Maintain a library of digital resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Support the development and integration of new digital resources, as needed</li> <li>• Ensure that digital resources are user friendly, compatible with mobile devices, and ADA compliant</li> <li>• Ensure that all government mandated resources are published on the appropriate sites</li> <li>• Work closely with the Communication and PR Specialist and school leadership to ensure consistency of messaging.</li> <li>• Oversee the training and support of content creators and editors.</li> <li>• Work with leadership and other members of the community to continuously improve the functionality and quality of our digital resources to better support our staff and families.</li> <li>• Assist with the creation of professional development and training resources as needed.</li> </ul>
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<b>Position</b>	<b>JHVA Program Coordinator</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Create, implement, and oversee Junior High Virtual Academy</li> <li>• Interview, hire, and support teachers</li> <li>• Observe and evaluate teacher performance</li> <li>• Respond to parent questions/concerns</li> <li>• Work with student support, SPED, and ELL coordinators to create a plan to serve sub-groups</li> <li>• Meet with ADs/Directors as needed to discuss each of the schools' needs</li> </ul>

<b>Position</b>	<b>JHVA Teacher</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Provide live, virtual instruction twice per week for each class (totaling 4 hours) and virtual office hours twice per week (totaling 2 hours)</li> <li>• Plan engaging lessons and activities aligned to California State Standards</li> <li>• Maintain current grades in the Schoology platform; monitor and share student progress with HST, parent, and student weekly</li> <li>• Provide additional support as needed for struggling students or those identified as SPED/504/ELL</li> <li>• Attend monthly JHVA team meetings and trainings</li> </ul>

<b>Position</b>	<b>Educational Services and 504 Coordinator</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Responsible for the coordination and oversight of section 504, supporting Special education assessments, services, programming, and Charter wide health services</li> </ul>

	<ul style="list-style-type: none"> <li>• Assist in providing leadership and management in administering, monitoring, coordinating and evaluating Special Education programs and services</li> <li>• Supports the Director of Educational Services with due process and IEE requests related to special education and 504's.</li> </ul>
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Position	Special Education Compliance & PD Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Develop, coordinate, and deliver virtual professional development for both general education and special education staff on Special Education compliance and any other assigned focus area.</li> <li>• Supports compliance monitoring activities (i.e. SEIS report pulls, corrections)</li> <li>• Supports the administration with the preparation and documentation for reporting information and data to comply with SELPA, state, and federal guidelines for programs as assigned (i.e. CDE and SELPA).</li> <li>• Works with the Special Education SEIS/Records Tech to monitor and pull monthly SEIS reports</li> </ul>

Position	Special Education Program Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Attends and serves as an admin designee to determine the continued eligibility of a student for the special education program for all level 2 IEPs</li> <li>• Provide direct and indirect coaching support to general education, special education, and parents</li> <li>• Conduct bi-weekly caseload checks with assigned teachers and hold 1-hr open office hours 2x weekly: morning/afternoon</li> <li>• Monitor SEIS regularly by reviewing the dashboard, reports, and service tracker for special education compliance and provide technical support</li> <li>• Every Program Specialist will have a focus area that they support the department with.</li> </ul>

Position	Education Specialist (Special Education Teacher)
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Develop Initial, Interim, Annual, Triennial Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program.</li> <li>• Schedule and prepare all materials for IEP meetings.</li> <li>• Consult/collaborate with parents, staff, and service providers to ensure appropriate delivery of special education related services.</li> <li>• Maintain special education records to meet compliance guidelines.</li> <li>• Teach Specialized Academic Instruction (SAI) classes to caseload to ensure</li> </ul>

	successful progress toward student's IEP goals.
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Position	Special Education School Psychologist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Draft and send Assessment Plans</li> <li>• Casemanage virtual and in-person assessments/assessors</li> <li>• Conduct in-person and virtual assessments</li> <li>• Review all assessment reports</li> <li>• Write assessment report</li> <li>• Attend IEE meetings</li> <li>• Attend and complete 504 assessments/meetings as needed</li> <li>• Attend contentious/challenging assessment IEP meetings</li> </ul>

Position	School Nurse
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Perform vision and hearing screenings for special education and general education students</li> <li>• Complete Health Assessments</li> <li>• Complete Health Care Plans</li> <li>• Train staff on Health Care Plan implementation</li> <li>• Attend IEP meetings</li> <li>• Plan and hold Health Screening Events</li> </ul>

Position	Educational Services Office Manager/Assistant
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Supports all classified special education and student support staff</li> <li>• Assists with upkeep of department websites, shared drives, and public documents</li> <li>• Maintains daily office logistics of Classified staff and office equipment</li> <li>• Works closely with the Director of Special Education on invoices, orders, inventory, SELPA reporting and annual projects</li> <li>• Answer Special Education general email accounts and phone lines</li> <li>• Coordinates IEP scheduling with Case Managers</li> <li>• Process and keeps a database of low incidence purchases and order tracking</li> <li>• Processes and maintains records on low incidence and assistive tech. invoices, student documentation, and price listings</li> <li>• Update budget including credits, returns and receipts for accounting purposes</li> <li>• Collaborates with Case Managers, IT, Curriculum and Enrichment teams to ensure prompt delivery of items</li> </ul>

<b>Position</b>	<b>Special Education Assessment Tech</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Process incoming parent, teacher, IEP team assessment requests</li> <li>• Assign assessors to students</li> <li>• Ensure assessment completion</li> </ul>

<b>Position</b>	<b>Special Education Services Tech</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Send NPA contracts</li> <li>• Send ISA's</li> <li>• Assign services to providers</li> <li>• Send IEE ISA's/Contracts</li> </ul>

<b>Position</b>	<b>Special Education SEIS Tech</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Coordinates with internal staff and outside school districts on incoming and student withdraws</li> <li>• Monitors SELPA mandated timelines and coordinates with Case Managers to ensure compliance</li> <li>• Maintains SEIS records including eligibility changes to ensure accuracy of information</li> <li>• Manages and supports SEIS user accounts, correcting data and log-in errors as needed</li> </ul>

<b>Position</b>	<b>MTSS Coordinator</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Oversees the MTSS Intervention teachers and school counselor/sst coordinator.</li> <li>• The MTSS Coordinator works with the Homeschool Teacher (HST), parents, students, and all other academic staff within our schools that support students.</li> <li>• The MTSS Coordinator oversees the organization, development, and maintenance of curriculum and direct instruction for intervention.</li> <li>• The MTSS Coordinator will oversee teacher data collection, lesson planning, and intervention implementation</li> </ul>

<b>Position</b>	<b>MTSS Intervention Teacher</b>
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<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Supports students by leading intervention classes i.e. math, reading, and writing</li> <li>• Develops lesson plans and provide direct instruction for intervention via a virtual platform</li> <li>• Provides data for SST and 504 meetings and communicate with parents, teachers, staff regarding progress or further interventions needed</li> <li>• Assists general education teachers with the selection of appropriate curricula and the development and implementation of appropriate strategies</li> </ul>
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<b>Position</b>	<b>School Counselor/SST Coordinator</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Holds weekly group and individual counseling sessions for Tk-12 students</li> <li>• Holds office hours for staff and parent support</li> <li>• Implements SEL curriculum</li> <li>• Coordinates Students in Crisis support for students and their families so that students may maintain safety, and access to education as they work through difficult periods in their lives.</li> <li>• Schedules, runs and oversees SST cases, team and processes</li> </ul>

<b>Position</b>	<b>MTSS Tech</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Support with scheduling and tracking of 504 and SST meetings, planning, organizing and data analysis.</li> <li>• Assist with progress monitoring &amp; data collection uploads to SIS</li> <li>• Assist Student Support, 504 and Intervention programming</li> <li>• Assist teachers with questions</li> <li>• Runs 504 and SST data reporting</li> <li>• Ensures 504 compliance</li> </ul>

<b>Position</b>	<b>Business &amp; Categorical Programs Tech</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Support with completing the annual Consolidated Application (ConApp)</li> <li>• Support administration with the development, facilitation, implementation and monitoring of State and Federal Program budgets/expenditures for each Charter including overseeing coding of expenditures</li> <li>• Compile a variety of statistical data for categorical and charter reporting, including budget, staffing costs and expenditures of funds</li> </ul>

	<ul style="list-style-type: none"> <li>● Approve invoices, review AP loading, selection, processing, including aging report.</li> <li>● Attend weekly cash flow meetings</li> <li>● Maintain compliance records for categorical purchases, staffing costs and school categorical budgets and charter oversight</li> <li>● Maintain repository for Compliance Monitoring Tools and verify accuracy of submissions for management follow up and approval</li> <li>● Provide support, with complex formatting and data insertion, for Board documents, staff reports and other compliance documents</li> <li>● Support administration with the shared staff memorandum of understanding monthly billing process</li> <li>● Conduct categorical, business, and financial compliance checks</li> <li>● Support state, federal, 990 audits</li> </ul>
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Position	Community Programs Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>● Oversee Community Program development to include; academic and enrichment workshops, clubs, parent education, and events</li> <li>● Collaborate with all members of the team to explore innovative ideas that will improve school wide community offerings</li> <li>● Collect and analyze regular feedback from stakeholders</li> <li>● Develop and manage program schedule and calendar of events</li> <li>● Establish a process for implementing and overseeing HST adjunct duties</li> <li>● Assist HSTs with development of workshops, activities, events, and clubs</li> <li>● Manage student program registration</li> <li>● Present information related to Community Programs at staff meetings as needed</li> <li>● Assist with Kindergarten and 8th grade promotions</li> </ul>

Position	Instructional Materials Administrator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>● Provide direct support to assigned Assistant Director and other staff members in the Secondary Approval Process and Enrichment Department</li> <li>● Evaluate and make recommendations on the appropriateness of items for students that have been deemed outside of the normal enrichment guidelines</li> <li>● Communicate changes in policies and procedures regarding the Secondary Approval Process and Enrichment Guidelines with the local Enrichment Team</li> <li>● Support administrators, HSTs, and/or families with curriculum and enrichment questions, choices, options, and policies and procedures</li> <li>● Communicate relevant curriculum and enrichment information with HSTs and families via North News, Monday Memos, appropriate websites, and social media channels</li> </ul>

	<ul style="list-style-type: none"> <li>• Creates product and curriculum guidelines in regard to content and appropriateness for educational purposes.</li> <li>• Provide support to administration regarding funding distributions and other planning amount policies.</li> <li>• Supports instructional material ordering systems on behalf of the schools.</li> <li>• Works with parents, HSTs, and administrators to obtain services and materials as needed.</li> </ul>
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Position	Data Analyst
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Monitors progress related to the California School Dashboard including state and local Indicators and monitoring accuracy of corresponding data within the Aeries Student Information System, the Local Control Accountability Plan (LCAP), district assessments</li> <li>• Maintains a current understanding of how data related to state accountability is entered into district student information system and alignment with state data reporting system (CALPADs)</li> <li>• Assists with the implementation of district and state assessments within the California Assessment of Student Performance and Progress (CAASPP), including related data-based preparation and monitoring of data in Test Operations Management System Resources (TOMS)</li> <li>• Assist in preparing and presenting the SARCs</li> <li>• Participates in professional activities, conferences, and researches best instructional practices in assessment and data analysis</li> <li>• Maintains and updates data collection and reporting calendar, and completes related reports as required</li> <li>• Manages and manipulate large amounts of data using a variety of relevant web-based applications</li> </ul>

Position	High School Counselor
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Keep students, families, staff, and stakeholders informed of resources, high school requirements, and college and career information</li> <li>• Host virtual and in-person high school information sessions for returning 8<sup>th</sup> grade families</li> <li>• Create and host virtual and in-person information sessions regarding college applications, financial aid, social/emotional help, scheduling advice, career opportunities, concurrent enrollment</li> <li>• Monitor graduation requirements and educational progress of each student</li> <li>• Support Home School Teachers in scheduling students for success</li> <li>• Advise students and families on the concurrent enrollment process, college admissions, and financial aid opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with Enrollment, School Accountability, Records, and CALPADS teams to ensure student information is accurate</li> <li>• Support students in social/emotional matters</li> </ul>
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Position	CTE & HS Curriculum Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Enhance the high school program by serving as an educational leader responsible for training and assistance to HSTs as needed</li> <li>• Maintain relationships with a wide variety of vendors and curriculum representatives</li> <li>• Learn basic operational practices of any curriculum adopted for general use within the schools, offering training when needed</li> <li>• Administer group licenses, assisting HSTs and parents in the use of their individual license</li> <li>• Build a comprehensive CTE program, including all pathway components</li> <li>• Verify that CTE offerings align with student population interests</li> <li>• Maintain relationship with outside organizations contracted to assist with CTE</li> <li>• Manage the writing and/or review written high school courses</li> <li>• Assist with preparation/review of course catalogs and course descriptions, including “a-g,” AP, honors and NCAA offerings as necessary</li> <li>• Assist with the UCOP course list and College Board adoptions</li> <li>• Exhibit excellent communication skills in various media, promoting HS programs and keeping the handbook information current</li> </ul>

Position	Guidance Tech
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Transcript maintenance</li> <li>• Manage Master Student Roster</li> <li>• Ensure accurate record keeping across all platforms</li> </ul>

Position	Administrative & Governance Assistant
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Work directly with the Principal managing daily tasks.</li> <li>• Provide secretarial assistance to the Principal by relieving him or her of administrative tasks such as composing, typing and editing letters and bulletins</li> <li>• Managing google calendars</li> </ul>

	<ul style="list-style-type: none"> <li>● Maintain school policies and procedures.</li> <li>● Help organize details for meetings</li> <li>● Pick up mail from authorizer &amp; PO Box every week</li> <li>● Editing &amp; proofreading emails, paperwork</li> <li>● Board meeting prep, follow up and planning</li> </ul>
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Position	Communications and PR Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>● Develop and execute a strategic internal communications plan, aligning messaging with School culture, mission and strategic goals. (This includes an initial communications audit and listening campaign.)</li> <li>● Interface with Admin and Teachers for proactive and reactive communications needs, determining essential messages and the right channels to deliver them</li> <li>● Understand different internal audiences and tailor messages to each audience and the relevant strategic objective.</li> <li>● Liaise between Admin and Staff, the Schools and Families.</li> <li>● Clearly message policy updates, vital information and inspiration through regular newsletters, effective social media content, and the North News.</li> <li>● Maintain a school calendar including all events across all departments (in conjunction to the Board-determined Academic Calendar).</li> <li>● Attend meetings via Zoom (Admin, Enrollment and Board Meetings) as a listening ear and “good question asker” in an effort to produce a compilation draft for formal communication.</li> <li>● Strategically match new families and HSTs with accurate maintenance of the Teacher Tracker.</li> <li>● Plan and coordinate events (behind the scenes) for staff events such as Professional Development and All-Hands meetings in an effort to allow Admin to focus on excellent content.</li> <li>● Create, distribute, and manage school-wide “talking points” for Teachers to maintain consistent and clear messaging related to projects, transitions, policies, and deadlines.</li> </ul>

Position	EL Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>● Check pathways twice a week, run a compliance report, add new EL enrollment</li> <li>● Classify students as an English Learner or English proficient (IFEP) after Initial ELPAC results are in &amp; communicating results with HST</li> <li>● Making service plan to support the EL students and monitor the use of interventions</li> <li>● Maintain communication with HSTs to aid in supporting EL students</li> <li>● Complete RFEP monitoring monthly</li> </ul>



	<ul style="list-style-type: none"> <li>• After summative results come back RFEP eligible students</li> <li>• Attend IEP meetings to reclassify SPED EL students</li> <li>• Complete Annual Parent Notification and mail out to families</li> <li>• Assist in forming and maintaining an ELAC/DLAC</li> <li>• Provide structured English immersion class via Zoom 1x per week</li> <li>• Meet with ADs/Directors as needed to discuss each of the schools' needs</li> <li>• Work with student support and language services to create a plan to effectively serve EL students</li> <li>• Plan and carry out Summative ELPAC testing</li> </ul>
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<b>Position</b>	<b>Testing Coordinator</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Collaborate with the Testing Director regarding internal and state assessments</li> <li>• First line of testing support for teachers and regional coordinators</li> <li>• Coordinate teacher, student, and parent training for test administration</li> <li>• Attend state testing meetings as needed</li> <li>• Compile and organize testing data as needed</li> <li>• Train TLCs in test administration best practices and procedures</li> <li>• Create and implement testing calendars for the school year</li> </ul>

<b>Position</b>	<b>Curriculum Specialist</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Act as the primary knowledge resource for HSTs and families for Sequoia Grove's chosen online curriculum offerings for the families enrolled in any of the schools. This may include, but is not limited to the following: <ul style="list-style-type: none"> <li>o Plan and record short video instructionals for each online program offered</li> <li>o Calendar and plan periodic training opportunities for both families and HSTs on the best practices of online curricula</li> <li>o Update the HST Handbook and post to Google Classroom as needed</li> </ul> </li> <li>• Manage enrollment and licensing in programs and work with curriculum companies to set up teacher and student accounts</li> <li>• Extract performance and usage data from the chosen curricula to assist with monitoring academic achievement in Math and ELA</li> </ul>

<b>Position</b>	<b>Curriculum &amp; Assessment Assistant</b>
<b>Description of Services</b>	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Create and share Not Tested Report for ITAs and Admintools to monitor completion</li> </ul>

	<ul style="list-style-type: none"> <li>● Upload scores to student portal on School Pathways</li> <li>● Complete annual RFEP monitoring (monthly)</li> <li>● Help send out Summative ELPAC results and RFEP Eligibility Forms.</li> <li>● Work with SPED and Student Support to ensure that all students have accurate accommodations and that they are properly implemented at test locations</li> <li>● Upload student accommodations and designated supports into TOMs</li> <li>● Assign CAA &amp; HS tests in TOMS</li> <li>● Process opt-outs</li> <li>● Work with the Tech department to make sure adequate equipment is available for all schools. Track and manage router numbers</li> <li>● Set up and manage all aspects of the back end of student registration in Pathways</li> <li>● Upload student score reports into Pathways</li> <li>● Assist the Testing Coordinator as needed with communication to teachers and families regarding testing windows, locations, and dates for each region</li> <li>● Set up and manage all aspects of the back end student registration in Pathways</li> <li>● Create and maintain PFT Data Collection spreadsheet</li> <li>● Prepare and upload data sheets to school PFT portal</li> </ul>
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Position	Lead Family Liaison
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>● Oversees team of family liaisons</li> <li>● Serves as initial point of contact, “face” of our schools for prospective families</li> <li>● Serve as the voice and bridge for families with the schools</li> <li>● Plans and manage all aspect of field trips</li> <li>● Assists Enrollment Team: creates smooth transition for families and HSTs</li> <li>● Monitor and maintain social media platforms to answer parent questions</li> <li>● Partner with departments and programs throughout our school - Community Connections, Lending Library</li> <li>● Organize and host monthly and annual events: Park Days, Vendor &amp; Curriculum Fair, Book Fairs, Enrichment Events</li> <li>● Critical in educating families on the appropriate use of student planning amounts</li> <li>● Create and distribute weekly communication with tips, events, commentary, resources</li> <li>● Work closely with Admin to relay and response to concerns within the parent community and facilitate school-home communication</li> <li>● Extensive understanding of vendors - assist vendors with social media posts and critical to cultivate positive relationships between schools, families, and vendors</li> </ul>

Position	Family Liaison
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Serves as initial point of contact, “face” of our schools for prospective families</li> <li>• Serve as the voice and bridge for families with the schools</li> <li>• Provide platform for parent information and connection</li> <li>• Assists Enrollment Team: creates smooth transition for families and HSTs</li> <li>• Monitor and maintain social media platforms to answer parent questions</li> <li>• Partner with departments and programs throughout our school - Community Connections, Lending Library</li> <li>• Organize and host monthly and annual events: Park Days, Vendor &amp; Curriculum Fair, Book Fairs, Enrichment Events</li> <li>• Critical in educating families on the appropriate use of student planning amounts</li> <li>• Extensive understanding of vendors - assist vendors with social media posts and critical to cultivate positive relationships between schools, families, and vendors</li> </ul>

Position	
Description of Services	<p>ities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>• Provide live, virtual instruction two times per week for each class (totaling 4 hours)</li> <li>• Hold scheduled, virtual office hours twice per week (totaling 2 hours)</li> <li>• Individual appointments for student support (as requested)</li> <li>• Lesson planning and course creation</li> <li>• Learning activities aligned to state “power” standards</li> <li>• Plan and supervise content-aligned field trips / events (virtual or in-person)</li> <li>• Upload course content and maintain grades on Schoology (or other adopted LMS program)</li> <li>• Grade assignments within one week of submission</li> <li>• Weekly progress monitoring and communication with families, HSTs, and administration</li> <li>• Review and implement IEP / 504 accommodations</li> <li>• Assist with parent professional development</li> <li>• Maintain a roster of 14 students and complete all HST duties as outlined in HST job description</li> </ul>

Position	Community Liaison
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> <li>Identify homeless and foster youth through enrollment and proof of residency documentation</li> <li>Obtain a list of resources available to families from local and state agencies. These may include: <ul style="list-style-type: none"> <li>Food service/distribution</li> <li>Transportation</li> <li>Technology Access</li> <li>Housing/shelter resources</li> <li>Medi-cal info</li> <li>Social-Emotional support</li> </ul> </li> <li>Update and maintain website with information for families that may qualify for programs</li> <li>Communicate regularly with HSTs to ensure awareness of programs available</li> </ul>

**The information below is still being determined and will be presented in the fall for approval.**

As detailed in Attachment C, the allocation of cost per school will be determined in one of three ways

**Category 1:** Allocation by Student Roster Count Served Directly (e.g., fee charged to School on a per-student served basis)

**Category 2:** Allocation by Total Enrollment. Each Party's Allocation for Category 2 personnel shall be determined by dividing their enrollment by the combined enrollment of all Parties to this MOU, as set forth below:

Party	Total Enrollment	Allocation
Clarksville Charter School	1600 estimated	37%
Feather River Charter School	1800 estimated	42%
Lake View Charter School	635 estimated	15%
Winship Community School	300 estimated	6%

**Category 3:** Allocation by Number of Students in a Particular Group

Party	SPED Enrollment	Allocation
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Clarksville Charter School		
Feather River Charter School		
Lake View Charter School		
Winship Community School		
<b>Party</b>	<b>Student Support Enrollment</b>	<b>Allocation</b>
Clarksville Charter School		
Feather River Charter School		
Lake View Charter School		
Winship Community School		

Lessee schools shall be charged based on the allocation method agreed upon for each position as shown herein and in Attachment C. The amount charged will be the percentage of the total cost per Shared Personnel.

Each Party's Allocation shall be determined and reassessed at the following intervals:

1. First Assessment for Category 2 Personnel. The Parties shall determine the Allocation no later than July 1, based upon each Party's second principal apportionment report (P-2) for the prior school year and staffing.
2. Second Assessment for Category 2 Personnel Shared by ADA. The Parties shall re-assess the Allocation no later than December 15, based upon each Party's ADA as of that date, and any resulting adjustments shall be effective as of January 1.
3. Assessment for Category 3 Personnel. Enrollment for the Category 3 specific student groups described above will be updated each month at the snapshot, and each Party's share of costs for the upcoming month will be updated accordingly.



**ATTACHMENT B**  
**SHARED PERSONNEL TRACKING**

**This information is still being determined and will be presented in the fall for approval.**

## **ATTACHMENT C**

### **Total Estimated Costs**

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between Clarksville Charter School, Feather River Charter School, Lake View Charter School, and Winship Community School.

The attachment incorporates the estimated total cost of employing Shared Personnel split by each respective category described in Attachment A (Category 1: Costs split based on students served, Category 2: costs split by ADA percentage, and Category 3: Costs split by student groups served). This attachment is approved and effective as of the date of full execution of this MOU. The attachment delineates each Party's equitable share for each Shared Personnel.

**This information is still being determined and will be presented in the fall for approval.**











# DOCS-#4503180-v1-North Schools\_Draft MOU for Shared Services 2021-22

Final Audit Report

2021-06-22

Created:	2021-06-16
By:	Katie Royer (katie.royer@sequoiagrove.org)
Status:	Signed
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**Adobe Sign**

Key	All Inclusive Total													
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wcs2	\$80,677.28													
wcs3	\$105,060.55													
wcs4	\$76,236.03													
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wcs6	\$93,987.61													
wcs7	\$93,467.29													
wcs8	\$76,343.31													
wcssp1	\$84,925.85													
wcssp2	\$82,315.81													
wcshr1	\$54,980.27													
wcshr2	\$56,614.81													
wcshr3	\$15.48 per hour													
wcshr4	\$35.00 per hour													
wcshr5	\$35.00 per hour													
wcshr6	\$35.00 per hour													
ccs1	\$85,071.85													
ccs2	\$109,314.12													
ccs3	\$93,317.80													
ccs4	\$111,777.06													
ccs5	\$80,290.10													
ccs6	\$93,880.10													
ccs7	\$88,944.67													
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ccs9	\$173,694.54													
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ccs12	\$100,958.11													
ccs13	\$93,887.06													
ccs14	\$140,200.00													
ccs15	\$90,449.44													
ccs16	\$122,372.09													
ccs17	\$114,207.86													
ccs18	\$101,018.34													
ccs19	\$77,057.33													
ccs20	\$101,912.05													
ccs21	\$89,775.67													
ccs22	\$100,265.99													
ccs23	\$129,878.06													
ccs24	\$76,903.35													
ccs25	\$91,292.32													
ccs26	\$99,418.41													
ccs27	\$85,071.85													
ccs28	\$107,470.51													
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ccs34	\$76,295.43													

ccs35	\$89,162.29													
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ccs37	\$96,547.70													
ccs38	\$85,738.16													
ccs39	\$81,360.14													
ccs40	\$79,957.79													
ccs41	\$100,655.04													
ccs42	\$93,762.99													
ccs43	\$98,114.35													
ccs44	\$96,473.06													
ccs45	\$93,890.66													
ccs46	\$168,234.42													
ccs47	\$105,181.70													
ccs48	\$77,403.35													
ccs49	\$164,768.64													
ccs50	\$99,404.98													
ccs51	\$113,587.02													
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ccs55	\$102,905.87													
ccs56	\$96,239.95													
ccs57	\$143,136.18													
ccs58	\$113,884.92													
ccs59	\$87,549.59													
ccs60	\$89,662.29													
ccs61	\$76,736.03													
ccs62	\$110,125.62													
ccssp1	\$97,644.92													
ccssp2	\$95,335.74													
ccssp3	\$109,122.85													
ccssp4	\$109,849.68													
ccssp5	\$81,949.29													
ccssp6	\$145,200.00													
ccssp7	\$92,897.09													
ccssp8	\$88,033.05													
ccssp9	\$117,327.46													
ccssp10	\$94,312.78													
ccssp11	\$109,743.46													
ccssp12	\$102,260.08													
ccssp13	\$83,416.01													
ccssp14	\$80,949.29													
ccssphr15	\$49,585.94													
ccssphr16	\$67,641.26													
ccshr1	\$35.00 per hour													
ccshr2	\$100,289.22													
ccshr3	\$35.00 per hour													
ccshr4	\$35.00 per hour													
ccshr5	\$15.95 per hour													
ccshr6	\$35.00 per hour													
ccshr7	\$15.48 per hour													



ccshr8	\$35.00 per hour													
frc1	\$105,348.55													
frc2	\$95,995.21													
frc3	\$87,173.95													
frc4	\$118,551.55													
frc5	\$90,286.98													
frc6	\$95,873.56													
frc7	\$105,188.66													
frc8	\$109,971.58													
frc9	\$103,626.60													
frc10	\$98,940.17													
frc11	\$76,835.38													
frc12	\$110,459.52													
frc13	\$76,772.84													
frc14	\$91,990.31													
frc15	\$140,200.00													
frc16	\$101,599.94													
frc17	\$93,623.37													
frc18	\$97,277.91													
frc19	\$81,252.55													
frc20	\$99,049.92													
frc21	\$129,822.27													
frc22	\$123,482.62													
frc23	\$83,266.87													
frc24	\$96,549.99													
frc25	\$90,489.91													
frc26	\$82,156.51													
frc27	\$104,512.14													
frc28	\$93,960.33													
frc29	\$117,041.26													
frc30	\$76,631.48													
frc31	\$80,644.65													
frc32	\$93,605.36													
frc33	\$76,260.74													
frc34	\$100,655.04													
frc35	\$127,375.46													
frc36	\$102,442.33													
frc37	\$97,895.29													
frc38	\$96,118.91													
frc39	\$89,831.55													
frc40	\$102,296.64													
frc41	\$76,337.90													
frc42	\$87,423.67													
frc43	\$90,601.47													
frc44	\$80,097.09													
frc45	\$159,236.70													
frc46	\$113,617.88													
frc47	\$123,283.30													
frc48	\$94,362.34													
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frc52	\$99,228.09												
frc53	\$76,903.35												
frc54	\$99,248.97												
frc55	\$103,382.73												
frc56	\$126,832.46												
frc57	\$91,277.00												
frc58	\$158,808.82												
frc59	\$79,931.01												
frc60	\$126,324.91												
frc61	\$76,373.67												
frc62	\$140,819.68												
frc63	\$149,924.64												
frc64	\$99,671.45												
frc65	\$113,217.87												
frcsp1	\$88,472.97												
frcsp2	\$87,646.66												
frcsp3	\$95,805.89												
frcsp4	\$87,972.97												
frcsp5	\$99,536.42												
frcsp6	\$91,137.99												
frcsp7	\$93,252.31												
frcsp8	\$92,061.67												
frcsp9	\$132,425.34												
frcsp10	\$106,667.76												
frcsp11	\$108,601.80												
frcsp12	\$75,173.93												
frcsp13	\$86,924.43												
frcsp14	\$106,833.94												
frcsp15	\$93,411.08												
frcsp16	\$101,173.68												
frcsp17	\$112,277.06												
frcsp18	\$104,862.38												
frcsp19	\$126,194.26												
frcsphr20	\$55,038.35												
frcsphr21	\$53,778.91												
frchr1	\$35.00 per hour												
frchr2	\$35.00 per hour												
frchr3	\$35.00 per hour												
frchr4	\$35.00 per hour												
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frchr6	\$70,614.70												
frchr7	\$35.00 per hour												
frchr8	\$35.00 per hour												
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lvc4	\$95,384.23												
lvc5	\$99,619.81												

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## Cover Sheet

### Shared Staff Memorandum of Understanding with Central for HSVA Update

**Section:** II. Finances  
**Item:** C. Shared Staff Memorandum of Understanding with Central for  
HSVA Update  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Final HSVA Term Sheet 21\_22.docx.pdf

**BACKGROUND:**

We are seeking approval of the terms set forth in this agreement for the collaboration and administration costs of the shared High School Virtual Academy (HSVA) program. This term sheet identifies the scope of work, payment and agreement terms. If approved the terms set forth will be used to draft the Memorandum of Understanding between the five (5) schools.

**RECOMMENDATION:**

Recommended for Board approval

# **HSVA CURRICULUM & ADMINISTRATIVE SERVICES**

## **MOU TERMS SHEET**

Pertaining the collaboration and administration of High School Virtual Academy (HSVA) Courses shared between the following Schools:

- Yosemite Valley Charter School
- Monarch River Academy
- Feather River Charter School
- Clarksville Charter School
- Lake View Charter School
- Winship Community School

### **Administration of Online Platforms Associated with HSVA**

Yosemite Valley Charter School will acquire and administer all online accounts, listed below, for all students enrolled in HSVA from all schools named above.

1. Schoology
2. McGraw Hill ConnectEd
3. Edgenuity Courseware
4. Edmentum Courseware
5. Curriculum Ordering System (COS)
6. Any application embedded within Schoology

### **Administrative Access to Online Platforms**

Yosemite Valley Charter School will grant access to all Highly Qualified Teachers (HQT) and any supervisory personnel employed by Feather River Charter School, Clarksville Charter School, Lake View Charter School, and Winship Community School to all online applications related to that HQT or supervisory personnel.

### **Student and Home School Teacher (HST) Access to Online Platforms**

Feather River Charter School, Clarksville Charter School, Lake View Charter School, and Winship Community School agree to provide any and all pertinent student and teacher data needed to allow for ordering HSVA courses, provisioning of accounts associated with all HSVA Online accounts. Feather River Charter School, Clarksville Charter School, Lake View Charter School, and Winship Community School will agree to provide the initial data set by July 9, 2021. And then provide an updated data set at least every week thereafter.



## **Access to Student Information**

Feather River Charter School, Clarksville Charter School, Lake View Charter School, Winship Community School, Yosemite Valley Charter School, and Monarch River Academy agree to allow access to student data for all students within the HSVA programs. Feather River Charter School, Clarksville Charter School, Lake View Charter School, Winship Community School, Yosemite Valley Charter School, and Monarch River Academy also allow online platform administrators contracted with Yosemite Valley Charter School, and Monarch River access to all students data for all students within the HSVA programs.

## **Costs and Payment**

HQT Costs – HQT Costs and payments will be considered and handled through a separate Memorandum of Understanding.

### **Payment of Online Platforms**

Feather River Charter School, Clarksville Charter School, Lake View Charter School, and Winship Community School agree to pay Yosemite Valley Charter School for their portion of the costs for all Online Platforms associated with HSVA.

1. Schoology – Will charge for each student enrolled. If there are extra licenses, each school will be allocated and billed for extra licenses based on the percentage of their school's student enrollment compared to the total enrollment. All licenses will expire by Schoology at the end of the school year on June 15.
2. McGraw Hill ConnectEd (Online TextBooks)– Each school will be provided Purchase Orders that include the list of online textbooks needed for each student along with the cost for each online textbook. The school will need to provide payment for the online textbook so that procurement of the online textbook can be made for the student. Procurement of online textbooks is time sensitive.
3. Edgenuity Courseware - Payment for a school's portion of 100% of the Edgenuity license cost will be based on the percentage of student classes enrolled in HSVA Edgenuity beyond the refund dates allowed for student enrollment. We will use Edgenuity HSVA Enrollment data as of 11/15/2021.
4. Edmentum Courseware – Payment for a school's portion of 100% of the Edmentum Courseware license cost will be based on the percentage of student classes enrolled in HSVA CTE, Hybrid, and HSVA courses using Edmentum Courseware beyond the refund dates allowed for student enrollment. We will use Edmentum HSVA Enrollment data as of 11/15/2021.
5. Curriculum Ordering System (COS) – Will be assessed below in "Administrative Costs"
6. Any application embedded within Schoology – Payment determination will be made when a new application is added.

## **Justification and Payment of Administration of Online Platforms**

Feather River Charter School, Clarksville Charter School, Lake View Charter School, and Winship Community School agree to pay Yosemite Valley Charter School for the maintenance and administration of all online platforms associated with the HSVA program. Feather River Charter School, Clarksville

Charter School, Lake View Charter School, and Winship Community School will collectively pay a flat fee of \$2,000 per month with a final monthly payment to be made no later than June 30, 2022. The flat fee for the technicians will cover the following tasks throughout the year:

- Set up, maintenance, and system issue resolutions for all online platforms
- Responding to any and all inquiries and resolving all problems related to HSVA courses for HSTs, parents, and HQTs associated with all students.
- Ongoing Enrollment, July re-enrollment, rollover enrollment in HSVA curriculum platforms.
  - Feather River Charter School, Clarksville Charter School, Lake View Charter School, and Winship Community School will be responsible for commuting to their HSTs all enrollment, roll-over, drops, changes, etc.
- Processing of all canceled, changed, or amendment of HSVA enrollment throughout the school year.
- The processing of and loading of all student and teacher data into the COS on a weekly basis.
- The creation of and delivery of all relevant data associated with HSVA enrollments to directors in all schools.
- Creation of all quotes needed for McGraw Hill online textbooks for each school on a monthly basis.
- Creation of breakout data needed to bill each school for McGraw Hill online content and costs associated with any other online platform.

Monthly Invoices will be sent to each school as a net 30 per the following breakdown:

- Feather River Charter School \$900
- Clarksville Charter School- \$800
- Lake View Charter School- \$275
- Winship Community School- \$25

## **Agreement Term**

The terms of this agreement are effective as of July 1, 2021, and shall remain in effect until June 30, 2022. The agreement automatically terminates unless renewed in writing by all Schools. The costs outlined in this agreement are for all services and products listed. If any service or product is not provided or is adjusted in any way the cost of the service or product would need to be agreed upon before invoicing and payment will be made.

# Cover Sheet

## Safe to Return to In-Person Instruction Plan

**Section:** III. Operations  
**Item:** A. Safe to Return to In-Person Instruction Plan  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** SafeRetuntoIn-PersonWCSv2 - Google Docs.pdf

**BACKGROUND:**

All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors. Provide opportunity for public comment and plan will be placed on December GB meeting for approval.

## LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Winship Community School

Option for ensuring safe in-person instruction and continuity of services:

☐ has developed a plan ☒ will amend its plan

1. Please choose one:

- ☐ The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

**NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.**

- ☒ The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

**NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.**

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

WCS completed the COVID-19 Prevention Plan and the COVID-19 School Guidance Checklist. Per the additions to the Safe Return to In-Person, WCS intends to address additional areas to remain compliant.

. On October 12, 2021, WCS presented to the WCS GB a COVID-19 Testing Policy and COVID-19 Schoolwide Health and Safety Policy. The GB approved the COVID-19 Testing Policy but requested for clarification with language for the COVID-19 Schoolwide Health and Safety Policy. On October 19, 2021, the WCS GB approved the COVID-19 Schoolwide Health and Safety Policy. WCS received updated guidance from CDPH in form of the 'Decision Forest.'



2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for

children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

**Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.**

In response to the Safe Return to In-Person Instruction plan, WCS will continue to partner with the county health department, State, and CDC's, and CALOSHA safety recommendations and guidelines. WCS subscribes to websites, webinars, and receives communications from the County Public Health Officers, as well as County School Superintendents with pertinent policies and procedures to maintain health and safety for both students and staff. WCS will continue to review applicable health orders and educational specific guidance. Existing COVID-19 prevention controls will be reviewed with periodic inspections to ensure compliance. Our school leadership attends weekly Superintendent meetings with the Sutter County Office of Education for pertinent updates. WCS will posted on their website local immunization opportunities for families.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

**Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.**

WCS will provide effective training and instruction that includes COVID-19 policies and procedures to protect both employees and students. Our students will receive schoolwide communications. Collaboration amongst departments with the school will ensure that students needs are met especially focused on unduplicated students and students with disabilities. Administration will meet weekly to discuss any concerns, potential gaps, and strategize to continue to provide consistency to meet the needs of all students. Our students with disabilities team and English Learners will have close contact with our coordinators, teachers and staff to use data to analyze and mitigate potential learning loss. In case of future school closures, WCS will continue to provide both synchronous and asynchronous options for students to provide continuity in instruction.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

**Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.**

WCS held a public hearing at the June 15, 2021 board meeting. The prior COVID-19 Prevention Plan, current CDE and CALOSHA guidelines were discussed. The Safe Return to In-Person Instruction Plan was shared in the board packet, discussed, and reviewed with the needed additional component of sharing immunization locations. The GB board also asked to review the plan, per the guidelines every few months to ensure that the most current recommendations are being followed.

WCS will bring the updated CDPH "Decision Forest" on the WCS COVID-19 Schoolwide Health and Safety Plan to the GB on November 16, 2021. During this GB Meeting, the WCS GB will hold public comment for input on the Safe Return to In-Person Instruction and Continuity of Services template.

In addition, the LEA provides the following assurances:

☐ The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

- Please insert link to the plan: Newly updated plan will be placed on school website under About Us – School Accountability- COVID-19 Policies and Procedures once board approved December 2021.

☐ The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

☐ The LEA will periodically review and, as appropriate revise its plan, at least every six months.

☐ The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

☐ If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

☐ The LEA has created its plan in an understandable and uniform format.

☐ The LEA's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.

☐ The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Darcy Belleza, Director of Governance and Accountability,  
4305 South Meridian Road Meridian, CA 95957  
Sutter County  
530.830.2793  
darcy.belleza@sequoiagrove.org



## Cover Sheet

### COVID-19 Schoolwide Health and Safety Plan-version 3

**Section:** III. Operations  
**Item:** E. COVID-19 Schoolwide Health and Safety Plan-version 3  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
PROPOSED\_Winship\_COVID-19\_Schoolwide\_Health\_\_\_Safety\_Policy\_21-22\_v.3.docx  
- Google Docs.pdf

#### BACKGROUND:

- Simplified Policy to continue to be up to date with local, state and federal guidelines
- Decision Forest and Trees are continually being adjusted by the CDPH therefore decision was made to direct staff, students, and community members to CDPH website
- We will add link to CDPH on school COVID-19 page
- The Decision Forest is based on guidance from the California Department of Public Health and local recommendations from County Public Health. It is updated regularly to align with evolving guidance. Schools should ensure that they are using the latest version and discard all previous versions. The Decision Forest provides general guidance for common scenarios, but can not account for every possible situation

#### RECOMMENDATION:

Recommended for Board approval



## **Introduction**

It is the policy of Winship Community School (“Charter School”) to take all reasonable measures necessary to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff in school-sponsored activities. In accordance with this COVID-19 Schoolwide Health & Safety Policy (“Policy”), the Charter School is implementing health and safety measures to mitigate the spread of COVID-19 at school-sponsored and staffed in-person activities consistent with federal, state, and local guidance.

Although Charter School is a non-classroom-based program, the school recognizes that there are circumstances when staff, students, and parents/guardians may interact in-person as part of the educational program. This can include in-person instruction between staff and students, parent teacher meetings, field trips, park days, and individualized services (“in-person activities”).

This Policy recognizes that these safety measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide backup layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the U.S. Centers for Disease Control and Prevention (“CDC”), the California Division of Occupational Safety and Health Administration (“Cal/OSHA”), the California Department of Education (“CDE”), and the California Department of Public Health (“CDPH”). Charter School will, as necessary, consult with the respective county health officer, or designated staff, to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health guidelines.

Charter School will fully cooperate with county public health officials regarding the screening, monitoring, and documentation that will be required to permit careful scrutiny of health outcomes associated with conducting in-person activities. To the extent any mandatory public health guidance is revised to materially conflict with this Policy, Charter School will follow such guidance and not this Policy.

As COVID-19 Guidance is continually evolving, please refer to CDPH for the latest guidance.

## **COVID-19 Compliance Officer**

State and local public health orders require that schools designate a liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures.

The following individual is designated as the Charter School’s COVID-19 Compliance Officer:

The COVID-19 Compliance Officer acts as a liaison between the local county public health department and the Charter School. The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments. If you have any questions about this Policy, please use the contact information above.

### **COVID-19 Testing**

Pursuant to the CDPH Order mandating that all public and private schools serving students in transitional kindergarten through grade 12 verify the vaccination status of school workers and establish diagnostic screening testing of unvaccinated workers to minimize the risk that they will transmit COVID-19 while on school facilities (“CDPH Order”), Charter School has adopted the COVID-19 employee testing policy (“Testing Policy”) which is included as **Appendix A**. Per the Charter School’s COVID-19 Testing policy, Charter School will provide diagnostic screening testing to workers who are not fully vaccinated.

Per Cal/OSHA Emergency Temporary Standards, the Charter School will also provide testing at no cost to employees during paid time for:

- Symptomatic unvaccinated employees, regardless of whether there is a known exposure
- Unvaccinated employees after an exposure
- Vaccinated employees after an exposure if they develop symptoms
- Unvaccinated employees in an outbreak (three or more employee cases)
- All employees in a major outbreak (20 or more employee cases)

### **Requests for Accommodations**

Employees who are unable to comply with the testing requirement under the Testing Policy due to a qualifying disability or sincerely held religious belief must contact the HR Department ([shell.ninke@sequoiagrove.org](mailto:shell.ninke@sequoiagrove.org)) to request a reasonable accommodation in writing. If requested, Charter School will engage in an interactive process with that individual, and work to identify any possible accommodations as appropriate (e.g., unpaid leave of absence). Charter School cannot guarantee the availability of either remote work as an accommodation and will process all requests for accommodation consistent with its policies and applicable law. Charter School may not provide an accommodation should it result in a direct threat to health and safety of others or to the individual, and/or if the accommodation will cause an undue hardship for the Charter School.

### **General Rules of Attendance for In-Person Activities**

Charter School recognizes that participation in in-person activities provides various benefits, including engagement in the educational program.

When engaging in in-person activities, the Charter School wants to promote the health and safety of its students, staff, and accompanying family members. **Please refer to the Decision Forest on the CDPH website for updated guidance.**

~~As such, any staff member, student, or accompanying family member **must not** participate in an in-person activity or **must leave** an in person activity if any of the following occur. ¶~~

- ~~1. The individual exhibits COVID-19 symptoms within 10 days of in-person activity or at an in-person activity; ¶~~

- ~~2. The individual was in “close contact” with an individual who tested positive for COVID-19 and has not completed the required quarantine/isolation requirements; OR ¶~~
- ~~3. The individual has tested positive for COVID-19 and has not completed the required isolation requirements. ¶~~

Reporting symptoms, close contact status, COVID-19 positive tests, and similar information is critical to promote health and safety and reduce risk of COVID-19 transmission. Guidance about family and staff reporting is provided below.

Charter School encourages families and staff to contact their healthcare provider if they have health care questions regarding COVID-19 or otherwise.

### **COVID-19 Symptom Screening**

All staff, students, and/or accompanying family members who will be participating in in-person activities must conduct a symptom self-screening for COVID-19 before participating in any in person activity (e.g., conduct temperature check). An individual must not attend any in-person activity if they are experiencing any of the following symptoms within 10 days of the in-person activity: If a student has a medical condition or alternate diagnosis or chronic illness that would exhibit COVID-19 like symptoms, please refer to the Medical Letter **(Appendix AB)** for medical conditions for alternate diagnosis/chronic illness. Once completed, please submit the letter to the COVID-19 Compliance Officer.

This list does not include all possible symptoms. CDC regularly updates this list, so please visit the following website to confirm whether your symptoms may be symptoms of COVID-19:

- Fever over 100 degrees or Chills
- Persistent cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.

Staff, students, or accompanying family members who exhibit COVID-19 symptoms **must refer to the CDPH Decision Forest for guidance on attending an in-person activity.** ~~must not attend an in person activity unless all of the following criteria are met: ¶~~

- ~~1. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; ¶~~
- ~~2. Other symptoms have improved; AND ¶~~
- ~~3. One of the following is true: ¶~~
  - ~~a. The individual has a negative test for COVID-19; ¶~~
  - ~~b. At least 10 days have passed since symptom onset; ¶~~

- ~~c. A healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma); OR ¶~~
- ~~d. A healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus). ¶~~

Charter School encourages individuals to get tested for COVID-19 when they exhibit symptoms consistent with COVID-19. COVID-19 testing is available for free at multiple locations throughout California. Please contact your healthcare provider, local county public health department, or the Charter School for more information.

### Reporting COVID-19 Symptoms

- If a student or accompanying family member cannot attend an in-person activity due to experiencing the symptoms described above within 10 days of the in-person activity, please **notify** ~~contact~~ your Homeschool Teacher. ~~Charter School may be able to help determine if the individual can attend the in person activity (e.g., student provides proof of negative test as described above). ¶~~
- Staff members who are scheduled to participate in an in-person activity, but have symptoms on the day of the activity or within 10 days of the activity must contact their direct supervisor, complete the Covid Exposure Report, and then await further instruction.

### **Exposure to COVID-19 (Close Contacts)**

An individual who is a “close contact” of an individual who tested positive for COVID-19, regardless of whether the individual has COVID-19 symptoms or not, generally must not attend any in-person activity until at least 14 days have passed since the last contact with the positive COVID-19 case and the individual is fever-free and symptom free. There are some exemptions to this rule, described below.

A person is considered a “close contact” if he/she was within 6 feet of someone who has COVID-19 for a total of 15 minutes or more over a 24-hour period.

~~**Quarantine Requirements for Close Contacts:** Quarantine requirements for close contacts will depend on whether the individual is fully vaccinated. An individual may participate in an in-person activity if the requirements below are met: ¶~~

~~**1. Vaccinated Individuals:** If the individual who is a close contact is fully vaccinated OR has recovered from COVID-19 within the last 90 days with evidence of lab-confirmed diagnosis, the individual may participate in in-person activities and does not need to quarantine. These individuals are recommended to get a COVID-19 test on Day 3, 4, OR 5 following the last contact with the COVID-19 positive case. ¶~~

~~¶~~

~~**2. Unvaccinated Individuals (Individual and Close Contact Were Not Both Wearing Masks):** Individuals who are unvaccinated and asymptomatic may return to in-person activities only if ALL of the following criteria are met: ¶~~

i. The individual is asymptomatic (i.e., is fever-free and does not exhibit any COVID-19 symptoms); ¶

ii. The individual completes: ¶

- 10 days of quarantine from the date of last exposure; OR ¶
- 7 days of quarantine if the individual receives a negative COVID-19 test collected after Day 5 from the date of last exposure. Charter School ¶

would need to see this negative test to allow an individual to join ¶  
in-person activities. ¶

iii. The individual: ¶

- Continues daily self-monitoring for symptoms through Day 14 from last known exposure; AND ¶
- Follows all recommended non-pharmaceutical interventions (e.g., wearing a mask when around others, hand washing, avoiding crowds) through Day 14 from last known exposure. ¶

If, at any time during the 14-day period, the individual exhibits COVID-19 symptoms, the individual must not attend in-person activities and should consider contacting their healthcare provider.

### 3. Unvaccinated Individuals (Individual and Close Contact Both Wore Masks):

If the close contact individual is unvaccinated, but both the close contact and the COVID-19 positive individual were both wearing a mask during last contact, the individual may attend in-person activities and under a modified quarantine if the individual: ¶

Modified Quarantine: ¶

i. Is asymptomatic ¶

ii. Continues to appropriately wear a mask, as required; ¶

iii. Undergoes at least twice weekly testing for 10 days after exposure;

and iv. Continues to quarantine for all other school sponsored activities. ¶  
Close Contacts ¶

- If an asymptomatic student or accompanying family member was a close contact within 14 days of a scheduled in-person activity and they wish to attend the in-person activity, please contact the Home School Teacher. Charter School will help determine if the ¶

5 ¶

individual can attend the in-person activity. ¶

- If a staff member was a close contact within 14 days of a scheduled in-person activity, they must contact their direct supervisor, complete the Covid Exposure Report, and then await further instruction. ¶

If individuals test positive for COVID-19: ¶

- Symptomatic: Individuals who test positive for COVID-19 and exhibit COVID-19 symptoms must self-isolate in their homes and not attend

~~in-person activities until ALL of the following criteria are met: ¶~~

- ~~1. At least 10 days have passed since the symptom onset; ¶~~
- ~~2. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND ¶~~
- ~~3. Other symptoms improved. ¶~~

- ~~o **Asymptomatic:** Individuals who test positive for COVID-19 and do not exhibit COVID-19 symptoms must self-isolate in their homes until the at least 10 days have passed since the date of the first COVID-19 test. If the individual develops symptoms, then the individual must self-isolate as described above for symptomatic individuals.~~

### Reporting COVID-19 Case to Charter School

- Students/family members who received a positive test for COVID-19 and were considered infectious (~~defined below~~) when participating in a Charter School activity must contact their Homeschool Teacher so the Charter School can appropriately notify close contacts and local public health departments for support.
- **Refer to CDPH Decision Forest for guidance**
- ~~**Definition of Infectious for Asymptomatic Individual:** An asymptomatic individual with a positive test is considered infectious until 10 days after their test. ¶~~
- ~~**Definition of Infectious for Symptomatic Individual:** A symptomatic individual with a positive test is infectious from 10 days since symptoms first appeared, until 24 hours with no fever without the use of fever-reducing medications, and other symptoms of COVID-19 are improving. (Loss of taste and smell may persist for weeks or months after recovery and need not delay end of isolation.)~~
- Staff who interact with staff and/or students at any point during the school year must report COVID-19 positive tests to their direct supervisor, complete the Covid Exposure Report, and then await further instruction.

### Reporting COVID-19 Cases to Public Health Department

Upon learning that an individual (employee, student, or accompanying family member) has tested positive for COVID-19 and that individual was participating in Charter School-related in person activities while infectious (see definition above), **the Charter School will notify the local public health department about the positive case no later than 24 hours after learning of the positive case.**

The notification to the local public health department will include (as may be required by local public health department):

1. The full name, address, telephone number, and date of birth of the individual who tested positive;
2. The date the individual tested positive, the location/event/facility at which the individual was present when participating in in-person activity, and the date the individual was last present at any relevant school activity; and



## 3. The full name, address, and telephone number of the person making the report.

Charter School's COVID-19 Compliance Officer will work with the local public health department to ensure appropriate contact tracing, investigation, and notifications to the community.

To the extent required by local public health guidelines, the Charter School will notify staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.

Charter School will provide information to employees regarding paid and unpaid time off, including sick leave and extended family and medical leave pursuant to federal and state laws to see if an employee may need to take time off due to COVID-19 related illness or exposure.

### Use of Face Coverings

Individuals can help minimize the exposure and transmission of COVID-19 when cloth face coverings ("face coverings" or "masks") are worn properly (covering both nose and mouth). Charter School will follow CDPH, CDE, and CDC guidance and applicable public health orders regarding the use of face coverings. All staff and family members are encouraged to review the [CDPH guidance](#) on face coverings. Face coverings must be used in accordance with CDPH guidance and this Policy unless a person qualifies for an exemption.

Proper use of face coverings will be strictly enforced. Individuals who refuse to wear a proper face covering may be excluded from participating in in-person activities. ~~As If~~ public health guidelines change ~~from what is prescribed below~~, the Charter School will follow the public health guidelines.

- ~~● Indoor settings. All individuals participating in in-person activities must wear a face covering when meeting indoors, regardless of vaccination status. ¶~~
- ~~● Outdoor settings. Individuals are not required to wear a face covering in outdoor settings, but wearing a face covering is recommended, particularly for unvaccinated individuals.~~

All individuals must comply with the applicable face covering and other health and safety requirements of the venue (e.g., museum, park, etc.). Staff will have extra face coverings if a student or accompanying family member forgets to bring a face covering.

Charter School will evaluate any student or employee's request for accommodation from the Charter School's face covering requirement consistent with applicable law.

Employees requesting an accommodation from the face covering policy/requirement must provide appropriate documentation and contact the HR department ([shelli.ninke@sequoiagrove.org](mailto:shelli.ninke@sequoiagrove.org)).

The following individuals are exempt from wearing a face covering:

- Children under the age of two.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a mask. This includes persons with a medical condition for whom wearing a mask could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a mask without assistance.

- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a mask would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.

Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

In limited situations where a face covering cannot be used for pedagogical or developmental reasons (e.g., communicating or assisting young children or those with special needs), a face shield with a drape (per CDPH guidelines) can be used instead of a face covering as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering once the activity has ceased.

### Accommodations for Students

If a student cannot wear a mask due to a medical condition, mental health condition, or disability, the student should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.

Parents/guardians who believe their child may need an accommodation or is otherwise exempt from the Charter School's face covering policy and requirement should contact their Homeschool Teacher. Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.

For students with an individualized education program ("IEP") or Section 504 Plans, the Charter School will ensure that determinations are made by an IEP/504 Team as appropriate and as may be necessary or required by law.

Students exempted from wearing a mask or face shield are strongly encouraged to be vaccinated against COVID-19. If a student is exempt from wearing any type of face covering, the Charter School will implement appropriate health and safety mitigation strategies, including appropriate physical distancing, use of personal protective equipment, and other health and safety measures to the greatest degree feasible, to mitigate the risk of exposure to COVID-19.

### **Physical Distancing**

Recent evidence indicates that instruction/in-person interaction can occur safely without six feet of physical distancing when other mitigation strategies (e.g., masking) are implemented. As such, students and staff are not required to maintain physical distancing if interacting individuals are fully vaccinated.

If interacting individuals are not fully vaccinated, then three (3) feet of physical distancing should be maintained at all times to the extent possible and both individuals must wear a mask indoors and are recommended to wear a mask outdoors. If three (3) feet of physical distancing is not possible, individuals should try to keep as far apart as possible and continue to wear masks as discussed above.

### **Healthy Hygiene and Personal Protective Equipment**

To help minimize the transmission of COVID-19, staff, students, and accompanying family members who are participating in in-person activities should implement the following hygiene and cleaning practices:

- Frequently wash hands (at least 20 seconds) throughout the day, especially before and after eating, after using the restroom, after handling garbage, or after removing gloves.
- Avoid contacting with one's eyes, nose, and mouth.
- Cover coughs and sneezes.
- Limit sharing of supplies. Staff and students should have their own supplies to the extent possible.
- Charter School appropriately and routinely disinfects and cleans administrative office(s) and similar spaces.
- Staff will endeavor to clean surfaces with sanitizing wipes if such surfaces (e.g., tables, chairs, desks, computers) will be used when participating in in-person activities.

The Charter School will evaluate the need for personal protective equipment ("PPE"), including, but not limited to, gloves, eye protection, and respiratory protection as required by Cal/OSHA standards. PPE may be used by a staff member when working with sick children or providing instruction to any students with a face covering exemption.

### **Resource Center Guidelines**

Staff, students, and visitors to a Charter School's Resource Center must comply with all health and safety protocols, including following local, state and federal the Policy's face covering requirements while inside the building. Signage shall be posted at all public entrances to the Resource Center reminding visitors of mask requirements and warning visitors not to enter if they have COVID-19 symptoms.

**Reminder:** If an individual exhibits COVID-19 symptoms ~~within last 10 days, was in "close contact" with an individual who tested positive for COVID-19 and has not completed the required quarantine/isolation requirements, or the individual has tested positive for COVID-19 and has not completed the required isolation requirements~~ the individual must not enter the Resource Center and participate in Charter School activities **unless they follow the Decision Forest protocols.** ~~These individuals may continue to participate in in-person activities once they complete the required quarantine/isolation described above.~~ ¶

### **Sanitizing/hygiene materials and practices**

- Charter School will develop plans and routines to ensure that students and staff using the Resource Center will wash or sanitize hands frequently.
- Charter School will make soap, tissues, no-touch trash cans, face coverings, and water and paper towels or dryers for hand washing available.
- Charter School shall make available fragrance-free alcohol-based hand sanitizer at strategic locations throughout the Resource Center.
- Charter School will provide face coverings for students and staff who do not have face coverings.
- Routine cleaning and disinfecting: Charter School will maintain a high level of cleanliness throughout the year at the Resource

Center to help reduce the risk of exposure to and spread of COVID-19. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces.

- Charter School will optimize ventilation in indoor spaces, to the extent possible.

### **Communications to the Charter School Community**

Charter School will provide staff and parents/guardians with a copy of this Policy (e.g., distributing by email, posting on website, etc.). In addition, the Charter School will provide training to staff on the Policy to ensure appropriate and consistent implementation. Charter School will frequently communicate with parents/guardians regarding the Charter School's COVID-19 health and safety guidelines and provide supports and resources, as appropriate and necessary.

### **Amendments to this Policy**

The Executive Director or designee is authorized to revise this Policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities ("Agencies"), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this Policy, and to ensure compliance with the Charter School's charter petition. The Executive Director or designee will provide the Charter School's Governing Board with updates as to actions taken pursuant to this section.

The Clarksville Charter School ("Charter School") adopts this COVID-19 Testing Policy ("Policy") in accordance with the California Department of Public Health Order "Vaccine Verification for Workers in Schools" issued on August 11, 2021 ("Order"). The Order **requires** all schools to:

- Verify vaccine status of all workers; and
- Conduct diagnostic screening testing for workers who are not fully vaccinated starting October 15, 2021.

Consistent with the Order, and for purposes of this Policy, "workers" are paid or unpaid adults who physically interact with Charter School students or staff in furtherance of Charter School functions (e.g., teachers who meet with students, staff interacting in administrative offices, etc.). Fully vaccinated workers do not have to undergo COVID-19 diagnostic screening testing.

### **Vaccination Status Survey:**

- Charter School will survey all workers asking if they are fully vaccinated.
- An individual is considered "fully vaccinated" two weeks or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna or vaccine authorized by the World Health Organization), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen).

### **Access to COVID-19 Vaccine:**

- Charter School is not requiring workers to become vaccinated. If you are interested in more information about the COVID-19 vaccine, locations of walk-in clinics, and opportunities to book an appointment for the COVID-19 vaccine, please visit <https://myturn.ca.gov/> website.

### **Acceptable Evidence of Full Vaccination:**

- A worker must provide acceptable evidence of vaccination to Charter School in order to be considered fully vaccinated. Per the Order, Charter School can accept one of the following as acceptable evidence of full vaccination:
  - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card)
    - which includes name of person vaccinated, type of vaccine provided and date last dose administered; OR
    - a photo of a Vaccination Record Card as a separate document; OR
    - a photo of the individual's Vaccination Record Card stored on a phone or electronic device; OR
    - documentation of COVID-19 vaccination from a health care provider; OR
    - digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
    - documentation of vaccination from other contracted employers who follow CDPH vaccination records guidelines and standards.
- Workers can submit evidence of full vaccination through the secure jot form survey.
- When providing proof of vaccination, workers must not provide any other medical or genetic information to Charter School, including but not limited to underlying conditions or a diagnosis of a medical condition.

### **COVID-19 Diagnostic Screening Testing for Workers Who Are Not Fully Vaccinated :**

- Consistent with the Order, and for purposes of this Policy, workers who are not fully vaccinated must undergo diagnostic screening testing for the weeks they physically interact with Charter School students or staff. For workers who physically interact with Charter School students or staff less frequently than once per week, they must undergo diagnostic screening testing no greater than one week in advance to obtain a test result before the interaction (preferably within 72 hours) or during the week of the interaction.
- Antigen tests are acceptable to determine both the presence or absence of active infection with SARS-CoV-2 in individuals with or without symptoms. Repeat antigen testing and/or confirmatory molecular testing should be considered in individuals who receive a negative result with an antigen test but have symptoms specific for COVID-19 (such as loss of taste and smell). November 9, 2021

- This testing will be provided at no cost using a PCR or antigen test that has Emergency Use Authorization by the U.S. Food and Drug Administration or is operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services. Charter School will share information with workers regarding the specifics of testing administration.
- Fully remote employees or volunteers are not required to undergo diagnostic screening testing.
- Unvaccinated employees are not exempted from the testing requirement even if they have a medical contraindication to vaccination.
- Previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, does not waive this requirement.
- Consistent with the Order, if you have a confirmed diagnosis of COVID-19 within the last 90 days and recovered, Charter School may not require you to conduct diagnostic screening testing for the 90-day period after the diagnosis. Please contact the Human Resources Department if you are interested in seeking this limited exemption.
- Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID- 19 vaccine or for electing not to receive the COVID-19 vaccine.
- Charter School will establish a method for tracking weekly diagnostic testing results and will report any positive results to local public health departments.
- Employees with any questions regarding the Charter School's Testing Policy may contact the Human Resources Department.

**Enforcement:**

- Workers who do not comply with this Policy or who are not otherwise eligible for a reasonable accommodation to the testing requirement consistent with applicable law and this Policy may, depending on their position, be placed on unpaid/inactive status until compliance.
- If a worker believes they may be entitled to an accommodation consistent with applicable law and this Policy, they can contact the HR department ([shell.ninke@sequoiagrove.org](mailto:shell.ninke@sequoiagrove.org)). If requested, Charter School will engage in an interactive process with that individual, and work to identify any possible accommodations as appropriate (e.g., unpaid leave of absence). Charter School may not provide an accommodation should it result in a direct threat to health and safety of others or to the individual, and/or if the accommodation will cause an undue hardship for Charter School.

- Charter School may modify enforcement options based on the specific

circumstances.

### **Future Revisions:**

- The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.
- As public health and legal guidance regarding COVID-19 testing at schools evolves, Charter School administrative staff may revise this Policy accordingly. Upon any revision to this Policy, Charter School will provide notice in writing to workers. This Policy shall be implemented in a manner that is consistent with current federal, state, and local law.

~~Please refer to APPENDIX C: Quarantine Decision Forest~~

APPENDIX **AB**: Medical Letter for Alternative Diagnosis or Chronic Condition





### Medical Letter for Alternative Diagnosis or Chronic Condition

Name of Child: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

#### Section 1: Health Care Provider

To Whom It May Concern:

The named student received medical professional services on [date] \_\_\_\_\_. My clinical impression for the symptom(s) that he/she presented is due to [alternative diagnosis/chronic condition] \_\_\_\_\_

The symptom(s) associated with this condition that he/she typically presents with include the following:

**[List symptom(s) student experiences due to alternative diagnosis/chronic condition]**

Any other symptom(s) beyond what is listed above is not consistent with my clinical impression, and therefore, COVID-19 Public Health-guided school policy for on-campus/in-person learning exclusion should be implemented.

Medical Provider (Printed Name) \_\_\_\_\_

Signature \_\_\_\_\_

License# \_\_\_\_\_

Name & Address of Clinic/Medical Office \_\_\_\_\_

Phone \_\_\_\_\_

Date \_\_\_\_\_

[STAMP of medical provider and/or clinic is also acceptable]

#### Section 2: Authorization by Parent/Guardian

I authorize the medical provider to conduct medical evaluation for my child in compliance with my child's school district COVID-19 protocols for safe return to school/on-campus/in-person learning. // *Autorizo al proveedor médico a realizar una evaluación médica de mi hijo/a de acuerdo con los protocolos de COVID-19 del distrito escolar de mi hijo/a para el regreso seguro a la escuela/en el campus/aprendizaje en persona.*

\_\_\_\_\_  
Name of Parent/Guardian (Nombre del padre/tutor)

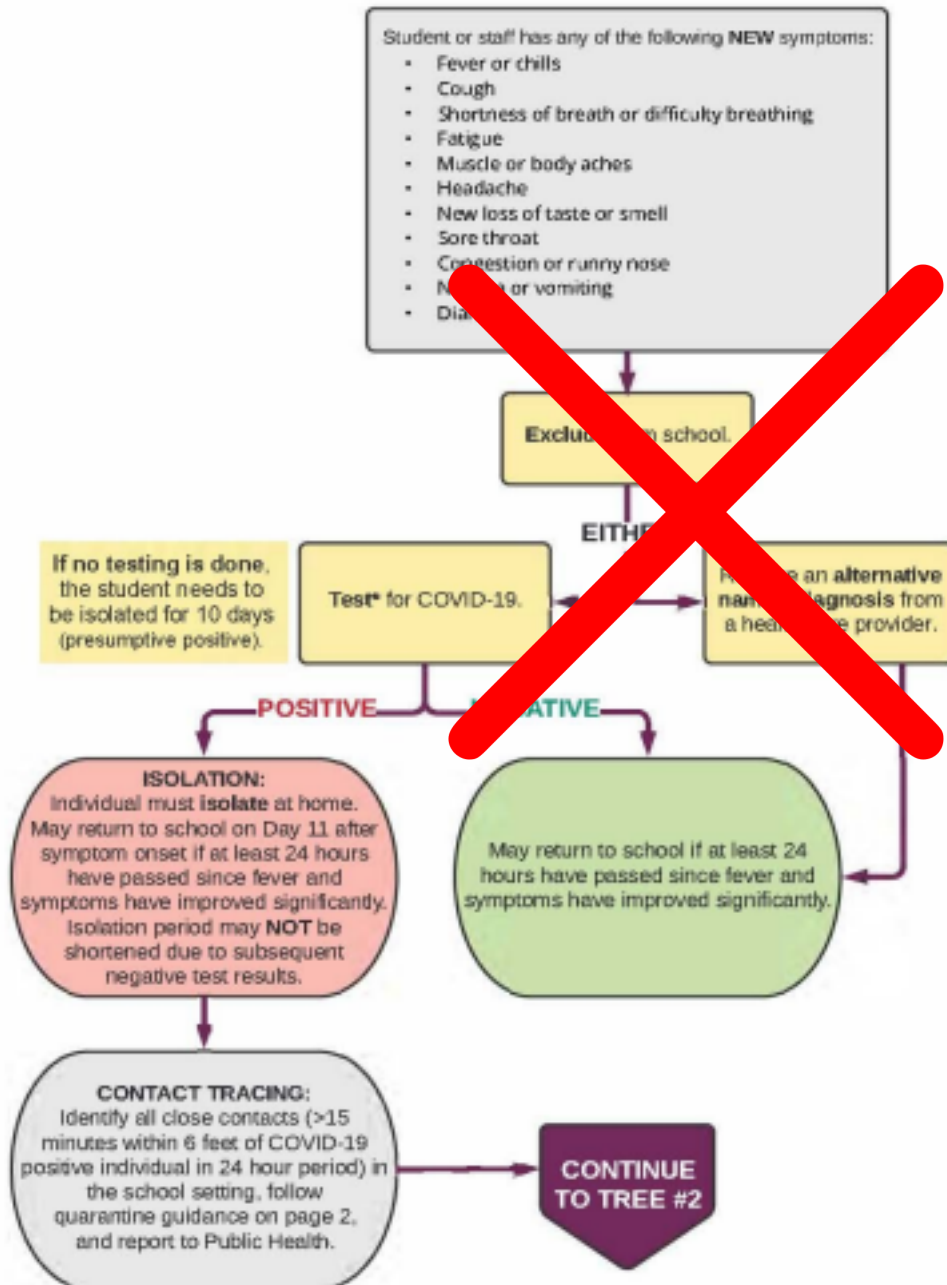
\_\_\_\_\_  
Parent/Guardian Signature (Firma de padre/tutor) Date (Fecha)

NOTE TO PARENT/GUARDIAN: This letter will be filed in the student's health folder and school site Med Binder. It will serve as a guide to navigate the decision tree provided by the California Department of Public Health (CDPH) on whether to exclude a student presenting/complaining of COVID-related symptom(s). You may email a copy to [cynthiar@sutter.k12.ca.us](mailto:cynthiar@sutter.k12.ca.us) or bring it to the student's school site. *NOTA PARA LOS PADRES / TUTORES: Esta carta se archivará en la carpeta de salud del estudiante y en la Carpeta Médica de la escuela. Servirá como una guía para navegar por el árbol de decisiones proporcionado por el Departamento de Salud Pública de California (CDPH) sobre si excluir a un estudiante que presenta / se queja de síntomas relacionados con COVID. Puede enviar una copia por correo electrónico a [cynthiar@sutter.k12.ca.us](mailto:cynthiar@sutter.k12.ca.us) o traerla a la escuela del estudiante*

September 1, 2021

# COVID-19 Symptom & Quarantine Decision Forest for K-12 Schools

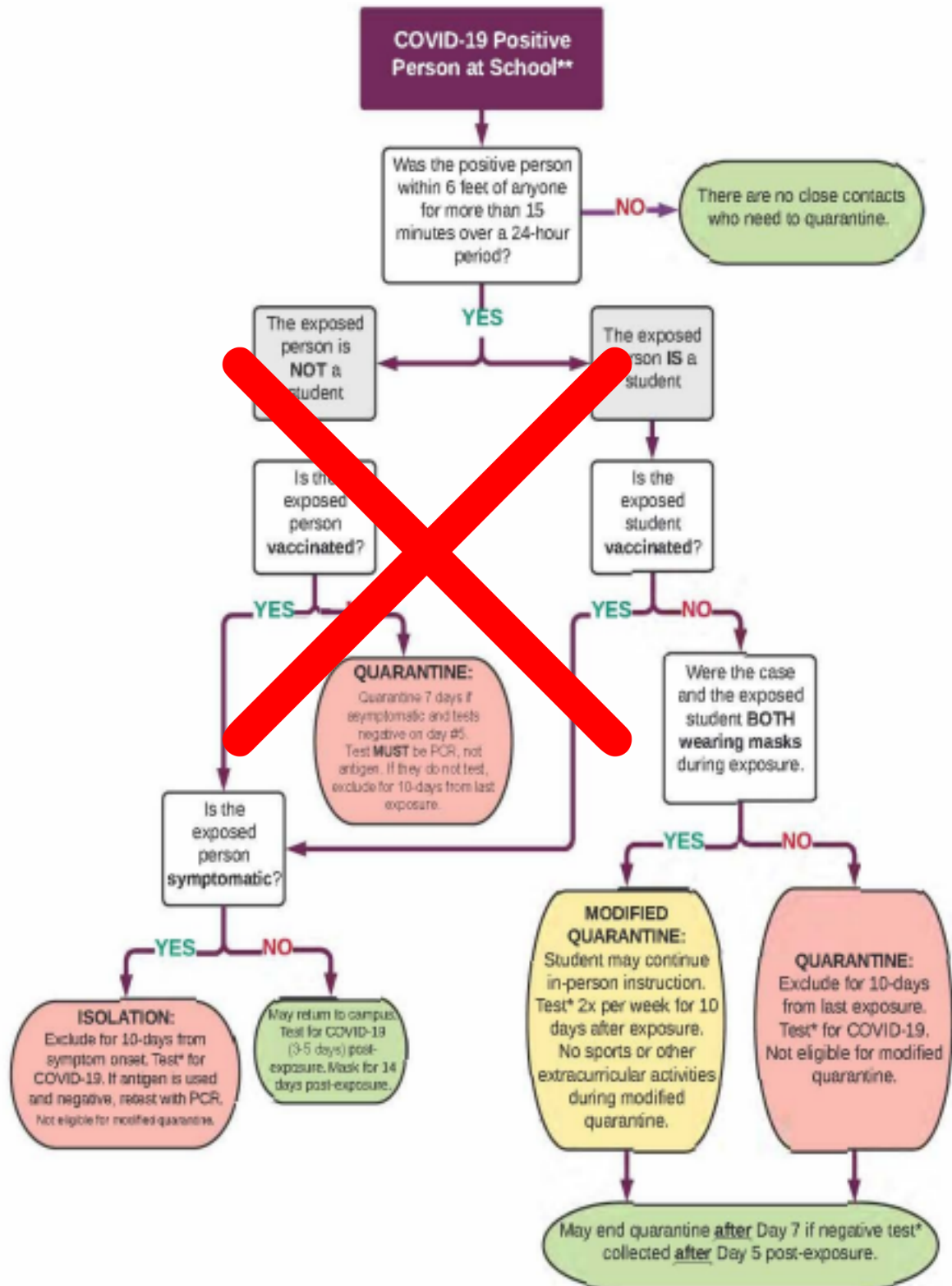
## TREE #1: STUDENT OR STAFF WITH SYMPTOMS



\* PCR or rapid antigen testing are acceptable testing methods. If antigen is negative, continue isolation and repeat with PCR testing.

\*\* School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses. August 18, 2021.

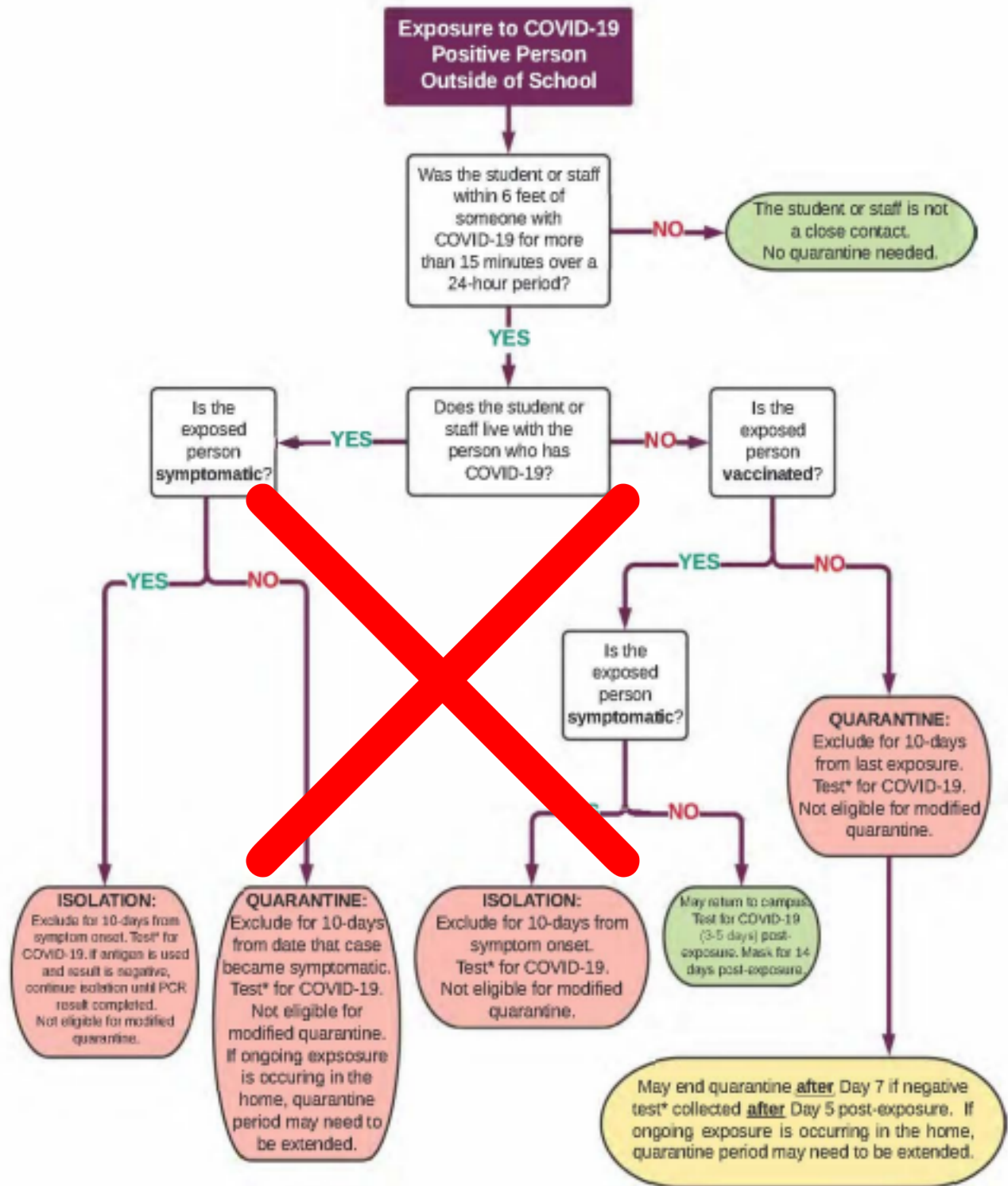
## TREE #2: COVID-19 POSITIVE PERSON AT SCHOOL\*\*



\* PCR or rapid antigen testing are acceptable testing methods. If antigen is negative, continue isolation and repeat with PCR testing.

\*\* School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses. August 18, 2021.

### TREE #3: COVID-19 POSITIVE EXPOSURE OUTSIDE OF SCHOOL



\* PCR or rapid antigen testing are acceptable testing methods. If antigen is negative, continue isolation and repeat with PCR testing.

\*\* School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses. August 18, 2021



# Cover Sheet

## COVID-19 Decision Forest

**Section:** III. Operations  
**Item:** F. COVID-19 Decision Forest  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** SCPH\_Quarantine\_Decision\_Forest\_K-12\_Schools.pdf

### BACKGROUND:

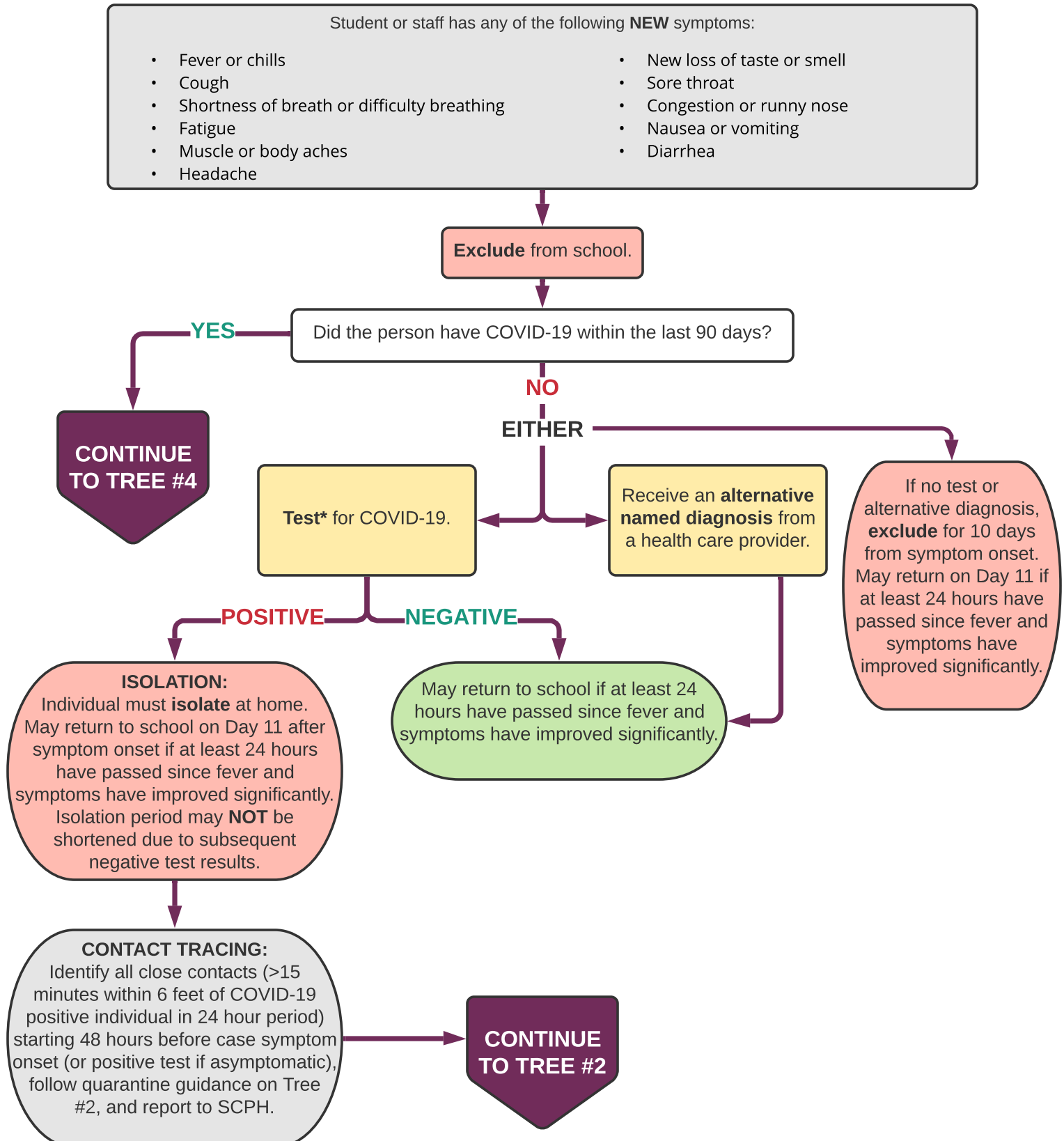
The Decision Forest is based on guidance from the California Department of Public Health and local recommendations from County Public Health. It is updated regularly to align with evolving guidance. Schools should ensure that they are using the latest version and discard all previous versions. The Decision Forest provides general guidance for common scenarios, but cannot account for every possible situation.

# COVID-19 Symptom & Quarantine

## Decision Forest for K-12 Schools

The Decision Forest is based on guidance from the California Department of Public Health and local recommendations from Sacramento County Public Health. It is updated regularly to align with evolving guidance. Schools should ensure they are using the latest version and discard all previous versions. The Decision Forest provides general guidance for common scenarios, but cannot account for every possible situation. Schools requiring technical assistance can contact the SCPH Schools Team for guidance at [SCPHschools@saccounty.net](mailto:SCPHschools@saccounty.net).

### TREE #1: STUDENT OR STAFF WITH SYMPTOMS



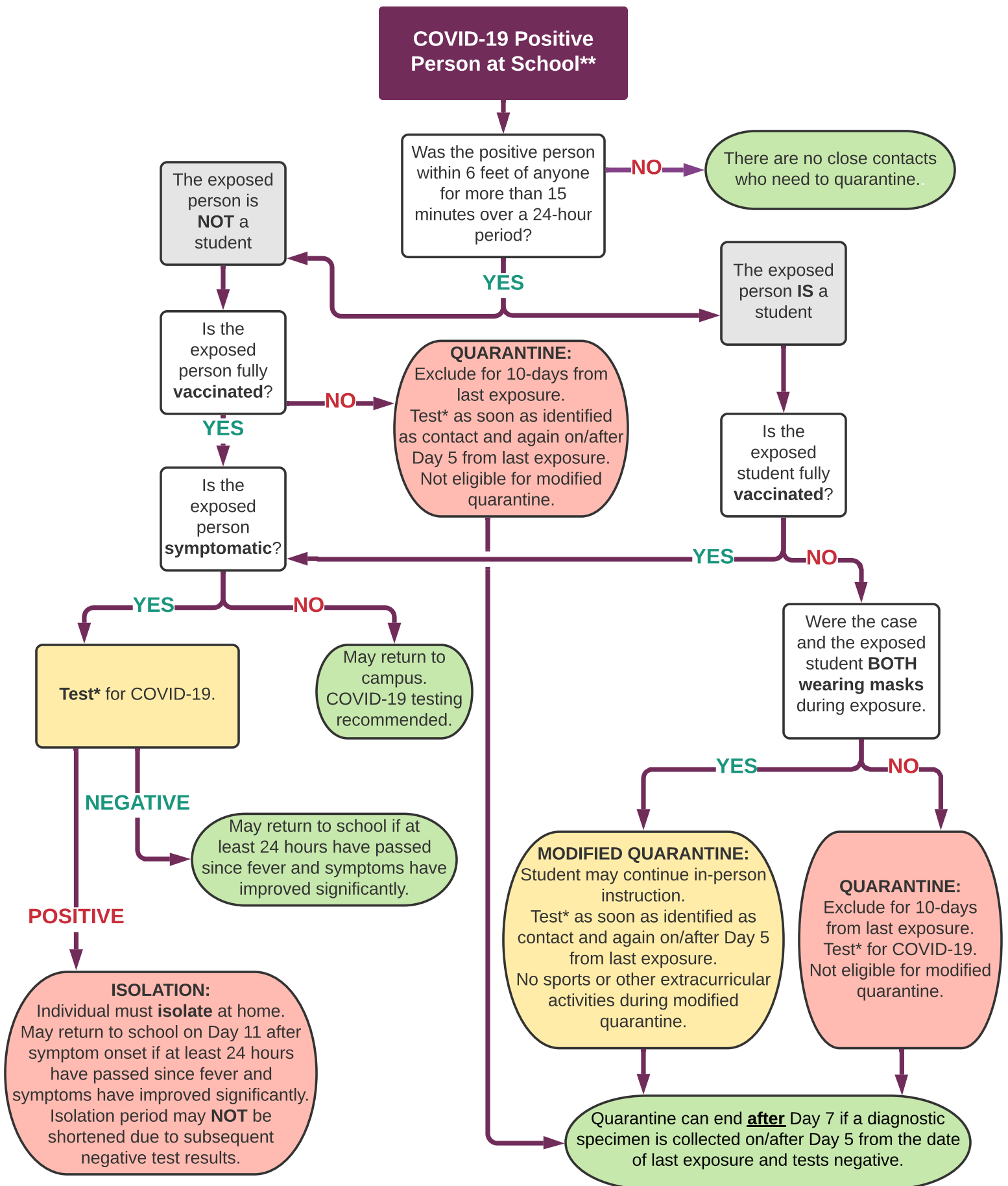
\* PCR or rapid antigen testing are acceptable testing methods. Negative rapid antigen test only requires confirmatory PCR on patient with loss of taste or smell.

\*\* School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

November 9, 2021



## TREE #2: COVID-19 POSITIVE PERSON AT SCHOOL\*\*



\* PCR or rapid antigen testing are acceptable testing methods. Negative rapid antigen test only requires confirmatory PCR on patient with loss of taste or smell.

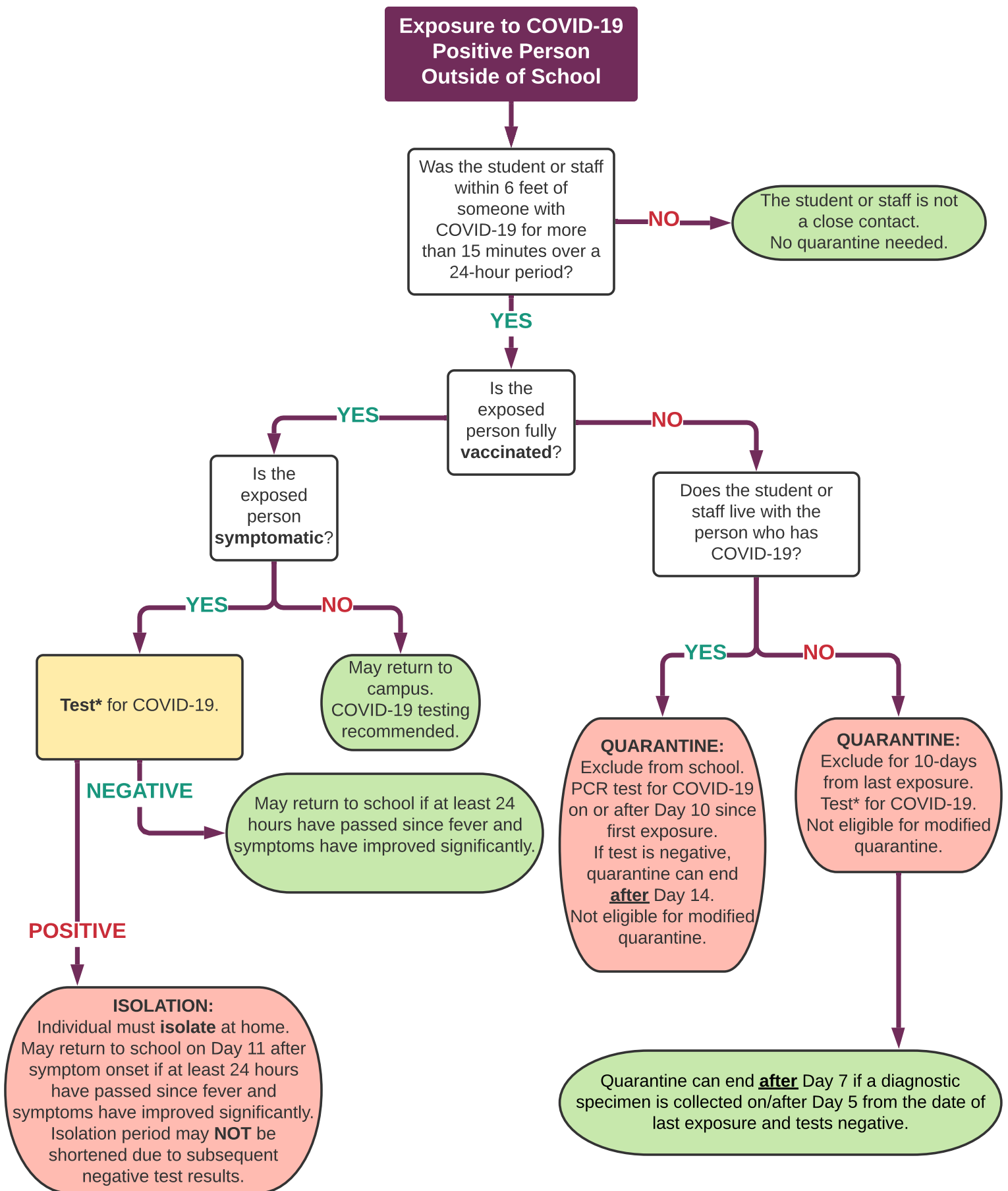
\*\* School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

Please note: Asymptomatic individuals who had COVID-19 in the past 90 days do not need to quarantine if identified as a close contact.

November 9, 2021



## TREE #3: COVID-19 POSITIVE EXPOSURE OUTSIDE OF SCHOOL



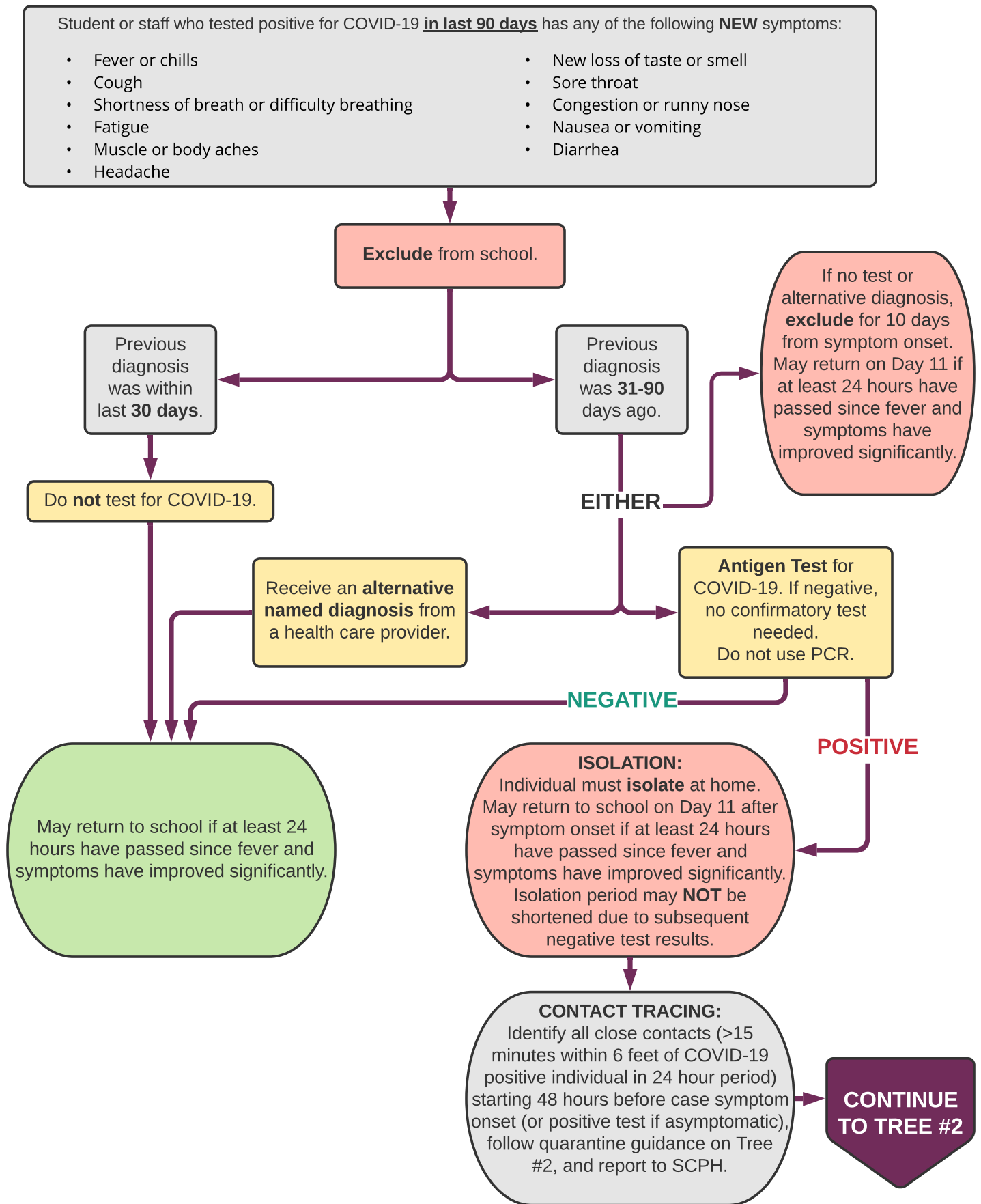
\* PCR or rapid antigen testing are acceptable testing methods. Negative rapid antigen test only requires confirmatory PCR on patient with loss of taste or smell.

\*\* School setting in which students are supervised by school staff, including indoor or outdoor school settings and school buses.

**Please note:** Asymptomatic individuals who had COVID-19 in the past 90 days do not need to quarantine if identified as a close contact.

November 9, 2021

# TREE #4: PERSON WHO TESTED POSITIVE FOR COVID-19 IN PAST 90 DAYS



# Cover Sheet

## Record Retention Policy

**Section:** III. Operations  
**Item:** G. Record Retention Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Education\_Records\_and\_Student\_Information\_Policy\_-\_Winship\_redlined.docx

### BACKGROUND:

Amended policy to cover additional components:

1. Outline the Procedures to Update and Reissue of Pupil Records
2. Outlines Access Rights to the Records of Foster Children
3. Outlines Notice Requirements in Specific Disclosure Situations

### RECOMMENDATION:

Recommended for Board approval



## Education Records and Student Information Policy

Winship Community School is committed to protecting student privacy in accord with the Family Educational Rights and Privacy Act or “FERPA” and the California Constitution.

The purpose of the Winship Community School Governing Board approving this Education Records and Student Information Policy is to accomplish the following:

1. Define Education Records
2. Establish the Procedures for Requesting Copies of Education Records
3. Establish the Procedures for Requesting to Review Education Records
4. Establish the Procedures for Requesting for Amendment to Education Records
- [5. Outline the Procedures for Challenging the Education Record](#)
- [6. Outline the Procedures to Update and Reissue of Pupil Records](#)
- [5.7. Outlines Access Rights to the Records of Foster Children](#)
- [8. Outline the Disclosure of Education Records and Directory Information](#)
- [6.9. Outlines Notice Requirements in Specific Disclosure Situations](#)
- [7.10. Outline the Process of Record Keeping](#)
- [8.11. Outline Parental and Eligible Student Right to File a Complaint with U.S Department of Education.](#)

**1. Education Record:** An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the Charter School. Such information includes but is not limited to:

- Date and place of birth, parent and/or guardian’s address, and where the parties may be contacted for emergency purposes;
- Grades, test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended;
- Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the Charter School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their

parents/guardians, unless otherwise required to do so by state or federal law.

The Charter School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin. An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to another person except a temporary substitute for the maker of the record;
- Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;
- Records relating to a Charter School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the Charter School.
- Records that only contain information about an individual after he or she is no longer a student at the Charter School.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by the Charter

School to comply with the requirements of FERPA and its promulgated regulations.

- Request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

- 2. Requesting to Review Education Records:** Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Director of Records Within forty-five (45) days, the Charter School shall comply with the request.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the Charter School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

- 3. Requesting Copies of Education Records:** The Charter School will provide copies of requested documents within ten (10) days of a request for copies. The Charter School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

- 4. Requesting for Amendment to Education Records:** If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted, or misleading or in violation of the student's right of privacy, he or she may request, in writing, that the Charter School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. The Charter School will respond within ten (10) days of the receipt of the request to amend. The Charter School's response will be in writing and if the request for amendment is denied, the Charter School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

- 5. Challenging the Education Record:** If the Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Dean of Academics. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The Dean of Academic's decision will be based solely on the evidence presented at the hearing. Within thirty 30 days of the conclusion of the hearing, the Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the Charter School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the Charter School, or both. If the Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**6. Update and Reissuance of Pupil Records:** A former pupil of the School may request that former pupil's records to be updated to reflect the former pupil's changed legal name or gender by submitting government-issued documentation in the form of one of the following: State-issued driver's license, birth certificate, passport, social security card, court order indicating a name change or a gender change, or both. Upon the request of the former pupil, the School shall reissue the pupil records, including, but not limited to a transcript, a high school diploma, a high school equivalency certificate or other similar documents conferred on the former pupil. The School is not required to modify records that the former pupil has not required for modification or reissuance.

If a former pupil requests that their name or gender is changed and records are reissued, the School shall add a new document to the former pupil's file that includes all of the following: 1) The date of the request; 2) The date the requested records were reissued to the former pupil; 3) A list of records that were requested by, and reissued to, the former pupil; 4) The type of documentation provided by the former pupil in order to demonstrate the legal name or gender change; 5) The name of the School staff person that completed the request; 6) The current and former name or gender of the former pupil.

Former pupils who are unable to provide the government-issued documentation described above may request a name or gender change, or both, to the former pupil's records through the process described below in section C.

**7. Records of Foster Children:** A foster family agency with jurisdiction over a currently enrolled or former pupil, a short-term residential treatment program staff responsible for the education or case management of a pupil, and a caregiver who has direct responsibility for the for the care of the pupil,



including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently enrolled or former foster pupil.

A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, enrolling the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and enrolling the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

**6.8. Disclosure of Education Records and Directory Information:** With the exceptions listed below, the Charter School will not release educational records to any person or entity outside the Charter School without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. The Charter School shall permanently keep the consent notice with the record file. A parent, guardian or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the Charter School shall not release the information.

The Charter School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. No student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. Immigration-enforcement agencies do not have a legitimate educational interest in a student's or family's citizenship or immigration status. A student's or family's citizenship or immigration status is not considered to be directory information.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, the Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests. The Charter School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below

and the Charter School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior writing consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

If the Charter School receives an information request related to a student's or family's immigration or citizenship status, the Charter School personnel shall take the following action steps:

- Notify the Executive Director or Deputy Executive Director about the information request;
- Provide students and families with appropriate notice and a description for the immigration officer's request;
- Document any verbal or written request for information by immigration authorities;
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

The Charter School will train its personnel regarding gathering and handling sensitive student information as identified in this policy.

The Charter School will disclose education records, without consent, to the following parties:

- Charter School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- Contractors, consultants, volunteers or other parties to whom the Charter School has outsourced institutional services or functions may be considered a Charter School official provided that the outside party performs an institutional service or function for which the Charter School would otherwise use employees, is under the direct control of the Charter School with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information;
- Other schools to which a student seeks or intends to enroll;
- Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

- Accrediting organizations in order to carry out their accrediting functions;
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School may disclose the final results of the disciplinary proceeding, regardless of whether the Charter School concluded a violation was committed.
- An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law;
- Other disclosures as provided by applicable law.

**9. Requirements in Specific Disclosure Situations:** If the School discloses education records without parental or eligible student consent to officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll, the School will make a reasonable attempt to notify the parent or eligible student at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing as outlined above.

**7.10. Record Keeping:** The Charter School will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record will include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the Charter School in accordance with 34 C.F.R. 99.33(b), the record will include the names of the additional parties to which the receiving party may disclose the information

on behalf of the Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, the Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, the Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the Charter School.

**8.11. Complaints:** Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue. S.W.  
Washington, D.C. 20202**



# Cover Sheet

## Pest Management Policy

**Section:** III. Operations  
**Item:** H. Pest Management Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
PROPOSED Integrated Pest Management Policy- Winship.docx.pdf

### BACKGROUND:

The purpose of Integrated Pest Management (IPM) is to reduce exposure to toxic pesticides through information and application of an integrated pest management system as outlined in the Healthy Schools Act of 2000 (Assembly Bill 2260).

### RECOMMENDATION:

Recommended for Board approval.



## Integrated Pest Management Policy

The purpose of Integrated Pest Management (IPM) is to reduce exposure to toxic pesticides through information and application of an integrated pest management system as outlined in the Healthy Schools Act of 2000 (Assembly Bill 2260).

The purpose of the Winship Community School Governing Board adopting this Integrated Pest Management Policy is to outline the following:

1. Definitions
2. Program Components
3. Training
4. Notifications
5. Warning Signs
6. Records
7. Pesticide Use near Resource Center

**1. Definitions:** Integrated Pest Management (IPM) means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. (Education Code 17609; Food and Agricultural Code 13181) School site means any facility used for kindergarten, elementary, or secondary school purposes and includes the buildings or structures, playgrounds, athletic fields, vehicles, or any other area of property visited or used by students. (Education Code 17609)

**2. Program Components:** The Executive Director or designee shall designate an employee at the school site to develop, implement, and coordinate an IPM strategy that incorporates effective, least toxic pest management practices.

The IPM coordinator shall prepare and annually update a school site IPM plan based on the template provided by the California Department of Pesticide Regulation (DPR).

The IPM plan shall include the name of school IPM coordinator, the pesticides expected to be applied at the school site by school employees and/or pest control applicators, and a date that the plan shall be reviewed and, if necessary, updated. (Education Code 17611.5)

The school shall use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment. Such pesticides shall only be used after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. (Food and Agricultural Code 13181)

The IPM plan and this administrative regulation shall not apply to reduced-risk pesticides, including self-contained baits or traps, gels or pastes used for crack and crevice treatments, antimicrobials, and pesticides exempt from registration by law. (Education Code 17610.5; 3 CCR 6147)



The school's program shall include, but not necessarily be limited to, the following components:

1. Identifying and monitoring pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.
2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazards that would indicate corrective action should be taken
3. Modifying or eliminating pest habitats to deter pest populations and minimize pest infestations.
4. Considering a full range of possible alternative cost-effective treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for the use of chemical control agents.
5. Selecting non chemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that chemical methods must be used, giving preference to those chemicals that pose the least hazardous effects to people and the environment.  
No pesticide that is prohibited by DPR or the U.S. Environmental Protection Agency, as listed on the DPR web site, shall be used at a school site. (Education Code 17610.1)
6. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and product label directions.
7. Informing parents/guardians and employees regarding pesticide use as described in the sections "Notifications" and "Warning Signs" below.
8. Ensuring that persons applying pesticides follow label precautions and are sufficiently trained in the principles and practices of IPM as described in the section "Training" below.
9. Evaluating the effectiveness of treatments to determine if revisions to the IPM plan are needed.

**3. Training:** The IPM coordinator and any employee or contractor who may be designated to apply a pesticide at a school site shall annually complete a DPR-approved training course on IPM and the safe use of pesticides in relation to the unique nature of school sites and children's health. (Education Code 17614; Food and Agricultural Code 13186.5)

Any school employee who handles pesticides shall also receive pesticide-specific safety training prior to applying pesticides and annually thereafter in accordance with 3 CCR 6724.

**4. Notifications:** Staff and parents/guardians of students enrolled at a school site shall be annually notified, in writing, regarding pesticide products expected to be applied at the school site in the upcoming year. The notification shall include at least the following: (Education Code 17612)

1. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it
2. The Internet address (<http://www.cdpr.ca.gov/schoolipm>) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code 13184

3. If the school has posted its IPM plan, the Internet address where the plan may be found
4. The opportunity to view a copy of the IPM plan in the school office
5. An opportunity for interested persons to register to receive prior notification of each application of a pesticide at the school site
6. Other information deemed necessary by the IPM coordinator

Whenever a person registers to receive notice of individual pesticide application pursuant to item #5 above, the IPM coordinator shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application. (Education Code 17612)

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application. (Education Code 17612)

If a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5, it shall post the school website. When not required, the IPM coordinator may post or distribute the IPM plan at his/her discretion. (Education Code 17611.5)

Whenever the IPM coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide. (Education Code 17612)

**5. Warning Signs:** The IPM coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. The sign shall be posted at least 24 hours prior to the application and shall remain posted until 72 hours after the application. The warning sign shall prominently display the following information: (Education Code 17612)

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the EPA's product registration number
3. Intended areas and dates of application
4. Reason for the pesticide application

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. (Education Code 17609, 17612)

**6. Records:** At the end of each calendar year, the IPM coordinator shall submit to DPR, on a form provided by DPR, a copy of the records of all pesticide use at the school site for that year, excluding any pesticides exempted by law and any pesticide use reported by the pest control operator pursuant to Food and Agricultural Code 13186. The IPM coordinator may submit more frequent reports at his/her discretion. (Education Code 17611)

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. A school may meet this requirement by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used. (Education Code 17611)

**7. Pesticide Use near Resource Center:** Upon receiving notification pursuant to 3 CCR 6692 that a grower expects to use agricultural pesticides within one-quarter mile of a school site Monday through Friday from 6:00 a.m. to 6:00 p.m., the Executive Director or designee shall notify the IPM coordinator, staff at the school site, and parents/guardians of students enrolled at the school.

The Executive Director or designee may communicate with any grower within one-quarter mile of the school to request that the grower not apply pesticides during evenings or weekends when school activities are scheduled.

IPM Coordinator:

Darcy Belleza

[darcy.belleza@sequoiagrove.org](mailto:darcy.belleza@sequoiagrove.org)

# Cover Sheet

## English Learner Master Plan 2021-2022

**Section:** IV. Academic Excellence  
**Item:** A. English Learner Master Plan 2021-2022  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Winship v.3 Charter School EL Master Plan\_Updated Oct 2021.docx.pdf

### BACKGROUND:

- We have updated the curriculum options that can be used to support English language development.
- We have updated the annual RFEP monitoring schedule. Because we monitor students quarterly, we have changed the timing for the Annual Monitoring form.
- We have updated the year

### RECOMMENDATION:

Recommended for Board approval

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# ENGLISH LEARNER MASTER PLAN 2021-2022

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**WINSHIP**  
Community School



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## **Master Plan for Services to English Learners 2021-2022**

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

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

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

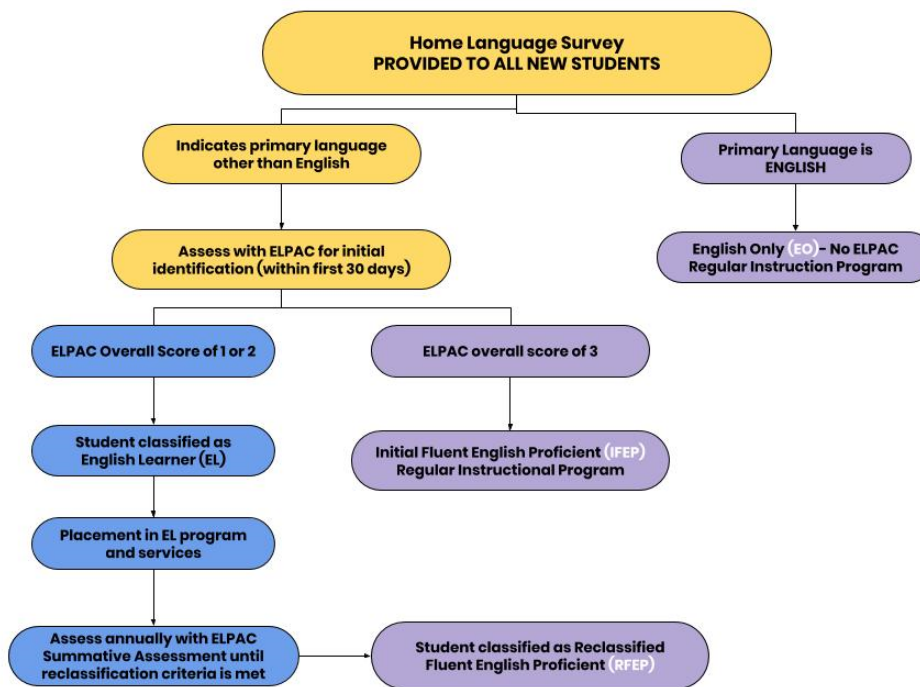
1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.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





## Identification Tools:

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



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

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in Winship Community School and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record.

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

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



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

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

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

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

Assessment		
Initial ELPAC	Within 30 days of enrollment: pending possible extension from the state.	July 1- <del>June</del> 30
Initial ELPAC score report and Notification Letter will be mailed, after testing. See Appendix 1		
Summative ELPAC	Given to current EL students	Feb 1- May 3 <del>1</del>

## Step 2: English Language Proficiency Assessment

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

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing.



The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include scale scores and proficiency levels.

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

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

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

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

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

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

### **Criteria for reasonable fluency in English**

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

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



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

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

### **Parent Notification**

- Results of assessments
- Student Placement

### **Step 3: Parent Notification of Results**

#### **Parent Notification of Initial Assessment Results and Program Placement**

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

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

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

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

### **Program Placement/Instructional**

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- **Core Instruction in English**
- **Daily Leveled ELD** for 30 – 60 minutes based on the student need and level independently at home ~~through BrainPop ELL program~~ one or more of the foundational offerings with teacher monitoring progress.



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

#### Step 4: Program Placement

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

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

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

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher



- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- ~~McGraw Hill Flex Curriculum (EL supports based on Level)~~

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

Winship Community School will annually run a list of the at risk ELs ( 4-5 years as an EL) and our LTELs (6+ years as EL) and work with HSTs to strongly encourage the following supports:

- \* Automatic access to ~~BrainPop-ELL~~ Moby Max or Language Live
- \*Virtual Reading Comprehension virtual classes offered by qualified instructors
- \*Reading Horizons option
- \*ELD Support Class option
- \*School's EL designee will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify

## **STAFFING**

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

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

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

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

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively





- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

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

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

## **INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS**

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

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

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



## RECLASSIFICATION

Winship Community School reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, **Star 360 reading assessment**, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation.

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

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

### Reclassification Policy, Criteria, and Process:

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

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

- 1) ELPAC Score - Student must have an Overall Performance Level score of 4 (the statewide standardized ELP criterion), with no more than one subscore of 2.
- 2) Teacher Evaluation - Student progress as observed by the teacher, as well as student's grades/progress indicators in **math and** English. The grade must be a C or higher **in both courses**. Progress in standards must be Meeting or Exceeding Expectations.
- 3) Parent Opinion and Consultation - Parents will be invited to and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.



- 4) English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment or SBAC scores. The cut score requirements/criteria are indicated in the chart below.

Updated 3/25/2021 Criterion 4 for EL Master Plans					
Grade	SBA (ELA) Performance Level		Star Reading (Star Enterprise Scale Score)		Star Early Literacy (Star Enterprise Scale Score)
TK/K	n/a		78	or	631
1	n/a		166	or	776
2	n/a		338		N/A
3	Standard nearly met	or	445		N/A
4	Standard nearly met	or	531		N/A
5	Standard nearly met	or	600		N/A
6	Standard nearly met	or	692		N/A
7	Standard nearly met	or	773		N/A
8	Standard nearly met	or	858		N/A
9	n/a		919		N/A
10	n/a		958		N/A
11	Standard nearly met	or	993		N/A
12	n/a		1080		N/A



## Process

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

## **RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES**

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

## **RFEP Monitoring**

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

Winship Community School will monitor RFEP's curriculum, interventions and assessments quarterly. RFEPs will also have a formal yearly monitoring check each year over the four years, using the Reclassification Monitoring form.

## **~~Annual RFEP Monitoring Schedule~~**

<b>Student's Last Name</b>	<b>Monitoring-Month; Annually for Four Years</b>	<b>Student's Last Name</b>	<b>Monitoring-Month; Annually for Four Years</b>
----------------------------	--	----------------------------	--



A-G	October	M-O	February
D-F	November	P-R	March
G-H	December	S-V	April
I-L	January	W-Z	May

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

### INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of: <Last\_Name>, <First\_Name> Date: <Date\_Testing\_Completed>

SSID: <SSID> Date of Birth: <Date\_of\_Birth> Grade: <Tested\_Grade>

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

### Language Assessment Results

See enclosed Student Score Report

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

### Program Placement

If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note, that this does not change your student's homeschool teacher.



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

### Exit (Reclassification) Criteria

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

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

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

## Intervention and Support Options

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

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

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



**Tier 1 intervention:** Provided until proficiency goal is reached

- The general education teacher begins and/or provides Tier 1 level supports on a class/roster-wide basis. Additionally, the teacher ensures that the students are working in an evidence-based curriculum. To complement the evidence-based curriculum.

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

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

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

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

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

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

**Additional Online Programs:**

1. ~~**BrainPop**—BrainPOP ELL brings English language learning to life in your classroom! To help you make the most of this pr ELL is organized in three levels, corresponding to beginning, intermediate, and advanced. Each level consists of six units, and each unit includes five movies with associated features. We recommend that absolute beginners start with the first Level 1, Unit 1 movie. oduct, explore this rich collection of support resources, from ELL-specific graphic organizers and action images to learning strategies, lesson plans, vocabulary activities, and more.~~
2. ~~**Curriculum supplemental support**—check with student's chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.~~
3. ~~**MathSeeds/Mathletics**—It is a comprehensive online mathematics program for children aged 3-13. It offers a vast range of carefully structured lessons and activities that build mathematical skills over a broad range of numbers, shapes and measurement topics. This program can be used for intervention in math. This eligibility is dependent on their STAR360 scores and is only given to students who score in the yellow intervention or red urgent intervention categories~~
4. ~~**Reading Horizons**—When a student is more than 2 grade levels behind in ELA. This is also a great support for EL students~~
5. ~~**Learning Ally**—this program is an audiobook program that reads books to students so that they can hear what it should sound like, as it is read by an English fluent person.~~





6. ~~Reading Eggs~~ instructs students in the five core literacy areas outlined by the National Reading Panel as essential components of reading instruction. These include: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. It develops essential reading skills in a progression that will take a non-reader through to a grade 2 reading level.

Sequoia Grove English Language Development 2021-2022		
Sequoia Grove Charters are providing the following foundational offerings to meet the California State English Language Development requirement of 30 Minutes per day.		
Foundational offerings	Choose your resource options	
	Choice 1:  English Live Direct Instruction	Choice 2:  Paper-Based English Language Development **Students are assigned a workbook based on age and English proficiency.
	1. ELD Zoom Classes 2x weekly  2. Supplemental English Language Development (Online) <ul style="list-style-type: none"><li>• Moby Max TK-5</li><li>• Language Live 6th-12th</li></ul>	<ul style="list-style-type: none"><li>• Creative IDEAS workbook (TK-5th) or</li><li>• Language Live Workbook (6th-12th)</li></ul>
Educational Funds can be used to purchase the following approved ELD supplements if preferred over foundational offerings.		
Additional Recommendations	<ul style="list-style-type: none"><li>• Language Live</li><li>• Reading Eggs</li><li>• JHVA/HSVA Language Arts Class</li><li>• Brain Pop</li><li>• Acellus ESL</li><li>• HST Sync Up time</li><li>• Clubs and Adventure Academy Classes</li></ul>	
Students that are TK-3 grade have English Language Development requirements embedded in their Language Arts curriculum.		



## Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

**HST Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**SSID:** \_\_\_\_\_ **Scope:** \_\_\_\_\_

**List of evidence attached:**

Reading	Writing
Listening	Speaking

**Additional teacher comments and observations:**

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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

**EL Coordinator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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



## English Language Learner Reclassification Form

<b>Student Name:</b>	<b>Grade:</b>
<b>Teacher Name:</b>	<b>Date:</b>

ELPAC Overall Score		Comparison Data	Language Arts
Reading		Grades/Progress Indicators	
Writing		SBAC Scores	
Listening		STAR360 Scores	
Speaking		Other	

**Teacher Opinion:** \_\_\_\_\_  
 \_\_\_\_\_

**Parent Opinion** \_\_\_\_\_  
 \_\_\_\_\_

**Final Outcome:**      Student will be reclassified:      Yes      No

Home School Teacher			
	Print	Sign	Date
EL Coordinator			
	Print	Sign	Date
Parent			
	Print	Sign	Date

-----  
**Official RFEP Date** \_\_\_\_\_



## Parent Notification Letter of Reclassification

Date:

Dear Parent/Guardian of \_\_\_\_\_

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

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

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

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

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

Sincerely,

Kristal Leach  
EL Coordinator  
Winship Community School  
[kristal.leach@sequoiagrove.org](mailto:kristal.leach@sequoiagrove.org)



## English Language Learner Annual RFEP Monitoring Form

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

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

Was academic performance satisfactory? Yes   No

Are intervention strategies necessary? Yes   No

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

Additional Comments/Information

Home School Teacher			
	Print	Sign	Date
EL Coordinator			
	Print	Sign	Date
Parent			
	Print	Sign	Date



## Reclassification Form For English Learners with Disabilities

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

1. **Indicate which assessment the student took:** ELPAC\_\_\_\_\_ Alternate Version \_\_\_\_\_

**2. ELPAC Scores**

**3. English Language Proficiency/ Academic Performance**

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

4. Has student met language proficiency criteria as assessment by ELPAC? Yes\_\_\_ No\_\_\_

5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes\_\_\_ No\_\_\_

6. **If so, in which domains?** Reading\_\_\_\_\_ Writing\_\_\_\_\_ Listening\_\_\_\_\_ Speaking\_\_\_\_\_



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

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

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

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

\_\_\_\_\_ Other/also:

**7. Was an English proficiency goal written into the student's IEP?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**8. Did the student meet the English proficiency goal?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**9. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**10. Teacher Evaluation**

**11. Parent Opinion**





--

**Final Outcome:** Student will be reclassified:      Yes \_\_\_\_      No \_\_\_\_

<b>Teacher Signature:</b>	<b>EL Coordinator</b>
<b>Parent Signature:</b>	<b>Official RFEP Date:</b>
<b>Case Carrier:</b>	<b>IEP Team Member:</b>
<b>IEP Team Member:</b>	<b>IEP Team Member:</b>

# Cover Sheet

## Work Sample Policy

**Section:** IV. Academic Excellence  
**Item:** B. Work Sample Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Work Sample Policy (Red Line) - Winship.docx.pdf

### BACKGROUND:

The proposed revision of the Work Sample Policy is an update to clarify the criteria for acceptable work samples to align with our Parent Handbook and current guidance from the auditor. *There is no substantive change to the content but language is clarified and simplified.*

### RECOMMENDATION:

Recommended for Board approval



Winship Community School offers independent study to meet the needs of pupils enrolled in the charter school; and as such, teachers must collect work samples from students to ensure that all students meet the State student academic achievement standards. This policy ensures that student work samples contain the information necessary to ensure the student's learning success.

The purpose of the Winship Community School Governing Board approving this Work Sample Policy is to accomplish the following:

1. Provide an overview for the Work Sample Policy
  2. Explain the **procedures for preparing** requirements of an acceptable work sample
  3. Identify criteria for **acceptable** ~~Non-Compliant~~ work samples
1. **Overview:** As an independent study program, Winship Community School is required to collect work samples from each of its students as a condition of apportionment. Work samples allow the student's supervising teacher to determine the time value of the completed student work. Work samples are turned in to the student's supervising teacher in accordance with the student's Master Agreement **and Independent Study Policy**.
  2. **Procedures:** ~~Work samples~~ **Students (or the parent if a student is unable)** must **include** ~~contain~~ the following information **at the top of each sample**:
    - Student's First Name and Last Name (nicknames **or preferred names** are **acceptable** ~~okay~~)
    - Date that the work was completed, including the year. ~~The work sample must be the student's original work. If anything gets changed on the original work sample, the student must initial such changes. All initialed changes mean that the student made the changes, not the parent/guardian/caretaker or teacher.~~

The supervising teacher must verify the work sample **includes** ~~by including~~ the following:

- ~~Homeschool teacher's name~~
- Student's full name **as found in Pathways (if a nickname or preferred name is used, the teacher should write the student's full name in red and use quotation marks to indicate the nickname/preferred name).**
- Date the student completed the sample

- Student's grade level (TK-8) and course name (all students must match the Master Agreement)
- ~~Date the teacher reviewed the material~~
- ~~HST grade~~ A parent or teacher evaluation mark (TK-5) or grade (6-12)

### 3. Acceptable Work Sample Criteria:

- Samples must be original student work and non-sectarian (non-religious). Samples from a sectarian publisher are not allowed, even if the sample itself is non-religious in nature.
  - All work must be neat and easy to read, including scanned copies.
  - Samples must be a good representation of the student's abilities and must be in the student's own words.
  - Photo work samples must include a reflection of the learning in the student's own words.
  - Samples such as tests, quizzes, and math assignments, must include both questions and answers.
  - The student's first and last name and the full date, dated within the correct learning period, must be clearly written at the top of each sample (by the student if they are able).
  - Handwritten samples must have a handwritten name and date.
  - Whiteout must not be used in the header of the work sample to correct the student's name or date.
- 
- ~~Original or scanned PDF version~~
  - ~~Demonstrates neat and organized work~~
  - ~~Demonstrates a good reflection of your child's learning and abilities~~
  - ~~Includes student's name and date in the top right hand corner~~
  - ~~The sample needs to be completed and dated within the collection Learning Period~~
  - ~~Must be non-sectarian (non-religious)~~
  - ~~Photographs must include a summary from the student's perspective~~
  - ~~Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them~~

### 4. ~~Non-Compliant Work Samples Include:~~

- ~~Scanned documents that are difficult to read or are very light~~
- ~~A scanned or printed document of a certificate of completion or report from an online learning platform~~
- ~~Samples completed and dated not within the Learning Period~~
- ~~A photograph which does not include the student's summary of the project/concept~~
- ~~Incomplete worksheets or work~~

# Cover Sheet

## Non-Compliance Policy

**Section:** IV. Academic Excellence  
**Item:** C. Non-Compliance Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Non-Compliance Policy and Procedures - Winship.docx.pdf

### BACKGROUND:

The proposed revision of the Non-Compliance Policy is to clarify the criteria of non-compliance and update the procedure to clarify the communication, timeline and procedure for Administrative Withdrawal. There is no substantive change to the content aside from the addition of procedure for Administrative withdrawal.

### RECOMMENDATION:

Recommended for Board approval



**WINSHIP**  
Community School

## Non-Compliance Policy and Procedures

Winship Community School is committed to ensuring students are appropriately engaged in learning, particularly as it correlates to attendance reporting. After the Non-Compliance Process has been seen through, it may be determined that Independent Study is not the best educational placement for the student and as such, the student may be Administratively Withdrawn.

The purpose of the Winship Community School Governing Board approving this Non-Compliance Policy is to accomplish the following:

1. ~~Define Outline the Non-Compliance Process~~
  2. Outline the Student's Responsibility to complete Work/Progress, Assignments/Work Samples, and/or Student Activity Logs
  3. Outline the Parent's and Student's Responsibility to Schedule and Attend Monthly Learning Period ~~Meetings~~
  4. Establish Communication Requirements with the Homeschool Teacher (HST)
  5. Outline the Non-Compliance Procedures
  6. Outline the Procedures for the HST when sending the First Non-Compliance Letter
  7. Outline the Procedures for the HST when sending the Second Non-Compliance Letter
  8. Outline the Procedures for the Administrative Conference ~~Call~~
  9. ~~Outline the Procedures for an Administrative Withdrawal~~ Establish the Non-Compliance ~~Timeline/Checklist~~
1. **Non-Compliance Definition-Process:** Non-Compliance is defined as meeting one or more of the following criteria:
- Missing 2 or more assignments during a learning period
  - Missing 1 or more attendance logs
  - Missing a scheduled Learning Period Meeting after 2 attempts have been made to reschedule
  - Not responding to communication from Homeschool Teacher after 3 attempts have been made
  - Not submitting work samples when requested

~~The school's Non-Compliance Process can be engaged if a student/family is found to have one or more of the following:~~

- ~~• Two (2) missing assignments during any period of twenty (20) school days~~
- ~~• One or more missing Work Samples~~
- ~~• One or more missing Student Activity Logs (Attendance Logs)~~
- ~~• Missed or not scheduled one or more monthly learning period or other meetings.~~
- ~~• Has not responded to their Homeschool Teacher after three sets of attempts (phone and email) over the course of six school days.~~

2. **Student Work/Progress, Assignments/Work Samples, and Student Activity Logs:** It is required that all Homeschool Teachers (HSTs) review and affirm student learning and collect Student Activity Logs and Work Samples every **learning period** ~~twenty school days~~. It is also required that all HQTs monitor work completion and progress for High School Students, if using an HQT. When any pupil fails to complete two (2) assignments during any **learning period** ~~of twenty (20) school days~~, or has missed one or more work samples, the HST should then start the ~~Compliance~~ **Non-Compliance** Process.
3. **Monthly Learning Period or Other Meetings:** It is the parent's and student's responsibility to make every effort to schedule and attend monthly learning period meetings every twenty school days. If the meeting is not successfully **held, the HST will make two more attempts to reschedule within the next ten school days.** ~~If the meeting is still not successfully held or held after two or more attempts,~~ it could be determined that the family has not met the school's meeting expectations and the HST should start the Non-Compliance Process.
4. **Communication Requirements with of the Homeschool Teacher:** HSTs will keep positive and open lines of communication with each family. HSTs will follow a communication pattern with a pairing of a phone call and email message, and document in Contact Manager. If an initial communication pair (#1) is not responded to within two school days, the HST will attempt to reach the family again with another communication pair (#2). If the second communication pair is not successful, the HST will attempt a third communication pair (#3) and start the ~~Compliance~~ **Non-Compliance** Process by sending Non-Compliance Letter #1.
5. **Non-Compliance Procedures:** ~~The compliance procedure can include two compliance letters and one Administrative Conference call. If after the Administrative Conference call the student fails to meet expectations, the student will be withdrawn from the school for at minimum, one academic school year.~~

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

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

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



to come into compliance.

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

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

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

6. **First Non-Compliance Letter:** Should any of the items listed in the Non-Compliance Process occur and there have been three Communication Pairs attempted, upon the third attempt, the HST will:

- Send Non-Compliance Letter #1 to the family via **email and** certified mail.
- Document date letter was sent, issue, and tracking number in Contact Manager
- Remind student/family of the appropriate sections of the Master Agreement and Parent-Student Handbook that specifically address the issue/concern.
- Talk with the family to see what the issues/concerns are on both sides as well as develop a plan to support the student and resolve any issues.
- Hold all Instructional Funds until the family is compliant.

7. **Second Non-Compliance Letter:** Without satisfactory resolution or response to the issues described in the Non-Compliance Letter #1 within five school days, the HST will:

- Attempt to call and email the family (Communication Pair #4)
- Determine a day and time to schedule an Administrative Conference ~~Call~~ with the parent(s)/guardian(s), HST, and **an Assistant Sr-Director or Director**, to be specified in Non-Compliance Letter #2. Date should be no sooner than the 6<sup>th</sup> school day from the date of the letter.
- Send Non-Compliance Letter #2 to the family via **email and** certified mail.
- Document date letter was sent, issue, and tracking number in Contact Manager
- Remind student/family of the appropriate sections of the Master Agreement and Parent-Student Handbook that specifically address the issue/concern.

Letter #2 gives the family the opportunity to communicate and work with their HST to address and problem-solve the issues of concern. Should the family fail to communicate to their HST within five school days from the date the letter was sent, the parent/guardian must either communicate and resolve the indicated issues with their HST or attend the Administrative ~~Phone~~ Conference as scheduled in the letter.

8. **Administrative Conference-~~Call~~:** Without satisfactory resolution to the issues/concerns, the HST will:

- Send out a **video** conference **invitation** ~~call number~~ to all participants.
- Attempt to remind/confirm the parent/guardian of the call via phone and email. Document the communication in the Contact Manager.
- Document date the Administrative Conference ~~Call~~ was held including a brief summary of the outcome in the Contact Manager.

A team composed of Parent(s)/Guardian(s), HST, and an **Assistant** Director **or** **Director** must be present ~~on~~ **at** the Administrative Conference ~~Call~~. During this time the team will work towards resolution of the issues/concerns as well as determine if this is the best placement for the student. School Administration may determine the following:

- Independent Study is in the best interest of the student.
- The need to place the student on a student improvement plan.
- The need to implement different strategies to collect compliance documents (Student Activities Logs and or Work Samples).
- Determine that it is not in the student's best interest to remain in our independent study program.

If the Administration finds that **it this** is not in the best interest of the student to remain in independent study, then the student shall be withdrawn from the school by following the procedures in the school's withdrawal policy.

If the student or parent does not attend the Administrative Conference ~~Call~~, the student could be withdrawn from the school by following the procedures in the school's withdrawal policy.

**9. Administrative Withdrawal:** If it is determined during the Administrative Conference that it is not in the best interest of the student to remain in independent study, the Administration will send the Disenrollment Letter via email and certified mail. The Disenrollment Letter will:

- Notify the family of the school's intent to disenroll the student in five school days.
- Outline the Compulsory Education Statute of California and the school's obligation to notify the student's school district of residence of their enrollment status.
- Provide the family with the right to appeal the school's decision by requesting a hearing.
- Include an enclosed copy of the Charter School Compliant Notice and Form.

If the family does not invoke their right to a hearing within five school days, the student will be disenrolled. Students who are subject to an administrative withdrawal may not be considered for re-enrollment to the charter school or any affiliated charter for a period of one calendar year.

**Non-Compliance Timeline/Checklist:**

- ~~Concern/Issue Arises~~
  - ~~The HST will Call and Email Family (Communication Pair #1)\*~~
- ~~Wait 2 School Days~~
- ~~Resolution = Stop Process~~

- ~~If No Resolution Continue~~
  - ~~The HST will Call and Email Family (Communication Pair #2)\*~~
- ~~Wait 2 School Days~~
- ~~Resolution – Stop Process~~
- ~~If No Resolution Continue~~
  - ~~The HST will Call and Email Family (Communication Pair #3) + Send Non-Compliance Letter #1 (Certified Mail) Hold Instructional Funds\*~~
- ~~Wait 5 School Days~~
- ~~Resolution – Stop Process~~
- ~~If No Resolution Continue~~
  - ~~The HST will Call and Email Family (Communication Pair #4) + Send Non-Compliance Letter #2 that includes Administrative Conference Call (Certified Mail)\*~~
- ~~Wait 5 School Days~~
- ~~Resolution – Stop Process~~
- ~~If No Resolution Continue~~
  - ~~The HST will Hold Administrative Conference Call and determine best course of action\*~~
- ~~Follow school withdrawal policy, if applicable\*~~

~~\*Document in Contact Manager~~

# Cover Sheet

## Independent Study Policy

**Section:** IV. Academic Excellence  
**Item:** D. Independent Study Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Winship Independent Study Policy-Redline.docx

### BACKGROUND:

Independent Study Policy is being amended to meet the requirements AB130 2021 and AB167 2021

- Clarifies time value determination of work product by a certificated teacher employed by the LEA
- Clarifies satisfactory educational progress
- Re-engagement strategies
- Synchronous instruction

### RECOMMENDATION:

Recommended for Board approval



## **REVISED:-Independent Study Board Policy**

Winship Community School ~~offers~~ (hereinafter “Charter School”) ~~may offer~~ independent study to meet the educational needs of pupils enrolled in the charter school. ~~(“Winship” or “Charter School”).~~ Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the Charter School Governing Board approving this Independent Study Policy is to accomplish the following:

1. Establish the Time in Which an Assignment Must Be Completed
1. Establish the Procedure for Placement Determination
2. Outline What Must Be Included in a Current Written Agreement
3. Outline How Average Daily Attendance Will Be Calculated
4. Establish Compliance with the Education Code
5. Establish the Implementation of the Independent Study Policy

The Executive Director or designee retains discretion to approve independent study written agreements for students. The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. These independent study policies have been established by Charter School in alignment with Education Code § 51745 et seq., updated to meet the requirements of Assembly Bill 130 (2021) and Assembly Bill 167 (2021), and adopted pursuant to Education Code (“EC”) § 51747 and 5 C.C.R. § 11701. The following policies are effective as of the start of Charter School’s 2021-22 school year:

1. ~~1. Certified Teacher Supervision:~~ For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. (EC § 51747.5(a).)
2. ~~Time in Which an Assignment Must Be Completed:~~ ~~For pupils in all grade levels offered by the Charter School,~~ For students in independent study in any grade level, the maximum length of time that may ~~elapse~~ lapse between the time an independent study assignment is made and the date by which the ~~pupil~~ student must complete the assigned work ~~shall be~~ is twenty (20) ~~school days~~ school days. (EC § 51747(a).)
3. ~~Evaluation of Independent Study:~~ When any student fails to complete two (2) assignments during any period of twenty (20) ~~school days~~ school days or fails to make

satisfactory educational progress (defined below in Section 4), the Charter School (e.g., Director of Academic Program) will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record ~~shall will~~ be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record ~~shall will~~ be forwarded to that school. ~~Satisfactory Educational~~ (EC Progress: § 51747(b).)

4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). ~~A Winship Community Administrator, in collaboration with the Homeschool teacher,~~ The Executive Director or designee is responsible for making this determination based on all of the following indicators:
  - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement ~~as follows: set forth in EC § 52060(d)(4)-(5) (as described below):~~
    - ~~Student-level measures include~~ Pupil achievement and engagement, as measured by all of the following, as applicable:
      - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education);
      - ~~Statewide assessments o Whether the student has~~ The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and ~~the~~ California State University;
      - ~~Whether the student has~~ The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs ~~of study~~ that align with state board-approved career technical education standards and frameworks;
      - The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above;
      - ~~o If an~~ The percentage of English learner, ~~whether the student is making pupils who make~~ progress toward English proficiency as measured by the English Language Proficiency Assessments for California ~~or any~~ ("ELPAC" or subsequent assessments of English proficiency certified by the state board);
      - ~~o If an~~ The English learner, ~~whether the student is reclassified~~ reclassification rate;

- ~~o Whether the student has~~ The percentage of pupils who have passed an advanced placement ~~examination exam~~ with a score of ~~3~~ “3” or higher; ~~and~~
- ~~o Whether the student demonstrates~~ The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program ~~(or any subsequent assessment of college preparedness).~~
- Pupil engagement, as measured by all of the following, as applicable:
  - ~~Student engagement includes, as applicable:~~ School attendance ~~o rates;~~
  - ~~Chronic absenteeism~~ o Middle school drop-out status ~~o rates;~~
  - Middle school dropout rates;
  - High school dropout ~~status rates;~~ ~~o and~~
  - High school graduation ~~status rates.~~
- b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
- c. Learning required concepts, as determined by the supervising teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (EC § 51747(b)(2).)
- 5. **~~Content of Independent Study:~~** Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high ~~school students~~ schools, this ~~includes shall include~~ access to all courses offered by the ~~Charter School~~ local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (EC § 51747(c).)
- 6. **~~Tiered Reengagement Strategies:~~** If a student does not generate attendance for more than three ~~(3)~~ schooldays or 60 percent of the instructional days in a school week, ~~or 10 percent of required minimum instructional time over four continuous weeks of the school’s approved instructional calendar, students found not participatory pursuant to EC § 51747.5 for more than the greater of three (3) schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span,~~ or for students who are in violation of their independent study written agreement, Charter School shall:
  - a. Verify the student’s current contact information ~~for each enrolled student;~~
  - b. Notify ~~parents or guardians of the student’s parent or guardian of the student’s~~ lack of participation within one ~~school day of the student’s absence~~ school day of the recording of a non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);



- c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student's needs for ~~re~~ engagement/reengagement; and
  - d. If the student has failed to complete two (2) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. (EC § 51747(d).)
7. **Synchronous Instruction and Live Interaction:** Based on each student's grade level, ~~their assigned teacher of record~~ Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

"Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by ~~the student's assigned teacher of record (e.g., Homeschool Teacher), by a certificated teacher employed by the local educational agency~~ and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, ~~their assigned teacher of record will schedule and the Charter School will~~ offer opportunities for daily synchronous instruction ~~for all pupils throughout the school year by each pupil's assigned teacher shall be as follows: FRCS shall make available daily "Interaction/Instruction Time" for instruction with their teacher.~~

~~For students in grades 4-8, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned teacher shall be as follows: FRCS shall make available daily live "Interaction" and weekly "Synchronous Instruction" with their teacher.~~

- b. ~~For students in grades 9-12, inclusive, their assigned teacher of record will schedule and~~ For students in grades 4-8, inclusive, the Charter School will offer opportunities for weekly synchronous instruction ~~for all pupils throughout the school year by each pupil's assigned teacher shall be as follows: FRCS shall make available weekly "Synchronous Instruction" with their teacher~~ and for daily live interaction.

Commented [1]: I think that sounds good! Thank you Darcy!

Commented [2R2]: Groovy!

- c. For students in grades 9-12, inclusive, the Charter School will offer opportunities for weekly synchronous instruction.

Charter School will document each student's participation in live interaction and synchronous instruction pursuant to EC § 51747 on each school-day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a schoolday shall be documented as non-participatory for that schoolday for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

8. **~~Request to Attend In-Person Program:~~** A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to ~~Administration~~ the Executive Director or their assigned teacher of record. ~~If a family makes there is~~ such a request, Charter School will offer to help the student ~~transition to enrollment~~ enroll in the in-person program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
9. **~~Written Agreement Requirements:~~** A current written independent study agreement for each independent study student will be maintained on file. ~~Written agreements may include subsidiary agreements, such as course contracts and assignment and work records.~~ Each written agreement will contain the following:
  - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
  - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
  - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
  - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
  - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
  - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

- g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. ([EC § 51747\(g\).](#))
- i. Charter School will comply with the ~~written independent study agreement~~ signature requirements [for independent study written agreements](#) set forth in EC § 51747(g)(9), including:
  - i. ~~For the 2021-22 School Year Only (Must Obtain Signatures Within 30 Days of First Day of Independent Study Instruction!:~~ Charter School will obtain a signed written agreement [for an independent study program of any length of time](#) from the student, or the student's parent or legal guardian if the student 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 student no later than 30 days after the first day of instruction [in an independent study program or October 15, whichever date comes later](#).
  - ii. ~~For Beginning in 2022-23 School Years After 2021-22 Year and Thereafter (Must Obtain Signatures Before Independent Study Instruction!:~~ Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student 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 student. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- j. ~~Option to Request Meeting: Before signing a written agreement, and upon~~ [Upon](#) the request of the parent or guardian of a student, [before signing a written agreement pursuant to EC § 51747](#), the Charter School will conduct a ~~phone~~[telephone](#), videoconference, or ~~in-~~[in](#)-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the

student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. ([EC § 51747\(h\)\(2\).](#))

1. Additional Independent Study Requirements:

- a. [Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. \(EC § 51747.3\(a\).\)](#)
- a. [No student with exceptional needs, as defined in EC § 56026, may participate in independent study unless the student's IEP specifically provides for that participation. \(EC § 51745\(c\).\)](#)
- c. [Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher as set forth in EC § 51747.5\(b\).](#)
- d. [Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. \(EC § 51747.5\(d\).\)](#)
- c. [Records of the independent study program will be maintained for audit purposes and shall include the following:](#)
  - i. [A copy of the independent study board policies.](#)
  - i. [A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted \(also known as the "course of study"\) and units of the curriculum completed by students, as specified in their written agreements.](#)
  - iii. [A file of all written agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.](#)
  - iv. [A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.](#)

v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)

d. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51745 et seq.; 5 C.C.R. § 11700 et seq.)

2. Average Daily Attendance: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:

- ~~Students will initial “Monthly Independent Study Log” on the school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: “By signing this log, I verify that my student completed school work on these days.”~~

~~**Recordkeeping:** Charter School will comply with all applicable recordkeeping requirements for independent study. This includes maintaining written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades.~~

~~**Compliance with the Education Code:** The Charter School shall comply with all applicable law regarding the delivery of independent study. (EC § 51745 et seq.; 5 C.C.R. 11700 et seq.)~~

~~**Implementation of Independent Study Policy:** The Directors shall establish regulations to implement these policies in accordance with the law.~~

## Cover Sheet

### Discussion and Potential Action on Use of Consent Agenda

<b>Section:</b>	V. Governance
<b>Item:</b>	A. Discussion and Potential Action on Use of Consent Agenda
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Consent Agenda Explanation.pdf Winship Board Resolution - Consent Agenda.docx.pdf

## THE CONSENT AGENDA

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### **What is a consent agenda?**

A consent agenda groups the routine, procedural, informational and self-explanatory non-controversial items typically found in an agenda. These items are then presented to the board in a single motion for an up or down vote after allowing anyone to request that a specific item be moved to the full agenda for individual attention. Other items, particularly those requiring strategic thought, decision making or action, are handled as usual.

### **Why would an organization want to use a consent agenda?**

Consent agendas are popular with many nonprofit organizations because they help streamline meetings and allow the focus to be on substantive issues.

### **What does it mean if we adopt a consent agenda?**

- Documentation for consent items must be provided to the board prior to meetings so that directors feel confident that their vote reflects attention to their duty of care.
- Board members are encouraged to ask prior to the meeting all the questions that they want related to consent agenda items.
- If it is determined that an item on the consent portion of the agenda actually requires action or a decision that item should be removed from the consent portion of the agenda and raised later in the meeting.
- Any board member can request that an item be moved to the full agenda.
- A vote on the single motion applies to all the items on the consent portion of the agenda.

### **What does it *not* mean if we adopt a consent agenda?**

- Consent agendas do not make it easier to ramrod through decisions since decision items are not placed on the consent portion of the agenda and all items on the consent portion of the agenda are still open to discussion and debate if someone requests they be moved.
- It is not always necessary to remove an item from the consent agenda if people have simple questions or wish to discuss the item further. Discussion is permitted after the motion for approval is made, but before the vote. However, everyone should remember that extensive conversation defeats the purpose of the consent agenda.



## THE CONSENT AGENDA

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### **What normally is found on a consent agenda?**

Routine, informational, procedural and self-explanatory non-controversial items are generally placed on the consent portion of the agenda. These typically are such things as:

- Approval of board and committee minutes
- Correspondence requiring no action
- Committee and staff reports
- Updates or background reports provided for informational purposes only
- Appointments requiring board confirmation
- Approval of contracts that fall within the organization's policy guidelines
- Final approval of proposals that have been thoroughly discussed previously, where the board is comfortable with the implications
- Confirmation of pro forma items or actions that need no discussion but are required by the bylaws
- Dates of future meetings

### **What is the process for using a consent agenda?**

- The board must begin by approving a motion to adopt the consent agenda for its meetings.
- The board should then craft a policy about what may and may not be included in the consent portion of the agenda.
- The full agenda, including the consent items should be disseminated prior to the board meeting along with copies of reports and back up materials so that board members can do their due diligence prior to voting.
- As the first item of business the chairman should ask if anyone wishes to remove an item from the consent portion of the agenda.
- The chairman then asks for a motion to accept the consent agenda.
- Once the motion has been received, the chairman opens the floor for any questions or discussion on the items remaining on the consent agenda. The understanding, though, is that the directors have come prepared and, other than a quick point or question, they are comfortable voting for the items or they would have asked to have them removed.
- If any items were removed from the consent portion of the agenda the chairman may determine where on the agenda those items will be discussed, e.g., immediately after the consent agenda has been accepted or later on the agenda.
- Quickly reviewing the remaining items, the chairman asks for any objections to the adoption of those remaining items. If none are offered all items on the consent agenda are considered to be passed.

## THE CONSENT AGENDA

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### **What does the rest of the agenda look like?**

The answer to this is that it depends. If the organization is most comfortable with an “old business/new business” format, this can remain. However, the organization may find more benefit tackling one or two items that relate directly to the mission, vision and organizational values and that require special attention. Time spent in educating the board on mission-related, governance, or community issues is always valuable, as is dedicating some time to those problems or concerns that keep the executive director awake at night and the BTW Talk.\*

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\* The “By the Way” Talk refers to giving board members the opportunity to share what they’ve heard or learned since the last board meeting that might have impact on the organization either in the short or long term. It could be considered a continuous environmental scan.

## **WINSHIP COMMUNITY SCHOOL**

### **BOARD RESOLUTION 2021- 8**

#### **1. Adoption of Winship Community School Approving the Use of a Consent Agenda**

WHEREAS, The Board of Directors of Winship Community School are committed to conducting efficient board meetings in compliance with the Brown Act and Open Meeting Laws.

WHEREAS, The Board of Directors may utilize a consent agenda for the passage of noncontroversial items or items of a similar nature.

WHEREAS, The consent agenda groups routine meeting action agenda items into a single agenda item. All matters listed on the consent agenda are considered routine and all will be enacted with one vote.

WHEREAS, All documentation associated with consent items must be provided to Board Members and posted on the school's website for the members of the public prior to the board meeting. Board members must review the documentation before the meeting to ensure that they are informed of the agenda items that are to be passed as part of the consent agenda.

WHEREAS, There is no discussion of consent agenda items unless members of the Board of Directors request specific items to be removed from the consent agenda for separate action.

WHEREAS, Winship Community School must approve the usage of the consent agenda before the consent agenda can be utilized.

NOWHEREFORE BE IT RESOLVED, Winship Community School approves the use of the consent agenda and the following procedures:

- All matters listed on the consent agenda are considered routine and all will be enacted with one vote.
- All documentation associated with consent items will be provided to Board Members and posted on the school's website for the members of the public prior to the board meeting. Board members must review the documentation before the meeting to ensure that they are informed of the agenda items that are to be passed as part of the consent agenda.
- There is no discussion of consent agenda items unless members of the Board of Directors request specific items to be removed from the consent agenda for separate action.
- The Board of Directors is required to vote unanimously to pass the consent agenda. If there are any dissenting votes relating to any specific items, those items will be taken off the consent agenda and considered separately.

### **CERTIFICATE OF ADOPTION**

I, \_\_\_\_\_, Secretary of Board of Directors of Winship Community School, a California nonprofit public benefit corporation, County of Sutter, California, hereby certify as follows: The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Winship Community School, which was held on November 16, 2021, at which all the members of the Board of Directors had due notice and at which a quorum was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

WITNESS my hand this \_\_\_\_\_ Day of \_\_\_\_\_, 2021.

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Secretary, Winship Community School

# Cover Sheet

## Conflict of Interest Code

**Section:** V. Governance  
**Item:** B. Conflict of Interest Code  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**

WCS\_ Proposed Amended Conflict of Interest Code (redline)(3773924.2).docx  
Winship - Biennial Notice Form (Sutter County).pdf

### BACKGROUND:

The conflict of interest code is a document that outlines two things:

1. Who needs to complete the Form 700, the conflict of interest reporting document.
2. What needs to be reported on the Form 700.

With changes made to our organization chart we have been working with legal to update our conflict of interest code to reflect the positions that need to complete the Form 700. The steps for updating the Conflict of Interest Code are first, approval by the Board of Directors and then we will send these to the County Board of Supervisors for final approval.

### RECOMMENDATION:

Recommended for Board approval

## **WINSHIP COMMUNITY SCHOOL**

### **CONFLICT OF INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby adopted and incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Winship Community School. This code shall take effect when approved by the Sutter County Board of Supervisors, and shall thereupon supersede any and all prior such codes adopted by Winship Community School, but shall supplement any conflict of interest policies adopted in compliance with the laws governing nonprofit corporations.

Individuals holding designated positions shall file statements of economic interests with the Secretary of Winship Community School. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Sutter County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction. (Government Code § 81008.)

**APPENDIX A**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
President/CEO	1, 2
<del>Principal/Superintendent</del> <u>Executive Director</u>	_____
1, 2	
<del>Certificated Employees</del>	<u>3</u>
<del>Classified Employees</del>	<u>3</u>
<del>Assistant Director(s)</del>	<u>3</u>
<del>Verification Specialists</del>	<u>3</u>
<del>Teachers</del>	<u>3</u>
<del>Regional Coordinators</del>	<u>3</u>
<del>Senior Director of Special Education</del>	<u>3</u>
<del>Regional Director of Special Education</del>	<u>3</u>
<del>Assistant Director of Special Education</del>	<u>3</u>

The ~~Principal~~Executive Director or designee may determine in writing that a particular consultant or newly created position as set forth in 2 Cal. Code Regs. § 18219, that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest is hired to perform a range of duties that is limited in scope and thus the broadest disclosure is not necessary. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director~~Principal~~ or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).



## **APPENDIX B**

### **Disclosure Categories**

#### **Category 1 Reporting:**

Designated positions assigned to this category must report:

Interests in real property located in whole or in part within two (2) miles of any facility owned or leased by Winship Community School.

#### **Category 2 Reporting:**

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by Winship Community School.

#### **Category 3 Reporting:**

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by the designated person's department, including, for example, vendors providing such goods and services to be utilized in the instruction of students.

## 2021 Local Agency Biennial Notice

Name of Agency: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone No. \_\_\_\_\_

Email: \_\_\_\_\_ Alternate Email: \_\_\_\_\_

**Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.**

This agency has reviewed its conflict of interest code and has determined that (*check one BOX*):

☐ **An amendment is required. The following amendments are necessary:**

(*Check all that apply.*)

- ☐ Include new positions
- ☐ Revise disclosure categories
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- ☐ Other (*describe*) \_\_\_\_\_

☐ **The code is currently under review by the code reviewing body.**

☐ **No amendment is required.** (If your code is over five years old, amendments may be necessary.)

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### Verification (to be completed if no amendment is required)

*This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.*

\_\_\_\_\_  
*Signature of Chief Executive Officer*

\_\_\_\_\_  
*Date*

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2020**, or by the date specified by your agency, if earlier, to:

(*PLACE RETURN ADDRESS OF CODE REVIEWING BODY HERE*)

**PLEASE DO NOT RETURN THIS FORM TO THE FPPC.**

FPPC Advice: [www.fppc.ca.gov](http://www.fppc.ca.gov) (866.275.3772)  
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## Cover Sheet

### Discussion and Potential Action Regarding Regular Scheduled Meeting Start Time

**Section:** VI. Closing Items  
**Item:** D. Discussion and Potential Action Regarding Regular  
Scheduled Meeting Start Time  
**Purpose:** Vote  
**Submitted by:**

**BACKGROUND:**

Due to the length of board meetings, start time of 6:30 PM is necessary.