Fresno Unified School District

BOARD OF EDUCATION
REGULAR MEETING
2309 TULARE STREET
BOARD ROOM, SECOND FLOOR
FRESNO, CA 93721-2287
www.fresnounified.org/board

AGENDA
WEDNESDAY, FEBRUARY 03, 2021
*4:30 P.M. (CLOSED SESSION) *5:00 P.M. (OPEN SESSION)

PLEASE NOTE: *DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES

In accordance with Executive Order N-29-20 Paragraph 3, the February 03, 2021 Board of Education meeting will be held via teleconferencing and will be available for all members of the public seeking to observe via http://go.fresnounified.org/ustream/, or on the Ustream App on your Android or Apple device, Comcast Xfinity Channel 94 and AT&T U-Verse Channel 99, or through the following teleconference line:

Teleconference Line - English
Dial in: +1 559-512-2623 Passcode: 982 851 552#

Teleconference Line – Spanish
Dial in: +1 559-512-2623 Passcode: 951 997 541#

Individuals who wish to address the Board may do so by:

- Submitting an email to publiccomment@fresnounified.org; or
- Leaving a voice message by calling 559-457-6222 (voice message will be transcribed).

Please include your name, agenda item number or subject matter being addressed, along with a 250-word description of the subject matter being addressed. Emails and voicemails received by no later than 8:00 p.m. on February 02, 2021 will be part of the record for the Board's information and/or discussion, will be posted on www.fresnounified.org/board and will be included in the minutes. Please note, consistent with Board Bylaw 9323, any statements submitted for public comment that are inappropriate in nature, including, but not limited to statements that are obscene, threatening or substantially disruptive to school operations, will either be redacted, or will not be posted.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the teleconference line and/or the electronic platform, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Secretary at 559-457-3727. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations. Public materials are available for public inspection at www.fresnounified.org/board.

Pursuant to Government Code Section 54953 (b)(2), all action taken during this teleconferenced meeting shall be by roll call vote.

***4:30 P.M**.
CALL Meeting to Order
OPPORTUNITY for Public Comment on Closed Session Agenda Items
RECESS to Cabinet Room for Closed Session to discuss the following:

1. Student Expulsions Pursuant to Education Code Section 35146.
2. Conference with Labor Negotiator - (Government Code Section 54957.6); FUSD Negotiator(s): Paul Idsvoog; Employee Organizations(s): FTA, CSEA, Chapter 125, CSEA, Chapter 143, SEIU, Local 521, FASTA/SEIU, Local 521/CTW, CLC, Fresno Unified Building & Construction Trades/FTA; International Association of Machinists and Aerospace Workers (IAMAW), Unrepresented Employees: All Management, Confidential, and Supervisory Employees.
3. Public Employee Discipline/Dismissal/Release/Reassignment/Resignation.
4. Public Employment/Appointment - (Government Code Section 54957).
5. Conference with Legal Counsel Anticipated/Pending/Threatened Litigation (Government Code Section 54956.9(d)(2)).
    a. Potential Case: One (1)

***5:00 P.M., RECONVENE** and report action taken during Closed Session, if any.

HEAR Reports from Student Board Representatives

An opportunity is provided to hear comments/reports from Student Board Representatives from Duncan Polytechnical High School. Contact person: Kim Mecum, 457-3731.

HEAR Report from Superintendent

BOARD/SUPERINTENDENT COMMUNICATION

OPPORTUNITY for Public Comment on Consent Agenda Items

ALL CONSENT AGENDA items are considered routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of items unless a Board member so requests, in which event, the item(s) will be considered following approval of the Consent Agenda.

A. CONSENT AGENDA

A-1, APPROVE Personnel List

Included in the Board binders is the Personnel List, Appendix A, as submitted. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Paul Idsvoog, telephone 457-3548.

A. CONSENT AGENDA – continued

A-2, APPROVE Minutes from Prior Meeting

Included in the Board binders are the draft minutes from the January 13, 2021 Regular Board Meeting. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Superintendent, Dr. Robert G. Nelson, telephone 457-3884.

A-3, APPROVE the 2020/21 Classified Hourly, Classified Food Services Hourly and Management 261 Duty Days Revised Salary Schedules

Included with this agenda item for the Board's consideration and approval are the 2020/21 Classified Hourly, Classified Food Services Hourly and Management 261 Duty Days Revised Salary Schedules. The Superintendent recommends approval. Fiscal impact: Sufficient funds are available in the district budget. Contact person: Paul Idsvoog, telephone 457-3548.

A-4, APPROVE Grant Application to the California Department of Education for the 2021/22 Workforce Innovation and Opportunity Act

For the Board's consideration and approval is a grant application to the California Department of Education for the 2021/22 Workforce Innovation and Opportunity Act. Fresno Adult School applies and is granted funding through the Workforce Innovation and Opportunity Act; Title II Grant each year. This grant provides supplemental funding to support the growth of the local workforce by supporting educational programs that build Adult Basic Education skills and knowledge, provides opportunities for secondary educational programs leading to High School Diploma/High School Equivalency, and provides instructional programs that build second language learner skills in English and Civics education. The Superintendent recommends approval. Fiscal impact: The 2021/22 estimated grant funding is approximately $900,000. Contact person: Kim Mecum, telephone 457-3731.

A-5, APPROVE Independent Contractor Services Agreement for Dr. Olivia Lynch-Phase 2

Included in the Board binders is an agreement with Dr. Olivia Lynch to provide a curriculum review of K-12 Social Science and English Language Arts. This will include the recommendation of supplemental resources and training for staff. This work will reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation, and Fresno Unified School District. The Superintendent recommends approval. Fiscal impact: Sufficient funds of $52,000 are available in the Curriculum and Instruction budget. Contact person: Kim Mecum, telephone 457-3731.

A-6, APPROVE Award of Bid 21-15, Bullard High School Fencing Improvements

Included in the Board binders is information on Bid 21-15, for new steel picket and chain-link fencing and gates at Bullard High School to improve safety and security for students, staff and visitors. The project will replace the existing 4' high fence

along Barstow, Browning and Palm Avenues with standard height fencing and add fencing at the campus interior. The fencing design creates a single point-of-entry at the main office and includes automatic exit gates for the north and south parking lots. Staff recommends award to the lowest responsive, responsible bidder: Fortune-Ratliff General Contractors, Inc. (Fresno, California) $1,206,494. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $1,206,494 are available in the Measure X Fund. Contact person: Karin Temple, telephone 457-3134.

A-7, APPROVE Award of Bid 21-24, Columbia Elementary School Classroom Building Addition

Included in the Board binders is information on Bid 21-24, for construction of a new classroom building at Columbia Elementary School. The project will replace portable classrooms, add staff parking, and provide access and safety improvements. The new single-story building contains twelve classrooms, interior and exterior student restrooms, and a staff workroom with restroom. The project also includes a relocated and improved play structure, 41 additional parking stalls, and accessibility improvements. Staff recommends award of base bid and Add Alternates 1A and 1B to the lowest responsive, responsible bidder: Davis Moreno Construction, Inc. (Fresno, California) $7,661,507. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $7,661,507 will be available in the Measure M Fund. Contact person: Karin Temple, telephone 457-3134.

A-8, APPROVE Award of Bid 21-25, Hoover High School Career Technical Education Building and Construction Trades, Classroom Shop Improvements

Included in the Board binders is information on Bid 21-25, for construction of Career Technical Education (CTE) classroom improvements at Hoover High School to include a new woodshop, computer-aided-design lab, collaboration space for industry mentoring and project advising, and tool storage. These facilities will be used in conjunction with the recently completed outdoor work area and shade structure by students in the CTE Building and Construction Trades pathway. Staff recommends award of base bid and Add Alternate 1A to the lowest responsive, responsible bidder: BVI Construction, Inc. (Fresno, California) $1,327,200. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $478,758 are available in the Measure X Fund, and the district received $848,442 in State CTE grants for this project. Contact person: Karin Temple, telephone 457-3134.

A. CONSENT AGENDA – continued

A-9, APPROVE Award of Request for Proposals 21-21, Inspection Service, Repairs and Parts for Vehicles, Food Service Equipment and Warehouse Equipment

Included in the Board binders is information on Request for Proposals (RFP) 21-21, to provide specialized inspection, maintenance and repair services in support of vehicles/equipment utilized for maintenance, and preparation and delivery of student meals. Staff recommends award by section to the best value, responsible bidders:

- Sections 1 and 2: Thermo King Fresno, Inc. (Fresno) $190,000 est. annual amount
- Section 3: Cromer Material Handling (Fresno) $100,000 est. annual amount
- Section 4: Hobart Service (Fresno) $40,000 est. annual amount
- Section 5, Group 1: Golden State Peterbilt (Fresno) $50,000 est. annual amount
- Section 5, Group 2: Kroeger Equipment & Supply (Fresno) $100,000 est. annual amount

The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $480,000 are available in the General Fund and Cafeteria Fund for equipment, parts, repairs and service as needed. Contact person: Karin Temple, telephone 457-3134.

A-10, RATIFY Change Orders for the Projects Listed Below

Included in the Board binders is information on Change Orders for the following projects:

- Bid 20-19, Fresno High School Career Technical Education (CTE) Building Construction
  Change Order 3 presented for ratification: $38,804

- Bid 20-34 Section A, Gibson, Holland, Manchester Elementary Schools Multipurpose Building HVAC Upgrades
  Change Order 2 (Manchester and Gibson) presented for ratification: $39,073

- Bid 20-36 Section A, Hoover High School Shade Structure and Site Improvements
  Change Order 2 presented for ratification: $0

- Bid 20-48, Computech Middle School Parking Lot Improvements and Modular Classroom Infrastructure
  Change Orders 4 (Parking Lot) and 3 (Modular Infrastructure) presented for ratification: $25,033

A. CONSENT AGENDA – continued

- Bid 20-55, Modular Classroom Infrastructure for Centennial, Eaton and Pyle Elementary Schools
  Change Order 1(Centennial, Eaton and Pyle) presented for ratification: $50,602

- Bid 21-04, McLane High School Career Technical Education (CTE) Classroom Improvements
  Change Order 1 presented for ratification: $26,030

The Superintendent recommends ratification. Fiscal impact: Sufficient funds in the amount of $126,000 are available in the Measure X fund for Bids 20-19, 20-34, 20-48 (Parking Lot Improvements), and 21-04. $53,540 is available in the School Facilities Fund for Bids 20-48 (Modular Classroom Infrastructure) and 20-55. Contact person: Karin Temple, telephone 457-3134.

A-11, RATIFY the Filing of Notices of Completion

Included in the Board binders are Notices of Completion for the following projects, which have been completed according to plans and specifications:

- Bid 20-34 Section B, Powers-Ginsburg Elementary School and Baird Middle School, Multipurpose Building HVAC Upgrades

- Bid 20-50, Hoover High School Interim Modular Classroom Infrastructure

The Superintendent recommends ratification. Fiscal impact: Retention funds are released in accordance with contract terms and California statutes. Contact person: Karin Temple, telephone 457-3134.

A-12, RATIFY Purchase Orders from November 01, 2020 through November 30, 2020

Included in the Board binders is information on purchase orders issued from November 01, 2020 through November 30, 2020. For the reported dates, no purchase orders are identified that may present a potential conflict of interest for an individual Board member. Please be advised that pursuant to Board Bylaw 9270, each individual Board member has a continuing duty to disclose and abstain from voting on any item where the potential for a conflict of interest exists. The Superintendent recommends ratification. Fiscal impact: Funding is noted on the attached pages. Contact person: Karin Temple, telephone 457-3134.

END OF CONSENT AGENDA
(ROLL CALL VOTE)

UNSCHEDULED ORAL COMMUNICATIONS

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- Submitting an email to publiccomment@fresnounified.org; or
- Leaving a voice message by calling 559-457-6222 (voice message will be transcribed).

Please include your name, agenda item number or subject matter being addressed, along with a 250-word description of the subject matter being addressed. Emails and voicemails received by no later than 8:00 p.m. on February 02, 2021 will be part of the record for the Board's information and/or discussion, will be posted on www.fresnounified.org/board and will be included in the minutes. Please note that consistent with Board Bylaw 9323, any statements submitted for public comment that are inappropriate in nature, including, but not limited to statements that are obscene, threatening or substantially disruptive to school operations, will either be redacted, or will not be posted.

Members of the public with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests that are brought before them at this time. The appropriate staff member will furnish answers to questions.

B. CONFERENCE/DISCUSSION AGENDA

***6:00 P.M.**

B-13, DISCUSS and DECIDE in the Matter of the Golden Charter Academy Charter Petition

Golden Charter Academy, a California non-profit public benefit corporation, has delivered a petition to the district to operate a new charter, Golden Charter Academy, seeking authorization to operate July 01, 2021 through June 30, 2026. The charter proposes to open Fall 2021 with 198 students in grades transitional kindergarten through third. The petition was received by the Charter Office on October 23, 2020 and a Public Hearing was held at the December 09, 2020 Board meeting. The Superintendent will recommend a decision the night of the Board meeting. Fiscal impact: The estimated fiscal impact to Fresno Unified School District for 2021/22 is $1,182,389. Contact person: Kim Mecum, telephone 457-3731.

B. CONFERENCE/DISCUSSION AGENDA - continued

***6:30 P.M.**

B-14, PRESENT and DISCUSS the 2021/22 Strategic Budget Development

At the January 20, 2021, Board of Education meeting the 2021/22 Governor's Proposed Budget and the district's preliminary strategic budget development was discussed. On February 03, 2021, staff and the Board will continue budget development discussions. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Santino Danisi, telephone 457-6226.

***6:50 P.M.**

B-15, OPPORTUNITY for Public Disclosure and RATIFICATION of the 2020/21 Negotiated Collective Bargaining Agreement between Fresno Unified School District and California School Employees Association and its Fresno Chapter 143

In accordance with Government Code 3547.5, all major provisions of collective bargaining agreements are to be presented at a public meeting of the public-school employer before the employer enters into written agreement with an exclusive representative. Included in the Board binders is a copy of the Tentative Agreement between Fresno Unified School District and California School Employees Association and its Fresno Chapter 143. The Superintendent recommends ratification. Fiscal impact: The estimated cost is included in the disclosure agreement. Contact person: Paul Idsvoog, telephone 457-3548.

C. RECEIVE INFORMATION & REPORTS

There are no items for this portion of the agenda.

D. ADJOURNMENT

NEXT REGULAR MEETING
WEDNESDAY FEBRUARY 17, 2021

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021 **AGENDA ITEM A-1**

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Personnel List

ITEM DESCRIPTION: Included in the Board binders is the Personnel List, Appendix A, as submitted

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Manjit Atwal,
Executive Director

DIVISION: Human Resources
PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog
Chief of Human Resources/Labor Relations

SUPERINTENDENT APPROVAL:

Paul Idsvoog

Robert G. Nelson

BOARD OF EDUCATION APPENDIX A 1

A-1

Fresno Unified School District

Date: February 3, 2021

The Superintendent respectfully nominates for elections the following certificated and classified personnel. Classification of certificated probationary or temporary teachers is pursuant to their respective classification contained in their employment contracts. Elections are subject to the salary schedule as adopted by the Board of Education and assignment by the Superintendent, school year 2020-2021.

ELECTIONS

Certificated Personnel

Angel-Hernandez	Lilia	Teacher, Bilingual	Hidalgo Elementary	1/13/2021
Fredrick	Leslie	Therapist, Spch/Lang/Hrng/Dis	Special Ed	1/11/2021
Prather	Emily	Teacher, Middle School	Cooper Middle School	1/13/2021
Robinson	Taylor	Teacher, Handicapped, Severely	Lane Elementary	1/11/2021

Classified Personnel

Gonzalez	Rain	Paraprof, Moderate/Severe	Mclane High School	1/12/2021
Manukyan	Zaruhi	Assistant, Resrce Cnslg	Figarden Elementary	1/11/2021
Ramirez Trujillo	Sabrina	Paraprof, Mild/Moderate	Mclane High School	1/12/2021
Sanchez	Carolina	Paraprof, Moderate/Severe	Ahwahnee Middle School	1/15/2021

RESIGNATIONS OR RETIREMENTS

Certificated Personnel

Allen	Russell	Teacher, Continuation	George M Dewolf High School	2/5/2021
Altschuler	Kristin	Teacher, Senior High	Sunnyside High School	6/12/2021
Baker	Virginia	Teacher, Elementary	Easterby Elementary	3/1/2021
Ballesteros	Norma	Teacher, Elementary	Wishon Elementary	7/31/2021
Barman	Diana	Teacher, Lrng Hndcp, Sdc	Fremont Elementary	4/1/2021
Bertsche	Brent	Teacher, Middle School	Tenaya Middle School	6/10/2021
Dawson	Joseph	Teacher, Elementary	Robinson Elementary	7/1/2021
Fares	Yosef	Teacher, Senior High	Bullard High School	11/27/2020
Farino	Jon	Teacher, Lrng Hndcp, Sdc	Bullard High School	6/11/2021
Hanson	Daniel	Teacher, Elementary	Figarden Elementary	6/11/2021
Kelley	Steffi	Teacher, Elementary	Turner Elementary School	7/31/2021
Moua	Alycio	Teacher, Elementary	Lowell Elementary	1/27/2021
Postler	Melinda	Teacher, Elementary	Bakman Elementary	6/11/2021
Rankin	Julie	Teacher, Elementary	Kratt Elementary	7/1/2021
Scroggins	Elizabeth	Teacher, Elementary	Anthony Elementary	6/21/2021
Shambley	Diane	Teacher, Elementary	Viking Elementary	6/15/2021
Shih	Michael	Teacher, Middle School	Rutherford Gaston Middle Schoo	6/11/2021
Simms	Barbara	Teacher, Elementary	Delmar Elementary	6/18/2021
Ward	Rosanna	Teacher, Middle School	Tenaya Middle School	6/11/2021
Weatherly	Shannon	Teacher, Elementary	Gibson Elementary	6/11/2021
Zamora	Adelmira	Teacher, Pre-School	Hidalgo Elementary	6/11/2021

Classified Personnel

Aragon	Lorraine	Paraprof, Child Development	Wilson Elementary	6/11/2021

Borror	Morgan	Paraprof, Mild/Moderate	Easterby Elementary	1/8/2021
Dawson	Melanie	Paraprof, Instructional Asst	Wolters Elementary	6/11/2021
Del Carpio	Margarita	Paraprof, Mild/Moderate	Hoover High School	12/18/2020
Guerra	Magdaleno	Nutrition Services Operator	Dewolf High School	3/30/2021
Laborde	Marla	Paraprof, Resource Lab	Ayer Elementary	6/10/2021
Lee	Melissa	Paraprof, Instructional Asst	Turner Elementary School	2/4/2021
Martinez	Christina	Nutrition Services Assistant	Food Services	2/3/2021
Vasquez	Samantha	Paraprof, Moderate/Severe	IMC Special Ed	1/31/2021
Vazquez Perez	Gladys	Noontime Assistant	Turner Elementary School	1/12/2021
Weimer	Aaron	Paraprof, PE/Athletics	Bullard High School	1/20/2021
Yang	Alexander	Paraprof, Moderate/Severe	Ayer Elementary	1/29/2021
Yang	Ly	Custodian	Eaton Elementary	6/30/2021

Management Classified

Madden	Kurt	Officer, Chief Technology	Technology Services	2/28/2021
Wilson	Roberta	Dist Supv I, Food Services	Food Services	6/11/2021

Management Certificated

Koop	Russell	Psychologist, School	Guidance & Psychological Svs	6/30/2021
Meehan	Karen	Vice Principal I	Robinson Elementary	6/30/2021

DECEASED

Certificated Personnel

Costa	Dale	Teacher, Vocational Education	Hoover High School	1/10/2021

Classified Personnel

Zuniga	Christina	Paraprof, Moderate/Severe	Hamilton School	1/17/2021

LEAVE REQUEST

Classified Personnel

Baeza	Veronica	Nutrition Services Assistant	Food Services	1/10/2021
Gomez	Gabriela	Paraprof, Mild/Moderate	Wawona K-8 School	1/10/2021
Salas	Brandie	Paraeducator, Soc Emot Intv	Special Ed	1/19/2021

PROMOTIONS

Classified Personnel

Arochio	Amber	Paraeducator, Community Based	Ginsburg Elementary	1/22/2019
Jamison	Julie	Manager, Department Office	Preschool Office	1/18/2021
Montesdeoca	Marissa	Liaison, Home/School Spanish	Mayfair Elementary	1/19/2021
Perry	Marlena	Assistant, School Office	Wolters Elementary	1/27/2021

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM A-2

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Minutes from Prior Meeting

ITEM DESCRIPTION: Included in the Board binders are draft minutes for the January 13, 2021 Regular Board Meeting.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: David Chavez,
Chief of Staff

DIVISION: Superintendent's Office
PHONE NUMBER: (559) 457-3566

CABINET APPROVAL: David Chavez,
Chief of Staff

SUPERINTENDENT APPROVAL:

BOARD OF EDUCATION
REGULAR MEETING
2309 TULARE STREET
BOARD ROOM, SECOND FLOOR
FRESNO, CA 93721-2287
www.fresnounified.org/board

MINUTES - BOARD OF EDUCATION REGULAR MEETING
Fresno Unified School District

Fresno, California
January 13, 2021

In accordance with Executive Order N-29-20 Paragraph 3, the January 13, 2021 Board of Education meeting was held via teleconferencing and was available for all members of the public seeking to observe via http://go.fresnounified.org/ustream/, or on the Ustream App on your Android or Apple device, Comcast Xfinity Channel 94 and AT&T U-Verse Channel 99, or through the following teleconference line:

Teleconference Line – English Dial in: +1 559-512-2623 Passcode: 982 851 552#

Teleconference Line – Spanish Dial in: +1 559-512-2623 Passcode: 951 997 541#

At a Regular Meeting of the Board of Education of Fresno Unified School District, held on January 13, 2021, there were present Board Members Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas and Board President Davis. Superintendent Dr. Nelson was also present.

Board President Davis CONVENED the Regular Board Meeting at 4:30 p.m. and ADJOURNED to Closed Session to address items one through six.

The Board RECONVENED in Open Session at 5:14 p.m.

Reporting Out of Closed Session

- On a motion by Board Member Mills, seconded by Board Member Major Slatic, by a vote of 7-0-0-0, the Board took action in closed session on a Workers' Compensation claim for Michelle Kasner-Goodell v. Fresno Unified Workers' Compensation Fresno Unified Case No. 2016-0837.

HEAR Reports from Student Board Representatives

The Board heard a report from Brandon Aoki, Student Advisory Board representatives from Edison High School, and students from Gaston Middle School.

HEAR Report from Superintendent

- Recognized January is National Mentoring Month. Fresno Unified is fortunate to have a designated mentoring office that offers our students a robust range of mentoring supports, including individual, group, and e-mentoring. Our numbers of student mentees have grown from the hundreds to the thousands in the past several years. During virtual learning, not only did we quickly pivot all of our mentoring programs to virtual platforms, we expanded a number of our programs, including peer mentoring for English learner newcomers and a Tech peer mentoring program where peer mentors assist other students who are having technology challenges. During January, the DPI Mentoring Office will be highlighting in social media many of our mentors and school sites that go above and beyond. If you or someone you know is interested in being a mentor. Please reach out to our Prevention & Intervention Office at 457-3340 or visit dpi.fresnounified.org.

- Recognized and celebrated seven students from our district selected to the 2021 California All State Honor Band and Orchestra. Being selected to these ensembles is the highest honor a California music student can receive. The following Fresno Unified musicians have been recognized as one of the top music students in the state of California for the 2020-21 school year:
    - California All State Middle School Honor Orchestra
        - Izzy Cobb, Violin – Computech
        - Xavion Torres, Viola – Computech
        - Betsy Woodward, Cello – Computech
        - Penelope Freeman, Violin – Computech
    - California All State High School Honor Orchestra
        - Rowan Crass, Violin – Edison
    - California All State High School Honor Band
        - Kate Richardson, Euphonium – Bullard
        - David Kglygan, Contrabass Clarinet – Bullard

- Shared our Health Services staff were eligible to receive their first dose of the COVID-19 vaccines this week. Our Health Services staff were able to be accommodated during Phase 1A as health care workers, and we are so grateful to the Fresno County Department of Health for including them. In the Phase 1B, which is planned to begin mid-February, ALL of our Fresno Unified staff will be eligible to receive their first dose of the COVID-19 vaccine. The vaccine is voluntary, but personally, I have to say I'm very excited for this opportunity and know that as more and more of our community are vaccinated, we'll be able to bring our COVID-19 numbers down. When our COVID numbers as a county reach the Orange tier, we will be able to start phasing back our in-person instruction – and I know that's what we all have been wanting and waiting for. I have to say – if you are NOT a Health Services staff member but have received the link to sign up for a vaccine somehow, please DO NOT make an appointment until it is your turn in Phase 1B. The County Health Department will turn away any ineligible staff at

the appointment. We do not want our Fresno Unified family responsible for creating any bottlenecks in the vaccination rollout by being eager to get our vaccines before our turn.

- Reminded everyone tomorrow kicks of our first of 11 virtual LCAP Town Halls. I want to thank our State and Federal Team and our Strategic Plan Work Team for pivoting this year to a virtual format and being innovative to ensure access and interactivity for our Fresno Unified family to participate in this year's LCAP discussions. These teams have improved our LCAP survey, which is currently available to take on our website, and they've worked hard to makes these LCAP Town Halls some of the most interactive we've had. I encourage each and every one of you – students, staff, parents, and community members – to complete the LCAP survey and join us for one of the 11 Town Halls to make your voice heard in our budgeting process. To access the survey and the dates, times, and links to access the LCAP Town Halls, please head to our website at Fresnounified.org.

- Reminded everyone our Virtual Teacher Job Fair is coming up on January 21. This is your chance to join our Fresno Unified family for the 2020/21 school year. To get prepped, head to our website to get signed up for an interview spot and submit your resume and transcripts ahead of time.

- Mentioned tonight you would be hearing from a familiar Fresno Unified family member, Debra Odom. This Friday, Debra will be finishing up a 26-and-a-half-year career with Fresno Unified. She has served our district as a teacher, vice-principal, worked in the Transfers Office, and in the recent 10 years, was a manager for the Charter School Office. Debra, thank you for serving the children, parents, and staff of the Fresno Unified School District – you will be missed.

BOARD/SUPERINTENDENT COMMUNICATION

Member Cazares: Expressed condolences to the Costa family and the staff at Hoover High School. Expressed condolences to the Kanzler family and the staff at Computech Middle School. Shared a reminder with staff, that as we go into the second semester students are vulnerable and need understanding.

Member Islas: Thanked sites working in partnership with the Food Bank with meal distributions to families and the community. Thanked staff for the facility improvements taking place in the McLane Region. Thanked those who are going above and beyond. Reminded people to visit the Fresno County Department of Public Health website.

Member Jonasson Rosas: Welcomed everyone back. Expressed hope that as the year 2021 goes by we all can stay safe.

Member Mills: Welcomed everyone back and a Happy New Year. Encouraged folks to get the COVID-19 vaccination. Expressed appreciation for the new CTE building at Fresno High School. Recognized Mara Curry for narrating the mentoring video shown earlier in the evening.

Board President Davis: Thanked teachers for the Winter Session. Shared credits earned by several high schools.

Board Clerk Thomas: Expressed condolences to those who have lost loved ones**.** Thanked the Board for honoring LaVera Williams. Asked everyone to stay safe. Shared how proud she was of the teachers that worked and the students that took advantage of the Winter Session.

OPPROTUNITY FOR PUBLIC COMMENT ON CONSENT AGENDA ITEMS

The Board received zero submissions for public comment for items on the Consent Agenda.

On a motion by Board Member Islas, seconded by Board Clerk Thomas, the Consent Agenda with the exception of items A-9, A-10, A-11, and B-25 which were pulled from the agenda by staff and A-14, A-17, and A-18 which were pulled by the Board for further discussion, was approved by a roll call vote of 7-0-0-0 as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas and Board President Davis.

A. CONSENT AGENDA

A-1, APPROVE Personnel List
APPROVED as recommended, the Personnel List, Appendix A, as submitted.

A-2, ADOPT Resolutions Delineating Authorized District Agents to Sign on Behalf of Fresno Unified School District
ADOPTED as recommended, Resolutions 20-07 through 20-11 presented for adoption to update authorized officials to sign various business transactions on behalf of Fresno Unified School District.

A-3, APPROVE Minutes from Prior Meeting
APPROVED as recommended, the draft minutes from the December 09, 2020 Regular Board Meeting.

A-4, APPROVE Appointment to the Audit Committee
APPROVED as recommended, the appointment of Arthur Montejano to the Fresno Unified School District Audit Committee.

A. CONSENT AGENDA – continued

A-5, APPROVE Independent Contractor Services Agreement for Corwin Press, Inc.

APPROVED as recommended, an Independent Contractor Services Agreement for Corwin Press, Inc.

A-6, APPROVE Independent Contractor Services Agreement with Good Company Players

APPROVED as recommended, an Independent Contractor Services Agreement with Good Company Players.

A-7, APPROVE Independent Contractor Services Agreement with Men of Color in Educational Leadership

APPROVED as recommended, an Independent Contractor Services Agreement for the national organization, Men of Color in Educational Leadership.

A-8, APPROVE an Independent Contractor Services Agreement between Fresno Unified School District Early Learning Department and Elizabeth Magruder

APPROVED as recommended, an Independent Contractor Services Agreement between Fresno Unified School District Early Learning Department and Elizabeth Magruder.

~~**A-9, APPROVE Independent Contractor Services Agreement with American Ambulance**~~

~~Included in the Board binders is an Independent Contractor Services Agreement with American Ambulance. Fresno Unified has utilized American Ambulance to provide required services at all Fresno Unified high school football games.~~

ITEM PULLED FROM THE AGENDA BY STAFF

~~**A-10, APPROVE Independent Contractor Services Agreement with Riddell Football**~~

~~Included in the Board binders is an Independent Contractor Services Agreement with Riddell Football. Fresno Unified has used Riddell Football for annual reconditioning and recertification of all tackle football helmets and shoulder pads as deemed necessary by the National Operating Committee on Standards for Athletic Equipment (NOCSAE).~~

ITEM PULLED FROM THE AGENDA BY STAFF

~~**A-11, APPROVE Independent Contractor Services Agreement with San Joaquin Valley Officials Association - Central California Amateur Arbiters Sport Officials**~~

~~Included in the Board binders is an Independent Contractor Services Agreement with San Joaquin Valley Officials Association (SJVOA) - Central California Amateur Arbiters Sport Officials (CCAA). Fresno Unified has used SJVOA and CCAA to provide officiating services for elementary, middle school, and high school season contests.~~

ITEM PULLED FROM THE AGENDA BY STAFF

A. CONSENT AGENDA – continued

A-12, APPROVE Agreement with Thoughtexchange

APPROVED as recommended, an agreement with Thought Exchange for an interactive crowdsourcing platform for the 2021 calendar year.

A-13, APPROVE Addendum to Independent Contractor Services Agreement with Advanced Medical Personnel, Inc.

APPROVED as recommended, an addendum to the Independent Contractor Services Agreement with Advanced Medical Personnel, Inc. in the amount of $2,015,579.

A-14, APPROVE Award of Bid 21-16, Mayfair Elementary School Masonry Block Wall

APPROVED as recommended, information on Bid 21-16, to install a new 600 linear foot masonry block wall at the north fence line at Mayfair Elementary School.

For the record, Board Members had comments/questions pertaining to Agenda Item A-14. A summary is as follows: Highlighted what this item will mean for Mayfair regarding safety of students and staff at the school. Thanked staff for moving this item.

On a motion by Board Member Islas, seconded by Board Member Cazares, Agenda Item A-14 was approved by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

A-15, APPROVE Award of Request for Information 21-22, Academic Return on Investment Services

APPROVED as recommended, the award of Request for Information 21-22, for Academic Return on Invest (A-ROI) services. The district is seeking a qualified firm to provide A-ROI analysis and training to develop approaches to evaluate the effectiveness of district programs in relation to investments.

A-16, RATIFY a Multi-year Lease Agreement between Fresno Unified School District Early Learning Department and Housing Authorities of the City and County of Fresno

RATIFIED as recommended, a lease agreement for the Helm Home Building to be used by the Early Learning Department to facilitate the Play and Learn Group.

A-17, RATIFY an Agreement between Fresno Unified School District Early Learning Department and Kern County Superintendent of Schools

RATIFIED as recommended, an agreement between Fresno Unified School District Early Learning Department and Kern County Superintendent of Schools from December 17, 2020 through June 30, 2021.

A. CONSENT AGENDA – continued

For the record, Board Members had comments/questions pertaining to Agenda Item A-17. A summary is as follows: Requested clarity as to if the district has in-house staff to provide the work. Chief of Equity and Access, Lindsay Sanders was available to provide clarity.

On a motion by Board Member Major Slatic, seconded by Board Clerk Thomas, Agenda Item A-17 was approved by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

A-18, RATIFY Agreement with Fresno County Superintendent of Schools to Provide Student Meals to Career Technical Education Charter High School
RATIFIED as recommended, an agreement with the Fresno County Superintendent of Schools for Fresno Unified to provide student meals to approximately 150 students at the Career Technical Education Charter High School.

For the record, Board Members had comments/questions pertaining to Agenda Item A-18. A summary is as follows: Requested clarity on who is providing meals? Requested clarity of dollar amount of reimbursement. Requested clarity as to who gets the USDA reimbursement. Is USDA reimbursement higher or lower. Requested when agreements are presented to the Board the cost/reimbursement to the district should be worked out and the amount presented clearly to the Board. Chief of Operations, Karin Temple, and Director of Food Services, Amanda Harvey, were available to provide clarity.

On a motion by Board Member Islas, seconded by Board Member Mills, the Board ratified Agenda Item A-18 by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

A-19, RATIFY Agreement with Dr-Graphix
RATIFIED as recommended, an agreement with Dr-Graphix (David Rodriguez) to provide large scale design and graphic work.

A-20, RATIFY Change Orders for the Projects Listed Below
RATIFIED as recommended, information on Change Orders for the following projects: Bid 19-51 Sections B and C, Mechanical Improvements for Malloch Elementary School and Tehipite Middle School; and Bid 20-36 Section A, Hoover High School Shade Structure and Site Improvements.

A. CONSENT AGENDA – continued

A-21, RATIFY the Filing of Notices of Completion

RATIFIED as recommended, Notices of Completion for the following projects, which have been completed according to plans and specifications: Bid 20-15, Viking Elementary School Modular Classrooms and Restroom Infrastructure; and Bid 20-46 Sections A and B, Vinland Elementary School Parking Lot Expansion and Site Access Improvements.

A-22, RATIFY Purchase Orders from October 01, 2020 through October 31, 2020, and Zero-Dollar Contracts

RATIFIED as recommended, information on purchase orders issued from October 01, 2020 through October 31, 2020 and a list of zero-dollar contracts that specify terms but where no funds will be exchanged between Fresno Unified and other entities.

UNSCHEDULED ORAL COMMUNICATIONS

For the record, zero submissions of public comment were received for Unscheduled Oral Communications.

B. CONFERENCE/DISCUSSION AGENDA

B-23, DISCUSS and DECIDE in the Matter of the Aspen Ridge Public School Charter Petition

Aspen Public Schools, Inc. has delivered a petition to the district to operate a new charter, Aspen Ridge Public School, seeking authorization to operate July 01, 2021 through June 30, 2026. The charter proposes to open Fall 2021 with 200 students in grades seven through ten. The petition was received by the Charter Office on September 21, 2020 and a Public Hearing was held at the November 04, 2020 Board meeting.

OPPORTUNITY for Public Comment

For the record, thirty-three submissions of public comment were received for Agenda Item B-23. They are as follows:

1. Emily Sterling

My name is Emily Sterling and my son Kaiden Baharloo attends Aspen Valley Prep and would love to see him be able to continue with Aspen after 8th grade. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been a parent of student(s) at a current Aspen school, (or staff at current Aspen Schools) and I want my student to continue to have the option to attend an Aspen school

through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

2. **Viridiana Zamora**

Me llamo Alicia ZR_. Me estoy refiriendo al tema B-23 en la agenda de la Mesa Directiva del FUSD. Estoy a favor de la nueva escuela 7-12, Aspen Ridge Public School. He sido padre de estudiantes en una escuela actual de Aspen (o personal de las escuelas actuales de Aspen) y quiero que mi estudiante continúe teniendo la opción de asistir a una escuela de Aspen hasta la escuela secundaria. Creo que los padres deben poder elegir qué escuela es mejor para sus estudiantes. Summit Learning ha ayudado a mi estudiante a crecer tanto social como académicamente. Creo que Aspen preparará a mi estudiante para la universidad y una carrera. ¡Por favor considere votar SÍ para aprobar la nueva constitución de las Escuelas Públicas de Aspen Ridge para el período completo de 5 años!

Translation

My name is Alicia ZR_. I am referring to item B-23 on the FUSD Board agenda. I am in favor of the new 7-12 school, Aspen Ridge Public School. I have been a parent of students at a current Aspen school (or current Aspen schools staff) and I want my student to continue to have the option of attending an Aspen school through high school. I believe that parents should be able to choose which school is best for their students. Summit Learning has helped my student grow both socially and academically. I believe Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public Schools constitution for the full 5-year period!

3. **Briana Cox**

My name is Briana Cox. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been a parent of Jonah Cox who is attending a current Aspen school and my other son Asher Cox will be attending when he is of school age, and I want my children to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my son to grow both socially and academically. I believe that Aspen will prepare my student and every student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term! Our kids deserve to continue their awesome growth together!

4. **Raul Trejo**
   My name is Raul Trejo. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I work at a current Aspen school, and I want students to continue to have the option to attend an Aspen school through high school. I believe that we should have a choice about what school is best for students. Summit Learning has helped students to grow both socially and academically. I believe that Aspen will prepare students for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

5. **Chynna Raymond**
   My name is Chynna Raymond. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been on staff at one of the current Aspen Schools and I believe in the quality educational and social emotional experience that Aspen offers students. I support the opportunity for students to have the option to attend an Aspen Public School through high school. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

6. **Yessenia Silva**
   My name is_Yessenia Silva. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been a parent of student(s) at a current Aspen school, (or staff at current Aspen Schools) and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

7. **Erwin Chitay**
   My name is Erwin Chitay. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been a parent of student(s) at a current Aspen school, (or staff at current Aspen Schools) and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

8. **Mark and Iesha Howard**

We are Mark and Iesha Howard. This message is addressing item B-23 on the FUSD Board agenda in support of the new 7-12 school, Aspen Ridge Public School. We currently have one child attending an Aspen school and another child expected to begin the same Aspen school for the 21/22 school year. We would like our children to not only be able to continue to have the option to attend an Aspen school through high school for the benefits of Summit Learning, but to also have the benefit of attending high school with kids who also attended Aspen schools pre-high school. Please vote in favor of the new high school.

9. **Laura Drury**

Hello FUSD Board Members,

My name is Laura Drury. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been on staff at one of the current Aspen Schools (Aspen Valley Prep) and I believe in the quality educational and social emotional experience that Aspen offers students. I support the opportunity for students to have the option to attend an Aspen Public School through high school. I have been the registrar here at the Valley Prep site for approximately 15 years. During that time I have had the opportunity to hear from many of our families and parents. They and their students love our school and are usually very worried once their 8th grade year is over, because they don't know where to attend High School. They have always expressed to our office staff…"When are you going to open a High School?" This has been the heart cry of parents for many years. They love the smaller learning environment and feel their children thrive in this atmosphere. Going to a large high school can be overwhelming for some students. They would love to have the opportunity to carry on their education through high school and graduate along with their peers. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

10. **Patricia Morgutia**

My name is Patricia Morgutia, I have been teaching in Fresno for 15 years. I am addressing the charter for Aspen Ridge Public School, B-23 on the FUSD Board agenda. I would like to show my support for the new 7-12 school. I have been on staff at one of Aspen's current schools and believe that it offers a quality educational experience for students. Aspen provides excellent social and emotional education and support for our students as well. I support the opportunity for students to have the option to attend Aspen Public School through high school. Please consider voting YES to approve the new charter for the full 5 year term.

11. Anai Gomez

My name is Anai Gomez. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been a parent of student(s) at a current Aspen school, (or staff at current Aspen Schools) and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

12. Maria Claudia Dominguez

My name is Maria claudia dominguez
I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been a parent of student(s) at a current Aspen school, (or staff at current Aspen Schools) and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge

13. Stephanie Pacheco

My son attends Aspen Meadow and is in the 5th grade; he's been there since the 4th grade. He initially attended school in Clovis. After speaking with administrative staff at Aspen, I knew I wanted him there. The kids are held accountable and provided with the tools necessary to make them exceptional leaders. The staff at Aspen pay attention to detail and are committed to our students success, both academically and personally/socially.

In my opinion, we need more schools committed to our students success in the way Aspen is. By allowing for a 7th-12th grade school, it would properly prepare our, then high school students for life in the real world. Aspen Ridge would equip them with the means necessary to lead by example and pave the way for others as they embark on their young adulthood endeavors.

By going to Aspen Meadow, our kids learn to believe in themselves; building their self-esteem and confidence. They learn different ways of

overcoming their obstacles and that anything is possible. Which allows them to set goals and take the necessary steps to achieve them. We need a high school that invests in our kids the way Aspen does.

I look forward to my son being a graduate of Aspen Ridge.

14. **Janal Sandoval**

My son started at aspen in kinder and they have by far been great to my boy I worry that by the time he gets into 7th grade he will have to transfer to a public school I cant say enough how wonderful things about this school their program and staff I hope you will allow this school to be granted a middle and highschool to keep the continued education going for these children

15. **Scott Bergstrom**

Good afternoon FUSD Board/Fresno education advocates,
My name is Scott Bergstrom. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been an employee of Aspen for 8 years now and fully believe in the quality education and social emotional experience that we offer our students. Josh Hodges and his leadership team are a phenomenal group of passionate experts that are ready for this opportunity. I hope that my son, now in Kindergarten, can have the opportunity to be an Aspen student through high school.

Please consider voting yes to approve the new Aspen Ridge Public School charter for the full 5 year team! Thank you for everything you do for our city, Scott Bergstrom

16. **Lisa Taylor**

Hello,
My name is Lisa Taylor. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been on staff at one of the current Aspen Schools and I believe in the quality educational and social emotional experience that Aspen offers students. I support the opportunity for students to have the option to attend an Aspen Public School through high school. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

17. **Michelle Rogers**

My name is Michelle Rogers. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been on staff at Aspen Valley Prep and I believe in the quality educational and social emotional experience that Aspen offers students. I

support the opportunity for students to have the option to attend an Aspen Public School through high school. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term! Thank you for considering this option for our community.

18. Ua Lugo

My name is Ua Lugo a parent of a child who currently attends Aspen Meadow. I am addressing item B-23 on the FUSD Board agenda. I am in support of the 7-12 school, Aspen Ridge Middle School. I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please vote YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

19. Eleanor Speakes

My name is Eleanor Speakes. My son, Cristian Speakes has attended Aspen Meadow School for the past four years, and is currently in forth grade. I am writing in support of approving Aspen Ridge Charter School.

I am very satisfied with the quality and fervor of education my child is getting, including his current distance learning during the Covid pandemic. The school was well prepared with tablets, hotspots, on-line curriculum, a breakfast/lunch program, and even a virtual after- school program to keep my child engaged academically, technologically, socially, and nutritionally. They also offer mental health, art, PE, music, and community resources to help meet the diverse needs of all students. It is also nice to have our resident law enforcement officers on campus to ensure safety, especially since the school is in a low-income, high crime area. Since the school purchased the campus, major funds have been used to improve the campus facilities (new roof, fence, paint, computers, and too much more to mention).

Aspen staff are a relatively small, but tight group of very caring, supportive, proactive, and collaborative group of professionals. Kids and families are known personally, more than just by name. The Aspen team is willing to go that extra length to work with students and families. We have also experienced first-hand the “village-type” embrace Aspen teachers, administrators, and community use to ensure all children receive necessary supports, resources, and tools to succeed.

And if they don't have the specialized service or equipment, they will allocate funds, or **(250- word limit reached)**.

20. Steven Gomez

My name is Steven Gomez. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been a parent of a 6th student(s) at a current Aspen school, and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

21. Twilla Maldonado

My name is Twilla Maldonado. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I am a parent of a student at Aspen Meadow school, and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

22. Shelly Coleman

Hello! My name is Shelly Coleman, and I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 Aspen Ridge Public School. I have been a parent of a student at Aspen Valley Prep Academy for five years. My son is currently a 7th grader. I very much want my child to continue to have the option to attend an Aspen school through high school. I strongly believe that parents should have a choice about what school is best for their children, and I believe continuity of education is important. Summit Learning has helped my student to grow both socially and academically, and Aspen Valley Prep has played a key role in developing his budding leadership skills and interest in civic duty and service. I believe that Aspen Ridge is the best option to prepare my student for college, career, and future leadership in both his job and city. The stellar reputation of both current Aspen schools speaks for itself. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full five-year term. Thank you for your consideration.

23. Hilary Witts

In 2016, Aspen Valley Prep, started Summit Learning with two first year teachers and two provisional intern teachers to 77 students. Our first year, we saw an 11% increase in Math and 10% increase in ELA on the SBAC.

In my fourteen years of teaching, I had never seen a curriculum or program make that big of a gain in a single year. Since then, Aspen Valley Prep's, SBAC scores from last year beat the state scores in ELA in 6th-8th grade, and Math in 6th and 7th grades. Data you can see within our petition.

I've also seen this program support the teachers with incredible professional developments, resources, lesson plans, and workshops to take any teaching practice to the next level.

The Summit Learning program offers any year teacher the ability to engage their students in deep meaningful ways, both academically and to help develop the 16 lifelong habits of success - some of which are attachment, self-regulation, stress management, growth mindset, relationship skills, self-efficacy to name a few..

Our students are thriving with Summit Learning and even when they currently leave us to go to the high school of their choice, they are still using the skills they learned with us and quickly standout amongst their high school peers. We know the Summit Learning program works in preparing our students for the 21st century and we will continue to offer it at all our schools in the future so that we can transform our community by developing exceptional **(250-word limit reached)**.

24. Maria Arellano

My name is Maria Arellano. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been a parent of student(s) at a current Aspen school, (or staff at current Aspen Schools) and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

25. Kristin Green

My name is Kristin Green. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School.

I have been on staff at one of the current Aspen Schools and I believe in the quality educational and social emotional experience that Aspen offers students. I support the opportunity for students to have the option to attend an Aspen Public School through high school. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

26. Sarah Crantz

My name is Sarah Crantz. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I am on staff at both of the current Aspen Schools in my role as Director of Special Education. Our schools are dedicated to providing high quality education and desire to continue our work with our families through grade 12. Our students who receive special education services thrive in our schools and receive services that empower them to reach their potential. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term.

27. Priscilla Robbins

My name is Priscilla Robbins. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I am a member of the Board for Aspen Public Schools and I believe in the quality educational and social emotional experience that Aspen offers students. I support the opportunity for students to have the option to attend an Aspen Public School through high school. My relation to Aspen Charter Schools started prior to becoming a Board member. As Director of Rescue the Children with Fresno Mission I have seen firsthand the impact the teachers and staff have on the families at Rescue the Children. They support the families not only in academics but take steps to understand the families background to support their emotional needs. I have seen children who do not want to attend school change their outlook and enjoy attending. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

28. Johana Perez

My name is Johana Perez. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I have been a parent of student(s) at a current Aspen Meadow school, and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

29. **Debbie Sawyer**

I'm addressing item B-23 on the FUSD Board Agenda. At Aspen teachers are close. We have to be. Too many of my friends have been treated so bad by the admin over the years. It breaks my heart but this year my friend was targeted for speaking up in concern. She's so nice and I know she wouldn't be rude to anyone. She was targeted and it's not fair. They said a parent complained about her but wouldn't give her any details. She had no way to defend herself because she didn't know why she was getting a write-up. We have seen so many teachers fired so fast. We are scared. She knew she was next to get fired so she quit. There's no union. Admin tell us not to meet with each other, to come to them with concerns but we really can't. Now admin says we're only allowed to get one letter of recommendation, from Shelly. It's policy now. Just one? How can we get another job with only one letter? I don't get it. It's like teachers are hostages. I'm upset and I can't stay quiet.

30. **Cherida D'Souza**

My name is Cherida D'Souza. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I am the parent of student at a current Aspen school, and I want my student to continue to have the option to attend an Aspen school through high school.I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

31. **Vicelin D'Souza**

My name is Vicelin D'Souza. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School. I am the parent of student at a current Aspen school, and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

32. **Oscar Gaxiola**

My name is Oscar Gaxiola. I am addressing item B-23 on the FUSD Board agenda. I am in support of the new 7-12 school, Aspen Ridge Public School.

I have been a parent of student(s) at a current Aspen school, (or staff at current Aspen Schools) and I want my student to continue to have the option to attend an Aspen school through high school. I believe that parents should have a choice about what school is best for their students. Summit Learning has helped my student to grow both socially and academically. I believe that Aspen will prepare my student for college and a career. Please consider voting YES to approve the new Aspen Ridge Public School charter for the full 5 year term!

33. Joseph Merrick

Good evening,

Even as of January 12 Aspen touts on its greatschools.org page that "The 7 Habits of Highly Effective People, The Leader in Me is used as a core of [its] character education program" although organization leaders confided in teachers that they were going to save $10,000 by not renewing their usage license this academic year (2020-21) forward. The last time Mr. Hodges addressed you, the Board, he included The 7 Habits as a major social emotional component of Aspen Ridge when, in fact, it had already been jettisoned from the organization. We are not legally permitted to use the materials or teachings without an active license. Lying about its legal implementation, falsely advertising its usage, and misleading the Board would be clear ethical transgressions the Board should use as concrete insight regarding the ethically compromised underpinnings of Aspen Public Schools.

The organization seems to be cutting corners in another important aspect as well. The principals of both Aspen schools have had several years to gain the necessary professional training in the form of graduate degrees and especially administrative credentials. As currently understood, the two leaders, Ms. Rivera and Mrs. Taylor, as well as Mr. Hodges, have not even begun to pursue their credentials, nor do they hold even preliminary credentials. This blatant disregard for minimal standards—not to mention high standards— should also serve as a clear harbinger of Aspen's looming downfall. They don't take their position seriously. And despite the copy-paste testimonials you're likely to receive from **(250- word limit reached)**.

For the record, Board Members had comments/questions pertaining to Agenda Item B-23. A summary is as follows: Requested clarity as to the Superintendent's recommendation. Requested clarity on fiscal impact and how fiscal impact is calculated. Requested clarity as to what would distinguish Aspen from other schools. Commented on the district's strict scrutiny on this petition. Commented on Aspen's track record.

For the record, at this time during the Board discussion Board Member Mills motioned to approve the Aspen Ridge Public School Charter Petition for 5-years, seconded by Board Clerk Thomas.

For the record, Board Members continued comments/questions pertaining to Agenda Item B-23. A summary is as follows: Requested clarity as to if the Board approved the petition for more than two years if at the two-year mark staff would have the opportunity to review the program with Aspen for any areas of concern.

For the record, at this time during the Board discussion, Board Member Islas asked Board Member Mills if she would amend her motion to approve the Aspen petition for a two-year term. A summary of response is as follows: Board Member Mills declined to amend due to high school being a four-year program and would not want students to be left hanging if the program shut down after two-years. Shared she feels this petition has faced stricter scrutiny than other petitions. Would agree to amend to a four-year term but no less.

For the record, Board Members continued comments/questions pertaining to Agenda Item B-23. A summary is as follows: Commented there is a waiting list that could help with enrollment. Requested clarity regarding new Charter School Laws for California. Requested from staff an in-depth reasoning for their recommendation of a two-year term. Superintendent Dr. Nelson, Interim Chief Financial Officer, Santino Danisi, Instructional Superintendent, Carlos Castillo, Legal Counsel, Susan Hatmaker, and staff from Aspen where available to provide clarity.

On a motion by Board Member Mills, seconded by Board Clerk Thomas, Agenda Item B-23 was approved for a four-year term by a roll call vote of 5-2-0-0, as follow: AYES: Board Members: Cazares, Jonasson Rosas, Mills, Major Slatic, and Thomas. NOES: Board Member Islas and Board President Davis.

B-24, DISCUSS and DECIDE in the Matter of the Golden Charter Academy Charter Petition

Golden Charter Academy, a California non-profit public benefit corporation, has delivered a petition to the district to operate a new charter, Golden Charter Academy, seeking authorization to operate July 01, 2021 through June 30, 2026. The charter proposes to open Fall 2021 with 198 students in grades transitional kindergarten through third. The petition was received by the Charter Office on October 23, 2020 and a Public Hearing was held at the December 09, 2020 Board meeting.

For the record, Board Clerk Thomas read a statement as follows:

> Item B-24 on tonight's agenda is the decision in the Matter of Golden Charter Academy's petition. As I stated in the Board Meeting on December 09, 2020, I am a founding member of the Golden Charter Academy and I serve in an unpaid capacity as the Vice-President of Golden Charter Academy's Board of Directors. The CEO and President of Golden Charter Academy is my son-in-law, Robert Golden. Because Golden Charter Academy is a 501C3 non-profit corporation I am a non-compensated officer. I do not have any financial interest in Golden Charter Academy or the petition; however, as a Golden Charter Academy founder and Vice-President I have a personal interest in this matter. Therefore, consistent with Board Bylaw 9270 and out of the abundance of caution, I am recusing myself to avoid any appearance of impropriety. In addition, because item B-24 is listed in the conference/ discussion section on the agenda, Board Bylaw 9270 requires that I leave the meeting room until the Board has discussed this matter and made its decision in the Matter of the Golden Charter Academy petition.

For the record, Board Clerk Thomas left the meeting during discussion of Agenda Item B-24.

OPPORTUNITY for Public Comment
For the record, two submissions of public comment were received for Agenda Item B-24. They are as follows:

1. **Carrie Lorraine Ayala**
   My name is Carrie Lorraine Ayala, my pronouns are she / they, and I live in the Fresno High area. I have deep concerns about the "In The Public Interest" analysis of the proposed Golden Charter Academy. There appear to be a number of serious problems that could put the community and district in legal and financial trouble. I urge the district to pull the vote until further analysis can be done. Thank you.

2. **Clare Crawford**
   GCA's petition has numerous deficiencies and does not meet the basic requirements for a charter petition. This petition should be denied based on 5 of the 8 legal bases for denial. The school does not include a principal for its first three years, while funding a CEO without teaching experience, resulting in an unsound educational program.

GCA is unlikely to successfully implement their program due to major budget issues. A quarter of the budget is in a single line item, without any detail as to what is included and whether the costs are reasonable. The budget allocates 0% for CalPERS - an annual gap of between $65,000 in year one and $134,000 by year five. Staff did not evaluate GCA's enrollment projections, which are unrealistic based on trends in existing local charters, resulting in lower revenue than projected.

The petition and staff report reveal serious conflicts of interest. GCA plans to enter into two significant financial transactions with the CEO, Robert Golden. This conflict is compounded by the participation on the GCA Board of Mr. Golden's mother-in-law, an FUSD Board member.

The school will have an undeniable fiscal and community impact on FUSD's highest-needs students, a concern the staff does not address. GCA's petition does not include the required number of signatures. GCA was unable to write an appropriate admissions policy and was provided one by FUSD's charter review team, an inappropriate role for FUSD staff. GCAs' petition has serious problems with budget, governance and staffing and should be denied.

For the record, Board Members had comments/questions pertaining to Agenda Item B-24. A summary is as follows: Expressed appreciation for Mr. Golden's novel concept for education. Shared a concern that Mr. Golden did not have a credential nor does leadership at the site. Expressed concern it did not appear the program was financially feasible. Shared concern of school meeting enrollment projections. Commented CalPERS was not listed in the financial statement. Shared concern pertaining to teacher signatures.

For the record, Member Mills made a motion to deny the Golden Charter Academy Charter petition to allow Golden Charter Academy the opportunity to correct petition deficiencies and then return for approval. Board Member Islas seconded the motion.

For the record Board Members continued their comments/questions pertaining to Agenda Item B-24. A summary is as follows: Requested clarity as to the required number of signatures. Requested clarity pertaining to a name that has no signature attached. Expressed admiration for Golden Charter Academy's mission and commended Mr. Robert Golden. Shared same concerns mentioned by fellow Board Members. Expressed concern for community impact analysis. Requested clarity as to the lease agreement. Interim Chief Financial Officer, Santino Danisi, Instructional Superintendent, Carlos Castillo, Legal Counsel Susan Hatmaker, and Legal Counsel Marybeth de Goede were available to provide clarity

For the record, Robert Golden and Board Members agreed to a 30-day extension of the petition to allow opportunity for requested information to be provided. Discuss and Decide in the Matter of the Golden Charter Academy will return to a future board agenda.

For the record, Board Member Mills withdrew her motion and Board Member Islas withdrew her second.

B-25, ~~OPPORTUNITY for Public Disclosure and RATIFICATION of the 2020-2021 Negotiated Collective Bargaining Agreement between Fresno Unified School District and California School Employees Association and its Fresno Chapter 143~~ ITEM PULLED FROM AGENDA BY STAFF

OPPORTUNITY for Public Comment
For the record, no public comments were received for Agenda Item B-25.

B-26, PRESENT and DISCUSS the 2019/20 Bond Annual Report
The 2019/20 Bond Annual Report was included in the Board binders and was presented on behalf of the Citizens' Bond Oversight Committee (CBOC).

OPPORTUNITY for Public Comment
For the record, no public comments were received for Agenda Item B-26.

For the record, Board Members had comments/questions pertaining to Agenda Item B-26. A summary is as follows: Thanked the committee members for their service. Requested clarity regarding boundary projections and requested information on the larger conversation about feeder patterns and school boundaries. Chief of Operations, Karin Temple was available to provide clarity.

C. RECEIVE INFORMATION & REPORTS

The Board was in receipt of item C-27.

D. ADJOURNMENT

Board President Davis ADJOURNED the meeting at 8:37 p.m.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2020

AGENDA ITEM A-3

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve the 2020/21 Classified Hourly, Classified Food Services Hourly and Management 261 Duty Days Revised Salary Schedules

ITEM DESCRIPTION: Included for the Board's consideration and approval are the following revised salary schedules:

- 2020/2021 Classified Hourly Salary Schedule
- 2020/2021 Classified Food Services Hourly Schedule
- 2020/2021 Classified Management 261 Duty Days

The reason for bringing the revised current and prior years' salary schedules for approval is to provide a publicly available Board approved salary schedule as required by CalSTRS and CalPERS regulations. Annual Board Approval of employee salary schedules is consistent with best practices and is recommended by the Fresno County Superintendent of Schools.

FINANCIAL SUMMARY: Sufficient funds are available in the District budget.

PREPARED BY: Manjit Atwal,
Executive Director

DIVISION: Human Resources/Labor Relations
PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog,
Chief Human Resources/Labor Relations
Paul Idsvoog

SUPERINTENDENT APPROVAL:

FRESNO UNIFIED SCHOOL DISTRICT

Classified Hourly Salary Schedule
2020-2021
Effective January 1, ~~2020~~ 2021

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
G01	Noon-time Assistant	NTA2	~~$13.00~~ $14.0000				

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
G18	Paraprof, PE/Athletics	W041	~~$13.0857~~ $14.0000	~~$13.7406~~ $14.00	$14.4919	$15.1898	$15.9627
G19	Office Clerk	W073	~~$13.4510~~ $14.0000	$14.1163	$14.8141	$15.5656	$16.3385
	Paraprof, After Schl/Ext Day	W022					
	Paraprof, Alternative Educ	W036					
	Paraprof, Child Aide	W032					
	Paraprof, Child Development	W033					
	Paraprof, Instructional Asst	W037					
	Paraprof, Library	W040					
G20	Office Assistant I	W056	~~$13.7406~~ $14.0000	$14.4919	$15.1898	$15.9627	$16.7572
	Paraprof, Resource Lab	W043					
G22	Mailroom Assistant	W054	$14.4919	$15.1898	$15.9627	$16.7572	$17.6159
	School Office Assistant	W060					
G23	Early Childhood Food Service Asst	W068	$14.8141	$15.5656	$16.3385	$17.1972	$18.0346
	Office Assistant II	W057					
	Paraprof, Computer Lab Asst I	W034					
	Paraprof, Mild/Moderate	W047					
	Paraprof, Visually Impaired	W050					
	School Readiness Facilitator	W108					
	School Readiness Facilitator-Hmong	W100					
	School Readiness Facilitator-Lao	W103					

Board Approved 8/26/2020
Year 2020-21: Amended 1/1/2021
State min wage

Salary may be pro-rated based on Duty Days and/or FTE (<1.0 FTE)

FRESNO UNIFIED SCHOOL DISTRICT

Classified Hourly Salary Schedule
2020-2021
Effective January 1, ~~2020~~ 2021

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
G23	School Readiness Facilitator-Spanish	W106	$14.8141	$15.5656	$16.3385	$17.1972	$18.0346
G24	Health Assistant	W020	$15.1898	$15.9627	$16.7572	$17.6159	$18.5606
	Library Media Technician-Elem	W204					
	Paraprof, Bilingual Arabic	W245					
	Paraprof, Bilingual Hmong	W024					
	Paraprof, Bilingual Lao	W027					
	Paraprof, Bilingual Spanish	W030					
	Paraprof, Child Development, Bilingual	W251					
	Paraprof, Early Childhood Mild/Mod	W044					
	Translator/Assessor Hmong	W222					
	Translator/Assessor Lao	W224					
	Translator/Assessor Spanish	W225					
G25	Accounting Payroll Technician I	W183	$15.5656	$16.3385	$17.1972	$18.0346	$18.9901
	Library Media Technician-Middle	W205					
	Paraprof, Moderate/Severe	W049					
G26	Account Clerk II	W070	$15.9627	$16.7572	$17.6159	$18.5606	$19.4407
	Attendance Records Assistant	W011					
	Instructional Materials Asst II	W052					
	Library Media Technician-High School	W206					
	Medi-Cal Billing Technician	W246					
	Registrar Assistant	W158					
	Resource Counseling Assistant	W018					
	Resource Counseling Asst-Hmong	W014					
	Resource Counseling Asst-Lao	W016					
	Resource Counseling Asst-Spanish	W017					

FRESNO UNIFIED SCHOOL DISTRICT

Classified Hourly Salary Schedule
2020-2021
Effective January 1, ~~2020~~ 2021

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
G27	Categorical School Program Assistant	W235	$16.3385	$17.1972	$18.0346	$18.9901	$19.9882
	Choral Assistant/Accompanist	W065					
	Human Resources Assistant	W236					
	Office Assistant III	W058					
	Paraprof, Computer Lab Asst II	W035					
	Secretary I	W159					
	Special Ed Office Assistant	W214					
G28	Bookstore Technician	W189	$16.7572	$17.6159	$18.5606	$19.4407	$20.4071
	Instructional Materials Assistant III	W053					
	Library Resource Technician	W207					
	Maintenance Dispatcher	W195					
	Paraeducator, Community Based	W152					
	Printing Technician	W233					
	Purchasing Technician	W212					
	Telecommunication Operator I	W150					
G29	Accounting Payroll Technician II	W184	$17.1972	$18.0346	$18.9901	$19.9882	$20.9867
	Copier Systems Operator	W147					
	Facilities Reservation Technician	W196					
	Home/School Liaison	W228					
	Home/School Liaison-Hmong	W121					
	Home/School Liaison-Lao	W124					
	Home/School Liaison-Spanish	W125					
	Paraeducator, Speech	W153					
G30	Media Specialist/Braille Transcriber	W220	$17.6159	$18.5606	$19.4407	$20.4071	$21.4804
	Medical Lab Technician	W208					

Board Approved 8/26/2020
Year 2020-21: Amended 1/1/2021
State min wage

Salary may be pro-rated based on Duty Days and/or FTE (<1.0 FTE)

FRESNO UNIFIED SCHOOL DISTRICT

Classified Hourly Salary Schedule
2020-2021
Effective January 1, ~~2020~~ 2021

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
G30	Paraeducator, Autism	W230	$17.6159	$18.5606	$19.4407	$20.4071	$21.4804
	Paraeducator, Soc Emot Intervention	W231					
	Paraprof, Deaf/Hard of Hearing (Oral)	W063					
	Paraprof, Deaf/Hard of Hearing (Sign)	W064					
G31	Account Clerk III	W071	$18.0346	$18.9901	$19.9882	$20.9867	$22.0065
	Assistant, Campus Safety	W061					
	School Office Manager Elementary	W140					
G32	Assessment Svcs Technician-Hmong	W009	$18.5606	$19.4407	$20.4071	$21.4804	$22.5218
	Assessment Svcs Technician-Lao	W008					
	Assessment Svcs Technician-Spanish	W010					
	Lead After School/Extended Day	W076					
	Library Cataloger	W067					
	Material Translator-Hmong	W082					
	Material Translator-Khmer	W083					
	Material Translator-Lao	W085					
	Material Translator-Spanish	W088					
	Migrant Education Liaison-Hmong	W127					
	Migrant Education Liaison-Spanish	W128					
	Prevention and Intervention Technician	W216					
	Program Eligibility Technician	W072					
	Student Transfer Technician	W203					
	Telecommunication Operator II	W151					
G33	Benefits Eligibility Assistant	W012	$18.9900	$19.9882	$20.9867	$22.0065	$23.1338
	Customer Service Representative	W174					
	High School Financial Technician	W200					
	Offset Press Operator	W149					

FRESNO UNIFIED SCHOOL DISTRICT

Classified Hourly Salary Schedule
2020-2021
Effective January 1, ~~2020~~ 2021

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
G34	Accounting Payroll Technician III	W185	$19.4407	$20.4071	$21.4804	$22.5219	$23.6705
	Attendance Technician	W187					
	Budget Technician I	W190					
	Child Welfare & Attend Specialist I	W138					
	Facilities Project Technician	W237					
	Lead Campus Security	W078					
	Medical Assistant	W021					
	Program Technician	W210					
	Secretary II	W160					
	Student Records Technician	W242					
	Testing Technician	W217					
G35	Career Center Facilitator	W110	$19.9882	$20.9867	$22.0065	$23.1338	$24.2825
	Home Education Facilitator-Hmong	W093					
	Home Education Facilitator-Spanish	W096					
	Job Developer I	W079					
	Registrar	W157					
	School Office Manager - Middle	W142					
	School/Community Liaison	W137					
	School/Community Liaison-Hmong	W131					
	School/Community Liaison-Indian	W132					
	School/Community Liaison-Lao	W134					
	School/Community Liaison-Spanish	W135					
	Workplace Technician	W181					
G36	Administrative Secretary I	W161	$20.4071	$21.4804	$22.5219	$23.6705	$24.9587
	Budget Technician II	W191					
	Child Welfare & Attend Specialist II	W165					
	Department Office Manager	W139					

Board Approved 8/26/2020
Year 2020-21: Amended 1/1/2021
State min wage

Salary may be pro-rated based on Duty Days and/or FTE (<1.0 FTE)

FRESNO UNIFIED SCHOOL DISTRICT

Classified Hourly Salary Schedule
2020-2021
Effective January 1, ~~2020~~ 2021

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
G36	Grants Technician	W197	$20.4071	$21.4804	$22.5219	$23.6705	$24.9587
	Help Desk Support Technician	W146					
	Staff Development Technician	W215					
G37	Disability/Retirement Technician	W171	$20.9171	$21.9615	$23.0609	$24.2128	$25.4235
	Human Resources Data Specialist I	W172					
	Human Resources Specialist	W201					
	Workers' Comp Technician	W182					
G38	Technology Support Specialist I	W176	$21.4396	$22.5114	$23.6360	$24.8173	$26.0570
G39	Operator, Computer II	W144	$22.0065	$23.1338	$24.2825	$25.5383	$26.8157
	Education Audiologist Technician	W019					
	License Vocational Nurse	W198					
G40	Administrative Secretary II	W162	$22.5551	$23.7092	$24.8920	$26.1744	$27.4851
G41	Architectural Drafting Specialist	W066	$23.1338	$24.2825	$25.5383	$26.8157	$28.2651
	Media Technician/Driver	W219					
G42	Accountant I	W001	$23.6705	$24.9587	$26.2362	$27.5242	$28.9197
	Educational Transcriber	W221					
	Employee Service Center Specialist	W248					
	Human Resources Data Specialist II	W173					
	Payroll Specialist	W249					

FRESNO UNIFIED SCHOOL DISTRICT

Classified Hourly Salary Schedule
2020-2021
Effective January 1, ~~2020~~ 2021

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
G43	Media Production Specialist	W180	$24.2825	$25.5383	$26.8157	$28.2651	$29.6819
	Network Technician I	W192					
	Technology Support Specialist II	W232					
	Technical Specialist I	W239					
	Systems Technician I	W243					
G44	Community Education Specialist	W167	$24.9587	$26.2362	$27.5242	$28.9197	$30.4655
	Community Relations Liaison	W120					
	Job Developer II	W080					
G45	Primary Language Instruction Specialist	W178	$25.5383	$26.8157	$28.2651	$29.6819	$31.1311
	Speech Language Pathologist Assistant	W250					
	Mentoring Program Facilitator I	W252					
G46	Accountant II	W002	$26.2362	$27.5242	$28.9197	$30.4655	$31.9470
	Student Attend Review Board Technician	W213					
	Mentoring Program Facilitator II	W253					
G47	Licensed Mental Health Clinician	W074	$26.8867	$28.2444	$29.6561	$31.1385	$32.7414
G51	Network Technician II	W193	$29.6819	$31.1311	$32.7414	$34.3732	$36.0907
	Software Developer I	W004					
	Systems Technician II	W244					
	Technical Specialist II	W229					
	Technology Support Specialist III	W247					
G53	DHH Cued Lang Transliterator Itinerant	W090	$31.2273	$32.7878	$34.4279	$36.1495	$37.9562
	DHH Oral Interepreter Itinerant	W091					
	DHH Sign Interepreter Itinerant	W092					

Board Approved 8/26/2020
Year 2020-21: Amended 1/1/2021
State min wage

Salary may be pro-rated based on Duty Days and/or FTE (<1.0 FTE)

FRESNO UNIFIED SCHOOL DISTRICT

Classified Hourly Salary Schedule
2020-2021
Effective January 1, ~~2020~~ 2021

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
G54	Software Developer II	W005	$31.9470	$33.5784	$35.2642	$37.0140	$38.9569
G58	Network Technician III	W194	$35.2642	$37.0140	$38.9569	$40.9535	$43.0039
	Software Developer III	W006					
	Technicial Specialist III	W062					
	Web Administrator	W227					
	Systems Administrator	W238					
G59	Information System Specialist	W003	$36.0907	$37.9801	$39.9016	$41.9519	$44.0774
	Software Engineer	W240					
G60	Database Administrator	W170	$37.0269	$38.8784	$40.8229	$42.8642	$45.0076
	Systems Programmer	W154					
	Systems Engineer	W241					
G62	Network Security Specialist	W177	$38.9569	$40.9535	$43.0039	$45.1939	$47.4374

Board Approved 8/26/2020
Year 2020-21: Amended 1/1/2021
State min wage

Salary may be pro-rated based on Duty Days and/or FTE (<1.0 FTE)

FRESNO UNIFIED SCHOOL DISTRICT

Food Services Hourly Salary Schedule
2020-2021
Effective January 1, 2021

Grade	Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
F01	Nutrition Services Assistant	F007	~~$13.0000~~ $14.0000	~~$13.0231~~ $14.0000	~~$13.7069~~ $14.0000	$14.4336	$15.1888
F03	Packaging Machine Operator	F004	~~$13.0231~~ $14.0000	~~$13.7069~~ $14.0000	$14.4192	$15.1888	$15.9867
F05	Food Services Technician - Cesar Chavez Adult Education	F006	~~$13.6927~~ $14.0000	$14.4192	$15.1744	$15.9723	$16.8130
F07	Food Production Staging Technician Food Production Utility Technician	F014 F013	$14.4050	$15.1602	$15.9581	$16.7988	$17.6821
F09	Nutrition Services Operator	F008	$15.1602	$15.9581	$16.7846	$17.6679	$18.6084
F10	Food Service Operator Food Service Operator-Educ Center Nutrition Services Cook/Baker Nutrition Services Senior Assistant	F015 F003 F009 F005	$15.5450	$16.3570	$17.2261	$18.1240	$19.0787
F20	Manager, Food Services Manager Manager, Food Services-Elementary Manager, Food Services-Middle	F001/F002 F001 F002	$20.0189	$21.0734	$22.1848	$23.3532	$24.5785
F21	Nutrition Services Manager	F001/F002	$20.5194	$21.6002	$22.7394	$23.9370	$25.1930

Board Approved 8/26/2020
Year 2020-21: Amended 1/1/2021
State min wage

Salary may be pro-rated based on Duty Days and/or FTE (<1.0 FTE)

Fresno Unified School District

Classified Management Daily Salary Schedule 2020-21

Effective July 1, 2020

Management 261 Duty Days (12 Month/July to June Work Schedule)

Grade	Job Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
E33	Chief Equity and Access	E200	$614.62	$646.97	$681.02	$716.86	$754.59
	Chief Executive	E236					
	Chief Financial Officer	E260					
	Chief Operational Services	E169					
	Senior Executive	E227					
E32	Chief Engagement and External Partnership Officer	E259	$553.85	$581.54	$610.62	$641.15	$673.21
	Chief Information Officer	E139					
	Chief of Staff (General)	E221					
	Chief Technology Officer	E179					
E31	Assistant Superintendent	E159	$496.72	$521.56	$547.64	$575.02	$603.78
	Assistant Superintendent, Operational Services	E161					
	Deputy Executive (General)	E208					
E30	Executive Officer, District & School Accountability & Improvement	E104	$467.90	$491.29	$515.86	$541.65	$568.73
	Executive Officer, School Leadership	E105					
	Executive Officer (General)	E220					
E29	Administrator (General)	E195	$439.06	$461.01	$484.07	$508.26	$533.68
	Administrator, Human Resources / Labor Relations	E007					
	Executive Director (General)	E210					
	Executive Director, Constituent Services	E003					
	Executive Director, Human Resources/Labor Relations	E096					
	Executive Director, Maintenance & Operations	E098					
	Executive Director, Purchasing	E101					
	Executive Director, Research Evaluation and Assessment	E094					
E27	Director (General)	E219	$415.00	$435.73	$457.50	$480.39	$504.43
	Director, Benefits and Risk Management	E066					
	Director, Career Readiness	E067					
	Director, Fiscal Services	E073					

Fresno Unified School District

Classified Management Daily Salary Schedule 2020-21

Effective July 1, 2020

Management 261 Duty Days (12 Month/July to June Work Schedule)

Grade	Job Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
E27	Director, Food Services	E074					
	Director, Human Resources	E079					
	Director, Transportation	E093					
E26	Administrative Analyst	E015	$395.22	$415.00	$435.73	$457.50	$480.39
	Administrative Analyst, Research, Evaluation & Assessment	E194					
	Manager III (General)	E223					
	Manager III, Technology Services	E113					
E25	Manager II (General)	E211	$376.41	$395.22	$415.00	$435.73	$457.50
	Manager II, Emergency Planning/Crisis Response	E042					
	Manager II, Grants	E043					
	Manager II, Information Technology	E048					
	Manager II, Maintenance and Operational Services	E119					
	Manager II, Mentoring	E053					
	Manager II, Special Education	E212					
	Manager II, Student Conduct Hearing	E154					
	Manager II, Specialized Programs	E245					
E24	Business Operations Manager (General)	E213	$358.49	$376.41	$395.22	$415.00	$435.73
	Manager I, Applications Development and Support	E170					
	Ombudsman	E143					
	Manager I, (General)	E258					
	Manager I, Program	E123					
E23	Executive Assistant to Superintendent	E024	$341.42	$358.49	$376.41	$395.22	$415.00
E22	Coordinator II, Technology Support Services	E172	$325.16	$341.42	$358.49	$376.41	$394.53
	Project Manager (General)	E214					
	Project Manager, Facilities	E122					

Fresno Unified School District

Classified Management Daily Salary Schedule 2020-21

Effective July 1, 2020

Management 261 Duty Days (12 Month/July to June Work Schedule)

Grade	Job Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
E21	Analyst II, Accounting/Payroll	E199	$309.68	$325.16	$341.42	$358.49	$376.41
	Analyst II (General)	E198	$80,826.48	$84,866.76	$89,110.62	$93,565.89	$98,243.01
	Analyst II, Fiscal Services	E017					
E20	Coordinator I, Benefits	E032	$294.93	$309.68	$325.16	$341.42	$358.49
	Coordinator I, Energy Management	E232					
E19	Coordinator I, Purchasing	E127	$280.88	$294.93	$309.68	$325.16	$341.42
	Coordinator I, Workers' Compensation	E175					
E18	Analyst I, Workers' Compensation	E019	$267.50	$280.88	$294.93	$309.68	$325.16
	Coordinator I, Warehouse Services	E133					
E17	Analyst I, Fiscal Services	E016	~~$291.78~~	~~$306.22~~	~~$321.53~~	~~$337.62~~	~~$354.50~~
	Analyst I (General)	E218	$254.89	$267.50	$280.88	$294.93	$309.68
	Analyst I, Information Systems	E197					
	Analyst I, Human Resources	E018					
	District Supervisor II, Food Services	E117					
	Supervisor, Environmental Services	E173					
E16	District Supervisor II, Energy Educator	E135	~~$277.75~~	~~$291.62~~	~~$306.22~~	~~$321.53~~	~~$337.62~~
			$242.63	$254.75	$267.50	$280.88	$294.93
E15	Athletic Trainer (Certified)	E229	$231.08	$242.63	$254.75	$267.50	$280.88
	District Supervisor I, Food Services	E116					
	District Supervisor I, Risk Management Claims	E209					
	Nutritionist	E136					

Board Approved 12/16/2020
Year 2020-21
Additins increase effective 7/1/2020
No pay increase

Year: Management Salary Schedule 2020-2021
Salary may be pro-rated based on FTE (<1.0 FTE)

Fresno Unified School District

Classified Management Daily Salary Schedule 2020-21

Effective July 1, 2020

Management 261 Duty Days (12 Month/July to June Work Schedule)

Grade	Job Title	Job Code	Step 1	Step 2	Step 3	Step 4	Step 5
E13	District Supervisor I, Custodial Services	E030	$209.60	$220.07	$231.08	$242.63	$254.75
	District Supervisor I, Graphic Services	E174					

Duty Year of 261 reflects 228 duty days, 13 holidays plus 20 vacation days

A. BONUS ADDITIONS TO PLACEMENT OF BASIC SCHEDULE (ADDITIVE)
Annual $250 for B.A. + 90
Annual $500 for M.A. on all classes
Annual $750 for Earned Doctorate
Career Increment of 0.75% each year from the 11th to the 20th year to a total of 7.5% at the 20th year and thereafter.
*Additions are non-cumulative

The intent is that management employees use annual vacation days. If not used, these days vest to the individual. Payment for unused vacation days at the time of separation from FUSD will be calculated using a divisor of
248 for 12-month employees.

B. MENTOR/LEADERSHIP COACH INCREMENT
An increment of 5% to 10% added to step and grade as part of base salary upon approval by Superintendent or Chief of HR/LR

C. CHALLENGING ASSIGNMENT INCENTIVE
Up to 10% increase to base salary upon hire, promotion or reassignment to a position among the most challenging assignments upon approval by Superintendent or Chief of HR/LR.

The intent with respect to the Mentor/Leadership Coach Increment and the Challenging Assignment Incentive is that these two opportunities are mutually exclusive such that no manager/supervisor may receive both the Increment and the Incentive at the same time.

The Mentor/Leadership Coach Increment and the Challenging Assignment Incentive do not fit within the definition of special compensation (2 CCR 571) and therefore are not included in the compensation reported to CalPERS.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM A-4

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Grant Application to the California Department of Education for the 2021/22 Workforce Innovation and Opportunity Act

ITEM DESCRIPTION: Included in the Board binders is an approval request for a renewal grant application to the California Department of Education for the 2021/22 Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act.

The grant provides supplemental funds for adult education to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Assist adults who are parents or family members to obtain education and skills.
- Assist adults in attaining a secondary school diploma and postsecondary education and training, including training through career pathways.
- Assist immigrants and other individuals who are English Language Learners.

Fresno Adult School will implement the following programs through the grant:

- Adult Basic Education
- English as a Second Language
- Adult Secondary Education, High School Diploma/High School Equivalency
- English Literacy and Civics Education

FINANCIAL SUMMARY: The 2021/22 estimated grant funding is approximately $900,000.

PREPARED BY: Raine Bumatay,
Principal VI, Cesar Chavez Adult School

DIVISION: Instructional Division
PHONE NUMBER: 457-3731

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM A-5

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Independent Contractor Services Agreement for Dr. Olivia Lynch-Phase 2

ITEM DESCRIPTION: Included in the Board binders and recommended for approval is an agreement with Dr. Olivia Lynch to provide a curriculum review of K-12 Social Science and English Language Arts with the specific intent of providing cultural alignment of existing curriculum. This will include the recommendation of content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation, and Fresno Unified School District.

FINANCIAL SUMMARY: Sufficient funds of $52,000 is available in the Curriculum and Instruction budget.

PREPARED BY: Carlos Castillo,
Instructional Superintendent

DIVISION: Instructional Division
PHONE NUMBER: (559) 457-3731

CABINET APPROVAL: Kim Mecum
Chief Academic Officer

SUPERINTENDENT APPROVAL:

Revised: 1/29/2021
Noted on page 1 and 2

Fresno Unified School District
Preparing Career Ready Graduates

Fresno Unified School District
Contract Routing Form

Completed independent contract agreement must be attached

Dr. Olivia Lynch	4844 Bridgewater Circle Stockton, CA 95219
Vendor Name	***Address***
510-447-3051	Dr. Olivia Lynch
Phone Number	***Vendor Contact***
From: January 1, 2021	**Through:** June 30, 2021
Term (Duration)	
FUSD Contract Administrator: Carlos Castillo	Curriculum, Instruction & Professional Learn 457-3673
Name	*Site/ Dept* *Telephone number*
Budget *(Fund-Unit-Dept.-Activity-Object)*	060-3010-0700-1110-~~2100~~-1000-5899

Annual Cost $ 52,000.00 **(**Contract will not be authorized to exceed this amount w/o BOE approval)

Fingerprint Requirements: *All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.* ***Yes*** ☐ ***No*** ☑

Scope of Work Summary:

The goal of this proposal is to aid the District in offering its students truthful, inclusive, and scholarly courses of study. Students are served best by rigorous and scholarly curriculum that attend to diversity and culture. Support planning and development of Ethnic Studies curriculum; review Ethnic Studies and Cultural classes and make recommendations to enhance the courses and curriculum improvements, deep study of Social Studies K-12 (focus on Middle School and High School) and recommend improvements, work with teacher and principals to achieve these goals. Provide professional development on content and instructional practice for FUSD faculty and administrators.

Date Item is to appear on **Board of Education Agenda:**	***Agenda Item #*** ***(Contracts of $15,000.00 or more)***
Reviewed & approved by **Cabinet Level Officer:**	1/8/2021
	Signed *Date*
Reviewed & approved by **Executive Director, Risk Management:**	andrew de la torre Digitally signed by andrew de la torre Date: 2020.12.15 17:44:14 -08'00'
	Signed *Date*
Please return signed contract to: CJ Bohanon	Curriculum, Instruction, & Professional Learning
Name	*Department*

Revised: 1/29/2021
Noted on page 1 and 2

Fresno Unified School District

Independent Contractor Services Agreement

Fresno Unified School District
Preparing Career Ready Graduates

GENERAL INFORMATION Curriculum, Instruction & Professional Learning

School/Department Budget: 060-3010-0700-1110-~~2100~~-1000-5899

District Contact Person: Carlos Castillo

Budget Manager Approval: _____

Contractor's Vendor Name: Dr. Olivia Lynch Dr. Olivia Lynch

Contractor's Contact Person:

Contractor's Title: Independent Educational Consultant

Contractor's Telephone Number: 510-447-3051

Contractor's E-mail: oail.doc@gmail.com

Contractor's Address: 4844 Bridgewater Circle Stockton, CA 95219

Contractor's Taxpayer ID# or SSN#: 109-40-2000

This Independent Contractor Services Agreement is made and entered into effective 01/01/21 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

1. Contractor Services. Contractor agrees to provide ____

With the Fresno Unified community of administrators, faculty students and parents, Dr. Olivia Lynch will:
Review and provide feedback on existing ELA curriculum and recommend a new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, and the Fresno Unified School District; Three listening meetings with FUSD Leaders and Faculty, Two professional learning workshops supplies, resources and travel.

Social Science Curriculum Alignment for SS 6-8 grades January 2021 and SS 9-12 grades February/March, K-4 June
$ 25,000
English Language Arts Curriculum Review & Recommendations for ELA 7-9 grades March/April, ELA 10-12 grades April, ELA 4-6 grades May
$15,000

Professional Learning: $9,000
Supplies/Resources/Travel: $3,000

2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.

3. Term. This Agreement shall begin on 1/1/2021 . , and shall terminate on 6/30/2021 . There shall be no extension of the term of the agreement without express written consent from all parties.

4. Payment. District agrees to pay Contractor at following rate of $ 52,000. per agreem Not to exceed $ 52,000.00. Checks will be made payable to Dr. Olivia Lynch . Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.

5. Incidental Expenses. ☐ **Yes** (See below) ☑ **No**, Vendor initial here OL

   a. Lodging _____Actual cost of single occupancy. Not to exceed $100 per night. **Receipt Required.*

   b. Meals _____ Reimbursement limited to actual cost up to the following rates: Breakfast $12.20, Lunch$18.30, Dinner$30.50. **Receipt Required.*

   c. Travel _____Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.

   d. Supplies _____As negotiated with school/department contracting for service.

   e. Total Estimated Cost (Sum of paragraphs 4 and 5a – d): $ 52,000.00

   f. Other _____

6. Employment. Are you a current FUSD employee? ☐ Yes ☑ No

7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☑ No

8. California Residency. Contractor is a resident of the state of California: ☑ Yes ☐ No

9. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form online at: http://www.ppcpas.com/fresno-unified-fraud-alert. The anti-fraud waste or abuse reporting hotline is available to report alleged fraud in the district. The responsibility for monitoring the hotline rests with the internal auditor for Fresno Unified School District, Price, Page & Company. A report may be made anonymously.

10. Conflict of Interest. In consideration of the Districts Conflict of Interest Code, Contractor affirms they do not have, nor does the Contractor anticipate having any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.

Contractor's initials OL District's initials andrew de la torre Digitally signed by andrew de la torre Date: 2020.12.15 17:44:59 -08'00'

11. Anti-discrimination. Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Chief Compliance and Title IX Officer Paul Idsvoog, by phone at 559-457-3730, by email at Paul.Idsvoog@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.

12. Termination of Agreement. Either District or Contractor may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice. In the event of early termination, Contractor shall be paid for satisfactory work

performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.

Notwithstanding the expiration or termination of this Agreement for any reason (a) any provision of this Agreement that imposes or contemplates continuing obligations on a Party shall survive the expiration or termination of this Agreement, including without limitation, the rights and duties under Paragraphs 12, 13, 15,and 17; and (b) all undisputed fees due and payable hereunder through the termination date in accordance with Paragraphs 4 and 5.

13. Confidential Information

a. For the purposes of this Agreement "Confidential Information" includes any written or oral information or data, disclosed by either Party to the other, which may include, without limitation, information relating to technical, financial, personnel, personal employee information, the network, corporate, administration, plan design, benefits or contractual affairs of either Party or a third party that has been identified as confidential or that by the nature of the circumstances surrounding disclosure ought reasonably to be treated as confidential.

b. Contractor hereby agrees that it shall not disclose Confidential Information, and any materials, discussions, or other communications concerning Confidential Information to any person or entity, except to its own employees, contractor personnel, and to its attorneys, accountants, consultants and other professional advisors having a "need to know," and who are themselves bound by similar nondisclosure restrictions (collectively, "Representatives"). If Contractor becomes aware of any disclosure or use not in compliance with this Agreement, Contractor shall notify the Committee in writing within three (3) business days. Contractor shall use at least the same degree of care in safeguarding Confidential Information as it uses in safeguarding its own confidential information. Representatives shall be bound to comply with all terms of this Paragraph 13.B. Upon the request of the Committee Contractor shall provide a written acknowledgement from each of its Representatives that said Representative is bound by the terms of this Paragraph 13.B.

c. Contractor's obligation under this Agreement to not disclose Confidential Information shall not apply to information that: (a) becomes generally available to the public other than as the result of unauthorized disclosure by Contractor or a third party; (b) is independently developed by Contractor without the aid, application or use of Confidential Information; or (c) was received by Contractor on a non-confidential basis prior to receipt from the District or from a third-party lawfully possessing and lawfully entitled to disclose such information.

d. Disclosure of Confidential Information shall not be precluded if such disclosure is: (a) required pursuant to a valid court order; or (b) in the opinion of legal counsel for Contractor, is otherwise required by law, provided that in either circumstance:

   i. Contractor shall furnish the District with a copy of the demand, summons, subpoena or other legal process to compel such disclosure;

   ii. Contractor shall give the District reasonable prior notice of its intention to disclose Confidential Information in order to allow the Committee an opportunity to seek appropriate protection; and

   iii. Contractor shall take all reasonable steps including, without limitation, the pursuit of a protective order, to restrict the disclosure of Confidential Information to the greatest extent possible.

e. All Confidential Information provided by the District to Contractor is and shall forever remain the sole and exclusive property of the Committee and District. By granting access to Confidential Information, the District does not grant any express or implied right to Contractor to use, publish or disclose any Confidential Information. After its review of the Confidential Information Contractor will return to the District all Confidential Information disclosed to it (including copies or summaries of Confidential Information), or with the District's permission destroy the Confidential Information and certify in writing that it has been destroyed.

14. Injunctive Relief. Each Party acknowledges that a breach or threatened breach of this Agreement may cause immediate and irreparable harm to the District and that, to protect against such harm, the District may seek from a court of competent jurisdiction the issuance of a restraining order or injunction to prohibit any threatened disclosure

or misuse of the District's Confidential Information. Such an action for a restraining order or injunction is in addition to and does not limit all other remedies provided by law or in equity or by agreement between the Parties.

15. Indemnification and Hold Harmless. To the fullest extent allowed by law, the Contractor shall defend, indemnify and hold District, its agents, employees, Board of Trustees, members of the Board of Trustees, officials, officers, volunteers, and representatives ("Indemnitees") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnitees, regardless of whether sole or otherwise, as allowed by law), causes of action, costs, expenses, liabilities, losses, damages or injuries, fines, penalties in law or equity, regardless of whether the allegations are false, fraudulent, or groundless, to property or persons, including wrongful death, (collectively "Loss") to the extent arising out of or incident to: 1) the performance or breach of any of the terms and conditions of the contract (including but not limited to) the Contractor's use of the site; or 2) any acts, omissions, negligence, in connection with the performance of Services or otherwise arising from this Contract ("Indemnification"); or 3) the willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. The Contractor's Indemnification includes, but is not limited to, the payment of all damages and attorney's fees, fines, penalties and other related costs and expenses.

    a. The Contractor's defense obligations (with counsel approved by District), shall arise immediately upon tender of any of the Indemnitees, and the defense shall be paid at Contractor's own cost, expense and risk, for any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against any of the Indemnitees, notwithstanding whether liability is, can be or has yet been established.

    b. The Contractor shall pay and satisfy any judgment, award or decree that may be rendered against any of the Indemnitees, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnitees, and each of them, for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided.

    c. Acceptance of insurance certificates and endorsements required under the contract does not relieve the Contractor from liability under this indemnification and hold harmless clause. The requirements of this Section (Indemnification and Hold Harmless) shall apply whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

16. Insurance. Without limiting "Contractor" indemnification, it is agreed that "Contractor" shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million ($1,000,000) dollars per occurrence, two million ($2,000,000) annual aggregate limit. Business automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million ($1,000,000) dollars per occurrence. In the event "Contractor" is working with students individually or providing professional services to students, "Contractor" shall maintain a policy providing coverage for sexual molestation and/or abuse claims. In the event that "Contractor's" Commercial General liability policy excludes coverage for sexual molestation and/or abuse claims shall be required to procure a separate or supplemental policy providing such coverage. The limits of coverage for the abuse and molestation policy shall be not less than $1,000,000 per claim and $3,000,000 aggregate. If any of the required policies provide coverage on a claims-made basis then the following shall apply; 1) The retroactive date must be shown, and must be before the date of the contract or the beginning of contract work; 2) Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract work; (3) 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 Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work. Self-insured retentions must be declared to and approved by District. The District may require "Contractor" to provide proof of ability to pay losses and related investigations, claims administration and defense expenses within the retention. The policy shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or the District.

    The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and endorsements shall be attached to the Agreement as proof of insurance. The "Contractor" policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. "Contractor" shall produce the policy for District, upon request.

17. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.

18. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.

19. Fingerprinting Requirements. Contractor hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Contractor shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Contractor and its consultants, prior to any of the Contractor 's employees, or those of any other consultants, coming into contact with the District's pupils submit through the DISTRICT fingerprints to the Department of Justice (DOJ) for the monitoring and supervision of employee(s) and/or affiliated constituents. Contractor will not begin work on the Project site until obtaining a DOJ cleared status through the DISTRICT. Contractor further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements, including having Consultant certifies Consultants certify that none of these employees and/or affiliated constituent(s) will have been convicted of a felony as defined in Education Code section 45122.1."Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

Contractor's initials OL District's initials andrew de la torre Digitally signed by andrew de la torre Date: 2020.12.15 17:45:35 -08'00'

20. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. District will not withhold FICA (Social Security), state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.

21. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.

22. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the contractor and the District and their respective successors and assigns.

23. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

24. Waiver and Amendments. This Agreement may be amended, modified, superseded, cancelled, renewed or extended, and the terms and conditions hereof may be waived, only by a written instrument signed by the parties or, in the case of a waiver, by the party waiving compliance. The waiver by any party hereto of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach.

25. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior court in Fresno, California.

26. Attorney's Fees. The non-prevailing party in any dispute under this Agreement shall pay all costs and expenses, including expert witness fees and attorney's fees, incurred by the prevailing party in resolving such dispute.

27. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins
Purchasing Department
Fresno Unified School District
4498 N. Brawley Avenue
Fresno, CA 93722

Contractor: Dr. Olivia Lynch

Name: Dr. Olivia Lynch

Address:

4844 Bridgewater Circle
Stockton, CA 95219

c: Andrew De La Torre
Benefits & Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

28. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this agreement and that failure to do shall constitute material breach.

29. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.

30. Construction. The rule of construction that any ambiguity in an agreement be construed against the drafter of such agreement shall not apply to this Agreement.

31. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

32. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

33. Board Approval. For contracts in excess of $15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

DISTRICT

Fresno Unified School District

Santino Danisi, Interim Chief Financial Officer

Date

CONTRACTOR

Dr. Olivia Lynch

Olivia Lynch

Name: Dr. Olivia Lynch , ***Title:*** Independent Educatio

December 16, 2020

Date

Approved As To Form:

andrew de la torre

Digitally signed by andrew de la torre
Date: 2020.12.15 17:46:24 -08'00'

Andrew De La Torre, Executive Director
Benefits and Risk Management

December 15, 2020

Date

Dr. Olivia Lynch
4844 Bridgewater Circle
Stockton CA, 95219
510 447 3051
olivialynch2@yahoo.com
oail.doc@gmail.com

PROPOSAL TO FRESNO UNIFIED SCHOOL DISTRICT

CULTURALLY RESPONSIVE CURRICULUM INITIATIVE
(CURRICULUM AUDIT)

(Ethnic Studies Initiative not Includ
NOVEMBER 2020

Submitted by Dr. Olivia Lynch

Overview of Proposal by Dr. Olivia Lynch
November 2020

It is highly commendable that Fresno Unified School District (The District) has assumed a district wide approach to the issue of ensuring that all the academic subjects taught are inclusive of the contribution of all members of the human family. This is especially needed in learning about the development of our country, the United States. Often the role of all ethnicities in contributing to its greatness is overlooked.

The goal of this proposal is to aid The District in offering its students truthful, inclusive and scholarly courses of study. Students are served best by rigorous and scholarly curriculums that attend to diversity and culture.

1- Dr. Lynch will support The District in reviewing the K - 12 Social Science curriculum to produce a more inclusive and verifiable content that is attentive to all the participants in the development and progress of the United States and the world from ancient times to today.

2- Dr. Lynch will review the English Language Arts curriculum in grades four through twelve and provide research-based guidance on how it may be reorganized to provide a more rigorous culturally responsive learning experience for the students.

3- Dr. Lynch will join with teachers and principals in the work of planning and curriculum development reflective of ethnic inclusivity.

4- Dr. Lynch recognizes that her recommendations are predicated in the input and partnership with the Fresno Unified School District community of administrators, faculty, students and parents.

5- Dr. Lynch will develop and facilitate professional learning modules and workshops on content and instructional practice as needed.

Social Sciences

In collaboration with the Fresno Unified community of administrators, faculty students and parents:

Cultural Alignment of Curriculum

Review current **Kindergarten** course of study and develop recommendations for infusing and aligning the presence and contributions of African American, Latinx, Native American and Asian and others in an expanded curriculum *(Learning and Working Now and Long Ago +)*

Review current **First Grade** course of study and develop recommendations for infusing and aligning the presence and contributions of African American, Latinx, Native American, Asian and others in an expanded curriculum *(A Child's Place in Time and Space))*

Review current **Second Grade** course of study and develop recommendations for infusing and aligning the presence and contributions of African American, Latinx, Native American, Asian and others in an expanded curriculum *(People Who Make a Difference)*

Review current **Third Grade** course of study and develop recommendations for infusing and aligning the presence and contributions of African American, Latinx, Native American, Asian in an expanded curriculum *(Community and Change)*

Review current **Fourth Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support rigorous teaching and learning *(California: A Changing State)*

Review current **Fifth Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support rigorous teaching and learning *(United States History and Geography: Making a New Nation))*

Review current **Sixth Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support rigorous teaching and learning *(World History and Geography: Ancient Civilizations)*

Review current **Seventh Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support

rigorous teaching and learning *(World History and Geography: Medieval and Early Modern Times)*

Review current **Eighth Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support rigorous teaching and learning *(United States History and Geography: Growth and Conflict)*

Review current **Ninth Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support rigorous teaching and learning *(Topics?)*

Review current **Tenth Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support rigorous teaching and learning *(World History, Culture, and Geography: The Modern World)*

Review current **Eleventh Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support rigorous teaching and learning *(United States History and Geography: Continuity and Change in the Twentieth Century)*

Review current **Twelfth Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support rigorous teaching and learning *(Principles of American Democracy)*

Review current **Twelfth Grade Social Studies** curriculum and develop recommendations for expanded content that includes the presence and contributions of African American, Latinx, Native Americans and Asians and others and provide connections to the resources that support rigorous teaching and learning *(Economics)*

Curriculum Alignment English Language Arts

In collaboration with the Fresno Unified community of administrators, faculty students and parents:

English Language Arts Grade Four
Review and provide feedback on existing ELA curriculum and recommend new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation and the Fresno Unified School District.

English Language Arts Grade Five
Review and provide feedback on existing ELA curriculum and recommend new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation and the Fresno Unified School District.

English Language Arts Grade Six
Review and provide feedback on existing ELA curriculum and recommend new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation and the Fresno Unified School District.

English Language Arts Grade Seven
Review and provide feedback on existing ELA curriculum and recommend new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation and the Fresno Unified School District.

English Language Arts Grade Eight
Review and provide feedback on existing ELA curriculum and recommend new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation and the Fresno Unified School District.

English Language Arts Grade Nine
Review and provide feedback on existing ELA curriculum and recommend new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation and the Fresno Unified School District.

English Language Arts Grade Ten
Review and provide feedback on existing ELA curriculum and recommend new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation and the Fresno Unified School District.

English Language Arts Grade Eleven
Review and provide feedback on existing ELA curriculum and recommend new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation and the Fresno Unified School District.

English Language Arts Grade Twelve

Review and provide feedback on existing ELA curriculum and recommend new content and resources for reading, writing and oral work that reflect an up-to-date and scholarly inclusion of the cultures and ethnicities of our world, our nation and the Fresno Unified School District.

Part Three

Professional Learning

Three *"listening"* meetings with Fresno Unified School District Leaders and Faculty

Two professional learning workshops *(Culturally Responsive Teaching in al Disciplines and TBA)*

Other

Supplies, resource access, travel etc.

**With the agreement of Fresno Unified School District and Dr. Olivia Lynch, additional curriculum development and professional learning modules may be added as needed and adjustments made to budget.*

Timeline

November 2020 - June 2021

Social Science Curriculum Alignment

January 2021

SS 6 - 8 Grades

February - March 2021

SS 9 - 12 Grades

English Language Arts Curriculum Review and Recommendations

March - April 2021

ELA Grades 7 - 9

April 2021
ELA Grades 10 - 12

May
ELA Grades 4 - 6

Social Science Curriculum Alignment
June 2021
Social Science Grades K - 4

** Professional learning workshops will be scheduled where most sensible to provide in-time support*

Costs

Part Two

Social Science Curriculum Alignment: $25,000.00

English Language Arts Curriculum Review and Recommendations: $15, 000.00

Part Three

Professional Learning: $9,000.00

Other: *(supplies, resources, travel, additional)* $3,000.00

Total: $52,000.00

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM A-6

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Award of Bid 21-15, Bullard High School Fencing Improvements

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-15, for new steel picket and chain-link fencing and gates at Bullard High School to improve safety and security for students, staff and visitors. The project will replace the existing 4' high fence along Barstow, Browning and Palm Avenues with standard height fencing and add fencing at the campus interior. The fencing design creates a single point-of-entry at the main office and includes automatic exit gates for the north and south parking lots. The Western Association of Schools and Colleges (WASC), which provides accreditation for schools to demonstrate that they provide high-quality learning and model continual self-improvement, noted the following in the report for Bullard following its April 2018 visit:

- The visiting committee recommends that Bullard High School improve attendance procedures and campus monitoring/security (including ingress and egress) in order to reduce truancy rates and ensure student safety.
- After speaking with students, several suggested building a higher fence around the campus and having more security.
- Students frequently mentioned the need for a "safer campus" (more security officers and a fence-primary focus was someone from off campus coming onto campus).

The request for bids was lawfully advertised on October 15, 2020. Notifications were sent to 535 firms plus five construction trade publications, and the district received four responses. Bids were opened on November 17, 2020. Staff recommends award to the lowest responsive, responsible bidder:

Fortune-Ratliff General Contractors, Inc. (Fresno, California) $1,206,494

The tabulation is attached and bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Sufficient funds in the amount of $1,206,494 are available in the Measure X Fund.

PREPARED BY: Ann Loorz, Business Operations Manager, Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple, Chief Operating Officer

SUPERINTENDENT APPROVAL:

FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION

BID NO. 21-15, BULLARD HIGH SCHOOL FENCING IMPROVEMENTS

Bid Opening Date: November 17, 2020 prior to 2:01 P.M. Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID BULLARD HS FENCING IMPROVEMENTS	ADD ALT 1A AUTOMATIC GATE	ADD ALT 1B AUTOMATIC GATE	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Fortune-Ratliff General Contractors, Inc.	**Fresno**	**$1,171,940**	**$15,733**	**$18,821**	**$1,206,494**	**$1,206,494**
Marko Construction Group, Inc.	Fresno	$1,290,000	$25,790	$24,480	$1,340,270	
Avison Construction Inc.	Madera	$1,411,000	$13,000	$16,000	$1,440,000	
Pro-Ex Construction, Inc.	Rancho Cordova	$1,535,000	$25,000	$25,000	$1,585,000	

Low bid determined by Base Bid plus All Add Alternate items:
Alternate bid items are permitted pursuant to Public Contract Code 20103.8, for the betterment of the project and to allow the District to take into consideration factors such as budget and competitive bid market. The method of determining the low bidder is published prior to opening of the sealed bids.

Staff recommends award of $1,206,494 to Fortune Ratliff General Contractors, Inc., the lowest responsive, responsible bidder for Base Bid and Add Alternate items.

BULLARD HS FENCE UPDATED

EXISTING 6 FOOT HIGH CHAIN LINKFENCE

EXISTING GATES

EXISTING 8 FOOT HIGH CHAIN LINKFENCE

EXISTING 6 FOOT HIGH CHAIN LINKFENCE

EXISTING 6 FOOT HIGH CHAIN LINKFENCE

WEST BROWNING AVENUE

PALM AVENUE

BARSTOW AVENUE

ATHLETIC FIELD

BLDG. D
BLDG. E
BLDG. K
BLDG. F
BLDG. L
BLDG. G
BLDG. AH
BLDG. H
BLDG. AG SNACK BAR
BLDG. AI
BLDG. I
BLDG. J
BLDG. C NORTH GYM
BLDG. BB CLASSROOMS
BLDG. AO
BLDG. AN
BLDG. N
BLDG. AB BOYS LOCKER ROOM
BLDG. AP
BLDG. BA ADMIN
BLDG. A SOUTH GYM
BLDG. Y CAREER CENTER LIBRARY
BLDG. AC
BLDG. AA GIRLS LOCKER ROOM
BLDG. R
BLDG. BD MAINTANCE
BLDG. BC CLASSROOMS
BLDG. S
BLDG. AD
BLDG. T
BLDG. AE
BLDG. U
BLDG. AF
BLDG. AM
BLDG. V
BLDG. W
BLDG. X

1 2 3

LEGEND

- 6 FOOT HIGH CHAIN LINK
- 6 FOOT HIGH PICKET FENCE
- VEHICULAR TRAFFICE FLOW
- PEDESTRIAN CAMPUS ENTRY
- VEHICULAR GATE
- PEDESTRIAN GATE
- # MAIN POINTS OF ENTRY
- CAMERA VIEW
- EGRESS DIRECTION
- SERVICE/ MAINTAINENCE
- CITY BUS STOPS

SIMPBK

SITE PLAN

SCALE: 1"=80'-0"

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM A-7

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Award of Bid 21-24, Columbia Elementary School Classroom Building Addition

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-24, for construction of a new classroom building at Columbia Elementary School. The project will replace portable classrooms, add staff parking, and provide access and safety improvements. The new single-story building contains twelve classrooms, interior and exterior student restrooms, and a staff workroom with restroom. The project also includes a relocated and improved play structure, 41 additional parking stalls, and accessibility improvements.

The request for bids was lawfully advertised on November 13, 2020. Notifications were sent to 539 firms plus five construction trade publications, and the district received six responses. Bids were opened on December 17, 2020. Staff recommends award of base bid and Add Alternates 1A and 1B to the lowest responsive, responsible bidder:

Davis Moreno Construction, Inc. (Fresno, California) $7,661,507

The tabulation is attached and bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Sufficient funds in the amount of $7,661,507 will be available in the Measure M Fund.

PREPARED BY: Ann Loorz, Business Operations Manager, Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple, Chief Operating Officer

SUPERINTENDENT APPROVAL:

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-24, COLUMBIA ELEMENTARY SCHOOL CLASSROOM BUILDING ADDITION

Bid Opening Date: December 17, 2020 prior to 2:01 P.M. Buyer: Ann Loorz

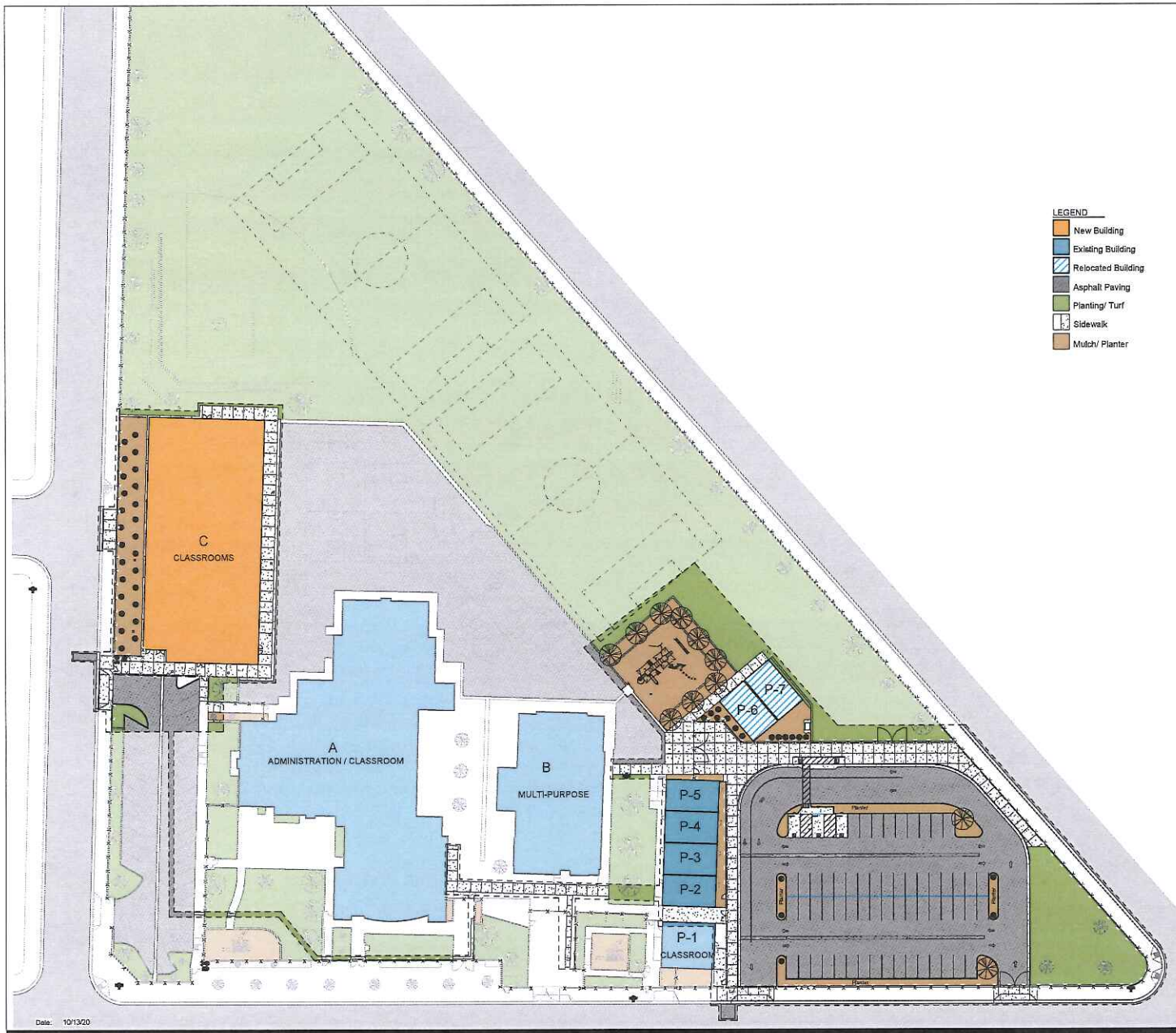
CONTRACTOR	CITY	BASE BID 1 COLUMBIA ES CLASSROOM BUILDING ADDITION	ADD ALT 1A BLOCK WALL INSTALLATION ALONG A STREET & STANISLAUS	ADD ALT 1B ACCESSIBLE SINKS AND RELATED UTILITIES IN PORTABLES	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Davis Moreno Construction, Inc.	**Fresno**	**$7,297,000**	**$222,156**	**$142,351**	**$7,661,507**	**$7,661,507**
Ardent General, Inc.	Fresno	$7,306,641	$140,553	$65,300	$7,512,494	
BVI Construction, Inc.	Fresno	$7,345,000	$144,000	$176,000	$7,665,000	
Seal Construction, Inc.	Visalia	$7,565,000	$95,000	$125,000	$7,785,000	
Klassen Corporation	Bakersfield	$7,640,000	$185,000	$165,000	$7,990,000	
Marko Construction Group, Inc.	Fresno	$7,698,175	$123,000	$70,000	$7,891,175	

Low bid determined by total of Base Bid 1.

Alternate bid items are permitted pursuant to Public Contract Code 20103.8, for the betterment of the project and to allow the District to take into consideration factors such as budget and competitive bid market. The method of determining the low bidder is published prior to opening of the sealed bids.

Staff recommends award of Add Alternate 1A and 1B.

Staff recommends award of $7,661,507 to Davis Moreno Construction, Inc., the lowest responsive, responsible bidder for Base Bid and Add Alternates 1A and 1B.



darden architects
Established 1959
6790 N. West Avenue
Fresno, California 93711
T. 559.448.8051
www.dardenarchitects.com

Date: 10/13/20

SCOPE OF WORK SITE PLAN

Fresno Unified School District
Columbia Elementary School - Classroom Building Addition
1025 S. Trinity St, Fresno, CA 93706

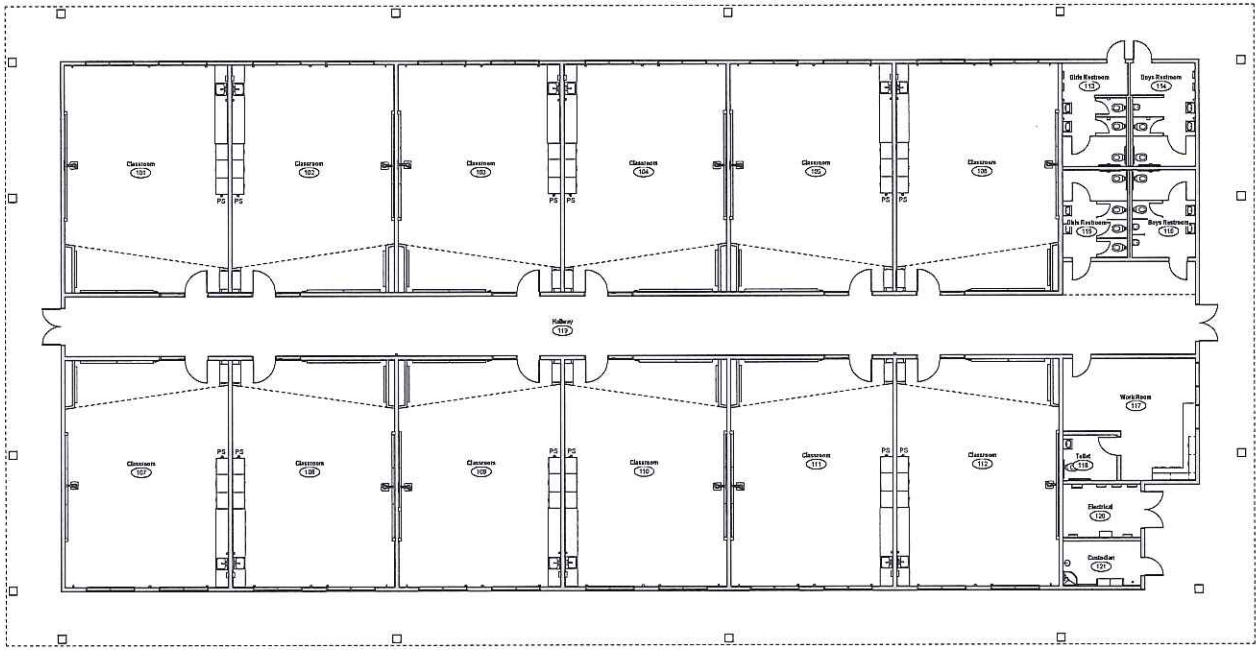
Fresno Unified School District

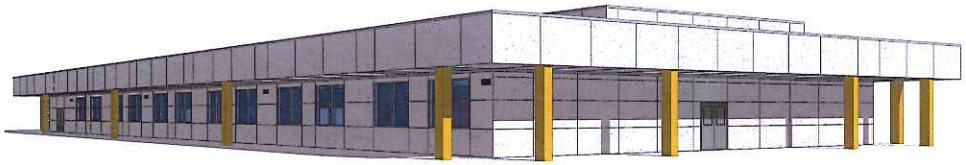
Copyright 2017 Darden Architects

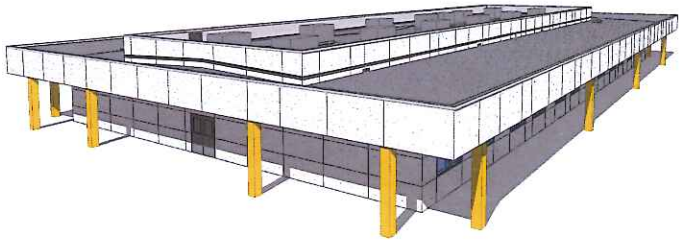
darden architects
Established 1959

6790 N. West Avenue
Fresno, California 93711
T. 559.448.8051

www.dardenarchitects.com







N

Date: 10/13/20

SCOPE OF WORK FLOOR PLAN

Fresno Unified School District
Columbia Elementary School - Classroom Building Addition
1025 S. Trinity St, Fresno, CA 93706

Fresno Unified School District

Copyright 2017 Darden Architects

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Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM A-8

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Award of Bid 21-25, Hoover High School Career Technical Education (CTE) Building and Construction Trades, Classroom Shop Improvements

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-25, for construction of CTE classroom improvements at Hoover High School to include a new woodshop, computer-aided-design lab, collaboration space for industry mentoring and project advising, and tool storage. These facilities will be used in conjunction with the recently completed outdoor work area and shade structure by students in the CTE Building and Construction Trades pathway.

Stakeholders involved in the planning/design process for Hoover Construction Trades CTE facilities included the Principal and CTE Pathway Coordinator, district CTE Director, representatives from the Fresno Area Construction Team, GRID Alternatives, Habitat for Humanity, Fresno City College, and the Fresno Business Council.

The request for bids was lawfully advertised on November 17, 2020. Notifications were sent to 539 firms plus five construction trade publications, and the district received three responses. Bids were opened on December 18, 2020. Staff recommends award of base Bid and Add Alternative 1A to the lowest responsive, responsible bidder:

BVI Construction, Inc. (Fresno, California) $1,327,200

The tabulation is attached and bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Sufficient funds in the amount of $478,758 are available in the Measure X Fund, and the district received $848,442 in State CTE grants for this project.

PREPARED BY: Ann Loorz, Business Operations Manager, Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple, Chief Operating Officer

K Temple

SUPERINTENDENT APPROVAL:

Robert G. Nelson

FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION

BID NO. 21-25, HOOVER HIGH SCHOOL CAREER TECHNICAL EDUCATION BUILDING AND CONSTRUCTION TRADES, CLASSROOM SHOP IMPROVEMENTS

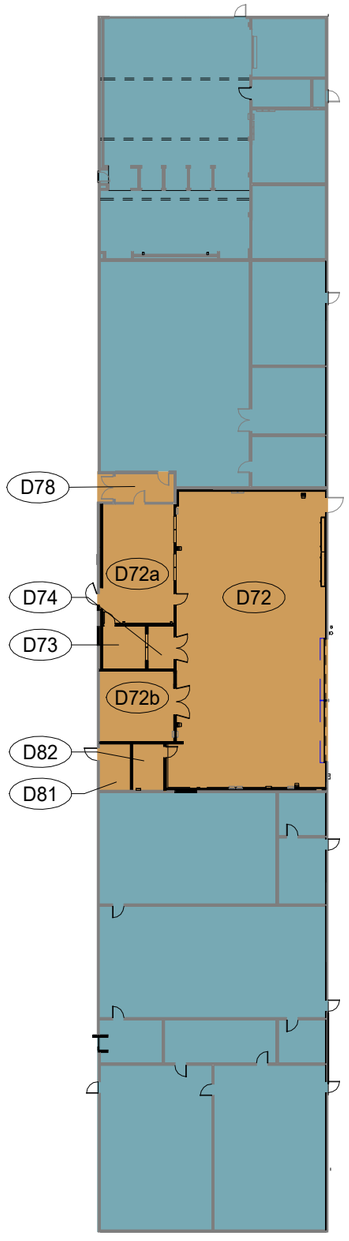
Bid Opening Date: December 18, 2020 prior to 2:01 P.M. Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 HOOVER HS CTE CONSTRUCTION LAB	ADD ALTERNATE 1A WORK BENCHES	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
BVI Construction, Inc.	**Fresno**	**$1,294,000**	**$33,200**	**$1,327,200**	**$1,327,200**
Marko Construction Group, Inc.	Fresno	$1,354,389	$30,000	$1,384,389	
Davis Moreno Construction, Inc.	Fresno	$1,417,000	$23,338	$1,440,338	

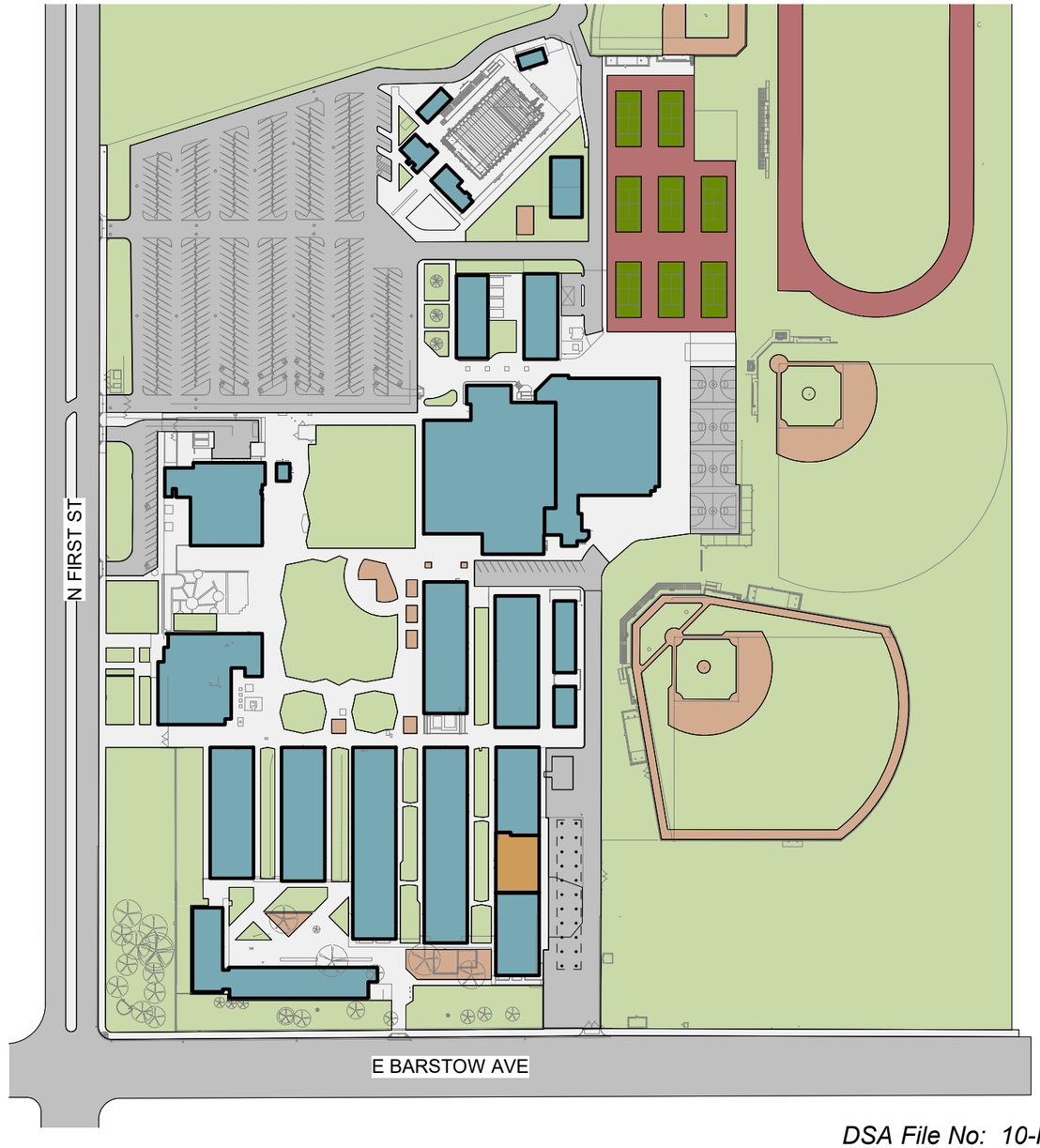
Low bid determined by combined total of Base Bid 1 and Add Alternate 1A.

Low bid determined by Base Bid plus Add Alternate 1A:
Alternate bid items are permitted pursuant to Public Contract Code 20103.8, for the betterment of the project and to allow the District to take into consideration factors such as budget and competitive bid market. The method of determining the low bidder is published prior to opening of the sealed bids.

Staff recommends award of $1,327,200 to BVI Construction, Inc., the lowest responsive, responsible bidder for Base Bid 1 and Add Alternate 1A.



Number	Name	Area
D72	Wood Shop	3110 SF
D72a	Cad Lab	595 SF
D72b	Hand Tool Storage	313 SF
D72c	Water Heater	29 SF
D73	CTE Coordinator	207 SF
D78	Entry	112 SF
D81	Staff Unisex	136 SF
D82	Custodian	45 SF



DSA File No: 10-H8
DSA Appl No: 02-118284

Building N

School Site Plan & Building Plan

Herbert Hoover High School Building & Construction Trades CTE

Fresno Unified School District

5550 N Frist Street, Fresno, CA 93710

darden architects

ARCHITECTURE · PLANNING · INTERIORS

Edwin S. Darden Jr. AIA · Martin E. Dietz AIA CCS · Edwin C. Goodwin AIA
Robert L. Petithomme AIA · Grant E. Dodson AIA · DeDe Darnell ASID
Antonio J. Avila AIA · Michael K. Fennacy AIA · Michael J. Nelson
Sean P. Mendoza AIA · Leslie A. Rau IIDA · Martin A. Ilic
Gerardo Padron · Mathew R. Heiss AIA · Andrew A. Corral

6790 N. West Avenue · Fresno, California 93711 · 559 448-8051 · Fax 559 446-1765

Designed By:	-	Project Number:	1859
Drawn By:	-	Scale:	As indicated
Checked By:	-	Copyright 2020 Darden Architects	
Reviewed By:	-		
Date:	11/05/20		

SP-01

11/5/2020 2:54:07 PM
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Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM A-9

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Award of Request for Proposals 21-21, Inspection Service, Repairs and Parts for Vehicles, Food Service Equipment and Warehouse Equipment

ITEM DESCRIPTION: Included in the Board binders is information on Request for Proposals (RFP) 21-21, to provide specialized inspection, maintenance and repair services for the district: Department of Transportation 90-Day Inspection and Repair Services (Sec. 1); Vehicle Maintenance and Repair Services for Truck Boxes (Sec. 2); Warehouse Equipment Maintenance and Repair Services (Sec. 3); Food Service Equipment Repairs (Sec. 4); CNG and Diesel Bus Parts (Sec. 5, Group 1); and Maintenance and Food Service Truck Parts (Sec. 5, Group 2). Award of the RFP is by section in support of vehicles/equipment utilized for maintenance, and preparation and delivery of student meals.

The initial term of the agreement will be through March 31, 2022 with the option of two one-year renewals. The RFP was lawfully advertised on November 3, 2020 and November 10, 2020. Notifications were sent to 43 firms, and the district received ten responses. Proposals were opened on November 24, 2020 and were evaluated based on cost, capacity to provide service, response time, experience, and invoicing processes. Staff recommends award by section to the best value, responsible bidders:

Sections 1 and 2: Thermo King Fresno, Inc. (Fresno) $190,000 est. annual amount
Section 3: Cromer Material Handling (Fresno) $100,000 est. annual amount
Section 4: Hobart Service (Fresno) $40,000 est. annual amount
Section 5, Group 1: Golden State Peterbilt (Fresno) $50,000 est. annual amount
Section 5, Group 2: Kroeger Equipment & Supply (Fresno) $100,000 est. annual amount

The scoring matrix is attached. The RFP and responses are available for review in the Purchasing Dept.

FINANCIAL SUMMARY: Sufficient funds in the amount of $480,000 are available in the General Fund and Cafeteria Fund for equipment, parts, repairs and service as needed.

PREPARED BY: Ann Loorz, Business Operations Manager, Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple, Chief Operating Officer

SUPERINTENDENT APPROVAL:

FRESNO UNIFIED SCHOOL DISTRICT

RFP 21-21, INSPECTION SERVICE, REPAIRS AND PARTS FOR VEHICLES, FOOD SERVICE EQUIPMENT AND WAREHOUSE EQUIPMENT

RFP Due Date: November 24, 2020 prior to 2:01pm

Buyer: Toni Jorge

SECTION 1 - Department of Transportation 90 Day Inspection and Repair Services

VENDOR	LOCATION	Evaluator #1	Evaluator #2	Evaluator #3	Evaluator #4	Average Score
Thermo King of Central California DBA Thermo King Fresno, Inc.	**Fresno**	**100**	**95**	**95**	**83**	**93**
NVB Equipment Inc.	Fresno	89	79	84	76	82

SECTION 2 - Vehicle Maintenance and Repair Services for Truck Boxes

VENDOR	LOCATION	Evaluator #1	Evaluator #2	Evaluator #3	Evaluator #4	Average Score
Thermo King of Central California DBA Thermo King Fresno, Inc.	**Fresno**	**100**	**95**	**95**	**95**	**96**
NVB Equipment, Inc.	Fresno	89	89	84	76	85
Valley Transport Refrigeration	Fresno	78	78	73	78	77

SECTION 3 - Warehouse Equipment Maintenance and Repair Services

VENDOR	LOCATION	Evaluator #1	Evaluator #2	Evaluator #3	Evaluator #4	Average Score
East Bay Clarklift, Inc. DBA Cromer Material Handling	**Fresno**	**100**	**100**	**96**	**99**	**99**
Forklift Specialties, Inc.	Fresno	89	79	69	66	76
Quinn Lift	Fresno	78	73	68	63	71

SECTION 4 - Food Service Equipment Repairs

VENDOR	LOCATION	Evaluator #1	Evaluator #2	Evaluator #3	Evaluator #4	Average Score
ITW Food Equipment Group LLC DBA Hobart Service	**Fresno**	**100**	**100**	**100**	**91**	**98**

SECTION 5 Group 1 - CNG and Diesel Bus Parts

VENDOR	LOCATION	Evaluator #1	Evaluator #2	Evaluator #3	Evaluator #4	Average Score
EM Tharpe, Inc. DBA Golden State Peterbilt	**Fresno**	**94**	**94**	**94**	**90**	**93**
Thermo King of Central California DBA Thermo King Fresno, Inc.	Fresno	88	83	83	88	86
NVB Equipment Inc.	Fresno	88	83	83	88	86
Kroeger Equipment & Supply	Fresno	37	37	37	33	36
E M Tharpe, Inc.	Porterville	23	25	19	23	23

SECTION 5 Group 2 - Maintenance and Food Service Truck Parts

VENDOR	LOCATION	Evaluator #1	Evaluator #2	Evaluator #3	Evaluator #4	Average Score
Kroeger Equipment & Supply	**Fresno**	**100**	**100**	**100**	**96**	**99**
EM Tharpe, Inc. DBA Golden State Peterbilt	Fresno	85	85	85	81	84
Thermo King of Central California DBA Thermo King Fresno, Inc.	Fresno	70	65	65	70	68
NVB Equipment Inc.	Fresno	70	65	65	70	68
E M Tharpe, Inc.	Porterville	29	31	25	29	29

Award of each section will be made to the best valued vendor

Staff recommends award to Thermo King of Central California DBA Thermo King Fresno, Inc. for Sections 1-2, East Bay Clarklift, Inc. DBA Cromer Material Handling for Section 3, ITW Food Equipment Group LLC DBA Hobart Service for Section 4, EM Tharpe, Inc. DBA Golden State Peterbuilt and Kroeger Equipment & Supply for Section 5.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021 **AGENDA ITEM A-10**

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Ratify
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Ratify Change Orders for the Projects Listed Below

ITEM DESCRIPTION: Included in the Board binders is information on Change Orders for the following projects:

Bid 20-19, Fresno High School Career Technical Education (CTE) Building Construction
Change Order 3 includes but may not be limited to: replace concrete stairs and rail; add walkways and stair rail supports; reroute irrigation control wire; install detector check valves; and expose and relocate unforeseen underground utilities.

Original Contract Amount:	$ 7,814,000
Change Order(s) previously ratified:	$ 69,320
Change Order 3 presented for ratification:	$ 38,804
New Purchase Order Amount:	$ 7,922,124

Bid 20-34 Section A, Gibson, Holland, Manchester Elementary Schools Multipurpose Building HVAC Upgrades
Change Order 2 (Gibson) includes but may not be limited to: add labor for roof flashing; add new duct smoke detectors; and install new fire alarm annunciator in office.
Change Order 2 (Manchester) includes but may not be limited to: add new duct smoke detectors; provide new structural angle clips; add relays, connections, and notification booster panel in fire alarm monitoring panel; add energy management controls to existing units at staff lounge; and increase contract duration 31 calendar days.

Original Contract Amount Section A, Gibson, Holland, and Manchester:	$ 1,759,000
Original Purchase Order Amount (Gibson):	$ 550,000
Change Order(s) previously ratified (Gibson):	$ 15,321
Change Order 2 presented for ratification (Gibson):	$ 15,721
New Purchase Order Amount (Gibson):	$ 581,041
Original Purchase Order Amount (Manchester):	$ 590,000
Change Order(s) previously ratified (Manchester):	$ 1,719
Change Order 2 presented for ratification (Manchester):	$ 23,352
New Purchase Order Amount (Manchester):	$ 615,071

Bid 20-36 Section A, Hoover High School Shade Structure and Site Improvements
Change Order 2 includes but may not be limited to increase contract duration 32 calendar days.

Original Contract Amount:	$	759,171
Change Order(s) previously ratified:	$	27,172
Change Order 2 presented for ratification:	$	0
Purchase Order Amount Remains:	$	786,343

Bid 20-48, Computech Middle School Parking Lot Improvements and Modular Classroom Infrastructure
Change Order 4 (Parking Lot) includes but may not be limited to: replace concrete mow strip and fencing; replace concrete at south office entry; add sidewalk at staff parking; provide truncated domes; remove existing drain structure east of MPR; remove and replace additional asphalt; add bottom rail at gate; and add decomposed granite walkway west of MPR.
Change Order 3 (Modular Classroom Infrastructure) includes but may not be limited to: remove and replace sidewalk north of new portables and increase contract duration 49 calendar days.

Original Contract Amount Computech Parking Lot Improvements and Modular Classroom Infrastructure	$	1,152,000
Original Purchase Order Amount (Parking Lot):	$	899,000
Change Order(s) previously ratified (Parking Lot):	$	85,222
Change Order 4 presented for ratification (Parking Lot):	$	22,093
New Purchase Order Amount (Parking Lot):	$	1,006,315
Original Purchase Order Amount (Modular Infrastructure):	$	253,000
Change Order(s) previously ratified (Modular Infrastructure):	$	-11,078
Change Order 3 presented for ratification (Modular Infrastructure):	$	2,940
New Purchase Order Amount (Modular Infrastructure):	$	244,862

Bid 20-55, Modular Classroom Infrastructure for Centennial, Eaton and Pyle Elementary Schools
Change Order 1 (Centennial) includes but may not be limited to: provide sheet metal covers for piping; relocate irrigation control valve; and provide kick plates at entry doors.
Change Order 1 (Eaton) includes but may not be limited to: add sewer and water lines to buildings with future stub-outs; remove and replace concrete walks; remove raised planters, regrade, add irrigation and plant new turf east of portables; provide sheet metal covers for piping; modify accessible ramps and parking lot striping; provide kick plates at entry doors; and add safety painting along north side of buildings.
Change Order 1 (Pyle) includes but may not be limited to: provide sheet metal covers for piping; replace two damaged windows; remove and replace ramp, rails, asphalt and valley gutter for accessibility; provide kick plates at entry doors; and add safety painting at parking lot.

Original Contract Amount:	$	1,083,345
Original Purchase Order Amount (Centennial):	$	354,275
Change Order(s) previously ratified (Centennial):	$	0
Change Order 1 presented for ratification (Centennial):	$	2,117
New Purchase Order Amount (Centennial):	$	356,392

Original Purchase Order Amount (Eaton):	$	332,570
Change Order(s) previously ratified (Eaton):	$	0
Change Order 1 presented for ratification (Eaton):	$	23,570
New Purchase Order Amount (Eaton):	$	356,140

Original Purchase Order Amount (Pyle):	$	396,500
Change Order(s) previously ratified (Pyle):	$	0
Change Order 1 presented for ratification (Pyle):	$	24,915
New Purchase Order Amount (Pyle):	$	421,415

Bid 21-04, McLane High School Career Technical Education (CTE) Classroom Improvements
Change Order 1 includes but may not be limited to: repair damaged conduits in boy's restroom; install new wall framing at boy's restroom; install new t-bar ceiling in studio 1 and 2; remove doors and infill wall; relocate site utilities and add pull box; credit for fire alarm work completed by others; and upgrade roof patch to match district standards.

Original Contract Amount:	$	1,257,127
Change Order(s) previously ratified:	$	0
Change Order 1 presented for ratification:	$	26,030
New Purchase Order Amount:	$	1,283,157

FINANCIAL SUMMARY: Sufficient funds in the amount of $126,000 are available in the Measure X fund for Bids 20-19, 20-34, 20-48 (Parking Lot Improvements), and 21-04. $53,540 is available in the School Facilities Fund for Bids 20-48 (Modular Classroom Infrastructure) and 20-55.

PREPARED BY: Ann Loorz, Business Operations Manager, Purchasing

PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple, Chief Operating Officer

K S Temple

SUPERINTENDENT APPROVAL:

Robert G. Nelson

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Fresno High School CTE
1839 N. Echo Avenue
Fresno, CA 93704

CHANGE ORDER No. : 003

DSA File No. : 10-H8

Application No. : 02-117712

CONTRACTOR :
Davis Moreno Construction
4720 N. Blythe Avenue
Fresno, CA 93722

DESIGNER'S PROJECT No. : 17-74

FUSD BID/CONTRACT No. : 17-04

CONTRACTOR P.O. No. : 549688

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	7,814,000.00
Net change by previously authorized Change Orders	$	69,319.92
The Contract Sum prior to this Change Order was	$	7,883,319.92
The Contract Sum will be adjusted by	$	38,803.94
The new Contract Sum, including this Change Order will be	$	7,922,123.86
The Contract Completion date prior to this Change Order was		8/12/2020
The Contract Time will be adjusted by		0 Days
The new Contract Completion date, including this Change Order is therefore		8/12/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:

SIM-PBK.
7790 N. Palm Avenue
Fresno, CA 93711
ARCHITECT/ENGINEER:
By: Raleigh Sullivan, AIA
Date: 11/24/2020

Accepted by:

Davis Moreno Construction
4720 N. Blythe Avenue
Fresno, CA 93722
CONTRACTOR:
By: Stephen Davis
Date: 12/3/2020

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722
OWNER:
By: Alex Belanger
Date: 12/04/2020

Fresno Unified School District

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-1

DESCRIPTION OF CHANGE:
Provide labor and material to remove and replace handrail and partial existing exterior concrete stair to make room for footing for new ramp wall.

REASON FOR CHANGE:
New footing for new ramp wall in conflict with existing handrail.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
CCR #016, BLL#024

Amount of this Change Order Item:	**Increase**	**$**	**2,754.62**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Item 3-2

DESCRIPTION OF CHANGE:
Additional pathway for student's acess to CTE building from adjacent classroom wings. Requested by FUSD.

REASON FOR CHANGE:
Additional pathway for student's acess to CTE building from adjacent classroom wings. Requested by FUSD.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
CCR #017, BLL#021

Amount of this Change Order Item:	**Increase**	**$**	**12,098.68**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Item 3-3

DESCRIPTION OF CHANGE:
Provide labor and material for (2) additional support angles at partial wall of Stairway 1 for wall-mounted rail.

REASON FOR CHANGE:
Hand rail changed fom guard rail condition to wall-mounted to provide required clearances.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
CCR #021, RFI #055

Amount of this Change Order Item:	**Increase**	**$**	**4,330.59**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Fresno Unified School District

CHANGE ORDER

Item 3-4

DESCRIPTION OF CHANGE:
Reroute existing irrigation control wire around new manhole east of Varsity Softball.

REASON FOR CHANGE:
Existing wires not shown on as-built drawings.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
CCR #022

Amount of this Change Order Item:	**Increase $**	**1,626.63**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 3-5

DESCRIPTION OF CHANGE:
Provide labor and materials to install two (2) detector check valves on new fire main branch lines.

REASON FOR CHANGE:
Required by City of Fresno, Check Valves not inlcuded in Contract Drawings.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
CCR #024, BLL #025

Amount of this Change Order Item:	**Increase $**	**11,055.79**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 3-6

DESCRIPTION OF CHANGE:
Expose, reroute, reconnect various unforeseen gas, water, sewr and electrical lines discovered in building excavations.

REASON FOR CHANGE:
Unkown underground utilities were discovered during demolition and building excavation.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
CCR #025, BLL #001

Amount of this Change Order Item:	**Increase $**	**6,937.63**
Time adjustment by this Change Order Item:	**Increase**	0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE $**	**38,803.94**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**0 Days**

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Gibson Elementary School MPR HVAC Upgrade
1266 Barstow Avenue
Fresno, CA 93711

CHANGE ORDER No. : 002R1

DSA File No. : 10-48

Application No. : 02-117261

CONTRACTOR :
Strategic Mechanical
4661 E. Commerce Avenue
Fresno, CA 93725

DESIGNER'S PROJECT No. : 18003604

FUSD BID/CONTRACT No. : 20-34A

CONTRACTOR P.O. No. : 607994A

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	550,000.00
Net change by previously authorized Change Orders	$	15,320.23
The Contract Sum prior to this Change Order was	$	565,320.23
The Contract Sum will be adjusted by	$	15,720.28
The new Contract Sum, including this Change Order will be	$	581,040.51
The Contract Completion date prior to this Change Order was		9/29/2020
The Contract Time will be adjusted by		(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore		9/29/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:

IMEG
901 Via Piemonte, #400
Ontario, CA 91764
ARCHITECT/ENGINEER:

By: Kerry Parker

Date: 10/14/2020

Accepted by:

Strategic Mechanical
4661 E. Commerce Avenue
Fresno, CA 93725
CONTRACTOR:

By: Chad Petty

Date: 10/20/20

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722
OWNER:

By: Alex Belanger

Date:

Fresno Unified School District

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-1

DESCRIPTION OF CHANGE:
Additional labor to install roof flashings around new equipment.

REASON FOR CHANGE:
Contractor requires additional man hours to fabricate and install flashings per District requirements.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFI 041

Amount of this Change Order Item:	**Increase $**	**1,503.81**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-2

DESCRIPTION OF CHANGE:
Add duct type smoke detectors to four (4) new HVAC units for unit shut down in event of fire.

REASON FOR CHANGE:
District request to add the duct detectors. Duct detectors not required by DSA or California Mechanical Code and were intentionally not included in contract documents. Smoke detectors and automatic shut down to meet FUSD internal fire safety operating standards.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:	**Increase $**	**12,608.07**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-3

DESCRIPTION OF CHANGE:
Removed existing fire alarm remote annunciator with wiring and provided a new surface mounted remote annunciator in reception area. Routed new conduit with fire alarm wiring to the new MFACP. Provided new interface modules and extended existing fire alarm wiring to new IDC Modules/Fire Alarm control panel.

REASON FOR CHANGE:
District fire alarm shops review during construction requested minor modifications to the DSA approved fire alarm system.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:	**Increase $**	**1,608.40**
Time adjustment by this Change Order Item:	**Increase**	0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE $**	**15,720.28**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**0 DAYS**

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Manchester Gate Elementary School MPR HVAC Upgrade
2307 East Dakota Avenue
Fresno, CA 93726

CHANGE ORDER No. : 002R4

DSA File No. : 10-H8

Application No. : 02-117263

CONTRACTOR :
Strategic Mechanical
4661 E. Commerce Avenue
Fresno, CA 93725

DESIGNER'S PROJECT No. : 18003599

FUSD BID/CONTRACT No. : 20-34A

CONTRACTOR P.O. No. : 607994A

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	590,000.00
Net change by previously authorized Change Orders	$	1,718.64
The Contract Sum prior to this Change Order was	$	591,718.64
The Contract Sum will be adjusted by	$	23,351.73
The new Contract Sum, including this Change Order will be	$	615,070.37
The Contract Completion date prior to this Change Order was		9/29/2020
The Contract Time will be adjusted by		(31) Calendar Days
The new Contract Completion date, including this Change Order is therefore		10/30/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:

IMEG
901 Via Piemonte, #400
Ontario, CA 91764
ARCHITECT/ENGINEER:

By: Kerry Parker

Date: 10/28/2020

Accepted by:

Strategic Mechanical
4661 E. Commerce Avenue
Fresno, CA 93725
CONTRACTOR:

By: Chad Petty

Date: 10/30/20

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722
OWNER:

By: Alex Belanger

Date: 12/3/20

Fresno Unified School District

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-1

DESCRIPTION OF CHANGE:
Add duct type smoke detectors to four (4) new HVAC units for unit shut down in event of fire.

REASON FOR CHANGE:
District request to add the duct detectors. Duct detecotrs not rquired by DSA or California Mechanical Code and were intentionally not included in contract documents. Smoke detectors and automatic shut down added to meet FUSD internal safety operating standards.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:	**Increase $**	**12,573.00**
TIme adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-2

DESCRIPTION OF CHANGE:
Provide labor and materials to install thirty (30) angle clips welded to I-beams to provide additional support for the existing ceiling assembly.

REASON FOR CHANGE:
The existing kitchen ceiling assembly is acoustic tile glued onto 3/4" thick plaster. The weight of the existing ceiling assembly required additional support points to the existing structure to meet current code requirements.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFI 39R1

Amount of this Change Order Item:	**Increase $**	**4,890.52**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-3

DESCRIPTION OF CHANGE:
Modified original Fire Alarm design to reflect additional relays and connections to existing monitoring panel. Added a notification booster to support existing notification devices.

REASON FOR CHANGE:
District fire alarm shops review during construction required minor modifications to the DSA approved fire alarm system.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFQ 003, CCD-A001

Amount of this Change Order Item:	**Increase $**	**1,124.02**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-4

DESCRIPTION OF CHANGE:
Furnish and install temperature controls for existing AC units serving staff lounge.

REASON FOR CHANGE:
Existing AC units serving teachers' lounge is on older campus EMS system. District requested existing AC unit to be connected to new controls system.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFI 34

Amount of this Change Order Item:	**Increase**	**$ 5,529.01**
Time adjustment by this Change Order Item:	**Increase**	31 Days

Item 2-5

DESCRIPTION OF CHANGE:
Credit for security / fire watch provided by District in lieu of provided by contractor.

REASON FOR CHANGE:
Contract requires fire watch during fire alarm system downtime. District offered to provide fire watch from District vendor with reimbursement from Contractor.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:	**Increase**	**$ (764.82)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**$ 23,351.73**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**0 DAYS**

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
FUSD Hoover High School Shade Structure
5550 N. First St
Fresno CA 93704

CHANGE ORDER No. :	002
DSA File No. :	10-H8
Application No. :	02-117855

CONTRACTOR :
Davis Moreno Construction Inc
4720 N. Blythe Ave
Fresno, CA 93722

DESIGNER'S PROJECT No. :	1935
FUSD BID/CONTRACT No. :	20-36
CONTRACTOR P.O. No. :	

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	759,171.00
Net change by previously authorized Change Orders	$	27,171.33
The Contract Sum prior to this Change Order was	$	786,342.33
The Contract Sum will be adjusted by	$	-
The new Contract Sum, including this Change Order will be	$	786,342.33
The Contract Completion date prior to this Change Order was		11/13/2020
The Contract Time will be adjusted by		(32) Calendar Days
The new Contract Completion date, including this Change Order is therefore		12/14/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:	*Accepted by:*	*Authorized by:*
Darden Architects, INC.	**Davis Moreno Const., Inc.**	**Fresno Unified School District**
6790 N West Ave	4720 N. Blythe Ave	4600 N. Brawley
Fresno, CA 93711	Fresno CA 93722	Fresno, CA 93722
ARCHITECT/ENGINEER:	*CONTRACTOR:*	*OWNER:*
By: Michael K. Fennacy,	By: Stephen Davis	By: Alex Belanger
Date: 12/16/2020	Date: 12/16/2020	Date: 12/17/2020

Fresno Unified School District

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-1

DESCRIPTION OF CHANGE:
Add 32 Calendar Days to Contract duration, existing final Contract Completion date is December 14, 2020. FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any and all rights it has under the Contractor or applicable law. No compensation is due to Contractor for additional days identified in this Change Order.

REASON FOR CHANGE:
Contract time extension to accommodate minor project close-out activities

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:	**Increase**	$ -
Time adjustment by this Change Order Item:	**Increase**	32 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**$ -**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**32 DAYS**

Change Order Item Detail
Page 1 of 2

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Computech Middle School Site/Office Improvements
555 Belgravia Avenue
Fresno, CA 93706

CHANGE ORDER No. :	004
DSA File No. :	10-48
Application No. :	02-117240

CONTRACTOR :
BVI Construction, Inc.
5750 E. Shields Ave. Suite 102
Fresno, CA 93727

DESIGNER'S PROJECT No. :	5351
FUSD BID/CONTRACT No. :	20-48
CONTRACTOR P.O. No. :	

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	899,000.00
Net change by previously authorized Change Orders	$	85,221.91
The Contract Sum prior to this Change Order was	$	984,221.91
The Contract Sum will be adjusted by	$	22,092.38
The new Contract Sum, including this Change Order will be	$	1,006,314.29
The Contract Completion date prior to this Change Order was		27-Nov-20
The Contract Time will be adjusted by		(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore		11/27/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:	*Accepted by:*	*Authorized by:*
Integrated Designs	**BVI Construction, Inc.**	**Fresno Unified School District**
6011 N. Fresno St., # 130	5750 E. Shields Ave. Suite 102	4600 N. Brawley
Fresno, CA 93710	Fresno, CA 93727	Fresno, CA 93722
ARCHITECT/ENGINEER:	*CONTRACTOR:*	*OWNER:*
By: Curtis Flynn	By: Ken Grey	By: Alex Belanger
Date: 11/18/20	Date: 11/18/2020	Date:

Fresno Unified School District

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 4-1

DESCRIPTION OF CHANGE:
At Property line along Belgravia Ave. replace existing remaining concrete mowstrip and Chain link fence indicated on RFP 4.

REASON FOR CHANGE:
Existing mowstrip and fencing adjacent to new work replaced to provide a more complete finished project.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
RFP No. 4 and OTP No. 4

Amount of this Change Order Item: **Increase $ 7,922.72**
Time adjustment by this Change Order Item: 0 Days

Item 4-2

DESCRIPTION OF CHANGE:
Remove and replace non-compliant concrete at South Admin Entry as indicated in DSA Approved CCD No. 2.

REASON FOR CHANGE:
Concrete Landing was not in compliance with CBC Accessibility Requirements.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
CCD No. 2

Amount of this Change Order Item: **Increase $ 4,109.97**
Time adjustment by this Change Order Item: 0 Days

Item 4-3

DESCRIPTION OF CHANGE:
Provide additional 5' wide concrete sidewalk along south side of existing walk at west side double chain-link gates of the Staff Parking.
Provide truncated domes adjacent to accessible parking stall. Reverse swing of double gates.

REASON FOR CHANGE:
Additional concrete walk is needed for an accessible P.O.T. to Campus from staff parking lot.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFP No. 10 and OTP No. 11

Amount of this Change Order Item: **Increase $ 2,642.35**
Time adjustment by this Change Order Item: 0 Days

Fresno Unified School District

CHANGE ORDER

Item 4-4

DESCRIPTION OF CHANGE:
At parking lot east of cafeteria building, remove existing concrete vault/DI completely. Fill hole and compact per Contract Documents.

REASON FOR CHANGE:
Drain Inlet in parking lot is no longer in service. District requested removal.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
OTP No. 8

Amount of this Change Order Item: **Increase $ 300.09**
Time adjustment by this Change Order Item: 0 Days

Item 4-5

DESCRIPTION OF CHANGE:
At Staff Parking lot, remove and replace additional asphalt pavement.

REASON FOR CHANGE:
Removal of additional asphalt pavment was determined necessary to avoid abrupt grade break at transition to existing.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
OTP no. 10 and RFI No. 29

Amount of this Change Order Item: **Increase $ 2,386.70**
Time adjustment by this Change Order Item: 0 Days

Item 4-6

DESCRIPTION OF CHANGE:
At Staff Parking lot, North Fire-lane Drive Gate add additional bottom rail to reduce the oversize gap at the bottom of the gate between the bottom rail and the asphalt.

REASON FOR CHANGE:
Slope of existing asphalt at new gate location required a sloped closure rail along the bottom of gates.

CHANGE CATEGORY:
District Requested

DOCUMENT REFERENCE:
SI No. 10

Amount of this Change Order Item: **Increase $ 695.75**
Time adjustment by this Change Order Item: 0 Days

Fresno Unified School District

CHANGE ORDER

Item 4-7

DESCRIPTION OF CHANGE:
Add decomposed granite walkways at west site of cafeteria building and north end of staff parking lot.

REASON FOR CHANGE:
Additional walkways were requested by district for easier acess to Sea-Trains and to safe dispersal area for students.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
OTP No. 14

Amount of this Change Order Item:	**Increase $**	**4,034.80**
Time adjustment by this Change Order Item:		0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE $**	**22,092.38**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**0 DAYS**

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Computech Middle School Portable Classroom Infrastructure
555 Belgravia Avenue
Fresno, CA 93706

CHANGE ORDER No. :	**003**
DSA File No. :	10-48
Application No. :	02-118184

CONTRACTOR :
BVI Construction, Inc.
5750 E. Shields Ave. Suite 102
Fresno, CA 93727

DESIGNER'S PROJECT No. :	5414
FUSD BID/CONTRACT No. :	20-48
CONTRACTOR P.O. No. :	

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	253,000.00
Net change by previously authorized Change Orders	$	(11,078.28)
The Contract Sum prior to this Change Order was	$	241,921.72
The Contract Sum will be adjusted by	$	2,939.45
The new Contract Sum, including this Change Order will be	$	244,861.17
The Contract Completion date prior to this Change Order was		9-Oct-20
The Contract Time will be adjusted by		(49) Calendar Days
The new Contract Completion date, including this Change Order is therefore		11/27/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:	***Accepted by:***	***Authorized by:***
Integrated Designs	**BVI Construction, Inc.**	**Fresno Unified School District**
6011 N. Fresno St., # 130	5750 E. Shields Ave. Suite 102	4600 N. Brawley
Fresno, CA 93710	Fresno, CA 93727	Fresno, CA 93722
ARCHITECT/ENGINEER:	***CONTRACTOR:***	***OWNER:***
By: Curtis Flynn	By: Ken Grey	By: Alex Belanger
Date: 11/10/20	Date: 11/10/2020	Date: 11/18/2020

Fresno Unified School District

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-1

DESCRIPTION OF CHANGE:
Remove and replace existing cracked/broken sidewalk North of new portable buildings.

REASON FOR CHANGE:
District requested replacment of existing damaged concrete sidewalk.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
None

Amount of this Change Order Item: **Increase $ 2,939.45**
Time adjustment by this Change Order Item: 0 Days

Item 3-2

DESCRIPTION OF CHANGE:
Add 49 Calendar Days to Contract duratlon.FUSD and Contractor each acknowledge and agree that the contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:
Contract time extension to accommodate minor project close-out activities

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
None

Amount of this Change Order Item: **Increase $ -**
Time adjustment by this Change Order Item: 49 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER: INCREASE $ 2,939.45
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER: INCREASE 49 DAYS

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Centennial Elementary School Portable Classroom Infrastructure
3830 E. Saginaw Way
Fresno, CA 93720

CHANGE ORDER No. : 001

DSA File No. : 10-48

Application No. : 02-118309

CONTRACTOR :
BVI Construction, Inc.
5750 E. Shields Ave. Suite 102
Fresno, CA 93727

DESIGNER'S PROJECT No. : 5423

FUSD BID/CONTRACT No. : 20-55

CONTRACTOR P.O. No. :

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	354,275.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	354,275.00
The Contract Sum will be adjusted by	$	2,116.13
The new Contract Sum, including this Change Order will be	$	356,391.13
The Contract Completion date prior to this Change Order was		9-Sep-20
The Contract Time will be adjusted by		(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore		9/9/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:

Integrated Designs
6011 N. Fresno St., # 130
Fresno, CA 93710
ARCHITECT/ENGINEER:

By: Curtis Flynn

Date: 11/9/20

Accepted by:

BVI Construction, Inc.
5750 E. Shields Ave. Suite 102
Fresno, CA 93727
CONTRACTOR:

By: Ken Grey

Date: 11/9/2020

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722
OWNER:

By: Alex Belanger

Date: 11/25/2020

ou are directed to make the following changes in this Contract:

:em 1-1 **DESCRIPTION OF CHANGE:**
Provide sheet metal covers for exposed plumbing waste and water piping at portable building P.O.C.

REASON FOR CHANGE:
Covers requested to protect piping from vandalism.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
RFP No. 1

Amount of this Change Order Item: **Increase $ 1,160.50**
Time adjustment by this Change Order Item: 0 Days

:em 1-2 **DESCRIPTION OF CHANGE:**
Provide relocation of irrigation control valve.

REASON FOR CHANGE:
Existing valve relocated away from new improvements to allow future serviceability.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item: **Increase $ 560.23**
Time adjustment by this Change Order Item: 0 Days

:em 1-3 **DESCRIPTION OF CHANGE:**
At each new portable classroom exterior door provide Kick Plate: 8400 10" x 2"LDW B-CS by Ives.

REASON FOR CHANGE:
Kickplates were not included in the portable manufactures construction drawings.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFP No. 2 and OTP No. 2

Amount of this Change Order Item: **Increase $ 395.40**
Time adjustment by this Change Order Item: 0 Days

'OTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER: INCREASE $ 2,116.13
'OTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER: INCREASE 0 DAYS

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Eaton Elementary School Portable Classroom Infrastructure
1451 Sierra Avenue
Fresno, CA 93710

CHANGE ORDER No. :	001
DSA File No. :	10-48
Application No. :	02-118282

CONTRACTOR :
BVI Construction, Inc.
5750 E. Shields Ave. Suite 102
Fresno, CA 93727

DESIGNER'S PROJECT No. :	5422
FUSD BID/CONTRACT No. :	20-55
CONTRACTOR P.O. No. :	

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	332,570.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	332,570.00
The Contract Sum will be adjusted by	$	23,569.46
The new Contract Sum, Including this Change Order will be	$	356,139.46
The Contract Completion date prior to this Change Order was		9-Sep-20
The Contract Time will be adjusted by		(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore		9/9/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:

Integrated Designs
6011 N. Fresno St., # 130
Fresno, CA 93710
ARCHITECT/ENGINEER:

By: Curtis Rynn
Date: 11/9/20

Accepted by:

BVI Construction, Inc.
5750 E. Shields Ave. Suite 102
Fresno, CA 93727
CONTRACTOR:

By: Ken Grey
Date: 11-9-2020

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722
OWNER:

By: Alex Belanger
Date: 11/25/2020

Item 1-1

DESCRIPTION OF CHANGE:
Provide 2-1/2" water line to Portables w/ 2-1/2" stub out at North, south ends and 1" stub out to future portable location. Provide sewer extension and stub out for future portable in addition to sewer P.O.C. to New Portables.

REASON FOR CHANGE:
Owner requested stub outs for future project.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
RFI No. 14.1

Amount of this Change Order Item:	**Increase $**	**4,084.33**
Time adjustment by this Change Order Item:		0 Days

Item 1-2

DESCRIPTION OF CHANGE:
Remove and replace existing concrete determined to be excessively cracked at location indicated on attached Partial Site Plan.

REASON FOR CHANGE:
Concrete adjacent to concrete already being replaced is excessively cracked and in poor repair.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:	**Increase $**	**4,895.00**
Time adjustment by this Change Order Item:		0 Days

Item 1-3

DESCRIPTION OF CHANGE:
At turf area, east of recently installed portable buildings, remove raised garden planters and associated irrigation. Rehabilitate remaining area, install irrigation and hydroseed entire area for a min. of 20' beyond raised planters on all sides. Coordinate with District Irrigation staff on the location of sprinkler heads and irrigation lines.

REASON FOR CHANGE:
Existing raised beds not suitable for student use and in conflict with site master planning.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
RFP No. 2

Amount of this Change Order Item:	**Increase $**	**2,965.91**
Time adjustment by this Change Order Item:		0 Days

Provide sheet metal covers for exposed plumbing waste and water piping at portable building P.O.C.

REASON FOR CHANGE:
Covers requested to prevent vandalism

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
RFP No. 1

Amount of this Change Order Item: **Increase $ 1,160.50**
Time adjustment by this Change Order Item: 0 Days

Item 1-5

DESCRIPTION OF CHANGE:
Remove and replace concrete walk adjacent to accessible stalls.

REASON FOR CHANGE:
Removal and Replacement of additional concrete walk required for access compliance was not indicated on civil drawings.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
Addendum No. 2

Amount of this Change Order Item: **Increase $ 2,057.00**
Time adjustment by this Change Order Item: 0 Days

Item 1-6

DESCRIPTION OF CHANGE:
Regrade area around removed raised planter beds for positive drainage away from portable buildings and walks.

REASON FOR CHANGE:
Removal of raised planter beds (requested by District) required additional grading for positive drainage and mowability.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
OTP No. 4

Amount of this Change Order Item: **Increase $ 4,100.83**
Time adjustment by this Change Order Item: 0 Days

Item 1-7

DESCRIPTION OF CHANGE:
Modify ADA ramp and parking stall striping as indicated on Revised Enlarged site plan A1.02 (CCD-01).

REASON FOR CHANGE:
Change from 90 degree stalls to diagonal stalls requested to increase back-up distance.

At each new portable classroom exterior door provide Kick Plate: 8400 10" x 2"LDW B-CS by Ives.

REASON FOR CHANGE:
Kickplates were not included in the portable manufactures construction drawings.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFP No. 3 and OTP No. 5

Amount of this Change Order Item: **Increase $ 395.40**
Time adjustment by this Change Order Item: 0 Days

Item 1-9

DESCRIPTION OF CHANGE:
At Portable Classroom Building paint entire north face of exposed foundation curb/mow-strip safety yellow.

REASON FOR CHANGE:
Painting of curbs was determined necessary to minimize tripping hazards.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
SI No. 3 and OTP No. 6

Amount of this Change Order Item: **Increase $ 412.50**
Time adjustment by this Change Order Item: 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER: INCREASE $ 23,569.46
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER: INCREASE 0 DAYS

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Pyle Elementary School Portable Classroom Infrastructure
4140 N. Agusta Street
Fresno, CA 93726

CHANGE ORDER No. :	001
DSA File No. :	10-48
Application No. :	02-118283

CONTRACTOR :
BVI Construction, Inc.
5750 E. Shields Ave. Suite 102
Fresno, CA 93727

DESIGNER'S PROJECT No. :	5421
FUSD BID/CONTRACT No. :	20-55
CONTRACTOR P.O. No. :	

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	396,500.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	396,500.00
The Contract Sum will be adjusted by	$	24,914.70
The new Contract Sum, including this Change Order will be	$	421,414.70
The Contract Completion date prior to this Change Order was		9-Sep-20
The Contract Time will be adjusted by		(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore		9/9/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:

Integrated Designs
6011 N. Fresno St., # 130
Fresno, CA 93710
ARCHITECT/ENGINEER:

By: Curtis Lynn
Date: 11/9/20

Accepted by:

BVI Construction, Inc.
5750 E. Shields Ave. Suite 102
Fresno, CA 93727
CONTRACTOR:

By: Ken Grey
Date: 11/9/2020

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722
OWNER:

By: Alex Belanger
Date: 11/25/2020

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:
Provide sheet metal covers for exposed plumbing waste and water piping at portable building P.O.C.

REASON FOR CHANGE:
Covers requested to protect piping from vandalism.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
RFP No. 1

Amount of this Change Order Item: **Increase $ 1,160.50**
Time adjustment by this Change Order Item: 0 Days

Item 1-2

DESCRIPTION OF CHANGE:
Replace 2 Portable Classroom Windows

REASON FOR CHANGE:
Windows were broken due to vandalism

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item: **Increase $ 737.00**
Time adjustment by this Change Order Item: 0 Days

Item 1-3

DESCRIPTION OF CHANGE:
1. Remove existing ramp and handrails at east end of Classroom Building G. Install new ADA compliant Ramp and handrails.
2. Remove existing asphalt pavment and concrete valley gutter at Parking Lot C accessible stall and loading zone and replace with new ADA compliant concrete paving and valley gutter.

REASON FOR CHANGE:
Above changes were added by DSA during approval of Addendum #2 after bid date of project and not included in contract documents.

CHANGE CATEGORY:
Governing agency required change after document approval.

DOCUMENT REFERENCE:
Addendum No. 2

Amount of this Change Order Item: **Increase $ 22,209.30**
Time adjustment by this Change Order Item: 0 Days

:em 1-4 **DESCRIPTION OF CHANGE:**
At each new portable classroom exterior door provide Kick Plate: 8400 10" x 2"LDW B-CS by Ives.

REASON FOR CHANGE:
Kickplates were not included in the portable manufactures construction drawings.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFP No. 2 and OTP No. 4

Amount of this Change Order Item: **Increase $ 395.40**
Time adjustment by this Change Order Item: 0 Days

:em 1-5 **DESCRIPTION OF CHANGE:**
At Parking Lot 3 Accessible Parking stall curb ramp, paint ramp curb face and tops safety yellow.

REASON FOR CHANGE:
Painting of curbs was determined necessary to minimize tripping hazards.

CHANGE CATEGORY:
District Requested change.

DOCUMENT REFERENCE:
SI No. 1 and OTP No. 5

Amount of this Change Order Item: **Increase $ 412.50**
Time adjustment by this Change Order Item: 0 Days

'OTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER: INCREASE $ 24,914.70
'OTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER: INCREASE 0 DAYS

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
McLane High School CTE
2727 N. Cedar Ave
Fresno CA 93703

CHANGE ORDER No. :	**001**
DSA File No. :	10-H8
Application No. :	02-118040

CONTRACTOR :
Davis Moreno Construction Inc
4720 N. Blythe Ave
Fresno, CA 93722

DESIGNER'S PROJECT No. :	17100
FUSD BID/CONTRACT No. :	21-04
CONTRACTOR P.O. No. :	

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	$	1,257,127.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	1,257,127.00
The Contract Sum will be adjusted by	$	26,029.81
The new Contract Sum, including this Change Order will be	$	1,283,156.81
The Contract Completion date prior to this Change Order was		12/31/2020
The Contract Time will be adjusted by		(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore		12/31/2020

NOTE: *Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.*

Recommended by:	*Accepted by:*	*Authorized by:*
Darden Architects, INC.	Davis Moreno Const., Inc.	Fresno Unified School District
6790 N West Ave	4720 N. Blythe Ave	4600 N. Brawley
Fresno, CA 93711	Fresno CA 93722	Fresno, CA 93722
ARCHITECT/ENGINEER:	*CONTRACTOR:*	*OWNER:*
By: Michael K. Fennacy,	By: Stephen Davis	By: Alex Belanger
Date: 11/12/2020	Date: 11/24/2020	Date: 12/03/20

Fresno Unified School District

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:
Provide all labor and materials as required to repair damaged conduits for power and fire alarm discovered in Boys Restroom T116. Pull new wire to original source and re-connect.

REASON FOR CHANGE:
Existing unknown, concealed conduits wires were damaged during removal of existing concrete slab

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFI-14

Amount of this Change Order Item:	Increase $	4,530.56
Time adjustment by this Change Order Item:	Increase	0 Day

Item 1-2

DESCRIPTION OF CHANGE:
Provide all labor, materials and equipment as requried for the installation of new metal stud framing at all walls in the Boys Restroom T-116

REASON FOR CHANGE:
Existing wall construction differed from original plans. Existing pencil truss construction is not Code compliant and required replacement

CHANGE CATEGORY:
Governing agency required change after document approval.

DOCUMENT REFERENCE:
RFI-001.1

Amount of this Change Order Item:	Increase $	2,128.50
Time adjustment by this Change Order Item:	Increase	0 Days

Item 1-3

DESCRIPTION OF CHANGE:
Provide all labor and materials required to relocate the existing underground site utillties and Install missing electrical pull box

REASON FOR CHANGE:
During site demolition an existing storm drain pipe was exposed and needed to be re-routed. In addition upon removing concrete walks exposed HOT electrical wires were discovered and were not in an approved concrete pull box

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFP-004

Amount of this Change Order Item:	Increase $	8,237.88
Time adjustment by this Change Order Item:	Increase	0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-4

DESCRIPTION OF CHANGE:
Provide a credit for all labor, materials and equipment associated with modifications to the existing fire alarm system originall included in the Contract Documents
REASON FOR CHANGE:
A complete fire alarm system upgrade to the entire building is being performed under a separate project. Modification scope to existing system is beign removed from this project
CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFP-005

Amount of this Change Order Item:	Decrease	$	(6,187.29)
Time adjustment by this Change Order Item:	Increase		0 Days

Item 1-5

DESCRIPTION OF CHANGE:
Provide all labor, materials and equipment as required to furnish and install new suspended acoustical T-bar ceiling in Studio 1, Rm. T-8.4 and Studio 2, Rm T-8.3
REASON FOR CHANGE:
There was left over material and debris in the construction area no longer wanted by the site

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFP-002

Amount of thls Change Order Item:	Increase	$	3,104.86
Time adjustment by this Change Order Item:	Increase		0 Days

Item 1-6

DESCRIPTION OF CHANGE:
Provide all labor, materials and equipment as required to remove existing exterior pair of doors on the west wall of Rm T8. Provide new metal stud infill framing and metal corrugated siding and flashing on exterior, paint to match existing adjacent panels
REASON FOR CHANGE:
Construction Documetns did not include this scope of work

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFP-03

Amount of this Change Order Item:	Increase	$	5,547.30
Time adjustment by this Change Order Item:	Increase		0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-7

DESCRIPTION OF CHANGE:
Provide all labor, materials and equipment as required to provide District standard built-up roofing patch at all roof penetrations. Provide a credit for the specified roofing system

REASON FOR CHANGE:
During roof demolition it was discovered that the existing roofing system differed from the original building plans

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:

Amount of this Change Order Item:	Increase	$ 8,668.00
Time adjustment by this Change Order Item:	Increase	0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	INCREASE	$ 26,029.81
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	INCREASE	0 DAYS

End of CHANGE ORDER

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM A-11

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Ratify
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Ratify the Filing of Notices of Completion

ITEM DESCRIPTION: Included in the Board binders are Notices of Completion for the following projects, which have been completed according to plans and specifications:

Bid 20-34 Section B, Powers-Ginsburg Elementary School and Baird Middle School, Multipurpose Building HVAC Upgrades

For Information Only	
Original contract amount:	$ 1,269,427
Change Order(s) previously ratified:	$ 48,825
Contract amount:	$1,259,447

Bid 20-50, Hoover High School Interim Modular Classroom Infrastructure

For Information Only	
Original contract amount:	$ 302,500
Change Order(s) previously ratified:	$ 0
Contract amount:	$ 302,500

FINANCIAL SUMMARY: Retention funds are released in accordance with contract terms and California statutes.

PREPARED BY: Ann Loorz, Business Operations Manager, Purchasing

PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple, Chief Operating Officer

SUPERINTENDENT APPROVAL:

NO FEE REQUIRED
No Fee for recording in accordance with California Government Code Sections 6103 and 27383

RECORDING REQUESTED BY AND WHEN RECORDED MAIL TO:
Fresno Unified School District
Purchasing Department
4498 N. Brawley Avenue
Fresno, CA 93722

2020-0162616
FRESNO County Recorder
Paul Dictos, CPA
Friday, Nov 13, 2020 10:17:46 AM
CONFORMED COPY
Copy of document recorded.
Has not been compared with original.

NOTICE OF COMPLETION (AND ACCEPTANCE)

Notice pursuant to Civil Code Section 9204 must be filed within 15 days after completion.

Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner if the interest or estate stated below in the property hereinafter described:

2. The full name of the owner is **FRESNO UNIFIED SCHOOL DISTRICT**

3. The full address of the owner is **2309 Tulare Street, Fresno, California 93721**

4. The nature of the interest or estate of the owner is: **IN FEE**

(If other than "In Fee" an insert, for example, "Purchase under contract of Purchase", "or lease")

5. A work of improvement on the property hereinafter described was accepted/completed on **October 29, 2020.** The work done was **Multipurpose Building Room HVAC Upgrades for Baird Middle School and Powers-Ginsburg Elementary Schools, Section B Bid No. 20-34.**
This determination of acceptance/completion shall not be construed as a waiver of the undersigned owner's rights to enforce any provision of the contract accepted/completed, including but not limited to requiring any and all punch list, testing, startup, commissioning, or other contract work to be performed in its entirety in accordance with the Contract Documents, which rights are expressly reserved by the undersigned owner.

6. The Name of the contractor, if any, for such work of improvement was:
Smith Mechanical-Electrical-Plumbing 1340 W. Betteravia Road, Santa Maria, CA 93455 May 7, 2020
(IF NO CONTRACTOR FOR WORK OR IMPROVEMENT AS A WHOLE, INSERT "NONE") (DATE OF CONTRACT)

7. The property on which said work of improvement was completed is in the City of Fresno, County of Fresno, State of California, and is described and the address is as follows:

Baird Middle School	**1542 E. Webster, Fresno, CA 93728**	**DSA No.: 02-117555**
Powers-Ginsburg Elementary School	**5500 N. Moroa Ave., Fresno, CA 93704**	**DSA No.: 02-117554**

Date: **November 9, 2020**

Edward Collins, Executive Director of Purchasing
Fresno Unified School District

VERIFICATION
I, the undersigned say: I am the Executive Director of Purchasing the declarant of the foregoing notice of completion (and acceptance); I have read said notice of completion (and acceptance) and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on November 9, 2020 at Fresno,

Edward Collins, Executive Director of Purchasing
Fresno Unified School District

NO FEE REQUIRED
No Fee for recording in accordance with California Government Code Sections 6103 and 27383

RECORDING REQUESTED BY AND WHEN RECORDED MAIL TO:
Fresno Unified School District
Purchasing Department
4498 N. Brawley Avenue
Fresno, CA 93722

2020-0173361
FRESNO County Recorder
Paul Dictos, CPA
Wednesday, Dec 02, 2020 09:46:05 AM
CONFORMED COPY
Copy of document recorded.
Has not been compared with original.

NOTICE OF COMPLETION (AND ACCEPTANCE)

Notice pursuant to Civil Code Section 9204 must be filed within 15 days after completion.

Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner if the interest or estate stated below in the property hereinafter described:

2. The full name of the owner is **FRESNO UNIFIED SCHOOL DISTRICT**

3. The full address of the owner is **2309 Tulare Street, Fresno, California 93721**

4. The nature of the interest or estate of the owner is: **IN FEE**

(If other than "In Fee" an insert, for example, "Purchase under contract of Purchase", "or lease")

5. A work of improvement on the property hereinafter described was accepted/completed on **November 13, 2020**. The work done was **Hoover High School Portable Classroom Infrastructure, Bid No. 20-50.**
This determination of acceptance/completion shall not be construed as a waiver of the undersigned owner's rights to enforce any provision of the contract accepted/completed, including but not limited to requiring any and all punch list, testing, startup, commissioning, or other contract work to be performed in its entirety in accordance with the Contract Documents, which rights are expressly reserved by the undersigned owner.

6. The Name of the contractor, if any, for such work of improvement was:
BVI Construction, Inc. **5750 E. Shields Ave. #102, Fresno, CA 93727** **June 17, 2020**
(IF NO CONTRACTOR FOR WORK OR IMPROVEMENT AS A WHOLE, INSERT "NONE") (DATE OF CONTRACT)

7. The property on which said work of improvement was completed is in the City of Fresno, County of Fresno, State of California, and is described and the address is as follows:
Hoover High School **5550 N. First St., Fresno, CA 93710** **DSA No.: 02-118203**

Date: **December 1, 2020**

Edward Collins, Executive Director of Purchasing
Fresno ~~Unified School Dis~~trict

VERIFICATION
I, the undersigned say: I am the Executive Director of Purchasing the declarant of the foregoing notice of completion (and acceptance); I have read said notice of completion (and acceptance) and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on December 1, 2020 at Fresno,

Edward Collins, Executive Director of Purchasing
Fresno Unified School District

Revised February 01, 2021

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM A-12

AGENDA SECTION: A
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Ratify
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Ratify Purchase Orders from November 01, 2020 through November 30, 2020

ITEM DESCRIPTION: Included in the Board binders is information on purchase orders issued from November 01, 2020 through November 30, 2020. Purchase orders for $10,000 or more are presented first, followed by purchase orders for less than $10,000. A list of purchase orders issued for Associated Student Body (ASB) accounts is also provided.

For the reported dates, no purchase orders are identified that may present a potential conflict of interest for an individual Board member. Please be advised that pursuant to Board Bylaw 9270, each individual Board member has a continuing duty to disclose and abstain from voting on any item where the potential for a conflict of interest exists.

FINANCIAL SUMMARY: Funding is noted on the attached pages.

PREPARED BY: ~~Edward Collins~~, Ann Loorz, Business ~~Executive Director~~, Operations Manager, Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple, Chief Operating Officer

SUPERINTENDENT APPROVAL:

THE FOLLOWING PURCHASE ORDERS ARE FOR $10,000 OR MORE

PURCHASE ORDERS DATED
NOVEMBER 01, 2020 TO NOVEMBER 30, 2020
RATIFICATION DATE FEBRUARY 03, 2021

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
AMAZON CAPITAL SERVICES	0885	695775	030	0143	$145,712.26
BOE 06/17/20 A-14 (PIGGYBACK)					
AQUA SOURCE, INC.	1891	695140	030	0716	$33,833.32
BELOW BID LIMIT (PCC 20111)					
ATASCADERO GLASS, INC.	0919	695628	060	8150	$20,988.00
BELOW BID LIMIT (PCC 20111)					
BEYNON SPORTS SURFACES, INC.	1335	695438	140	6205	$161,900.00
BOE 01/08/14 A-10 (CUPCCAA)					
BLAIR, CHURCH & FLYNN	1561	561517	350	0917	$18,000.00
RFQ 17-05					
BMY CONSTRUCTION GROUP, INC.	1395	607752	350	0916	$162,181.00
BID 20-30					
BVI CONSTRUCTION, INC.	1100	608325A	350	0917	$17,140.82
BID 20-48A					
CALIFORNIA VALUED TRUST	0880	695125	670	0841	$5,954,298.96
BOE 09/09/20 A-7					
CAPSTONE	1748	695591	060	6300	$82,368.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CAREERSAFE, LLC DBA K2SHARE, LLC	0710	695670	030	0152	$10,988.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CDW GOVERNMENT, INC.	0423	695552	060	3182	$38,755.86
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	695507	030	0716	$23,010.00
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	695694	030	0716	$15,415.00
BOE 06/17/20 A-14 (PIGGYBACK)					
CENCAL IMPACT MENTORING	0812	695567	060	3010	$75,000.00
BOE 08/12/20 A-10 (BUNDLED CONTRACTS)					
CENTRAL VALLEY TRAINING CENTER, INC.	0787	695105	060	6500	$200,000.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
CITY OF FRESNO/PUBLIC WORKS FAC. MGMT.	1095	695692	350	0912	$23,900.00
PUBLIC UTILITIES (PCC 10103)					
CITY OF FRESNO/TED C. WILLS	0295	695620	060	6010	$15,761.39
BOE 08/12/20 A-10 (BUNDLED CONTRACTS)					
COLLINS AND AIKMAN	0919	695104	140	6205	$139,452.97
BOE 06/17/20 A-14 (PIGGYBACK)					
CORWIN PRESS	1055	695285	060	3010	$13,796.95
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CREATIVE ALTERNATIVES, INC.	0787	695267	060	6500	$1,029,450.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					

CREATIVE FOOD INNOVATIONS, LLC	1910	695356	130	5310	$39,000.00
BID 20-58					
DEVELOPMENT GROUP, INC.	1145	695621	350	0913	$26,674.62
BOE 06/17/20 A-14 (PIGGYBACK)					
FOLEY, STEVEN JAMES	1095	695297	350	0913	$179,550.00
RFQ 20-14 SECTION 8					
FOLEY, STEVEN JAMES	1145	695334	350	0913	$156,750.00
RFQ 20-14 SECTION 8					
FOLEY, STEVEN JAMES	1335	695624	140	6205	$23,750.00
RFQ 20-14 SECTION 8					
FOLEY, STEVEN JAMES	1415	695100	350	0917	$14,250.00
RFQ 20-14 SECTION 8					
FOLLETT HIGHER EDUCATION GROUP, INC.	0710	695251	030	0152	$20,000.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
FORECAST 5 ANALYTICS, INC.	0875	695405	030	0700	$13,684.74
BELOW BID LIMIT(PCC 20111)					
FRONTLINE EDUCATION	0730	695508	030	0656	$27,636.00
BELOW BID LIMIT (PCC 20111)					
GAGGLE.NET, INC.	0885	695756	030	0143	$20,600.00
BOE 11/04/20 A-13					
GRADUATE SERVICES, LTD.	0335	695286	030	7090	$12,324.27
BELOW BID LIMIT (PCC 20111)					
IDN WILCO	0919	695168	060	8150	$10,439.11
BELOW BID LIMIT (PCC 20111)					
INTEGRATED FOOD SERVICE	1910	695372	130	5310	$30,681.60
BID 21-06					
KROLL INFORMATION ASSURANCE, INC.	0880	695224	680	0851	$79,998.54
BOE 08/12/20 A-10 (BUNDLED CONTRACTS)					
LAWRENCE ENGINEERING GROUP	1912	695040	140	6205	$20,250.00
RFQ 20-14 SECTION 3					
LEARN IT SYSTEMS, LLC DBA LEARN ACADEMY	0787	695106	060	6500	$100,000.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
LIFETOUCH NATIONAL SCHOOL STUDIOS	0725	695454	030	0170	$10,000.00
BELOW BID LIMIT (PCC 20111)					
LIFETOUCH NATIONAL SCHOOL STUDIOS	0725	695454	030	0173	$11,000.00
BELOW BID LIMIT (PCC 20111)					
LIFETOUCH NATIONAL SCHOOL STUDIOS	0725	695454	030	0175	$10,000.00
BELOW BID LIMIT (PCC 20111)					
LIONAKIS	1185	695030	350	0913	$15,000.01
RFQ 20-13					
LIONAKIS	1395	695029	350	0913	$15,000.01
RFQ 20-13					
LIVE SCAN FRESNO	0930	693320	030	0720	$11,000.00
BELOW BID LIMIT (PCC 20111)					
MARSH & MCLENNAN AGENCY	0880	690282	670	0841	$16,464.00
BOE 12/13/17 A-4					
METEOR EDUCATION, LLC	0230	695410	030	0124	$23,792.28

BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0335	695408	030	7090	$10,018.58
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	1235	695623	350	0917	$40,575.75
BOE 06/17/20 A-14 (PIGGYBACK)					
MOBILE MINI, INC.	1421	600640A	350	0917	$12,091.06
BELOW BID LIMIT (PCC 20111)					
NIGHTINGALE RESOLUTIONS	0811	695633	030	0130	$14,500.00
BELOW BID LIMIT (PCC 20111)					
OFFICE DEPOT	0305	OD000040217	030	0110	$10,100.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000040985	030	0716	$12,423.98
BOE 06/17/20 A-14 (PIGGYBACK)					
PLANNED PARENTHOOD MAR MONTE, INC.	0700	695494	030	0606	$30,150.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
R & H WHOLESALE SUPPLY, INC.	0919	695142	060	8150	$59,176.24
BELOW BID LIMIT (PCC 20111)					
ROBOTSHOP, INC.	0790	695034	060	6011	$35,346.70
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
ROBOTSHOP, INC.	0790	695642	060	6011	$35,346.70
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SALEM ENGINEERING GROUP, INC.	1145	695429	350	0913	$50,780.00
RFQ 20-14 SECTION 9					
SIERRA SCHOOL EQUIPMENT CO.	1150	695626	350	0913	$11,367.61
BOE 06/17/20 A-14 (PIGGYBACK)					
SILVER CREEK INDUSTRIES, INC.	1565	695625	350	0917	$124,349.73
BOE 06/17/20 A-14 (PIGGYBACK)					
SPRINGBOARD COLLABORATIVE	0755	695431	030	0176	$334,842.50
SPRINGBOARD COLLABORATIVE	0755	695431	060	7510	$334,842.50
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
STANBURY UNIFORMS	0727	695638	030	0168	$18,684.98
BELOW BID LIMIT (PCC 20111)					
STATE ARCHITECT, DIVISION OF	1005	695599	350	0917	$18,400.00
PUBLIC AUTHORITY (PCC 10103)					
STATE ARCHITECT, DIVISION OF	1145	695600	350	0917	$17,350.00
PUBLIC AUTHORITY (PCC 10103)					
STATE ARCHITECT, DIVISION OF	1465	695035	350	0917	$19,045.05
PUBLIC AUTHORITY (PCC 10103)					
STATE ARCHITECT, DIVISION OF	1475	695038	350	0917	$62,221.43
PUBLIC AUTHORITY (PCC 10103)					
STATE ARCHITECT, DIVISION OF	1505	695037	350	0916	$39,442.60
PUBLIC AUTHORITY (PCC 10103)					
SYSCO OF CENTRAL CALIFORNIA	1910	695330	130	5310	$11,512.84
BOE 06/17/20 A-14 (PIGGYBACK)					
TAM+CZ ARCHITECTS, INC.	1505	607917	350	0916	$91,082.00
RFQ 17-04					
THE HOME DEPOT PRO	1920	695536	030	0734	$26,091.35

RFP 17-21					
TRANE U.S., INC.	1787	695724	140	6205	$17,940.05
BELOW BID LIMIT (PCC 20111)					
UNIFIRST	0919	695723	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
US FOODS, INC.	1910	690064	130	5310	$500,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
US FOODS, INC.	1910	695118	130	5310	$50,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
VIKING ENTERPRISES	1010	695409	140	6205	$413,800.00
BID 21-09A, B, C					
VIRCO, INC.	1395	694579	350	0916	$54,793.91
BOE 6/17/20 A-14 (PIGGYBACK)					
WILLDAN FINANCIAL SERVICES	0890	695157	030	0708	$10,000.00
BELOW BID LIMIT (PCC 20111)					
YELLOW DOG SIGNS AND GRAPHICS	0860	695421	030	0694	$22,198.62
BELOW BID LIMIT (PCC 20111)					

THE FOLLOWING PURCHASE ORDERS ARE UNDER $10,000

PURCHASE ORDERS DATED
NOVEMBER 01, 2020 TO NOVEMBER 30, 2020
RATIFICATION DATE FEBRUARY 03, 2021

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
A & M COMPRESSORS	0919	695117	060	8150	$3,977.80
A & M COMPRESSORS	0919	695120	060	8150	$3,977.80
A LIST SIGNS AND BANNERS, LLC	1395	695321	350	0916	$8,000.95
AACTE /AMER. ASSOC.COLLEGES FOR TEACHER EDUC.	0701	695780	060	5827	$1,956.00
ABDO PUBLISHING COMPANY	1020	695778	060	3010	$1,650.10
ADI - HONEYWELL INTERNATIONAL	0919	695436	060	8150	$1,865.82
ADI - HONEYWELL INTERNATIONAL	1035	695433	140	6205	$4,388.28
ADI - HONEYWELL INTERNATIONAL	1961	695435	350	0917	$7,000.41
ADVANTAGE SPECIALTIES	1891	695069	030	0716	$7,288.31
AIRWAYS GOLF COURSE	0235	695057	030	0172	$500.00
AIRWAYS GOLF COURSE	0235	695058	030	0172	$500.00
ALL AMERICAN SPORTS USA	0500	695095	030	7090	$1,484.66
ALLARD'S, INC.	0140	695575	030	0171	$100.00
ALLARD'S, INC.	0335	695171	030	0125	$500.00
ALLARD'S, INC.	0475	693712	030	7090	$500.00
ALLARD'S, INC.	0727	691124	030	0169	$2,500.00
ALLDATA, LLC	0919	695170	060	8150	$1,052.76
ALPHAGRAPHICS	0455	695781	030	0115	$2,987.57
A-MARK T-SHIRT, INC.	0225	695046	030	7090	$354.00
A-MARK T-SHIRT, INC.	0230	695350	030	7090	$4,800.00
A-MARK T-SHIRT, INC.	0440	695151	030	0115	$1,230.92
A-MARK T-SHIRT, INC.	0710	695128	060	6387	$4,881.55
AMAZON CAPITAL SERVICES	0227	695234	030	0644	$2,000.00
AMAZON CAPITAL SERVICES	0228	695235	030	0644	$500.00
AMAZON CAPITAL SERVICES	0601	695165	030	0500	$1,000.00
AMAZON CAPITAL SERVICES	0664	695164	030	0672	$500.00
AMAZON CAPITAL SERVICES	0700	695139	030	0606	$1,000.00
AMAZON CAPITAL SERVICES	0701	695734	030	0606	$2,000.00
AMAZON CAPITAL SERVICES	0705	695219	110	6391	$500.00
AMAZON CAPITAL SERVICES	0710	695395	030	0152	$4,500.00
AMAZON CAPITAL SERVICES	0710	695396	030	0152	$4,500.00
AMAZON CAPITAL SERVICES	0725	695162	030	0173	$3,000.00
AMAZON CAPITAL SERVICES	0787	695163	060	6500	$1,000.00
AMAZON CAPITAL SERVICES	0790	695245	030	0752	$2,000.00
AMAZON CAPITAL SERVICES	0790	695246	030	0752	$2,000.00
AMAZON CAPITAL SERVICES	0790	695394	060	6010	$5,000.00
AMAZON CAPITAL SERVICES	0796	695618	030	0667	$5,000.00
AMAZON CAPITAL SERVICES	0810	695230	030	0649	$4,000.00
AMAZON CAPITAL SERVICES	0810	695231	030	0641	$1,000.00

AMAZON CAPITAL SERVICES	0810	695237	030	0640	$2,000.00
AMAZON CAPITAL SERVICES	0812	695413	030	0137	$4,900.00
AMAZON CAPITAL SERVICES	0885	695240	030	0140	$1,500.00
AMAZON CAPITAL SERVICES	0886	695241	030	0140	$2,500.00
AMAZON CAPITAL SERVICES	0887	695243	030	0140	$900.00
AMAZON CAPITAL SERVICES	0895	694318	030	0716	$500.00
AMAZON CAPITAL SERVICES	1910	695238	130	5310	$2,000.00
AMAZON CAPITAL SERVICES	1910	695239	130	5310	$3,000.00
AMERICAN MUSIC	0255	695450	060	6010	$289.37
AMERICAN MUSIC	0295	695663	060	6010	$2,500.00
AMERICAN MUSIC	0727	695460	030	0168	$100.00
AMERICAN MUSIC	0727	695462	030	0168	$400.00
AMERICAN MUSIC	0727	695468	030	0168	$350.00
AMERICAN MUSIC	0727	695469	030	0168	$100.00
AMERICAN MUSIC	0727	695470	030	0168	$100.00
ANCORA PUBLISHING	0810	695066	060	7085	$693.20
ANCORA PUBLISHING	0810	695740	030	0649	$807.58
AP SEMINARS SILICON VALLEY, LLC	0145	695385	030	7140	$195.00
A-PLUS SIGNS, INC.	0305	695648	030	0110	$615.00
ARCHER AND HOUND	0852	691892	030	0679	$2,500.00
ARTIANO SHINOFF	0890	695449	030	0708	$1,425.00
ARTISAN MARKETING GROUP	0125	695579	030	7090	$3,439.04
ARTISAN MARKETING GROUP	0125	695580	030	7090	$95.21
ARTISAN MARKETING GROUP	0125	695580	030	7091	$3,078.68
ARTISAN MARKETING GROUP	0125	695584	030	0124	$4,117.27
ASCD	0100	695697	030	0114	$59.00
ASIAN SUPERMARKET	0790	695316	060	4124	$3,563.18
ASSOC. OF TWO-WAY & DUAL LANGUAGE ED.	0385	695712	030	7090	$3,300.00
AT&T MOBILITY	0440	AT000040086	030	7090	$4.53
AT&T MOBILITY	0617	AT000040039	030	0675	$100.00
AT&T MOBILITY	0710	AT000040008	030	0152	$1,748.36
AT&T MOBILITY	0710	AT000040088	030	0152	$144.49
AT&T MOBILITY	0919	AT000040089	060	8150	$97.68
AT&T MOBILITY	1910	AT000040087	130	5310	$40.86
ATDLE /ASSOC. OF TWO-WAY & DUAL LANGUAGE ED.	0567	695564	030	7091	$945.00
ATDLE /ASSOC. OF TWO-WAY & DUAL LANGUAGE ED.	0758	695798	030	0117	$5,940.00
ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	0810	695677	030	0640	$225.00
ATTAINMENT COMANY, INC.	1748	695793	060	6300	$592.44
AUTOMOTIVE TRAINING AUTHORITY	0919	695498	060	8150	$1,832.00
B & H PHOTO-VIDEO, INC.	0530	695097	030	7090	$113.00
B & H PHOTO-VIDEO, INC.	0706	695594	030	0152	$5,051.06
B & H PHOTO-VIDEO, INC.	0710	695217	030	0152	$101.16
B & H PHOTO-VIDEO, INC.	0710	695539	030	0152	$3,299.98
B & H PHOTO-VIDEO, INC.	0710	695540	030	6350	$1,094.57
B & H PHOTO-VIDEO, INC.	0796	695603	030	0667	$5,538.82

B & H PHOTO-VIDEO, INC.	0860	695509	030	0694	$80.33
B & H PHOTO-VIDEO, INC.	0860	695510	030	0694	$227.17
BAKER DISTRIBUTING CO.	1910	695221	130	5310	$808.39
BALCH LAND SERVICES	0890	695061	030	0708	$600.00
BARNES & NOBLE, INC.	0045	695464	030	0113	$600.00
BARNES & NOBLE, INC.	0045	695465	030	0113	$881.00
BARNES & NOBLE, INC.	0055	695333	030	7090	$3,847.91
BARNES & NOBLE, INC.	0127	695304	030	7090	$797.94
BARNES & NOBLE, INC.	0145	695446	030	0625	$1,500.00
BARNES & NOBLE, INC.	0340	695392	060	3010	$4,900.00
BARNES & NOBLE, INC.	0415	695107	030	0625	$1,000.00
BARNES & NOBLE, INC.	0423	695374	030	0115	$107.71
BARNES & NOBLE, INC.	0430	695261	030	0110	$1,322.15
BARNES & NOBLE, INC.	0430	695807	030	0110	$2,000.00
BARNES & NOBLE, INC.	0440	695612	060	3182	$1,543.22
BARNES & NOBLE, INC.	0553	695640	030	0625	$500.00
BARNES & NOBLE, INC.	0700	695263	030	0144	$645.06
BARNES & NOBLE, INC.	0790	695738	060	4124	$458.98
BARNES & NOBLE, INC.	1370	693827	060	3010	$1,000.00
BARNES & NOBLE, INC.	1421	695255	060	3010	$3,683.03
BARNES & NOBLE, INC.	1892	TA211032363	030	0112	$315.00
BAUER'S AUTO WRECKING	0919	695277	060	8150	$1,000.00
BIG 5 SPORTING GOODS CORP.	0130	695662	030	0171	$500.00
BLICK ART MATERIALS	0055	695083	030	0125	$1,239.18
BOOTH MACHINERY, LLC	0919	695201	060	8150	$1,901.20
BRAINPOP.COM, LLC	0045	695085	060	3010	$1,500.00
BRIAN BAKER DBA RESPECTOLOGY	0703	695616	060	7311	$3,500.00
BROAD REACH	1370	695136	060	3010	$448.27
BSN SPORTS, INC.	0030	695424	030	0114	$802.81
BSN SPORTS, INC.	0100	695331	030	0172	$1,723.94
BSN SPORTS, INC.	0185	695596	030	0172	$233.94
BSN SPORTS, INC.	0325	695681	030	0110	$3,500.00
BSN SPORTS, INC.	0340	692304	030	0172	$2,000.00
BSN SPORTS, INC.	0395	695682	030	0125	$1,070.46
BSN SPORTS, INC.	0395	695713	030	0125	$4,990.00
BSN SPORTS, INC.	0919	695194	060	8150	$210.53
BSN SPORTS, INC.	0919	695196	060	8150	$1,800.35
BULLARD HIGH STUDENT BODY	0055	695695	030	0125	$850.00
BULLDOG TOWING	1102	608122A	350	0913	$180.00
BVI CONSTRUCTION, INC.	1100	608325B	350	0913	$1,095.81
CA COALITION FOR CHILDREN SAFETY AND HEALTH	0228	695676	030	0644	$100.00
CADA CENTRAL	0185	695055	030	0171	$525.00
CALIF. STATE UNIVERSITY FRESNO	0796	695236	030	0667	$654.91
CALIFORNIA ADVOCATE	0860	695556	030	0693	$4,000.00
CALIFORNIA ASSOC. OF IB WORLD SCHOOLS	0185	695655	030	7090	$300.00
CALIFORNIA BUSINESS MACH., INC.	0135	695296	060	3010	$200.00

CALIFORNIA BUSINESS MACH., INC.	0170	695332	030	0115	$500.00
CALIFORNIA BUSINESS MACH., INC.	0200	695336	030	7090	$500.00
CALIFORNIA DEPT OF EDUCATION	1910	695180	130	5310	$2,129.40
CALIFORNIA DEPT OF EDUCATION	1910	695804	130	5310	$1,320.00
CALIFORNIA DEPT OF EDUCATION	1910	695805	130	5310	$320.00
CALIFORNIA SMOG REPAIR, INC.	0919	695275	060	8150	$2,439.75
CDW GOVERNMENT, INC.	0005	695310	030	7090	$936.71
CDW GOVERNMENT, INC.	0005	695608	030	0110	$440.00
CDW GOVERNMENT, INC.	0055	695214	030	7090	$2,413.40
CDW GOVERNMENT, INC.	0090	695726	030	7090	$1,320.00
CDW GOVERNMENT, INC.	0095	695022	030	7090	$1,905.43
CDW GOVERNMENT, INC.	0095	695619	030	7090	$344.17
CDW GOVERNMENT, INC.	0105	695397	030	0625	$192.75
CDW GOVERNMENT, INC.	0170	695305	030	7090	$34.78
CDW GOVERNMENT, INC.	0185	695149	030	0125	$477.52
CDW GOVERNMENT, INC.	0185	695344	030	0625	$321.26
CDW GOVERNMENT, INC.	0185	695513	030	7090	$1,133.74
CDW GOVERNMENT, INC.	0208	695399	060	6010	$858.94
CDW GOVERNMENT, INC.	0305	695103	060	3010	$312.05
CDW GOVERNMENT, INC.	0305	695520	030	7090	$164.12
CDW GOVERNMENT, INC.	0305	695720	060	3010	$3,120.50
CDW GOVERNMENT, INC.	0380	695401	060	6010	$312.05
CDW GOVERNMENT, INC.	0385	695402	060	6010	$1,198.52
CDW GOVERNMENT, INC.	0415	695544	030	0115	$528.00
CDW GOVERNMENT, INC.	0415	695546	030	0115	$2,933.21
CDW GOVERNMENT, INC.	0417	695512	030	7090	$170.60
CDW GOVERNMENT, INC.	0417	695614	030	0625	$464.68
CDW GOVERNMENT, INC.	0420	695213	060	3010	$1,073.27
CDW GOVERNMENT, INC.	0420	695303	030	7090	$421.10
CDW GOVERNMENT, INC.	0420	695393	030	7090	$134.97
CDW GOVERNMENT, INC.	0420	695514	060	3010	$1,503.01
CDW GOVERNMENT, INC.	0423	695208	030	7090	$1,052.22
CDW GOVERNMENT, INC.	0423	695725	030	0115	$88.54
CDW GOVERNMENT, INC.	0435	695764	030	7090	$624.10
CDW GOVERNMENT, INC.	0475	695605	030	0115	$642.45
CDW GOVERNMENT, INC.	0480	695027	030	0171	$751.52
CDW GOVERNMENT, INC.	0530	695721	060	3010	$1,336.19
CDW GOVERNMENT, INC.	0552	695346	030	0625	$110.14
CDW GOVERNMENT, INC.	0565	695548	030	7090	$977.73
CDW GOVERNMENT, INC.	0567	695152	030	7090	$1,248.19
CDW GOVERNMENT, INC.	0567	695152	030	7091	$1,248.19
CDW GOVERNMENT, INC.	0710	695102	030	0152	$704.00
CDW GOVERNMENT, INC.	0710	695511	060	6387	$1,494.18
CDW GOVERNMENT, INC.	0710	695515	030	0152	$1,360.26
CDW GOVERNMENT, INC.	0710	695515	060	6010	$421.33
CDW GOVERNMENT, INC.	0765	695019	060	9021	$880.00
CDW GOVERNMENT, INC.	0788	695210	060	6500	$296.45

CDW GOVERNMENT, INC.	0788	695338	060	6500	$296.45
CDW GOVERNMENT, INC.	0788	695340	060	6500	$296.45
CDW GOVERNMENT, INC.	0788	695341	060	6500	$296.45
CDW GOVERNMENT, INC.	0788	695342	060	6500	$296.45
CDW GOVERNMENT, INC.	0788	695754	060	6500	$296.45
CDW GOVERNMENT, INC.	0790	695543	060	4124	$799.00
CDW GOVERNMENT, INC.	0790	695666	060	6010	$6,192.36
CDW GOVERNMENT, INC.	0790	695730	060	4124	$2,237.24
CDW GOVERNMENT, INC.	0810	695550	030	0640	$166.28
CDW GOVERNMENT, INC.	0860	695606	030	0694	$202.99
CDW GOVERNMENT, INC.	0875	695309	030	0700	$234.57
CDW GOVERNMENT, INC.	0880	695398	680	0851	$176.00
CDW GOVERNMENT, INC.	0889	695615	030	0709	$982.85
CDW GOVERNMENT, INC.	0890	695351	030	0708	$1,766.47
CDW GOVERNMENT, INC.	0930	695307	030	0720	$64.25
CDW GOVERNMENT, INC.	1120	695071	060	3010	$296.45
CDW GOVERNMENT, INC.	1210	695207	350	0917	$2,262.08
CENGAGE LEARNING	1748	692609	060	6300	$284.68
CENTER FOR LAND-BASED LEARNING	0710	695387	030	0152	$1,500.00
CENTRAL SANITARY SUPPLY	0765	695026	120	6128	$3,448.51
CENTRAL SANITARY SUPPLY CO., INC.	1891	690321	030	0716	$38.87
CENTRAL SANITARY SUPPLY CO., INC.	1891	694830	030	0716	$2.59
CENTRAL SANITARY SUPPLY CO., INC.	1891	695042	030	0716	$3,533.48
CENTRAL SANITARY SUPPLY CO., INC.	1891	695043	030	0716	$5,862.03
CENTRAL VALLEY SPORTS, LLC	0421	695182	030	7090	$2,700.00
CENTRAL VALLEY SPORTS, LLC	1421	695532	030	0500	$6,500.00
CENTRAL VALLEY SPORTS STITCH & INK	0455	695147	030	7090	$500.00
CHILDREN'S PLUS, INC.	0310	695499	060	3010	$4,997.90
CHILDREN'S PLUS, INC.	1020	695776	060	3010	$1,001.87
CHILDREN'S PLUS, INC.	1225	695777	060	3010	$1,809.50
CHILDREN'S PLUS, INC.	1355	695129	060	3010	$3,011.11
CHILDREN'S PLUS, INC.	1380	695678	060	3010	$2,635.43
CHILDREN'S PLUS, INC.	1565	695133	060	3010	$3,204.25
CHILDREN'S PLUS, INC.	1565	695500	060	3010	$3,404.03
CHILDS AND CO., INC.	0919	695197	060	8150	$1,680.00
CHILDS AND CO., INC.	0919	695200	060	8150	$824.00
CHILDS AND CO., INC.	0919	695203	060	8150	$2,535.00
CHILDS AND CO., INC.	0919	695204	060	8150	$2,535.00
CHRISTIAN LOPEZ	0919	695173	060	8150	$3,400.00
CLOVIS NORTH HIGH SCHOOL	0055	695184	030	0172	$200.00
CORE BUSINESS INTERIORS, INC.	0850	695757	030	0674	$1,926.54
CORWIN PRESS	0135	695366	060	3010	$651.03
CORWIN PRESS	0325	695109	030	7090	$144.65
CORWIN PRESS	0421	695452	030	7090	$2,841.51
COUNCIL OF THE GREAT CITY	0758	695274	060	4203	$500.00
COUNTY OF FRESNO	1891	695617	030	0716	$4.54
COURTESY MOVING SERVICE	1070	695308	350	0917	$1,720.00

COURTESY MOVING SERVICE	1090	695773	250	9016	$860.00
COURTESY MOVING SERVICE	1145	607703A	350	0917	$2,000.00
COURTESY MOVING SERVICE	1205	695306	350	0917	$1,720.00
COURTESY MOVING SERVICE	1235	603772A	350	0917	$1,500.00
COURTESY MOVING SERVICE	1255	602497A	350	0917	$1,720.00
COURTESY MOVING SERVICE	1315	602219A	350	0917	$1,200.00
COURTESY MOVING SERVICE	1370	602453A	350	0917	$1,720.00
CRESCO	1910	695404	130	5310	$529.08
CSUF FOUNDATION	0860	695796	030	0693	$5,000.00
CURTIS GRAHAM DBA THE AIR PURIFIER STORE, LLC	0880	695445	680	0851	$693.66
D M BUSINESS MACHINES	0897	693877	030	0716	$688.89
DAVIS-MORENO CONSTRUCTION, INC.	1475	695717	350	0917	$1,222.32
DELANEY EDUCATIONAL ENTERPRISE	1045	695783	060	3010	$1,384.89
DEMCO, INC.	0030	695188	030	0625	$144.59
DEMCO, INC.	0060	695549	030	0625	$206.15
DEMCO, INC.	0130	695047	030	0625	$615.20
DEMCO, INC.	0305	695794	060	3010	$588.36
DEMCO, INC.	1095	695683	060	3010	$2,044.86
DEMCO, INC.	1215	695143	060	3010	$426.59
DEMCO, INC.	1380	695391	060	3010	$466.96
DEMCO, INC.	1565	695525	060	3010	$1,556.02
DERRELS MINI STORAGE, INC.	0790	695294	060	6010	$1,397.44
DISCOUNT SCHOOL SUPPLY	1495	695709	030	0192	$153.91
DONALD KEITH CAPPELLUTI	0710	695280	030	0152	$332.56
DONGALEN ENTERPRISES DBA INTERSATE PLASTICS	0919	692159	060	8150	$212.14
DR-GRAPHIX	0758	695797	030	0117	$2,477.00
EAI EDUCATION	0700	695347	030	0144	$410.36
EAI EDUCATION	0700	695427	030	0144	$666.35
EAI EDUCATION	0700	695432	030	0144	$668.62
EASTBAY	0335	695388	030	7090	$3,111.71
EASTBAY	0421	695059	030	0172	$950.00
EDUCATION RESOURCE STRATEGIES, INC.	0875	695329	030	0700	$2,500.00
EKC ENTERPRISES, INC.	0919	695215	060	8150	$3,026.45
EKC ENTERPRISES, INC.	1210	695153	350	0917	$2,235.00
EKC ENTERPRISES, INC.	1335	695353	350	0916	$5,590.35
ELBOW ROOM, INC.	0445	695560	030	7090	$3,000.00
EPIC SPORTS	0335	695718	030	0172	$2,018.20
ERIC HAM DBA JULIANNA & BENJAMIN	0795	695732	030	0500	$2,650.00
EVERY NEIGHBORHOOD PARTNERSHIP	0860	695270	030	0693	$5,000.00
EVERY NEIGHBORHOOD PARTNERSHIP	0860	695273	030	0693	$5,000.00
EVERY NEIGHBORHOOD PARTNERSHIP	0860	695534	030	0693	$5,000.00
EXHIBBIT TRADING LIMITED	0727	695685	030	0169	$3,822.00
EXPLORE LEARNING, LLC	0055	695554	030	7090	$6,995.00
FAGEN, FRIEDMAN & FULFROST	0787	695112	060	6500	$751.82
FCOE/ACADEMIC DECATHLON	0123	695795	030	7090	$860.00

FEDEX EXPRESS SERVICES	1910	695386	130	5310	$150.00
FIRST STRING SPORTS	0035	694275	030	7090	$1,000.00
FIRST STRING SPORTS	0055	695551	030	0125	$1,345.87
FIRST STRING SPORTS	0185	695023	030	0172	$1,799.84
FIRST STRING SPORTS	0185	695024	030	0172	$2,999.11
FIRST STRING SPORTS	0235	695025	030	0172	$2,791.15
FIRST STRING SPORTS	0235	695091	030	0172	$300.00
FIRST STRING SPORTS	0235	695092	030	0172	$300.00
FIRST STRING SPORTS	0255	690033	030	0172	$2,000.00
FIRST STRING SPORTS	0305	695411	030	0172	$6,000.00
FIRST STRING SPORTS	0440	695595	030	0172	$997.24
FLINN SCIENTIFIC, INC.	0100	695466	060	6010	$658.30
FLUORESCO SERVICES, LLC	1335	607779	350	0913	$1,416.00
FOLLETT HIGHER EDUCATION GROUP, INC.	0710	695487	060	6388	$4,950.11
FOLLETT SCHOOL SOLUTIONS, INC.	0098	695702	030	0625	$7,415.19
FOLLETT SCHOOL SOLUTIONS, INC.	0305	695523	030	7091	$1,245.14
FOLLETT SCHOOL SOLUTIONS, INC.	0505	695693	030	0625	$900.35
FOLLETT SCHOOL SOLUTIONS, INC.	1422	695563	060	3010	$1,979.96
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1365	502118B	350	0917	$3,642.40
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1385	695803	350	0917	$1,260.00
FOSSIL DISCOVERY CENTER OF MADERA COUNTY	0725	695179	030	0173	$2,400.00
FRESNO AG HARDWARE	0185	695630	030	0734	$300.00
FRESNO AIR CONDITIONING	0919	695126	060	8150	$1,292.20
FRESNO BUILDING HEALTHY COMMUNITIES	0860	695287	030	0693	$2,500.00
FRESNO CO. SUPERINTENDENT OF SCHOOLS	0395	695130	030	7090	$840.00
FRESNO COUNTY CLERK/REGISTRAR	1095	695598	350	0912	$50.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0030	695791	030	0172	$200.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0130	695715	030	0172	$800.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0710	695418	060	6388	$2,200.00
FRESNO NEON SIGN COMPANY, INC.	0355	695271	030	0110	$644.62
FRESNO TOOL & INDUSTRIAL SUPPLY	0919	695416	060	8150	$579.80
FULTON EQUIPMENT PACIFIC, LLC	1910	695403	130	5310	$7,950.00
FUNWORKS/KAREN GAINES	0410	695269	030	0172	$2,500.00
G W SCHOOL SUPPLY, INC.	0015	695784	030	0110	$300.00
G W SCHOOL SUPPLY, INC.	0015	695786	030	0110	$300.00
G W SCHOOL SUPPLY, INC.	0035	695453	030	7090	$300.00
G W SCHOOL SUPPLY, INC.	0045	695223	030	0113	$381.00
G W SCHOOL SUPPLY, INC.	0045	695226	060	6500	$200.00
G W SCHOOL SUPPLY, INC.	0045	695530	030	0113	$581.00
G W SCHOOL SUPPLY, INC.	0165	695078	030	0110	$200.00
G W SCHOOL SUPPLY, INC.	0200	695349	030	0110	$175.00
G W SCHOOL SUPPLY, INC.	0215	695065	060	6500	$200.00
G W SCHOOL SUPPLY, INC.	0215	695144	060	6500	$200.00

G W SCHOOL SUPPLY, INC.	0215	695145	060	6500	$200.00
G W SCHOOL SUPPLY, INC.	0215	695146	060	6500	$200.00
G W SCHOOL SUPPLY, INC.	0290	695062	030	0110	$262.00
G W SCHOOL SUPPLY, INC.	0290	695063	030	0110	$75.00
G W SCHOOL SUPPLY, INC.	0290	695064	030	0113	$1,000.00
G W SCHOOL SUPPLY, INC.	0290	695785	030	0110	$205.00
G W SCHOOL SUPPLY, INC.	0290	695787	030	0113	$613.00
G W SCHOOL SUPPLY, INC.	0315	695084	030	0113	$1,426.00
G W SCHOOL SUPPLY, INC.	0315	695086	030	0113	$150.00
G W SCHOOL SUPPLY, INC.	0315	695087	030	0113	$713.00
G W SCHOOL SUPPLY, INC.	0315	695339	030	0113	$713.00
G W SCHOOL SUPPLY, INC.	0315	695343	030	0113	$713.00
G W SCHOOL SUPPLY, INC.	0315	695345	030	0113	$376.00
G W SCHOOL SUPPLY, INC.	0315	695651	030	0113	$400.00
G W SCHOOL SUPPLY, INC.	0355	695098	030	7090	$100.00
G W SCHOOL SUPPLY, INC.	0385	695714	030	0171	$500.00
G W SCHOOL SUPPLY, INC.	0460	695282	030	0624	$140.00
G W SCHOOL SUPPLY, INC.	0575	695490	060	6500	$200.00
G W SCHOOL SUPPLY, INC.	0575	695572	060	6500	$200.00
G W SCHOOL SUPPLY, INC.	1215	695209	030	0192	$500.00
G W SCHOOL SUPPLY, INC.	1325	695337	030	0192	$398.00
G W SCHOOL SUPPLY, INC.	1365	695150	060	3010	$150.00
G W SCHOOL SUPPLY, INC.	1495	695228	060	3010	$250.00
GALLS INCORPORATED	0710	695650	060	6388	$1,414.30
GATEWAY ENGINEERING, INC.	1445	695719	350	0917	$2,500.00
GC BUILDERS	1102	695716	350	0913	$1,750.00
GEIL ENTERPRISES, INC.	1335	607799A	350	0916	$0.01
GIBBS INTERNATIONAL TRUCKS	0919	695205	060	8150	$7,339.01
GIBBS INTERNATIONAL TRUCKS	0919	695761	680	0851	$1,627.63
GIBBS INTERNATIONAL TRUCKS	1910	695437	130	5310	$1,682.56
GOENGINEER, INC.	0710	695771	030	0152	$4,500.00
GOLD STAR FOODS, INC.	1910	695354	130	5310	$1,461.60
GOLD STAR FOODS, INC.	1910	695358	130	5310	$6,088.00
GOPHER	0185	695141	030	0125	$744.53
GOPHER SPORT	0185	695020	030	0125	$941.29
GOTTSCHALK MUSIC CENTER	0727	695368	680	0851	$1,704.74
GOTTSCHALK MUSIC CENTER	0727	695474	030	0168	$400.00
GOTTSCHALK MUSIC CENTER	0727	695475	030	0168	$100.00
GOTTSCHALK MUSIC CENTER	0727	695476	030	0168	$185.00
GOTTSCHALK MUSIC CENTER	0727	695477	030	0168	$150.00
GOTTSCHALK MUSIC CENTER	0727	695478	030	0168	$250.00
GOTTSCHALK MUSIC CENTER	0727	695479	030	0168	$400.00
GOTTSCHALK MUSIC CENTER	0727	695480	030	0168	$350.00
GOTTSCHALK MUSIC CENTER	0727	695481	030	0168	$255.00
GOTTSCHALK MUSIC CENTER	0727	695482	030	0168	$430.00
GOTTSCHALK MUSIC CENTER	0727	695483	030	0168	$285.00
GRADUATE SERVICES, LTD.	0130	695698	030	7090	$1,830.18

GRADUATE SERVICES, LTD.	0130	695788	030	0171	$1,500.00
GRAINGER, INC.	0895	695559	030	0716	$1,063.55
GRAINGER, INC.	0919	695272	060	8150	$1,152.62
GRAINGER, INC.	0919	695276	060	8150	$1,152.62
GRAINGER, INC.	1891	695070	030	0716	$990.34
GRAINGER, INC.	1910	695664	130	5310	$1,444.71
GRAINGER, INC.	1910	695667	130	5310	$1,805.88
GRAINGER, INC.	1910	695668	130	5310	$3,676.55
GRANITE DATA SOLUTIONS	0208	695028	030	7090	$1,278.14
GRANITE DATA SOLUTIONS	0270	695733	030	0113	$75.49
GRAYLIFT/CROMER EQUIPMENT	0897	695256	030	0716	$1,706.01
GRID ALTERNATIVES CENTRAL VALLEY, INC.	0145	695279	060	722A	$2,580.00
HARCOURT OUTLINES, INC.	1365	695253	060	3010	$195.38
HARVARD HOUSE	0727	695471	030	0168	$250.00
HCI-AUDIOMETRICS	0730	692155	060	5640	$836.25
HCI-AUDIOMETRICS	0788	695766	060	6500	$114.34
HOME DEPOT	0100	695493	030	0172	$400.00
HOME DEPOT	0185	695631	030	0734	$800.00
HOME DEPOT	0710	695233	030	0152	$6,000.00
HOOVER HIGH SCHOOL	0421	695178	030	0172	$450.00
HOOVER HIGH STUDENT BODY	0395	695652	030	0172	$550.00
HORN SHOP, THE	0727	695473	030	0168	$390.00
IDN WILCO	0919	695216	060	8150	$293.26
ILLICETE, MELANIE	0701	695746	060	3010	$98.28
INCLUSIVE TLC, INC.	1785	695089	030	0188	$530.00
INFLATABLE DESIGN GROUP	0445	695495	030	0115	$4,967.93
INFLATABLE DESIGN GROUP	0445	695496	030	0171	$2,712.41
INTEGRATED DESIGNS BY SOMAM, INC.	1090	608041	250	9016	$6,600.00
INTEGRATED DESIGNS BY SOMAM, INC.	1230	561334	350	0917	$2,138.98
INTEGRATED DESIGNS BY SOMAM, INC.	1370	608066	350	0913	$6,600.00
INTEGRATED DESIGNS BY SOMAM, INC.	1465	557077	350	0917	$3,500.00
INTELLIAS, INC.	0930	695430	030	0720	$7,400.00
IXL LEARNING, INC.	0005	694774	030	0113	$688.00
J TAYLOR EDUCATION, INC.	0700	695265	030	0144	$1,201.11
J W PEPPER & SONS, INC.	0727	695076	030	0168	$100.00
J W PEPPER & SONS, INC.	0727	695484	030	0168	$100.00
J W PEPPER & SONS, INC.	0727	695485	030	0168	$125.00
J W PEPPER & SONS, INC.	0727	695486	030	0168	$285.00
J W PEPPER & SONS, INC.	0727	695488	030	0168	$100.00
JACK NADEL, INC.	0055	695586	030	0125	$3,523.33
JASPER ENGINES	0919	695561	060	8150	$3,003.12
JESSICA WERNER DBA NORTH SHORE CONSULTING	0428	695041	060	4035	$6,500.00
JITTERS	0015	695382	030	0171	$270.00
JITTERS	0070	695442	030	0110	$495.00
JITTERS	0310	695752	030	7090	$1,000.00
JOHANNES, ESTRELLE	0701	695521	030	0606	$100.00

JOHNSON CONTROLS, INC.	0919	695722	060	8150	$1,714.00
JOHNSTON INDUSTRIAL	0919	695198	060	8150	$675.95
JONES SCHOOL SUPPLY, CO.	0270	695774	030	7090	$1,160.82
JONES, NICOLE	0340	695744	030	0110	$211.50
JUNIOR LIBRARY GUILD	0130	695576	030	0625	$2,483.10
JUNIOR LIBRARY GUILD	0235	695138	030	0625	$1,242.06
JUNIOR LIBRARY GUILD	0395	695647	030	0625	$3,700.15
JUNIOR LIBRARY GUILD	0440	695583	030	0625	$2,372.00
KAGAN PROFESSIONAL DEVELOPMENT	0701	695018	060	3010	$22.00
KEY-BAK	0919	695369	060	8150	$800.00
KINGSBURG HIGH SCHOOL	0055	695489	030	0172	$176.00
KRAZAN & ASSOC.	1090	694893	350	0917	$5,160.00
KRAZAN & ASSOC.	1415	694892	350	0917	$635.00
KUTA SOFTWARE, LLC	0055	695555	030	7090	$1,140.00
LA ROSA DANCE SUPPLY	0185	695741	060	4124	$6,645.03
LAKESHORE LEARNING MATERIALS	0095	695448	030	0110	$77.05
LAKESHORE LEARNING MATERIALS	0305	695657	030	7090	$2,067.48
LAKESHORE LEARNING MATERIALS	0320	695707	030	0110	$87.74
LAKESHORE LEARNING MATERIALS	0320	695742	030	0110	$103.70
LAKESHORE LEARNING MATERIALS	0700	695191	030	0144	$2,405.08
LAKESHORE LEARNING MATERIALS	0700	695192	030	0144	$643.39
LAKESHORE LEARNING MATERIALS	0758	695447	030	0117	$697.54
LAKESHORE LEARNING MATERIALS	0765	695412	030	0192	$6,088.17
LAKESHORE LEARNING MATERIALS	1495	695526	030	0192	$295.20
LAND O'LAKES, INC.	1910	695370	130	5310	$2,942.40
LAND O'LAKES, INC.	1910	695371	130	5310	$2,942.40
LAWRENCE ENGINEERING GROUP	1090	695574	350	0917	$7,900.00
LAWRENCE ENGINEERING GROUP	1415	695577	350	0917	$7,900.00
LAWRENCE ENGINEERING GROUP	1495	695566	350	0917	$7,900.00
LEARNING A-Z	0435	695772	030	7090	$169.35
LEARNING RESOURCES, INC.	0700	695266	030	0144	$289.24
LEARNING WITHOUT TEARS	0255	695425	030	0110	$1,143.76
LEMOORE HIGH SCHOOL	0421	695174	030	0172	$600.00
LEMOORE HIGH SCHOOL	0421	695175	030	0172	$350.00
LEON ENVIRONMENTAL SERVICES	0919	695463	060	8150	$1,600.00
LEON ENVIRONMENTAL SERVICES	0924	695428	060	8150	$4,900.00
LERNER PUBLISHING GROUP	1020	695779	060	3010	$392.10
LILY'S CAFE	0601	695295	030	0677	$300.00
LILY'S CAFE	0930	695318	030	0720	$100.00
LINKA CORPORATION	0230	695160	030	0124	$2,000.00
LINKA CORPORATION	0440	695660	030	7090	$1,500.00
LITHIA FORD	0919	695281	060	8150	$3,028.46
LOWE'S	0100	695314	030	0625	$386.55
LOWE'S	0185	695755	030	0172	$182.48
LOWE'S	0230	695313	030	0124	$1,641.48
LOWE'S	0395	695315	030	0125	$548.21
LOWE'S	0765	695225	120	9055	$582.81

LOWE'S	1891	695068	030	0716	$714.79
LOWE'S	1910	695589	130	5310	$3,091.45
MAACO AUTO PAINTING & BODY CTR.	0710	695113	030	0152	$900.00
MADERA SOUTH HIGH SCHOOL	0055	695183	030	0172	$192.00
MAJOR ALARM CO.	0705	695581	110	6390	$323.94
MAKE MUSIC, INC.	0505	695696	060	3010	$1,940.00
MARIACHI CONNECTION INC.,THE	0335	695302	060	4124	$3,432.74
MARLA H. LIBRATY	0755	695731	030	0176	$6,500.00
MAXWELL STUDIOS	0725	695457	030	0170	$3,000.00
MAXWELL STUDIOS	0725	695457	030	0173	$3,000.00
MAXWELL STUDIOS	0725	695457	030	0175	$3,000.00
MC GRAW-HILL EDUCATION, INC.	1748	695806	060	6300	$9,979.44
MCKESSON MEDICAL-SURGICAL	1730	695529	030	0656	$713.30
MEGA-PRINTS, INC.	0355	695278	030	0110	$459.37
ME-N-ED'S, INC.	0070	695033	030	7090	$540.00
ME-N-ED'S, INC.	0150	695110	030	7090	$264.00
ME-N-ED'S, INC.	0185	695749	030	0625	$330.00
ME-N-ED'S, INC.	0225	695558	030	0110	$660.00
ME-N-ED'S, INC.	0235	695503	030	0123	$180.00
ME-N-ED'S, INC.	0325	695747	030	0110	$3,150.00
ME-N-ED'S, INC.	0370	695745	030	0172	$180.00
ME-N-ED'S, INC.	0385	695743	030	0171	$630.00
ME-N-ED'S, INC.	0415	695541	030	0115	$600.00
ME-N-ED'S, INC.	0530	695443	030	7091	$999.00
METEOR EDUCATION, LLC	0230	695516	030	7090	$3,470.80
METEOR EDUCATION, LLC	0230	695622	030	0124	$5,897.63
METEOR EDUCATION, LLC	0755	695116	030	0176	$1,570.59
MICHAEL COLE ELECTRIC	0423	693724	030	7090	$4,170.00
MILNE PHOTOGRAPHY	0725	695458	030	0170	$1,000.00
MILNE PHOTOGRAPHY	0725	695458	030	0173	$2,500.00
MILNE PHOTOGRAPHY	0725	695458	030	0175	$1,000.00
MIRACLE PLAYSYSTEMS, INC.	0919	695189	060	8150	$3,349.50
MOBILE MINI, INC.	1010	693169	140	6205	$285.00
MOBILE MINI, INC.	1035	600621A	350	0917	$734.24
MOBILE MINI, INC.	1100	693170	140	6205	$285.00
MOBILE MINI, INC.	1105	693171	140	6205	$285.00
MOBILE MINI, INC.	1185	601324A	350	0917	$734.24
MOBILE MINI, INC.	1185	695587	350	0912	$906.96
MOBILE MINI, INC.	1315	600645A	350	0917	$1,400.00
MOBILE MINI, INC.	1355	600630A	350	0917	$817.80
MOBILE MINI, INC.	1417	693168	140	6205	$417.00
MOBILE MINI, INC.	1423	600620A	350	0917	$1,500.00
MOBILE MINI, INC.	1423	693172	140	6205	$285.00
MOBILE MINI, INC.	1455	693173	140	6205	$253.74
MOBILE MINI, INC.	1510	600646A	350	0917	$1,101.36
MONTGOMERY'S AUTOBODY	0919	691830	680	0851	$1,217.60
MONTGOMERY'S AUTOBODY	0919	695636	680	0851	$2,887.77

MONTGOMERY'S AUTOBODY	0919	695736	680	0851	$6,135.35
NEARPOD, INC.	0435	695364	030	7091	$1,333.33
NEARPOD, INC.	0440	695451	060	3182	$1,333.33
NICK'S CUSTOM GOLF CARS	0105	695760	030	0115	$1,600.00
NORMAN S. WRIGHT - DUCKWORTH	0919	690651	060	8150	$7,000.00
NORMAN S. WRIGHT - DUCKWORTH	0919	695131	060	8150	$1,698.70
NORMAN S. WRIGHT - DUCKWORTH	0919	695155	060	8150	$1,102.86
NVB EQUIPMENT, INC.	0919	695441	060	8150	$5,344.76
OCHOA, ERIKA	0480	695522	060	3010	$68.00
OFFICE DEPOT	0010	OD000040936	060	6010	$1,405.96
OFFICE DEPOT	0015	OD000040919	060	6010	$549.94
OFFICE DEPOT	0015	OD000040969	030	0171	$2,000.00
OFFICE DEPOT	0015	OD000040978	030	0110	$300.00
OFFICE DEPOT	0015	OD000041004	030	0110	$300.00
OFFICE DEPOT	0015	OD000041025	030	0110	$200.00
OFFICE DEPOT	0015	OD000041031	030	0110	$100.00
OFFICE DEPOT	0015	OD000041032	030	0110	$300.00
OFFICE DEPOT	0030	OD000040943	030	0625	$300.00
OFFICE DEPOT	0045	OD000040920	030	0113	$500.00
OFFICE DEPOT	0055	OD000040976	030	0125	$4,500.00
OFFICE DEPOT	0060	OD000041006	030	7090	$335.91
OFFICE DEPOT	0095	OD000040921	060	6010	$779.46
OFFICE DEPOT	0105	OD000040559	030	0625	$1,500.00
OFFICE DEPOT	0120	OD000040960	060	6010	$790.17
OFFICE DEPOT	0155	OD000040922	030	0113	$1,356.00
OFFICE DEPOT	0155	OD000040970	030	0113	$1,196.00
OFFICE DEPOT	0155	OD000041009	030	0113	$205.50
OFFICE DEPOT	0165	OD000040923	030	0110	$2,000.00
OFFICE DEPOT	0165	OD000040945	030	0110	$263.39
OFFICE DEPOT	0165	OD000040983	030	0110	$466.28
OFFICE DEPOT	0175	OD000040924	030	0110	$300.00
OFFICE DEPOT	0175	OD000040925	030	0110	$300.00
OFFICE DEPOT	0175	OD000040926	030	0110	$300.00
OFFICE DEPOT	0175	OD000040959	060	6010	$346.61
OFFICE DEPOT	0175	OD000041033	030	7090	$1,000.00
OFFICE DEPOT	0175	OD000041034	030	0110	$250.00
OFFICE DEPOT	0175	OD000041035	030	0110	$1,300.00
OFFICE DEPOT	0185	OD000041027	030	0172	$500.00
OFFICE DEPOT	0200	OD000040979	030	0624	$300.00
OFFICE DEPOT	0200	OD000040980	030	0110	$350.00
OFFICE DEPOT	0208	OD000040300	030	7090	$3,000.00
OFFICE DEPOT	0208	OD000040984	060	3010	$1,404.00
OFFICE DEPOT	0210	OD000040927	060	6500	$200.00
OFFICE DEPOT	0210	OD000040971	060	6500	$171.00
OFFICE DEPOT	0215	OD000040929	060	6500	$200.00
OFFICE DEPOT	0215	OD000040972	030	7091	$200.00
OFFICE DEPOT	0215	OD000040973	060	6500	$200.00

OFFICE DEPOT	0215	OD000040991	030	7091	$200.00
OFFICE DEPOT	0215	OD000040992	060	6500	$200.00
OFFICE DEPOT	0215	OD000041013	030	7091	$200.00
OFFICE DEPOT	0215	OD000041014	030	7091	$200.00
OFFICE DEPOT	0220	OD000040963	060	6010	$633.39
OFFICE DEPOT	0235	OD000040952	060	6500	$200.00
OFFICE DEPOT	0235	OD000041012	030	0125	$155.00
OFFICE DEPOT	0240	OD000040915	030	0128	$4,800.00
OFFICE DEPOT	0240	OD000040957	030	0128	$625.18
OFFICE DEPOT	0250	OD000040993	030	7090	$4,999.99
OFFICE DEPOT	0250	OD000040994	030	0110	$438.55
OFFICE DEPOT	0250	OD000041020	060	3010	$500.00
OFFICE DEPOT	0260	OD000040918	030	0192	$500.00
OFFICE DEPOT	0270	OD000040961	060	6010	$1,213.52
OFFICE DEPOT	0290	OD000040930	030	0110	$262.00
OFFICE DEPOT	0290	OD000040931	030	0113	$1,313.00
OFFICE DEPOT	0290	OD000040932	030	0113	$313.00
OFFICE DEPOT	0290	OD000041019	030	0113	$500.00
OFFICE DEPOT	0290	OD000041036	030	0110	$230.00
OFFICE DEPOT	0290	OD000041037	030	0110	$100.00
OFFICE DEPOT	0290	OD000041038	030	0113	$700.00
OFFICE DEPOT	0290	OD000041039	030	0110	$305.00
OFFICE DEPOT	0315	OD000040995	030	0113	$713.00
OFFICE DEPOT	0315	OD000040996	030	0113	$713.00
OFFICE DEPOT	0315	OD000040997	030	0113	$900.00
OFFICE DEPOT	0315	OD000041040	030	0113	$359.00
OFFICE DEPOT	0320	OD000040181	030	0110	$100.00
OFFICE DEPOT	0320	OD000040187	030	0110	$100.00
OFFICE DEPOT	0320	OD000040189	030	0110	$100.00
OFFICE DEPOT	0320	OD000040192	030	0110	$100.00
OFFICE DEPOT	0320	OD000040933	030	7090	$148.55
OFFICE DEPOT	0320	OD000040935	030	0110	$100.00
OFFICE DEPOT	0320	OD000040937	030	0110	$100.00
OFFICE DEPOT	0320	OD000040938	030	0110	$100.00
OFFICE DEPOT	0335	OD000040956	030	0125	$250.00
OFFICE DEPOT	0335	OD000040998	030	0125	$400.00
OFFICE DEPOT	0335	OD000040999	030	0125	$400.00
OFFICE DEPOT	0335	OD000041000	030	0125	$400.00
OFFICE DEPOT	0335	OD000041001	030	0125	$250.00
OFFICE DEPOT	0335	OD000041002	030	0125	$250.00
OFFICE DEPOT	0335	OD000041003	030	0125	$250.00
OFFICE DEPOT	0335	OD000041026	030	0125	$400.00
OFFICE DEPOT	0335	OD000041028	030	0125	$400.00
OFFICE DEPOT	0335	OD000041029	030	7090	$2,000.00
OFFICE DEPOT	0355	OD000040977	030	7090	$200.00
OFFICE DEPOT	0355	OD000040977	030	7091	$200.00
OFFICE DEPOT	0380	OD000040941	060	6500	$200.00

OFFICE DEPOT	0380	OD000040942	060	6500	$200.00
OFFICE DEPOT	0380	OD000040964	060	6010	$671.67
OFFICE DEPOT	0380	OD000041011	060	6500	$200.00
OFFICE DEPOT	0380	OD000041015	060	6500	$180.00
OFFICE DEPOT	0385	OD000040965	060	6010	$344.39
OFFICE DEPOT	0415	OD000040928	030	7090	$695.90
OFFICE DEPOT	0417	OD000041021	030	0625	$2,000.00
OFFICE DEPOT	0420	OD000040939	060	6500	$200.00
OFFICE DEPOT	0421	OD000040944	060	6500	$213.78
OFFICE DEPOT	0423	OD000041024	030	7090	$1,377.23
OFFICE DEPOT	0423	OD000041030	030	7090	$2,381.92
OFFICE DEPOT	0440	OD000040974	030	0625	$1,500.00
OFFICE DEPOT	0445	OD000041022	030	7090	$4,800.00
OFFICE DEPOT	0450	OD000040940	030	0171	$300.00
OFFICE DEPOT	0450	OD000041041	060	6010	$502.70
OFFICE DEPOT	0465	OD000040968	060	6010	$426.71
OFFICE DEPOT	0470	OD000040789	030	0110	$1,000.00
OFFICE DEPOT	0470	OD000041016	060	6010	$1,048.05
OFFICE DEPOT	0470	OD000041042	060	6500	$200.00
OFFICE DEPOT	0480	OD000040917	030	7090	$2,072.43
OFFICE DEPOT	0480	OD000040958	030	0110	$222.20
OFFICE DEPOT	0510	OD000040962	060	6010	$2,567.99
OFFICE DEPOT	0565	OD000041005	030	7090	$62.97
OFFICE DEPOT	0567	OD000040271	030	7090	$5,000.00
OFFICE DEPOT	0567	OD000040966	060	6010	$810.16
OFFICE DEPOT	0575	OD000040987	060	6500	$200.00
OFFICE DEPOT	0575	OD000040988	060	6500	$200.00
OFFICE DEPOT	0575	OD000040989	060	6500	$200.00
OFFICE DEPOT	0575	OD000040990	060	6500	$200.00
OFFICE DEPOT	0617	OD000040954	030	0675	$3,000.00
OFFICE DEPOT	0619	OD000040916	030	0138	$4,800.00
OFFICE DEPOT	0700	OD000040955	030	0144	$300.00
OFFICE DEPOT	0701	OD000040934	060	3010	$100.00
OFFICE DEPOT	0710	OD000040026	030	0152	$4,000.00
OFFICE DEPOT	0710	OD000040982	030	0152	$122.85
OFFICE DEPOT	0727	OD000040946	030	0168	$150.00
OFFICE DEPOT	0727	OD000040947	030	0168	$100.00
OFFICE DEPOT	0727	OD000040948	030	0168	$200.00
OFFICE DEPOT	0727	OD000040949	030	0168	$210.00
OFFICE DEPOT	0727	OD000040950	030	0168	$120.00
OFFICE DEPOT	0727	OD000040951	030	0168	$130.00
OFFICE DEPOT	0727	OD000040975	030	0168	$200.00
OFFICE DEPOT	0758	OD000040018	030	7091	$5,000.00
OFFICE DEPOT	0765	OD000040914	120	9055	$143.79
OFFICE DEPOT	0787	OD000041023	060	6500	$78.91
OFFICE DEPOT	0790	OD000041007	060	9019	$89.10
OFFICE DEPOT	0796	OD000040021	030	0667	$8,000.00

OFFICE DEPOT	0880	OD000040981	670	0841	$91.77
OFFICE DEPOT	0880	OD000041018	680	0851	$242.93
OFFICE DEPOT	0895	OD000040170	030	0716	$500.00
OFFICE DEPOT	1330	OD000041010	060	3010	$250.00
OFFICE DEPOT	1421	OD000040953	060	3010	$1,000.00
OFFICE DEPOT	1550	OD000041017	060	3010	$2,000.00
OFFICE DEPOT	1910	OD000040986	130	5310	$1,397.37
OLSON INTERPRETING SERVICES, LLC	0880	695132	680	0851	$8,897.50
OTICON MEDICAL	0788	695768	060	6500	$579.48
OVERDRIVE, INC.	0010	695048	030	0625	$1,500.00
OVERDRIVE, INC.	0265	695049	030	0625	$4,999.00
OVERDRIVE, INC.	0395	695524	030	0625	$4,999.00
OVERDRIVE, INC.	0421	695704	030	0625	$2,000.00
OVERDRIVE, INC.	1020	695050	060	3010	$2,000.00
OVERDRIVE, INC.	1325	695127	060	3010	$3,000.00
PACE SUPPLY CORP.	0919	695199	060	8150	$2,917.92
PACIFIC GAS & ELECTRIC CFM/PPC	1005	695701	350	0912	$2,500.00
PEACE WORKS, INC.	0005	695439	030	0113	$243.99
PEACE WORKS, INC.	0015	695326	030	7091	$306.00
PEACE WORKS, INC.	0020	692722	030	7090	$600.00
PEACE WORKS, INC.	0045	695359	030	0113	$440.50
PEACE WORKS, INC.	0045	695705	030	0113	$440.50
PEACE WORKS, INC.	0060	695090	030	7090	$163.10
PEACE WORKS, INC.	0215	695211	030	0643	$500.00
PEACE WORKS, INC.	0250	695262	030	0110	$500.00
PEACE WORKS, INC.	0270	695790	030	0113	$133.50
PEACE WORKS, INC.	0310	695077	030	7090	$1,000.00
PEACE WORKS, INC.	0315	695547	030	0113	$667.05
PEACE WORKS, INC.	0320	695527	030	0110	$111.50
PEACE WORKS, INC.	0355	695649	030	0110	$300.00
PEACE WORKS, INC.	0370	695758	030	0172	$1,400.00
PEACE WORKS, INC.	0480	695639	030	0643	$2,000.00
PEACE WORKS, INC.	0811	695075	030	0130	$2,277.77
PEAR DECK, INC.	0145	695362	030	7090	$5,611.00
PEAR DECK, INC.	0310	695518	030	7090	$2,500.00
PEARSON EDUCATION	0710	695472	060	6388	$3,256.27
PEARSON EDUCATION	0710	695533	060	6388	$2,249.15
PEARSON EDUCATION	0770	695045	030	0648	$60.00
PEARSON EDUCATION	0770	695570	060	6500	$60.00
PEGASUS PRINTING SERVICE	0055	694114	030	0171	$300.00
PEPA'S MEXICAN RESTAURANT	0045	695737	030	0110	$453.39
PEPWEAR, LLC	0727	694664	030	0168	$219.17
PEREZ, JASMIN	0450	695167	030	7090	$27.98
PERFECTION LEARNING CORP.	0421	695753	030	0625	$91.44
PERMA BOUND	0445	695053	030	0625	$805.59
PERMA BOUND	1020	695052	060	3010	$1,076.47
PERMA BOUND	1330	695323	060	3010	$1,412.63

PERMA BOUND	1380	695680	060	3010	$2,522.75
PETUNIA'S PLACE	0727	695656	030	0169	$2,000.00
PETUNIA'S PLACE	0895	TA211047884	030	0112	$315.00
PETUNIA'S PLACE	0895	TA211066776	030	0112	$315.00
PHONAK, LLC.	0788	695769	060	6500	$2,939.63
PICKEM UP TRUCK STORE	0919	695434	060	8150	$1,072.00
PITNEY BOWES GLOBAL FINANCIAL SERVICES	0897	691837	030	0716	$1,000.00
PITNEY BOWES GLOBAL FINANCIAL SERVICES	0897	692297	030	0716	$2,000.00
PLATINUM GROUP, THE	1910	692838	130	5310	$20.37
PLATINUM GROUP, THE	1910	695260	130	5310	$1,697.74
POSITIVE PROMOTIONS, INC.	0225	695506	030	7090	$1,137.44
PRE SORT CENTER OF STOCKTON, INC.	0440	695531	060	3010	$1,500.00
PRE SORT CENTER OF STOCKTON, INC.	0795	695422	060	3010	$2,683.28
PRE SORT CENTER OF STOCKTON, INC.	0880	695419	670	0841	$9,950.00
PROFESSIONAL UTILITY LOCATING	1465	606402	350	0917	$500.00
PROJECT LEAD THE WAY, INC.	0055	695673	030	7090	$4,400.00
PROJECT LEAD THE WAY, INC.	0100	695365	030	7090	$950.00
PROJECT LEAD THE WAY, INC.	0130	695311	030	7090	$3,200.00
PROJECT LEAD THE WAY, INC.	0145	695363	030	7090	$4,150.00
PROJECT LEAD THE WAY, INC.	0710	695159	030	0152	$950.00
PROJECT SUPPORT SERVICES, INC.	1905	695426	350	0913	$1,000.00
REACT MEDICAL TRAINING, INC.	0710	695327	060	6388	$41.00
REALLY GOOD STUFF, INC.	0220	695258	030	0110	$67.89
REALLY GOOD STUFF, INC.	0700	695193	030	0144	$259.13
REALLY GOOD STUFF, INC.	0700	695229	030	0144	$1,800.64
REALLY GOOD STUFF, INC.	0700	695319	030	0144	$727.90
REALLY GOOD STUFF, INC.	0758	695545	030	0117	$781.75
REALLY GOOD STUFF, INC.	0796	695782	030	0667	$2,151.34
REDWOOD HIGH	0395	695384	030	0172	$350.00
REFRIGERATION SUPP. DIST.	0919	695161	060	8150	$999.47
REFRIGERATION SUPP. DIST.	1910	695708	130	5310	$727.40
REFRIGERATION SUPPLIES DISTRIBUTOR	0919	695268	060	8150	$5,112.30
RIDDELL/ALL AMERICAN SPORTS CORP.	0055	695093	030	0172	$4,278.26
RIVERSIDE INSIGHTS	1785	695799	030	0188	$1,693.82
ROCK RIDGE	1010	695604	140	6205	$633.33
ROCK RIDGE	1100	695607	140	6205	$633.33
ROCK RIDGE	1105	695613	140	6205	$633.33
ROCK RIDGE	1417	695609	140	6205	$633.35
ROCK RIDGE	1423	695611	140	6205	$633.33
ROCK RIDGE	1455	695610	140	6205	$633.33
ROSEN PUBLISHING GROUP	0445	695629	030	0625	$595.00
ROSETTA STONE LTD.	0145	695166	030	7091	$1,440.00
RUSH ADVERTISING	0340	694727	030	0172	$1,000.00
RUSH ADVERTISING	0370	695528	030	7090	$535.69
RUSH ADVERTISING	0421	695348	030	0125	$391.91
RUSH ADVERTISING	0435	695800	030	0643	$1,700.00
RUSH ADVERTISING	0500	695390	030	7090	$1,465.49

RUSH ADVERTISING	0880	695406	680	0851	$5,047.88
RUSH ADVERTISING	0880	695407	680	0851	$780.11
S & S WORLDWIDE	0015	695121	060	6010	$800.07
S & S WORLDWIDE	0095	695123	060	6010	$886.47
S & S WORLDWIDE	0100	695124	060	6010	$357.41
S & S WORLDWIDE	0155	695119	060	6010	$1,948.92
S & S WORLDWIDE	0175	695122	060	6010	$1,461.64
S & S WORLDWIDE	0225	695254	060	6010	$2,232.49
S & S WORLDWIDE	0255	695249	060	6010	$1,290.85
S & S WORLDWIDE	0305	695227	060	6010	$2,350.41
S & S WORLDWIDE	0355	695252	060	6010	$516.11
S & S WORLDWIDE	0370	695242	060	6010	$1,002.47
S & S WORLDWIDE	0380	695248	060	6010	$979.64
S & S WORLDWIDE	0465	695283	060	6010	$1,884.85
S & S WORLDWIDE	0470	695565	060	6010	$800.07
S & S WORLDWIDE	0480	695284	060	6010	$461.15
S & S WORLDWIDE	0535	695114	060	6010	$1,548.03
SADDLEBACK EDUC., INC.	0145	695154	030	7091	$824.95
SAFE & CIVIL SCHOOLS	0701	695373	060	4035	$4,000.00
SALEM ENGINEERING GROUP, INC.	1395	695461	350	0917	$3,280.00
SALEM ENGINEERING GROUP, INC.	1415	695459	350	0917	$3,280.00
SALEM ENGINEERING GROUP, INC.	1421	695039	350	0917	$4,175.00
SALEM ENGINEERING GROUP, INC.	1561	695335	350	0913	$7,995.00
SAN JOAQUIN CHEMICAL CO.	1910	695588	130	5310	$373.01
SAN JOAQUIN RIVER PARKWAY	0725	695186	030	0173	$660.00
SAN JOAQUIN RIVER PARKWAY	0725	695187	030	0173	$520.00
SANGER HIGH SCHOOL	0055	695185	030	0172	$200.00
SC INCORPORATED	0421	695770	030	0172	$1,000.00
SCHOLASTIC BOOK CLUBS	0035	694969	030	7090	$300.00
SCHOLASTIC, INC.	0530	695700	030	7090	$686.50
SCHOLASTIC MAGAZINE	0530	695081	030	7090	$244.20
SCHOOL FACILITY CONSULTANTS	0905	694622A	350	0913	$1,068.75
SCHOOL FACILITY CONSULTANTS	0905	694622A	350	0916	$323.75
SCHOOL FACILITY CONSULTANTS	0905	694622A	400	0915	$657.50
SCHOOL HEALTH CORPORATION	0230	695562	030	0124	$249.88
SCHOOL HEALTH CORPORATION	0725	695054	030	0172	$84.83
SCHOOL NEWSPAPERS ONLINE	0145	695218	030	7090	$400.00
SCHOOL SPECIALTY	0395	695646	030	0125	$159.26
SCHOOL SPECIALTY	0480	695675	060	6010	$1,362.10
SCHOOL SPECIALTY, INC.	0045	695789	030	0113	$200.00
SCHOOL SPECIALTY, INC.	0060	695517	030	7090	$1,847.11
SCHOOL SPECIALTY, INC.	0095	695060	030	7090	$1,056.22
SCHOOL SPECIALTY, INC.	0335	695568	030	0171	$1,500.00
SCHOOL SPECIALTY, INC.	1892	TA211078127	030	0112	$315.00
SEBRING WEST AUTOMOTIVE	0919	695417	060	8150	$136.05
SHERWIN-WILLIAMS CO.	0185	695593	030	0172	$791.24
SIERRA PACIFIC H.S.	0421	695176	030	0172	$325.00

SIGLER WHOLESALE DISTIBUTORS	0919	695699	060	8150	$6,852.59
SIGLER WHOLESALE DISTIBUTORS	1010	695703	350	0917	$4,669.92
SILICON VALLEY URBAN DEBATE LEAGUE	0055	695383	030	0125	$225.00
SILVA, CORA	0701	695519	060	3010	$100.00
SMART & FINAL	0035	695378	030	7090	$500.00
SMART & FINAL	0100	695032	030	7090	$500.00
SMART & FINAL	0145	695380	030	0125	$700.00
SMART & FINAL	0185	695096	030	7090	$1,000.00
SMART & FINAL	0200	695379	030	7090	$500.00
SMART & FINAL	0215	695288	030	0643	$500.00
SMART & FINAL	0250	695289	030	7090	$500.00
SMART & FINAL	0255	695111	030	7090	$1,000.00
SMART & FINAL	0340	695301	030	0110	$250.00
SMART & FINAL	0380	695444	030	7090	$600.00
SMART & FINAL	0417	695467	030	7091	$500.00
SMART & FINAL	0421	695375	030	0125	$400.00
SMART & FINAL	0480	695291	030	7090	$300.00
SMART & FINAL	0725	690230	030	0173	$500.00
SMART & FINAL	0810	695400	030	0640	$500.00
SMART & FINAL	0930	695264	030	0720	$100.00
SMART & FINAL	1785	695014	030	0188	$100.00
SOCCER EXPRESS	0145	695762	030	0172	$1,402.16
SOCCER EXPRESS	0145	695763	030	0172	$1,398.92
SOCCER EXPRESS	0145	695765	030	0172	$352.54
SOCCER EXPRESS	0145	695767	030	0172	$312.97
SOCCER EXPRESS	0185	695021	030	0172	$755.93
SPINITAR	0020	695389	030	7090	$459.93
SPINITAR	0123	695505	030	7090	$284.93
SPINITAR	0420	695661	030	7090	$3,512.10
SPINITAR	0420	695661	060	3010	$3,513.00
SPINITAR	0422	695292	030	7090	$619.42
SPINITAR	0460	695293	060	3010	$479.86
SPINITAR	0480	695665	030	7090	$689.83
SPINITAR	0530	695172	030	0110	$350.91
SPINITAR	0565	695504	030	7091	$276.11
SPINITAR	0790	695190	060	4124	$2,189.01
SPORTS IMPORTS, INC.	0421	695094	030	0172	$544.94
SPRINGFIELD PUBLIC SCHOOL	0145	695137	030	7140	$28.00
STATE ARCHITECT, DIVISION OF	1030	695601	350	0917	$989.00
STATE ARCHITECT, DIVISION OF	1102	695537	350	0913	$3,880.75
STATE ARCHITECT, DIVISION OF	1220	695036	350	0917	$2,365.00
STATE ARCHITECT, DIVISION OF	1365	695602	350	0917	$924.50
STATE ARCHITECT, DIVISION OF	1415	695067	140	6205	$2,526.93
STATE ARCHITECT, DIVISION OF	1420	695099	350	0917	$2,640.00
STATE ARCHITECT, DIVISION OF	1565	695538	350	0917	$1,650.00
STEWART, ADELE	0220	695414	030	7090	$453.30
SUPERIOR TEXT, LLC	0095	695259	030	0110	$350.27

SUPERIOR TEXT, LLC	0450	695634	030	7090	$504.68
SUPERIOR TEXT, LLC	0701	695244	030	0193	$41.27
SUPERIOR TEXT, LLC	0852	695759	030	0195	$949.75
SYSCO OF CENTRAL CALIFORNIA	1910	695056	130	5310	$4,119.25
SYSCO OF CENTRAL CALIFORNIA	1910	695352	130	5310	$9,350.40
SYSCO OF CENTRAL CALIFORNIA	1910	695357	130	5310	$742.56
SYSCO OF CENTRAL CALIFORNIA	1910	695501	130	5310	$4,119.25
SYSCO OF CENTRAL CALIFORNIA	1910	695672	130	5310	$8,238.49
TAYMARK DBA IT'S ELEMENTARY, DBA ANDERSONS	0423	695080	030	7090	$797.88
TECHNICON ENGINEERING SVS.	1010	695687	140	6205	$2,500.00
TECHNICON ENGINEERING SVS.	1100	695688	140	6205	$2,500.00
TECHNICON ENGINEERING SVS.	1417	695669	140	6205	$2,500.00
TECHNICON ENGINEERING SVS.	1423	695686	140	6205	$2,500.00
TECHNICON ENGINEERING SVS.	1455	695671	140	6205	$2,500.00
TENNIS WAREHOUSE	0185	695597	030	0172	$1,088.55
TEXTBOOK WAREHOUSE, LLC	0428	695808	060	4035	$449.66
TEXTBOOK WAREHOUSE, LLC	0450	695635	030	7090	$599.80
TEXTBOOK WAREHOUSE, LLC	0810	695739	030	0649	$864.88
THE FRESNO BEE / SUBSCRIPTIONS	0919	695658	060	8150	$561.47
THE HOME DEPOT PRO	0785	695247	060	6500	$141.54
THE HOME DEPOT PRO	0785	695250	060	6500	$141.54
THE HOME DEPOT PRO	1891	695158	030	0716	$6,355.41
THE LEATHER FACTORY	0100	695195	060	6010	$673.27
THE MOWERS EDGE	0423	695590	680	0851	$1,446.63
THE WYRICK BOOK CO.	0567	695324	060	3010	$2,005.77
THE WYRICK BOOK CO.	1070	695689	060	3010	$2,349.71
THE WYRICK BOOK CO.	1215	695317	060	3010	$3,552.86
THE WYRICK BOOK CO.	1215	695320	060	3010	$3,069.16
THE WYRICK BOOK CO.	1325	695134	060	3010	$2,056.34
THE WYRICK BOOK CO.	1365	695135	060	3010	$3,341.85
THE WYRICK BOOK CO.	1380	695497	060	3010	$2,544.49
THE WYRICK BOOK CO.	1435	695051	060	3010	$2,001.69
TOSCANO, ANDREA	0417	695031	030	0115	$335.40
TRINITY SYSTEM GROUP, INC.	1123	691264	030	0154	$1,494.66
TULARE COUNTY OFFICE OF EDUCATION	0701	695325	060	3010	$1,250.00
TULARE UNION HIGH SCHOOL	0421	695177	030	0172	$425.00
TURF STAR, INC.	0919	695423	060	8150	$4,908.69
TUTTEO, INC.	0421	695220	030	0125	$220.00
ULINE	1910	695535	130	5310	$4,963.61
US FOODS, INC.	1910	695592	130	5310	$8,611.01
VALLARTA FOOD ENTERPRISES	0015	695290A	030	7091	$500.00
VALLARTA FOOD ENTERPRISES	0105	694862A	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0123	694592A	030	0147	$200.00
VALLARTA FOOD ENTERPRISES	0125	694415A	030	0124	$500.00
VALLARTA FOOD ENTERPRISES	0130	694759A	030	7090	$100.00
VALLARTA FOOD ENTERPRISES	0235	695502A	030	0123	$300.00

VALLARTA FOOD ENTERPRISES	0260	695491A	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0285	694617A	030	7090	$100.00
VALLARTA FOOD ENTERPRISES	0385	695691A	030	0171	$500.00
VALLARTA FOOD ENTERPRISES	0410	695381A	030	7090	$150.00
VALLARTA FOOD ENTERPRISES	0812	695750	030	0137	$150.00
VALLEY FENCE COMPANY	1370	695202	350	0917	$4,859.00
VALLEY LIBRARY BINDERY	1005	695328	060	3010	$400.00
VALTIERRA, NATANSKA	0435	695169	030	7090	$97.92
VENTURA TV, INC.	0055	695627	030	0172	$653.58
VERIZON WIRELESS MESSAGING	0923	695684	030	0140	$4,000.00
VIKING ENTERPRISES	0880	608057	680	0851	$950.00
VIKING ENTERPRISES	0880	695585	680	0851	$9,990.00
VIKING ENTERPRISES	0919	608370A	350	0917	$1,500.00
VIKING ENTERPRISES	0919	608370B	350	0917	$2,200.00
VINCENT COMMUNICATIONS, INC.	0380	695156	030	7090	$77.72
WALLWISHER, INC. DBA PADLET	0170	695073	060	3182	$1,200.00
WALLWISHER, INC. DBA PADLET	0810	695079	030	0649	$297.00
WARDS NATURAL SCIENCE, INC.	0145	695322	030	7090	$431.81
WARDS NATURAL SCIENCE, INC.	0335	695298	030	0125	$776.83
WASHINGTON UNION HIGH SCHOOL	0395	695653	030	0172	$400.00
WASHINGTON UNION HIGH SCHOOL	0395	695654	030	0172	$400.00
WEPRINTIT	0055	695674	030	7090	$1,107.43
WEPRINTIT	0145	695044	030	0171	$4,000.00
WEST MUSIC	0727	695361	030	0168	$106.45
WESTERN PSY. SERVICES	0770	695706	030	0648	$2,518.84
WEVIDEO, INC.	0170	695312	060	3182	$3,600.00
XEROX CORPORATION	0919	XL00006001	060	8150	$1,500.00
XIT SOLUTIONS	0395	695355	030	0152	$1,200.00
YANG DESIGN	0130	695181	030	7090	$540.54
YELLOW DOG SIGNS AND GRAPHICS	0860	695557	030	0694	$665.67
YELLOW DOG SIGNS AND GRAPHICS	0885	695735	030	0143	$1,119.48

THE FOLLOWING PURCHASE ORDERS ARE FOR ASB FUND 950

PURCHASE ORDERS DATED
NOVEMBER 01, 2020 TO NOVEMBER 30, 2020
RATIFICATION DATE FEBRUARY 03, 2021

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
A-MARK T-SHIRT, INC.	0430	695571	950	9500	$534.48
A-MARK T-SHIRT, INC.	0565	695573	950	9500	$2,299.87
HELADOS LA TAPATIA, INC.	0215	695257	950	9500	$1,066.33
JONES SCHOOL SUPPLY CO.	0005	695360	950	9500	$316.90
JONES SCHOOL SUPPLY CO.	0470	695569	950	9500	$85.42
ME-N-ED'S, INC.	0155	695101	950	9500	$630.00
PEACE WORKS, INC.	0208	695148	950	9500	$500.00
PEACE WORKS, INC.	0355	695690	950	9500	$1,500.00
PEACE WORKS, INC.	0435	695801	950	9500	$1,000.00
PEACE WORKS, INC.	0565	695082	950	9500	$365.73
RAYMOND GEDDES & CO., INC.	0005	695222	950	9500	$1,401.71
RICKS VENDING AND DISTRIBUTING	0005	695108	950	9500	$250.00
SMART & FINAL	0095	695376	950	9500	$500.00
SUNNYSIDE TROPHY, INC.	0215	695212	950	9500	$2,000.00
VALLARTA FOOD ENTERPRISES	0340	695727	950	9500	$250.00

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME
0002	Academy for Civil & Entrepreneurial Leadership
0005	Addams Elementary
0010	Ahwahnee Middle School
0012	Charter School
0015	Anthony Elementary
0020	Ayer Elementary
0025	Aynesworth Elementary
0030	Baird Middle
0035	Balderas Elementary
0040	Bethune Elementary
0045	Birney Elementary
0055	Bullard High School
0060	Bullard Talent K-8
0070	Burroughs Elementary
0075	Calwa Elementary
0077	Dewolf West
0080	Carver K-8
0089	Caesar Chavez
0090	Centennial Elementary
0095	Columbia Elementary
0098	Comm-Phoenix Elementary
0100	Computech
0102	Phoenix Secondary
0105	Cooper Middle School
0110	Dailey Elementary
0120	Del Mar Elementary
0123	Design Science High School
0125	Dewolf High School
0127	Phillip J Patino School of Entrepreneurship
0130	Duncan Polytechnical
0135	Easterby Elementary
0140	Eaton Elementary
0145	Edison High School
0150	Ericson Elementary
0155	Ewing Elementary
0160	Figarden Elementary
0165	Forkner Elementary
0170	Fort Miller Middle
0175	Fremont Elementary
0176	Fresno Adventist
0181	Fresno City College
0185	Fresno High School
0188	Fulton
0190	GATE Office
0195	Manchester GATE Elementary
0200	Gibson Elementary
0205	Ginsburg
0208	Hamilton
0210	Heaton Elementary
0215	Hidalgo Elementary
0220	Holland Elementary
0225	Homan Elementary
0227	Homeless
0230	Cambridge
0235	Hoover High School
0237	Adult Transition Program on Fairmont
0240	JE Young Independent Study
0250	Jackson Elementary
0255	Jefferson Elementary
0257	Kepler Charter
0260	King Elementary
0265	Kings Canyon Middle School
0270	Kirk Elementary
0285	Kratt Elementary
0290	Lane Elementary
0295	Lawless Elementary
0302	Professional Learning
0305	Leavenworth Elementary
0310	Lincoln Elementary
0315	Lowell Elementary
0320	Malloch Elementary
0325	Mayfair Elementary
0326	JE Young Annex

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME
0330	McCardle Elementary
0335	McLane High School
0340	Muir Elementary
0355	Norseman Elementary
0361	Our Lady of Victory
0365	Powers Elementary
0370	Pyle Elementary
0380	Robinson Elementary
0385	Roeding Elementary
0395	Roosevelt High School
0400	Roosevelt School of the Arts
0410	Rowell Elementary
0412	San Joaquin
0415	Scandinavian Middle School
0417	Sequoia Middle School
0420	Slater Elementary
0421	Sunnyside High School
0422	Starr Elementary
0423	Terronez Middle School
0426	Creative Alternatives
0428	St Anthony
0429	St Helens
0430	Storey Elementary
0435	Sunset Elementary
0440	Tehipite Middle School
0445	Tenaya Middle School
0450	Thomas Elementary
0455	Tioga Middle School
0460	Turner Elementary
0462	Valley Preparatory Academy Charter
0463	Valley Arts and Science Academy
0465	Viking Elementary
0470	Vinland Elementary
0475	Wawona Middle School
0480	Webster Elementary
0485	Wilson Elementary
0490	Winchell Elementary
0495	Wishon Elementary
0500	Wolters Elementary
0503	Carter C. Woodson Public Charter
0504	504 Coordinator
0505	Yosemite Middle School
0510	Greenberg Elementary
0530	Olmos Elementary
0535	Bakman Elementary
0550	Williams Elementary
0552	Rata High School
0553	Addicott Elementary
0554	Southeast Elementary
0560	Site M-Orange/Butler
0565	Yokomi Elementary
0567	Vang Pao Elementary
0575	Gaston B Rutherford Middle School
0601	Instructional Division - Academic Office
0615	Middle School
0616	Elementary Division Area HL
0617	School Leadership
0618	Elementary Division Area EG
0619	Alternative Education
0635	Secondary Division
0655	Instructional Leadership
0660	High School Administration
0661	Special Projects
0663	District & School Accountability
0664	Security Office
0670	Vocational Ed-Adult Education
0674	GED Testing-Adult Education
0675	ESL-Adult Education
0676	Parent Education-Adult Education
0679	231 Grant-Adult Education
0680	Secondary-Adult Education
0681	ABE-Adult Education
0682	GED-Adult Education
0700	Curriculum/Instruction

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME
0701	Teacher Development
0702	Leadership Development
0703	Classified Development
0705	Administration-Adult Education
0706	College & Career Readiness
0708	Bookstore-Adult Education
0710	Career / Vocational Education
0711	Community Education-Adult Education
0712	Restaurant-Adult Education
0713	HSS-Gain Excess Cost-Adult Education
0715	Children's Centers
0722	E Street Services
0725	Extracurricular & Co-curricular
0726	Campus Culture
0727	Music/Visual and Performing Arts
0730	Health Services
0744	Instructional Media
0748	IMS
0750	Migrant
0755	African American Academic Acceleration (A4)
0758	English Learner Services
0765	Early Learning Department
0767	Early Learning Center
0770	Psychological & Guidance
0775	Regional Occupation Program
0780	PACE Program
0781	Elementary-Speech Language Pathology
0782	Secondary-Speech Language Pathology
0785	Elementary-Special Education
0786	Secondary-Special Education
0787	Management-Special Education
0790	Extended Learning
0794	Transfers Office
0795	State & Federal Programs
0796	Parent University
0797	SES - Choice

DEPT	DEPARTMENT NAME
0798	District Initiatives
0799	Categorical Indirect
0805	Student Records
0810	Prevention & Intervention
0811	Restorative Justice
0812	Men's/Women's Alliance
0840	Support Services
0850	Superintendent
0851	CART
0852	Equity & Access
0853	School Support Division
0855	Board Of Education
0860	Community Information
0865	Educational Assessment
0875	Business Services Administration
0880	Benefits & Risk Management
0881	WellPath
0885	Technology Services
0886	Technology Network Data Center
0887	Technology Learner Support
0889	Payroll Department
0890	Fiscal Services
0891	Salaries & Benefits
0892	Salaries & Benefits Supplemental
0893	Grants Resources/Development
0895	Purchasing
0896	Mail Room
0897	Warehouse
0900	Operational Services
0905	Facilities Management & Planning
0910	Food Services
0915	Graphics Center
0919	Plant Maintenance
0920	Plant Maintenance & Operations
0921	Energy Management
0923	Telecommunications
0924	Environmental Services

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME
0925	Transportation
0930	Human Resources
0935	Labor Relations
0970	School Safety
0976	2002A Refunding Measure A & K
0977	2004B Refunding Measure A & K
1005	Addams Elementary
1010	Ahwahnee Middle School
1012	Charter School
1015	Anthony Elementary
1020	Ayer Elementary
1025	Aynesworth Elementary
1030	Baird Middle
1035	Balderas Elementary
1040	Bethune Elementary
1045	Birney Elementary
1055	Bullard High School
1060	Bullard Talent K-8
1070	Burroughs Elementary
1075	Calwa Elementary
1080	Carver K-8
1089	Ceasar Chavez
1090	Centennial Elementary
1095	Columbia Elementary
1098	Comm-Phoenix Elementary
1100	Computech
1102	Phoenix Secondary
1105	Cooper Middle School
1110	Dailey Elementary
1120	Del Mar Elementary
1123	Design Science High School
1125	Dewolf High School
1127	Phillip J Patino School of entrepreneurship
1130	Duncan Polytechnical
1135	Easterby Elementary
1140	Eaton Elementary
1143	Education Center Canteen
1145	Edison High School
1150	Ericson Elementary
1155	Ewing Elementary
1160	Figarden Elementary
1165	Forkner Elementary
1170	Fort Miller Middle
1175	Fremont Elementary
1181	Fresno City College
1185	Fresno High School
1188	Fulton
1195	Manchester GATE Elementary
1200	Gibson Elementary
1205	Ginsburg
1208	Hamilton
1210	Heaton Elementary
1215	Hidalgo Elementary
1220	Holland Elementary
1225	Homan Elementary
1230	Cambridge
1235	Hoover High School
1237	Adult Transition Program on Fairmont
1240	JE Young Independent Study
1250	Jackson Elementary
1255	Jefferson Elementary
1260	King Elementary
1265	Kings Canyon Middle School
1270	Kirk Elementary
1280	Pride Intervention
1285	Kratt Elementary
1290	Lane Elementary
1295	Lawless Elementary
1302	Professional Learning
1305	Leavenworth Elementary
1310	Lincoln Elementary
1315	Lowell Elementary
1320	Malloch Elementary
1325	Mayfair Elementary

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME
1326	JE Young Annex
1330	McCardle Elementary
1335	McLane High School
1340	Muir Elementary
1355	Norseman Elementary
1365	Powers Elementary
1370	Pyle Elementary
1380	Robinson Elementary
1385	Roeding Elementary
1395	Roosevelt High School
1400	Roosevelt School of the Arts
1410	Rowell Elementary
1415	Scandinavian Middle School
1417	Sequoia Middle School
1420	Slater Elementary
1421	Sunnyside High School
1422	Starr Elementary
1423	Terronez Middle School
1430	Storey Elementary
1435	Sunset Elementary
1437	Southeast Intersession
1440	Tehipite Middle School
1445	Tenaya Middle School
1450	Thomas Elementary
1455	Tioga Middle School
1460	Turner Elementary
1465	Viking Elementary
1470	Vinland Elementary
1475	Wawona Middle School
1480	Webster Elementary
1485	Wilson Elementary
1490	Winchell Elementary
1495	Wishon Elementary
1500	Wolters Elementary
1505	Yosemite Middle School
1510	Greenberg Elementary
1530	Olmos Elementary
1535	Bakman Elementary
1550	Williams Elementary
1552	Rata
1553	Addicott
1554	Southeast Elementary
1560	Site M-Orange/Butler
1561	Site Venture/Tenth
1565	Yokomi Elementary
1567	Vang Pao Elementary
1575	Gaston B Rutherford Middle School
1576	Southeast High School
1577	Alternative Education Facility
1578	New Southeast Site
1601	Instructional Division - Academic Office
1615	Middle School
1635	Secondary Division
1655	High School Division
1675	ESL-Adult Education
1700	Curriculum/Instruction
1701	Teacher Development
1705	Administration-Adult Education
1709	Caregiver Training-Adult Education
1710	Career/Vocational Education
1722	E Street Services
1744	Instructional Media
1748	IMS
1758	English Learner Services
1765	Early Learning Department
1767	Early Learning Center
1781	Elementary-Speech Language Pathology
1782	Secondary-Speech Language Pathology
1785	Elementary-Special Education
1786	Secondary-Special Education
1787	Management-Special Education
1790	Extended Learning
1796	Community and Family Engagement Network

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME
1798	District Initiatives
1810	Prevention & Intervention
1811	Restorative Justice
1851	CART
1855	Board of Education
1860	Community Information
1865	Educational Assessment
1870	Legal Services
1885	Technology Services
1890	Fiscal Services
1891	Salaries & Benefits
1892	Salaries & Benefits Supplemental
1895	Purchasing
1897	Warehouse
1900	Operational Services
1905	Facilities Management & Planning
1910	Food Services
1912	Packaging Center
1914	Central Processing Facility
1919	Plant Maintenance
1920	Plant Maintenance & Operations
1921	Energy Management
1923	Telecommunications
1924	Environmental Services
1930	Human Resources
1935	Labor Relations
1950	Addicott-Maintenance & Operations
1958	Rata-Maintenance & Operations
1961	Education Center-Maintenance & Operations
1970	School Safety
1980	Transfers: Lottery - Elementary
1981	Transfers: Lottery - Music
1982	Transfers: Lottery - Continuation
1983	Transfers: Lottery - JE Young
1984	Transfers: Buyback Days
1985	Transfers: Professional Learning Column
1986	Transfers: Designated health

DEPT	DEPARTMENT NAME
1987	Transfers: EPA
1989	Transfers: SPED - Baseline Intervention
1990	Transfers: SPED – 3310 to 6500
1991	Transfers: SPED – 6105 to 0192

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM B-13

AGENDA SECTION: B
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Decision
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Discuss and Decide in the Matter of the Golden Charter Academy Charter Petition

ITEM DESCRIPTION: Included in the Board binder is the Golden Charter Academy (GCA) petition, which includes the budget reviewed by the district charter review team, for the establishment of a new charter to operate July 01, 2021 through June 30, 2026. Also included is a document addressing issues raised by the board during the January 13, 2021 Board meeting (document titled Explanation Document). At the January 13, 2021 Fresno Unified Board meeting, the Board of Education and Golden Charter Academy agreed to a 30-day extension for the Board's decision.

Golden Charter Academy will begin with transitional kindergarten (TK) through third grade classes for a total of 198 students: adding a grade level each year. At full capacity in school year 2026/27, GCA will serve 448 students in grades TK through eighth. GCA intends to offer place-based educational opportunities, applied through the lens of a robust Universal Design for Learning (UDL) and Standards Based curriculum, that provides hands-on experiences, research, and fieldwork in partnership with the Fresno Chaffee Zoo; with a focus on environmental education. Place-based education emphasizes learning through participation in service projects for the local community.

The charter proposes to temporarily locate at Our Lady of Victory Catholic Church School, 1626 W. Princeton Ave., Fresno, CA 93705 in west central Fresno; until it is able to secure a permanent location. GCA seeks to serve the southwest and west-central Fresno community and is pursuing real estate near or adjacent to the Fresno Chaffee Zoo and Roeding Park.

The petition was received by the Charter Office on October 23, 2020 and a Public Hearing was held at the December 09, 2020 meeting. The district charter review team's Report of Findings (ROF) was published on December 29, 2020.

FINANCIAL SUMMARY: The estimated fiscal impact to Fresno Unified School District for 2021/22 is $1,182,389.

PREPARED BY: Carlos Castillo,
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DIVISION: Instructional Division
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CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:

Fresno Unified School District

Explanation following Inquiries from Board Members

Date: January 28, 2021

Regarding: Golden Charter Academy Charter Petition

During the Board discussion regarding the approval or denial of the Golden Charter Academy school (GCA) at the Board meeting on Wednesday January 13, 2021, Board members requested additional information relating to the Golden Charter Academy school. This Explanation following Inquiries from Board Members ("Explanation") is to provide responses to inquiries made by the individual Board members.

A Certificated Principal Is In the Budget

October 23, 2020	Petition with Original Budget submitted
November 30, 2020	First revised budget submitted at the District's request
December 7, 2020	Second revised budget submitted at the District's request
December 9, 2020	Public Hearing
December 14, 2020	Revised petition which reflected the first revised budget submitted
December 14, 2020	District's fiscal department brought discrepancies in the budget narrative to the Charter review team's attention
December 16, 2020	GCA submitted its Revised Petition dated December 15, 2020[1]
December 16 2020	Board Communication providing the Board with GCA's revised petition. The revised petition included the first revised budget and uncorrected FTE chart.
December 29, 2020	The District published the Charter Review Team's Report of Findings
January 13, 2021	Board Meeting
January 14, 2021	GCA provided a corrected budget narrative reflecting an FTE principal for all five years of the charter term.

Golden Charter updated the budget to include the expenses relating to the principal position for all five years. However, Golden Charter did not update the corresponding FTE section of the budget narrative. This error was noted by the fiscal department and included in the Report of Findings:

> "The multiyear projection provided in the petition adds a principal in 2024-2025, but this is likely an error as the petition states that there will be a certificated administrator in the first year of operation."

The fiscal department noted that was likely an error given the principal salary was included in the budget for all five years. There was no doubt by the charter review team that there was a certificated principal leading the school. Both GCA's original and revised petition repeatedly refers to the principal of the school. For example, in the revised petition, the principal is referenced on pages 123, 133, 134, 135,

[1] Following a review by Mr. Golden of the information sent to the District, he realized that he was mistaken in that the updated budget narrative correcting the principal FTE being reflected all five years was not sent to the District after all. Mr. Golden did provide the updated narrative following the January 13, 2021 Board meeting. The updated budget narrative has been provided to the Board.

137, 142, 143, 159, 163, 167, 168, 169, 173, 174,177, and 189. The clerical error did not impact the charter review team's decision to recommend approval given the petition included a principal, GCA represented it intends to have a certificated principal, and the budget reflects a principal.

In summary, GCA will have a certificated principal all five years and the same is budgeted in the multiyear projection. The typographical error in the FTE graph of the budget narrative has been corrected and provided to the Board. GCA has provided all information as well as corrected errors as requested by the District.

As a final note, GCA informed the District that it posted a job posting for the principal position and provided a summary of applications received. The summary shows six applicants with a clear administrative credential, two with a preliminary administrative credential, and one applicant is in progress of obtaining an administrative credential. Please see the attached summary.

GCA Has Identified a Suitable Facility

When a new charter petition is proposed, the charter school facilities are evaluated on a case by case basis. The key issues for the proposed facility are that: (1) there is a facility identified and (2) the facility is suitable for the proposed charter school.

If a charter school does not identify the facilities from which the proposed charter school intends to operate, the charter review team will request the charter school to identify the intended facility. Additionally, if the charter school identifies a facility that was not previously a school, the charter review team may inquire further to ensure the facility is suitable for the proposed charter school.

GCA identified a facility that was utilized as a school through the 2019-2020 school year and as such, the charter review team confirmed it met the key issues. The charter review team does not always request a copy of the lease with respect to charter schools.

In the case of Aspen Ridge Public School, that particular charter school attached as an exhibit to its charter petition a copy of the proposed lease between the Fresno Rescue Mission and Aspen. Inquiries were made by the charter review team as it wanted to ensure that the identified facility was suitable for the charter school proposed. The facility was a former hospital with nearby buildings, it was planned to be shared with other tenants, it needed tenant improvements for classrooms, it lacked green space, etc. Aspen responded to the questions as well as the executive director of the landlord, the Fresno Rescue Mission. The charter review team was satisfied with the responses and determined the facility suitable for the proposed charter school.

The history of the charter review team is that it does not always request a copy of the proposed lease. It is on a case by case basis. A review of the last five years indicates that there are only a couple of occasions in which the charter review team requested a copy of the lease. In most situations, there was no request for a lease. In other situations, the lease was provided voluntarily.

GCA's Charter Petition is Supported by the Requisite Number of Teacher Signatures

Several individual Board members inquired as to whether the credential of one of the teacher's

signatories to the petition was sufficient to be "counted" toward the requirement that the petition be signed by 50% of estimated number of teachers that the charter school intends to employ during the first year of its operation.

California Education Code section 47605 provides that the petition may be submitted to the Board for review provided upon either of the following being met:

> (A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation.
>
> (B) The petition *is signed by a number of teachers* **that is equivalent** to at least one-half of the number of teachers that the charter school *estimates will be employed at the charter school during its first year of operation.* (Emphasis added.)

Once one of the criteria above is met, the charter petition may be submitted to the Board. In the case of GCA, the charter petition was presented to the Board with five teachers' signatures. Any interpretation of the above suggesting that teachers must teach at the charter school during the first year is incorrect and unsupported by the law. Likewise, any interpretation that the teachers who signed the petition must hold the exact credentials to teach particular grades or subjects is incorrect and unsupported by the law.

The reference to the first year of operation is solely for the purpose of calculating that the <u>number</u> of signatures is the equivalent of 50% of the *estimated* number of teachers the charter school intends to employ during its first year of operation. Because charter schools often add grades during the first term of the charter, the number of teachers employed typically increases. As such, the threshold points out that signatures of only 50% of the *estimated number* of teachers the charter intends to employ during the *first year of operation* need to support the petition as opposed to the number of teachers once the program is fully implemented with maximum teachers.

There is no requirement that such teachers actually teach at the school during the first year of operation. Rather, the teachers who sign the petition need only express a meaningful interest in being employed by the charter school. See Education Code section 47605 (a)(3): "A petition shall include a prominent statement that a signature on the petition means that .... the teacher is meaningfully interested in teaching at the charter school. ..."

The provision referencing signatures which permits a chartering authority to deny a petition if the requisite signatures are not present in the petition is Education Code 47605(c)(3) and it states as follows:

> "(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

> ... (3) The petition does not contain the number of signatures required by subdivision (a)."

Here, individual Board members expressed concern that one of the teachers who holds a credential for secondary school was insufficient as the proposed K-8 charter intends to begin with grades TK-3. While the charter school intends to open with the grades TK-3, the teachers' signatures required for a petition are simply that Education Code 47605 requires that at least fifty percent of the number of teachers required for the charter school sign a petition indicating that they are meaningfully interested in teaching at the charter school. There is no credential requirement. Indeed, for many years, only core subject charter school teachers needed to be credentialed. Nevertheless, this particular teacher is credentialed at the secondary level and this charter school includes secondary grades of 7-8. There is no requirement in the Education Code that the teachers who sign a petition for charter school maintain a credential enabling them to actually teach at the school during the first year of the charter school.

Further, there exists many options for teachers to secure the requisite authorization to teach at a K-8 school. For example, a teacher may receive an emergency credential and may also receive board approval to teach on an emergency basis if lacking the requisite credential. The fact that this particular teacher held a secondary credential when he signed the petition does not render his signature ineligible. The charter school petition had the requisite number of teacher signatures and is compliant with the Education Code. It should be noted that while there was one name that did not have a signature, that was the sixth name and therefore it was not needed or counted toward the threshold. GCA informed the District that due to COVID-19, it was not able to secure a "wet" signature from the sixth teacher prior to submitting its petition although GCA indicated the teacher did express meaningful interest in teaching at GCA.

Additionally, GCA has provided the District with information relating to multiple teacher applications it has gathered in response to a job posting. Please see the attached summary.

Financial Feasibility/Budget

An individual Board member indicated that GCA did not appear financially feasible. As mentioned above, there was a typographical error in the FTE budget narrative portion which has been corrected.

Along with that error, following the board meeting on January 13, 2021, GCA brought to the attention of the District that there was second error on the FTE chart in the number of paraeducators. Again, the budget amount was and is correct, but the FTE number was incorrect. GCA pointed out that the paraeducators would be part-time which is why the budget amount was accurate, but the additional part-time paraeducators needed to be reflected on the FTE chart. This has now also been corrected and the Board has been provided with the updated budget narrative.

Projected Enrollment Should Be Met

An individual Board member expressed a concern that the enrollment projections were too optimistic and that the charter would not be able to meet such projections. The charter school has indicated that the enrollment projections are at 198 and there are 250 students who have expressed interest in attending the charter school. Mr. Golden informed the Board of the interested students at the public hearing held on December 9, 2020.

Following the January 13, 2021 Board meeting, GCA has informed the District that it has student registrations very near its projected enrollment. A summary of the number of registered students is attached.

GCA Will Not Offer CalPERS

While GCA did not allocate in its budget CalPERS expenditures, it was not required. In the charter petition, GCA indicated that it would either participate in STRS and CalPERS or it would implement a board approved employee retirement program, such as a 401k, and the eligible employees would be participating in social security. GCA confirmed to the District that it would not be participating in CalPERS, but rather it anticipated it would approve a 401k plan and participate in social security.

Community Impact Analysis

Education Code Section 47605 was revised to include two additional provisions in which a chartering authority may consider in determining whether to approve or deny a petition. Education Code Section 47605(c)(7) permits a chartering authority to consider whether or not the charter school is serving the entire community and whether or not the charter school impacts particular programs, existing services or academic offerings.

Here, GCA has a very novel program. The charter review team did not identify that GCA's program duplicated any District program nor did the team identify any adverse impact to the District's programs, services, or academic offering. It also should be noted that there is no legal requirement that mandates a chartering authority to conduct a formal community impact assessment. Any such assessment would be voluntary on the part of the chartering authority. Given this is a new law, the District charter review team analyzed the two new criteria and determined that they were not applicable to the GCA petition.

The second new criterion is that a chartering authority may consider the fiscal impact to the District in granting or denying the petition. In the case of GCA, the fiscal impact was noted to be approximately $1.18 million in 2021/22 and it was determined that the amount is not likely to affect the District's budget such that it could not meet its obligations

No grounds were identified to support a denial of the GCA under the two new criteria.

There is No Conflict of Interest

An individual Board member inquired whether or not GCA's future plans to lease a facility from GCA's CEO, Robert Golden, would create a conflict of interest. The Board was informed that such lease possibility was not, at this time, a conflict of interest. The District's fiscal department has indicated that it will certainly review any future lease relationship between GCA and its CEO and/or an entity controlled by the CEO. Further, any change in facility by a charter school is a material revision to the charter and must be brought before the Board for consideration and approval. Accordingly, any such future relationship between the landlord of a facility and GCA will be reviewed at the time of the material revision to the charter.

GCA Student Applicants

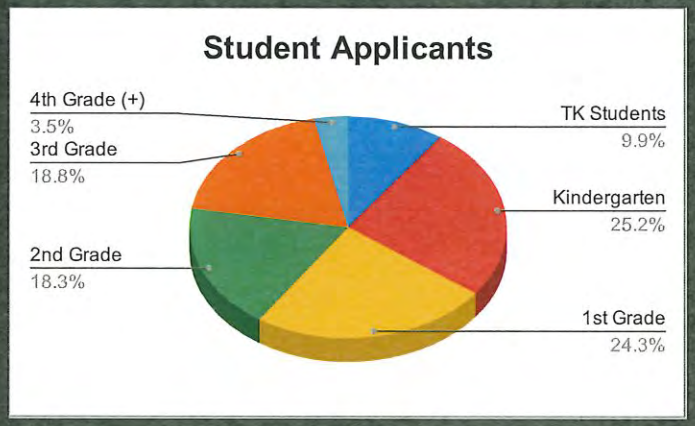
Website Registrations	
TK Students	20
Kindergarten	51
1st Grade	49
2nd Grade	37
3rd Grade	38
4th Grade and above	7

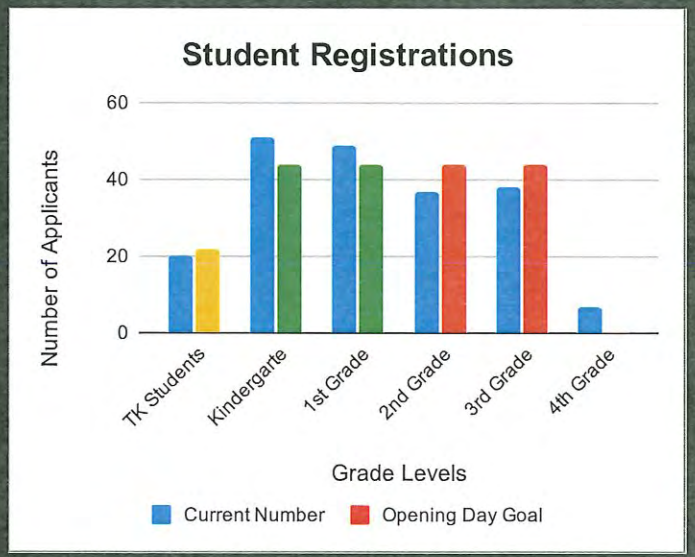
Total Students	202

The pie chart reflects the percentage of students that have applied in each grade level out of the total number of applicants.

The bar graph shows the current number of applicants against the goal per grade for opening day, showing a margin of deviation for applications in which the grade level was left blank.

***Note:** Opening day goal is 44 students for grades K-3 and 22 students for TK.*





Manage Job Postings

This screen allows you to create and maintain job postings for your organization. To create a new job posting, click the Add Posting button. To create a new posting based on an existing posting, click the Copy Posting button. To Edit a posting, click on the EDIT link next to the job posting title from the list below. To remove a closed posting, once all applicant tracking has been completed, click the Archive this Posting link.

Add Posting | Copy Posting | View Archived Postings

Current Certificated Staff postings for Golden Charter Academy

Archive Selected Posting(s)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Show All

Displaying 1 to 3 of 3 Show 50 per page

Page 1 of 1 Page 1

		Posting	Application	Posting Date	Display Until	Contact
☐	Edit | View	Transitional Kindergarten (TK) teacher at The Golden Charter Academy	Certificated Application	12/1/2020	3/25/2021	Dr. Ed Gonzalez
☐	Edit | View	Teacher (K-3) at The Golden Charter Academy	Certificated Application	12/1/2020	3/25/2021	Dr. Ed Gonzalez
☐	Edit | View	Principal at The Golden Charter Academy	Certificated Management Application	12/1/2020	2/19/2021	Dr. Ed Gonzalez

APPLICANTS	ADMIN CREDENTIAL		CONTACT INFO	GOOGLE DRIVE - FILE LINKS	
NO.	CLEAR/PRELIM	EXP DATE	CITY, STATE	CREDENTIALS	TRANSCRIPTS
1	Y - CLEAR	9/1/2021	Visalia, CA	https://drive.go	https://drive.google.com/file/d/1dQgPJrM32
2	N		Kingsburg, CA	https://drive.go	https://drive.google.com/file/d/19aqXVHaxIn_I
3	Y - CLEAR	6/1/2023	Fresno, CA		
4	Y - CLEAR		Atascadero, CA	https://drive.go	https://drive.google.com/file/d/1cNwthlztr7Yd
5	N		Clovis, CA		https://drive.google.com/file/d/1yizCQ-I32Yk3(
6	Y - CLEAR	4/1/2024	Fresno, CA	https://drive.go	https://drive.google.com/file/d/1oPTwyMnM
7	Y - PRELIM	7/20/2018 ?	Clovis, CA	https://drive.go	https://drive.google.com/file/d/133oR9Y-DM
8	Y - CLEAR	8/1/2025	Fresno, CA	https://drive.go	https://drive.google.com/file/d/1P4ZZDyked
9	Y - CLEAR	5/5/2022	Woodland, CA	https://drive.go	https://drive.google.com/file/d/1hTd4Tj9FKx
10	Y - PRELIM	12/1/2015	Fresno, CA	https://drive.go	https://drive.google.com/file/d/1PCnoYpKV\
11	Y - IN PROGRESS	7/1/2021	Campbell, CA	https://drive.go	https://drive.google.com/file/d/1ZXD7jnpHnI
12	N		Honolulu, HI		

APPLICANTS	TEACHING CREDENTIAL										
NO.	30-DAY	30-DAY EXP	PIP	PIP AUTH	PIP EXP	STIP	STIP AUTH	STIP EXP	CLEAR	PRELIM	INTERN
1	X	7/1/2020									X
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23									X		
24	X	2/1/2021									
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APPLICANTS	PROGRAMS		EL AUTHORIZATIONS			CONTACT INFO	GOOGLE DRIVE - FILE LINKS
NO.	INDUCTION	CLEAR CRED	BCLAD	CLAD	STAFF DEV	CITY, STATE	TRANSCRIPTS
1						Fresno, CA	
2						Fresno, CA	X
3		X		X		Long Beach, CA	X
4			X	X		Clovis, CA	X
5	X			X		Fresno, CA	X
6						Fresno, CA	X
7						Fowler, CA	
8						Clovis, CA	X
9				X		Tulare, CA	X
10		X				Clovis, CA	
11				X		Clovis, CA	X
12		X		X		Fresno, CA	X
13		X				Fowler, CA	X
14						Clovis, CA	
15						Visalia, CA	X
16						Fresno, CA	X
17						Clovis, CA	
18		X				Fresno, CA	X
19						Tulare, CA	X
20						Fresno, CA	X
21						Willow Grove, PA	
22						Fresno, CA	X
23			X	X		Bakersfield, CA	X
24		X				Madera, CA	X
25				X		Hanford, CA	X

APPLICANTS	TEACHING CREDENTIAL										
NO.	30-DAY	30-DAY EXP	PIP	PIP AUTH	PIP EXP	STIP	STIP AUTH	STIP EXP	EC AUTH	CLEAR	PRELIM
1	X	7/1/2020									
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3											
4											
5										https://drive.googl	
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10											
11										https://drive.googl	

PROGRAMS			EL AUTHORIZATIONS - FILE LINKS			CONTACT INFO	GOOGLE DRIVE - FILE LINKS
INTERN	INDUCTION	CLEAR CRED	BCLAD	CLAD	STAFF DEV	CITY, STATE	TRANSCRIPTS
X						Fresno, CA	
X						Fresno, CA	
						Fresno, CA	
https://drive.google.con		X				Clovis, CA	
e.com/file/d/1i8hIhL-JHm3pt6fG3-MFzyppJJiVxqk				https://drive.google.co		Fresno, CA	https://drive.google.com/file/d/1GfG45Hr
						Fresno, CA	
				X		Clovis, CA	https://drive.google.com/file/d/1adqV_9VR
		X				Fresno, CA	https://drive.google.com/file/d/12CBXcGuN
						Orosi, CA	https://drive.google.com/file/d/1TkTjtigJ-dC
						Fresno, CA	
e.com/file/d/1Mqt3Ui7_k4TNrLV-lQP3MWQhP4j				X		Clovis, CA	

The Golden Charter Academy

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July 1, 2021 to June 30, 2026

Submitted to:
Fresno Unified School District

Date Submitted: October 26, 2020
Revised: December 15, 2020

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I. Affirmations and Declaration

As the authorized lead petitioner, I, Robert Golden, hereby certify that the information submitted in this petition for a California public charter school to be named Golden Charter Academy ("GCA" or the "Charter School"), to be located within the boundaries of the Fresno Unified School District (the "District" or the "FUSD"), is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Golden Charter Academy will follow any and all federal, state, and local laws and regulations that apply to GCA, including but not limited to:

- GCA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- GCA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- GCA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- GCA shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- GCA shall admit all students who wish to attend GCA, unless GCA receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to GCA shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State.

Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of GCA in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- If a pupil is expelled or leaves GCA without graduating or completing the school year for any reason, GCA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]

- GCA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- GCA declares that it shall be deemed the exclusive public school employer of the employees of GCA for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- GCA shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. GCA may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for

the teacher's certificated assignment [Ref. Education Code Sections 47605(l) and 47605.4(a)]

- GCA may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- GCA shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The GCA shall comply with the Public Records Act.

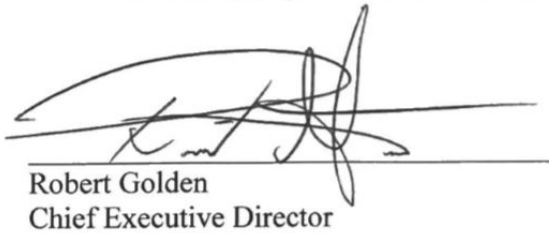
- The GCA shall comply with the Family Educational Rights and Privacy Act.

- The GCA shall comply with the Ralph M. Brown Act and conduct meetings in conformance with the Golden Charter Academy's established parliamentary rules.

- The GCA shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

- The GCA shall comply with the Political Reform Act.

- Should the charter be granted, Golden Charter Academy will provide written notice of the approval and a copy of the petition to the County Superintendent of Schools, the California Department of Education, and the State Board of Education.



Robert Golden
Chief Executive Director
Golden Charter Academy

10-23-2020
Date

II. Executive Summary

To understand the impetus for Golden Charter Academy, it is important to hear the story of Chief Executive Officer (CEO) Robert Golden:

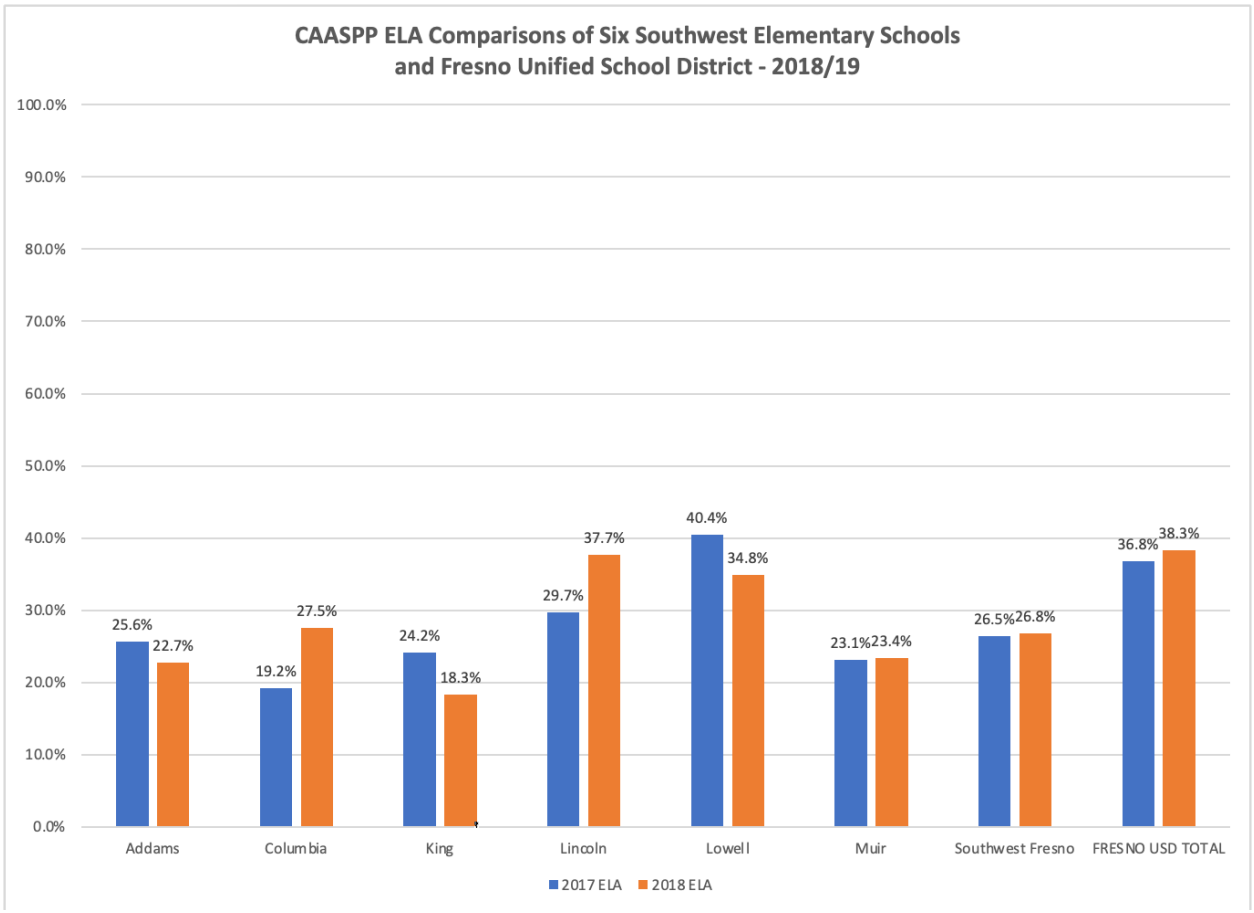
> My name is Robert Golden, I am the CEO of the Golden Charter Academy. I was born and raised in southwest Fresno, California. After a seven-year career in the National Football League, I decided to retire from the game and come home to help save the lives of our children.
>
> Growing up in an underserved community and experiencing poverty myself, I understand how difficult it can be to make it out of the Matrix.
>
> What is the Matrix?
>
> The Matrix is an environment in which something develops. So when you think about *our children*, who are living in poverty--*our children*, whose communities are underserved--*our children*, who are living in uneducated environments--those children's lives develop in their Matrix. And once those children become adults, and start having children of their own, those babies' lives will develop in the Matrix.
>
> So a question is: How do we break the cycle of this revolving door that has been spinning in my southwest Fresno community, and many other underserved communities here in our valley?
>
> I will tell you the answer: IT HAS TO BE THROUGH EDUCATION!
>
> The vision for The Golden Charter Academy is to give our children an educational experience that will make them lifelong learners and also expose them to MORE LIFE. Not only will The Golden Charter Academy *Inspire Powerful Young Minds*, but at the Golden Charter Academy, we will empower our community to want more besides what is offered in the Matrix.

The Challenge

The current educational approach in the matrix of the Fresno County underserved communities has not been effective in breaking the cycle, and the Golden Charter Academy aims to provide a pathway to a different norm, growing over time to serve students in grades TK/K-8. Poverty is not only a socio-economic reality, but it can also represent a lack of exposure to those things outside of the community environment. Golden Charter Academy is committed to providing students with a rigorous academic experience that integrates continuous opportunities that will build on their experience of the world outside of the Matrix.

In order to understand the students that will be served by Golden Charter Academy, it is important to be familiar with the current state of their academic readiness. Using data from the DataQuest platform maintained by the California Department of Education (CDE), information on California Assessment of Student Performance and Progress (CASP) English Language Arts (ELA) and Math proficiency (defined as students scoring at the Standard Met and Standard Exceeded levels) was gathered to serve as an initial benchmark. Six elementary schools located nearest the proposed Golden Charter Academy campus were analyzed, individually as well as in composite, and were compared with Fresno Unified School District data.

The data, which is depicted in *Figure 1* below, clearly shows that ELA is an area for improvement. The highest level of proficiency in 2018/19 is at Lincoln Elementary, where 37.7% of the students are proficient in ELA, while King Elementary has the lowest level of proficiency, at 18.3%. Fresno Unified, as a district, has an overall ELA proficiency rate of 38.3% in 2018/19, which is almost double that of King.

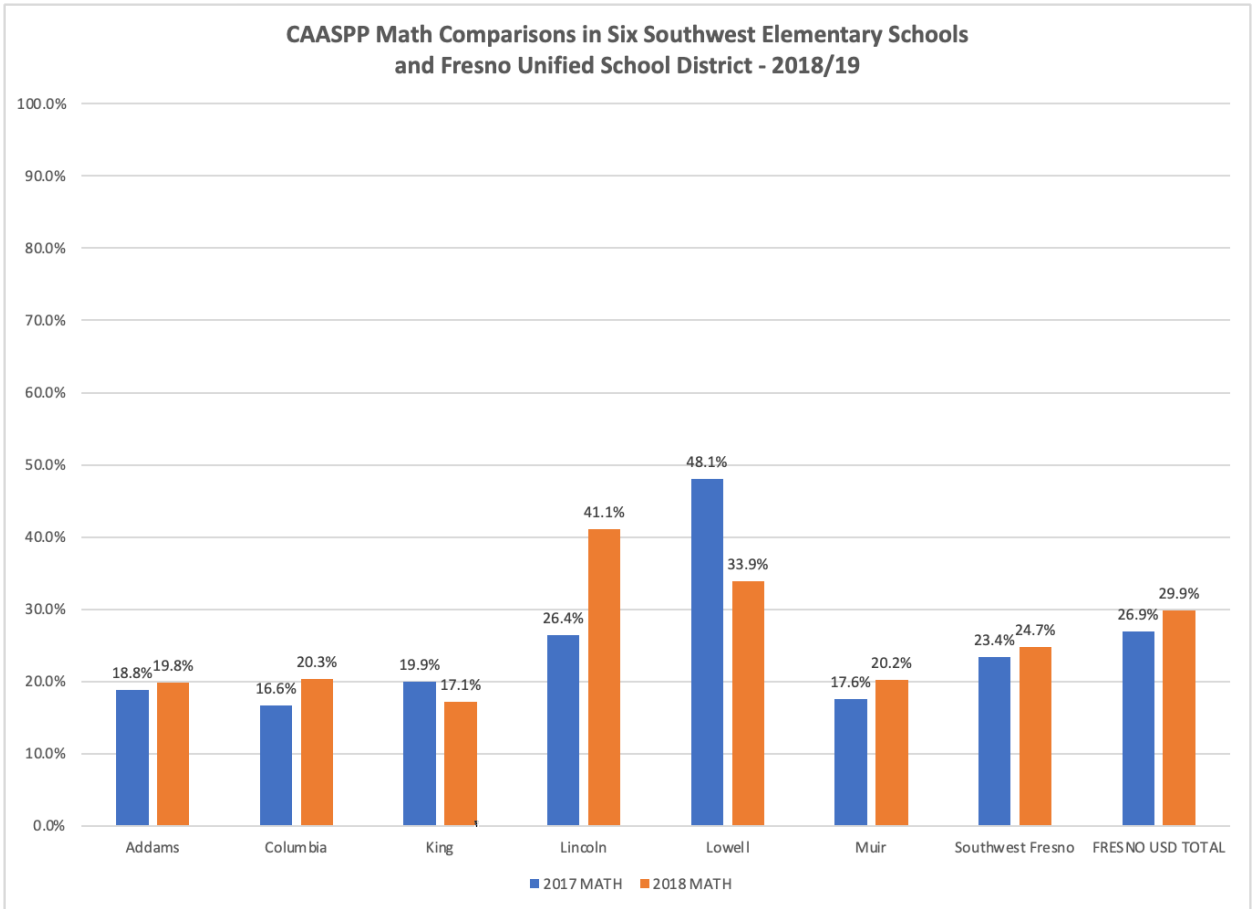


Source: California Department of Education, DataQuest

Figure 1. ELA Proficiency Levels. The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, the composite group, and FUSD. The percentages along the vertical axis represent the percentage of students who met or exceeded standards on the CAASPP. Also depicted are the two most

recent academic years in which assessments were conducted; blue is 2017-2018 and orange is 2018-2019.

In *Figure 2* (below), the Math proficiency data for the selected schools reflects a very similar picture to that of ELA. In 2018, Lincoln Elementary leads the way in proficiency levels of students served with just over 41% of its students testing at meeting or exceeding standards. King Elementary and the other schools have proficiency levels ranging from 17% to 32%, while the FUSD total comes in just under 30% proficient.

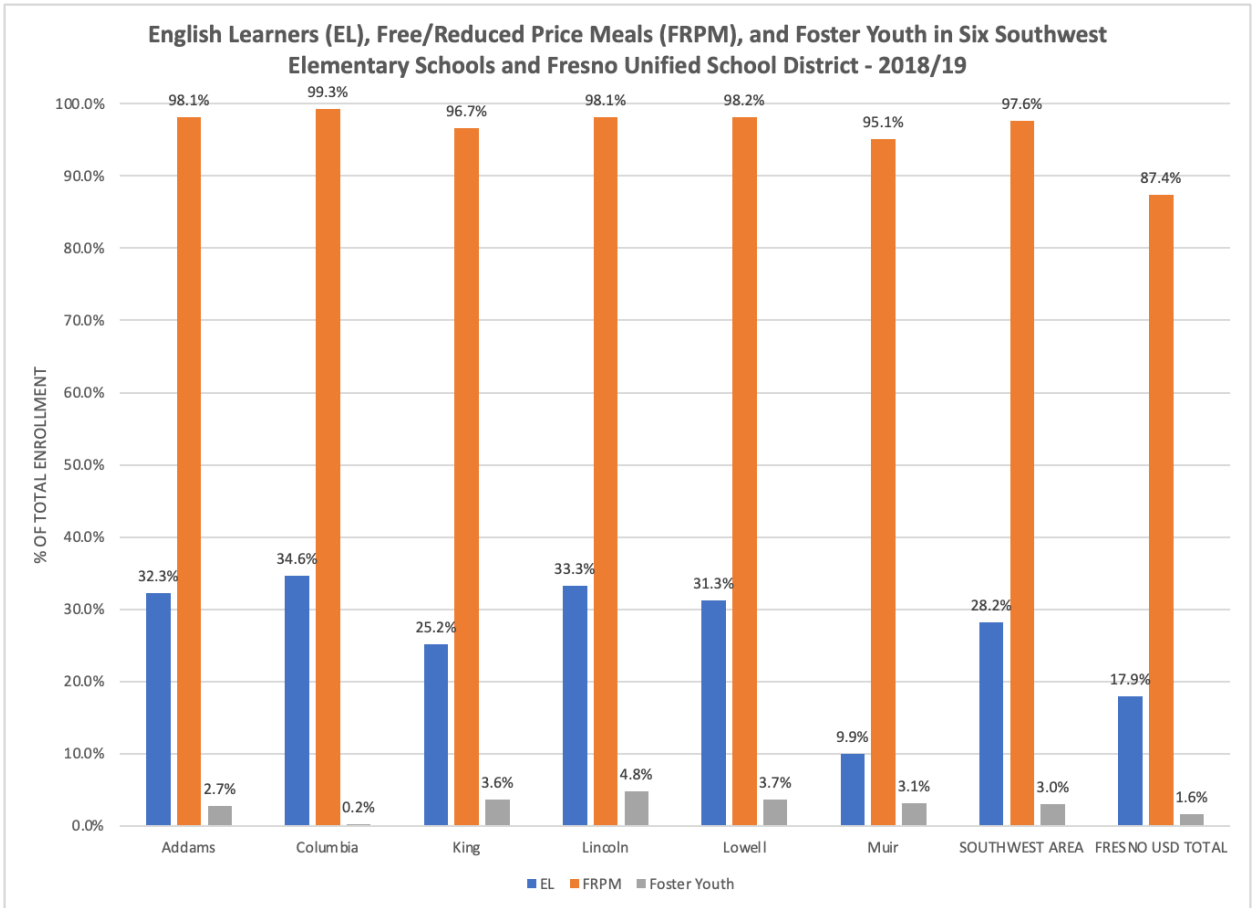


Source: California Department of Education, DataQuest

Figure 2. Math Proficiency Levels. The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, and Fresno Unified School District (FUSD). The percentages along the vertical axis represent the percentage of students who met or exceeded standards in Math. Also depicted are the two most recent academic years; blue is 2017-2018 and orange is 2018-2019.

These academic results indicate that the southwest schools of Fresno Unified School District lag behind the district as a whole and are among the lowest scoring schools in the district. Golden Charter Academy has targeted this southwest Fresno area for its start-up charter school, believing that its innovative, science-and-place-based environmental curriculum will maximize student engagement and improve educational outcomes.

Another indicator revealed by the CDE data is that the enrollment for the selected schools highlights the socioeconomic disparity that exists in the city of Fresno (see *Figure 3*). It also alludes to the lack of equity that specific "at promise" subgroups must endure in their education. This includes the region of southwest Fresno and neighboring communities. Simply put, if you live in this region, you are most likely poor, or chances are at least 95% that you are; this data includes all subgroups.



Source: California Department of Education, DataQuest

Figure 3. Enrollment by Specific "At Risk" subgroups. The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, and FUSD. The percentages of students that fall in the respective subgroups of socio-economic disparity (blue), English Learner (orange), Homeless (grey), and Foster youth (yellow).

Our Commitment

The Golden Charter Academy intends to serve all students, including those who have struggled academically, have been historically underserved, and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, as well as homeless and foster youth would

benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program.

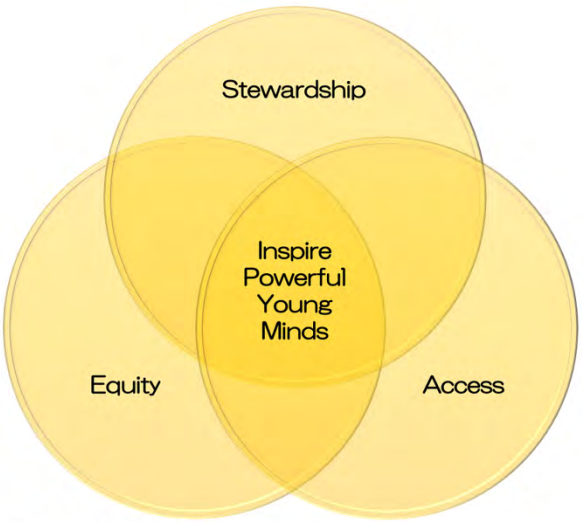


Figure 4. Golden Charter Academy Core Values and Central Mission

Golden Charter Academy is committed to the three core values of Stewardship, Equity, and Access. These values represent GCA's most ardent beliefs and underpin all educational efforts. Stewardship refers to the deep understanding of the interconnection of all life and the importance of conserving and managing the earth's natural resources as well as the care for community and place. Equity focuses on the Golden Charter Academy's purposeful commitment to elevating the cultural and societal contributions of all people, especially historically underrepresented and underserved communities. Finally, Access is the Golden Charter Academy's commitment to creating pathways to success for all learners, through innovative lesson design and instructional practices that develop their expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to *Inspire powerful young minds*, our central mission.

Innovative Approach

All children are learners. They all have an innate curiosity that manifests itself from a very early age in their unceasing questions about the world around them. At the Golden Charter Academy, we will harness this curiosity, engaging all learners with a place-based, science-focused curriculum that invites exploration and discovery. At GCA, science is more than a discipline—it is an educational approach that is utilized in all academic endeavors across all subject areas.

The goal of the Golden Charter Academy is to provide educational opportunities for the historically underserved students of southwest Fresno and neighboring communities, while supporting and furthering the work of the district, by creating a uniquely different model of education for those students still struggling in the traditional school model. The Golden Charter Academy has embraced an innovative approach that builds on the concepts represented in Figure 5.

Figure 5. The Golden Charter Academy approach.

The philosophy of place-based education is considered both a teaching and learning practice that uses the "local community and environment as a starting point to teach concepts in language arts,

mathematics, social studies, science and other concepts across the curriculum" (Sobel, 2005, p.7). Research has shown that place-based education positively impacts academic development as well as youth development, and *Figure 6* highlights those benefits.

Benefits of Place-Based Education	
Academic	***Youth Development***
• Improved academic scores; including standardized test scores • Improved critical thinking skills • Increased engagement in school • Increased motivation for achievement • Increased workplace skills; e.g. leadership, teamwork, persistence, responsibility, managing time • Deeper learning and action competence • Increased awareness of career options Bartosh 2003, Howley et al. 2011, Coleman 2011, Athman and Monroe 2004, Powers 2004, AIR 2005, Glenn 2001, Barratt and Barratt Hacking 2011	• Social-emotional development; including increases in self-esteem, sense of empowerment and agency, social interaction, social skills, social capital, awareness of cultural diversity • A sense of place and community attachment; including place attachment, place meaning, appreciation of place • Increased civic engagement, involvement, and responsibility Robinson and Zajicek 2005, Schusler et al. 2009, Schusler and Kransy 2010, Withrow-Clark et al. 2015, Harrison 2011, Flanagan and Gallay 2014, Chin et al. 2015, Morgensen and Schanck 2010

Figure 6. Benefits of Place-Based Education. Research retrieved from Marckini-Polk, Jessup & Whitmore, 2016, *The Benefits of Place-Based Stewardship Education*.

The place-based education approach emphasizes hands-on, real-world learning experiences. By "personally experiencing the value of a subject" a deeper understanding emerges for students; not only of interpersonal skills but of the world around them (Schwartz, 2012, p. 2). In turn, this helps students to develop meaningful connections with their communities and to enhance their appreciation for the natural world.

Complementing the foundation of place-based education is the Golden Charter Academy's adoption of Universal Design for Learning, an educational framework that is highly regarded by ESSA, the nation's general K-12 education law. The goal of Universal Design for Learning is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It is about building flexibility in the way students access material, engage with it, and show what they know. Universal Design for Learning benefits all students because learning experiences can be adjusted for every student's strengths and needs. Facilitating learning experiences through a Universal Design for Learning lens provides the same kind of flexibility in classroom settings as well as in places of learning outside the classroom (e.g. natural settings, community settings, zoo grounds).

In conjunction with place-based education and Universal Design for Learning, is a directed focus on environmental education as a core subject in the academic pathway for the Golden Charter Academy students. It is important to include a clarifying note that environmental education and environmental literacy are not interchangeable terms as can be seen in Figure 7. Environmental education is the vehicle or process that leads to environmental literacy, the ability to take action, and affect informed change.

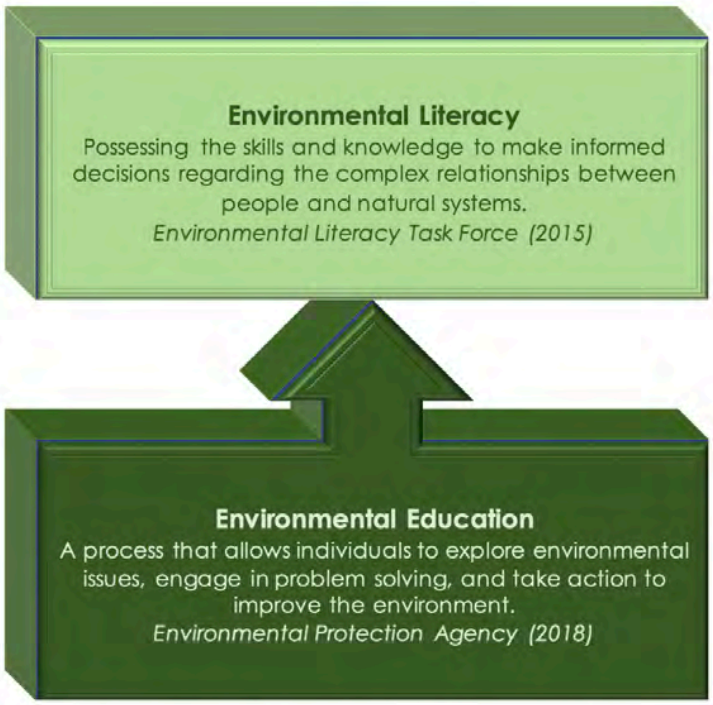


Figure 7. Environmental Education and Environmental Literacy. Retrieved from the Environmental Protection Agency (2018) and the Environmental Literacy Task Force (2015).

According to the National Environmental Education Act of 1990, the Environmental Protection Agency (EPA) is charged with the responsibility of providing leadership, on a national level, that drives an increase of environmental literacy (EPA, 2018). In this light, there is a growing need for schools to provide high-quality environmental education. Children need to have a clearer understanding of the natural world and the impacts of human choices as they will one day be looked to for decisions concerning natural resources, informed policymaking, and legalities (Milner, Sondergeld, & Czerniak, 2012).

Though the need for environmental experiences is apparent, a current turn of events has made these opportunities even more scarce. The Lawrence Hall of Science at the University of California, Berkeley conducted a nationwide study during April 2020 to explore the impact of the COVID-19 pandemic on the environmental and outdoor science education field. Environmental and outdoor science education is critical to the national educational system. Schools use these off-campus programs to provide meaningful experiences that engage students in the natural world. It was projected that "by May 31, 2020, an estimated 4 million learners will have missed the opportunity to engage in these programs" (The Lawrence Hall of Science, 2020). That number would increase to more than 11 million if these agencies are required to stay closed through 2020. The study shows that youth from marginalized communities are the most severely affected. An estimated 58% of the students impacted by the COVID-19 cancellations qualify for free or reduced-priced meals, are English learners, or come from other marginalized communities. Looking beyond that, if closures continue through the end of the year, only 22% of the environmental program leaders anticipate being able to reopen, while 30% report they will be unable to reopen.

This state of affairs affirms the critical need for Golden Charter Academy to move forward with a strong environmental education platform. Because of an educational partnership with the Chaffee Zoo, the Golden Charter Academy is uniquely positioned to provide students with engaging, place-based environmental experiences in conjunction with the Zoo's Next Generation Science Standards (NGSS) aligned curriculum. In addition, the Golden Charter Academy's teachers will receive field-based professional development in environmental education s o they will be able to facilitate learning experiences in local natural habitats. According to the California Environmental Literacy Initiative (2019), "teaching and learning using the environment as an integrating context aligns well with the California Multi-Tiered System of Supports (MTSS) framework, can help local educational agencies meet their Local Control and Accountability Plan (LCAP) priorities, can improve district School Dashboard outcomes, and helps districts comply with new state regulations for instruction and campus sustainability" (p. 2).

Professional Development

Effective environment education programs need to start with a strong focus on quality professional development for teachers. When considering overarching themes of effective professional learning, Darling-Hammond, Hyler, and Gardner (2017) presented seven characteristics. Characteristics that underscored effective professional development included strong content focus, active learning, collaboration, modeling, coaching and/or expert support, and are sustained in duration. The Golden Charter Academy embraces the value of these practices, and will provide the support needed to empower educators in the same manner the educators are expected to empower their students.

In order for students to realize the benefits of field-based education, teachers need to be confident in field-based teaching strategies. Even though many tools (e.g. NGSS curriculum) have been provided for teachers to make this transition, it really does not address the true challenge. Without a deeper connection to the subject matter, the teacher-student learning transaction could become a delivery of information more than an exploration and an opportunity for the development of individual connections.

As explained by the Rural Challenge Research and Evaluation Program (Sobel, 2005), a teacher that is grounded in their environment begins to appreciate that there is a mutual interaction between themselves and those things around them. Connecting in this way allows the teacher to embrace the idea that their actions matter and could impact the world beyond school. This is in stark contrast to learning in a classroom setting, detached from real-world experiences and simply looking at the world as an outside observer.

Elements that help build a sense of confidence in knowledge of science content are an important aspect of effective training (Milner et al., 2012), and innovation in components that engage teachers in outdoor experiences is key. Not knowing how to engage students in the outdoor realm is often indicative of the teachers not knowing how to engage themselves. Ernst (2007) asserted that helping teachers develop a level of comfort in providing instruction beyond the classroom is critical. In order to actively draw students in, teachers must also be actively engaged in training that mirrors the desired experiences (Klein & Riordan, 2011).

Professional development for Golden Charter Academy educators will mirror the student experience in that training will be delivered through a Universal Design for Learning lens, facilitated in place-based settings, and will be experiential in nature. Tilden (2009) viewed the creation of these connections as "an educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information" (p. 17). This perspective supports the idea that effective facilitation of environmental education concepts also includes personal, hands-on experiences that elicit meaningful connections and capture the spirit of experiential learning.

Summary

The Golden Charter Academy aspires to impact local communities as it seeks to *Inspire Powerful Young Minds*. Our philosophy embraces the community, the natural world, the zoo, and the Golden Charter Academy campus as fundamental places of learning and relevance. We view curriculum and learning from a foundation that seeks to break down barriers and positions all students for growth. The educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement.

We are determined to create a learning and growing environment that will help students develop into poised, confident, and articulate leaders who will use their education and life experiences to create positive change in their own lives, in their communities, and in the world. By preparing students with the academic skills, intellectual habits, and character traits to achieve success throughout their academic years and in life, the Golden Charter Academy hopes to partner with the Fresno Unified School District to serve as a model of educational excellence. We are fully prepared, willing, and committed to implementing the vision set forth in this charter petition.

> Integrating subjects such as science, history-social science, health, social justice, and environmental justice provides a unique opportunity to equip our students with a relevant and meaningful appreciation for stewardship of the environment, while providing valuable real-world experiences.
>
> **Tony Thurmond**
> **California State Superintendent of Public Instruction**
> ***California Environmental Literacy Initiative, 2019***

III. Element 1: The Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

History and Value

Only serendipity, or possibly fate, can describe the extraordinary origins of the Golden Charter Academy. In 2009, Scott Barton, a native of Fresno who had worked his way up as an animal curator at various zoos across the country, and had management experience at Disney World, returned to his hometown after 30 years to become the Chief Executive Officer of the Fresno Chaffee Zoo. The ink on his contract was barely dry when Scott reconnected with an old college friend, Ed González, a fellow alumnus of Fresno State and the Superintendent/Principal of a small school district in Fresno County. Over dinner, Scott and Ed discussed their respective careers and the state of both education and wildlife conservation. They discussed the possibility of one day creating the perfect school, a "zoo school" that would promote the innate curiosity of children and their fascination for wildlife and the natural world. Although intrigued by the possibilities, the conversation never moved beyond the conceptual. Scott had a zoo to run and Ed was consumed with his career in school administration. It would be another decade before the dormant idea was resurrected in spectacular fashion.

In 2012, three years after Scott and Ed's dinner conversation, Robert Golden, a nationally-recruited football player from Edison High School in Fresno, was drafted as a free agent by the Pittsburgh Steelers, one of the most storied franchises in the National Football League. Robert had played college football at the University of Arizona, earning his degree in General Studies while playing for the Wildcats. In 2018, after six years of playing on the nation's largest sports platform, Robert was traded to the Kansas City Chiefs. Prior to the season opener, however, Robert decided to change the direction of his life. Although still at the peak of his athletic skills and with personal earnings in the rarified air of professional athletes, Robert had an epiphany in which he saw his future life's purpose, not as a football player, but as a change agent for children in his underserved community. Robert called an old friend from Fresno, C.J. Jones, and told him he envisioned a different life for himself, a life outside of football. C.J., himself a standout

college athlete who had returned to Fresno to work with youth in the community, knew of Robert's heart for children and community change because the two friends had previously discussed creating a special school targeted to underserved children. Increasingly, Robert had found what he believed to be his life's purpose during the offseason when he would return to Fresno and work with youth in the community. C.J. offered to support Robert in whatever decision he would eventually make. Robert made the difficult decision to leave football and join with C.J. to create this special type of school that would transform the community. Robert enlisted the support of two more critical allies, both former teachers of his--Keshia Thomas, a community advocate who was serving as the Board President of the Fresno Unified School District, and his former high school teacher, Dr. Bard De Vore, a long-time educator with a history of successful work with disenfranchised students. Together, Robert, C.J., Keshia, and Bard became the founders of the Golden Charter Academy.

In 2019, the year after Robert retired from professional football, he began recruiting individuals who could help him realize the vision he and C.J. had shared. Robert was introduced to Dr. Brad Huff, a longtime Fresno educator with degrees from Harvard University and the University of Washington. Dr. Huff had been recruited as the first Head of School of University High School, a nationally-acclaimed charter school, and the founder of the Valley Arts and Science Academy (VASA), a science-based charter school in Fresno. He brought deep experience in program design and specific expertise in developing charter schools. Dr. Huff then recommended his friend and fellow educator, Dr. Ed González, recently retired as a district Superintendent and fresh from his doctoral program at Fresno State. When Dr. González met the team of founders, he recognized kindred spirits who were committed to the vision of creating an innovative school in the underserved areas of Fresno. This reminded him of the conversation that he had had with Scott Barton so many years earlier. Robert, in turn, saw in Dr. González a like-minded partner with extensive educational experience who could help him in his effort to create a new type of school that would expose the underserved children of his hometown to a new world of possibilities and opportunities.

Recognizing the need for additional charter school experience, Dr. Huff brought in Andra Christenson, his former principal at VASA, to lend support with ideas on curriculum and organization. Dr. González remembered an outstanding environmental educator in his doctoral cohort, Dr. Rosanna Ruiz, who had a wealth of knowledge regarding placed-based education and environmental literacy, and secured her to lead the writing of this innovative curriculum. Coalescing as a unit, the Golden Charter Academy began creating their mission, core values, and charter petition. Dr. González immediately called Scott Barton, still the CEO of the Fresno Chaffee Zoo, and introduced Robert and the GCA team to the Zoo Leadership team. The vision expressed at the dinner conversation in 2009 was married to the vision of community change that Robert and C.J. had created with the founder's group. The Golden Charter Academy will set out to create the nation's first TK/K-8 public school based on environmental education and focused on the three core values of Stewardship, Equity, and Access. Driven by the mission to "Inspire Powerful Young Minds." When the Golden Charter Academy opens its doors in 2021, the children of southwest Fresno will have the opportunity to be on the front lines of an effort to completely redefine teaching and learning in public education.

The Founding Group

Robert Golden, B.A.
CEO/Co-founder
Robert, one of the most highly-recruited high school football players in the nation, received a football scholarship in 2008 to the University of Arizona, where he earned a degree in General Studies with an emphasis in Social Behavior and Human Understanding. Drafted by the Pittsburgh Steelers in 2012, Robert's leadership skills manifested themselves quickly, and he was voted team captain by his peers in only his second year in the NFL, the youngest team captain in the Steeler's vaunted history. The management of the Steelers selected him as a Player Development Representative, a position requiring great maturity and character. Player Development Representatives help professional athletes who have not yet finished college return to their universities during the offseason to get their degree. They also help athletes understand how to conduct themselves as a "professional," an important education since many players are young men from modest backgrounds who are suddenly earning millions of dollars under the spotlight of a national media. Player Development Representatives also help younger athletes learn how to budget their finances and how to make wise decisions on and off the field. That Robert Golden was chosen for these positions at such a young age is a testament to his natural leadership skills.

Robert wants to bring his leadership and development abilities to the underserved communities of Fresno. He wants to help children become equipped with knowledge and skills for their future, knowing that exposure to a world-class education will change the trajectory of children and their families. Robert understands, from personal experience, the unequal opportunities that less fortunate families may have to overcome and desires to help children formulate their dreams and develop skills to make those dreams become reality.

C.J. Jones
Co-founder
C.J. Jones was a professional athlete who has been giving back to the children of underserved areas of Fresno for over 25 years. The epitome of a servant leader, C.J. returned to Fresno after his basketball career ended and immediately dedicated himself to building up the youth in the Fresno area. C.J. was recruited by famed college basketball coach Jerry Tarkanian as a mentor for his players, skilled in helping young athletes handle the pressure of competitive sports and the detrimental temptations that often accompany success and fame. C.J. is also a highly sought-after mentor of youth who is much-valued by educators, who view him as a "kid-magnet," an individual whose personal charisma enables him to draw in students who are distrustful of others or are reluctant to seek help or guidance, often the most difficult students to reach.

C.J. is currently working in Fresno Unified School District as a mentor for youth throughout the school district. He has created an anti-bullying program, Hand-in-Hand, that is now implemented in many Fresno Unified schools. C.J. understands that many students in underserved areas lack the academic skills and the exposure to educational opportunities that offer a pathway out of the narrow matrix in which they live. A man who has led a purpose-driven life, C.J.'s passion for youth and community improvement provides the passion and inspiration that is at the heart of the Golden Charter Academy.

Keshia Thomas, M.A.
Co-founder
Keshia Thomas was elected in 2018 by the voters to serve as a Trustee on the Fresno Unified School District Board representing Region 1, which includes Edison High School, Robert Golden's alma mater. She currently serves as President of the Fresno Unified School Board. She earned an M.Ed., a B.S. in Education and Teaching, and holds an administrative credential. Her work history includes her family's construction business and work as a cosmetologist and a journeyman cashier. Keshia has also taught at the elementary, middle, and high school levels, and has experience as a teacher, an administrator, and a businesswoman.

Trustee Thomas has dedicated her attention to be of service to her community with a focus on education. Her objective as a Trustee on the Fresno Unified School Board is to do what she can to raise the Fresno Unified School District to become a premier school district on the national stage. Her emphasis is ensuring that children of color are lifted to equal standing with all students and that their parents participate in their children's education.

Trustee Thomas also serves as a member of many community organizations, including her role as a Board member for the Center for Advanced Research and Technology (CART), the Women's Democratic Club, the National Women's Political Caucus, the West Fresno Democratic Club, the Director of St. Rest EDC, a member of the Board of Directors of the Central Valley New Market Tax Credit, and the Chair of the Youth and Young Adults committee of Women Organized for Political Action(BOWAPA). She is currently the Program Director at Fresno Career Development Institute, Inc., a non-profit organization.

Bard De Vore, Ed.D.
Co-founder
Dr. Bard De Vore obtained a Bachelor of Arts in English from CSU Fresno, a Master of Arts in Cross-Cultural Education from National University in Fresno, and a Doctor of Education in Educational Leadership, Administration and Policy from Pepperdine University in Malibu. He is an innovative academic leader who is focused on engaging with students and educators to meet students' needs and to support student success. He has advanced relationship building and management skills, especially in alternative education and with at-risk youth. Dr. De Vore is an expert in online learning tools, data collection and analysis, curriculum development, classroom management, instructional leadership and strategic planning.

For the Golden Charter Academy, Dr. De Vore offers expertise on employee and business development plans to enhance implementation and routine oversight. He has crafted business plans identifying both long term goals and also detailed smaller goals to keep organizations on track, developing innovative and cutting-edge approaches at all levels with effective resource allocation and strategic planning.

Dr. De Vore is an adjunct faculty member of National University in Fresno where he works with graduate students on development of their Masters Professional Development Quest Portfolio. He has been an Adjunct Professor at the University of Phoenix in Fresno where he employed a variety of teaching techniques to encourage student engagement and to cater to diverse learning

modalities: lectures, discussions and demonstrations in the area of Action research, Writing, Language development, Critical Thinking and Literature.

Ed González, Ed.D.
Senior Advisor
Dr. Ed González has a B.A. in Political Science, and an M.A. and Ed.D. in Educational Leadership, all from CSU Fresno. He began his educational career in 1982 as a classroom teacher in Madera Unified School District, and was nominated for the *Who's Who Among America's Teachers* five times during his 15-year teaching career. In 1997, he entered education administration and, during the next 20 years, served as a Vice Principal, Principal, a County Office Administrator, an Associate Superintendent, and the Superintendent of two districts over eight years. Dr. González retired from administration in 2017 and currently works as an educational consultant.

Highlights of Dr. González's administrative career include national recognition as Administrator of the Year from the *School Library Journal* in 2003, an invitation to present findings on issues of discipline disproportionality by race and ethnicity to the Commission on Civil Rights (CCR) in Washington D.C. in 2011, and selection by Congressman Jim Costa to represent K-12 educators from the United States for a tour of Germany's Vocational Education system in 2014. Dr. González was in the first cohort of Stanford University's Executive Program for Educational Leaders (EPEL) in 2014 and served as an Advisory Board member for the Center for Applied Policy in Education (CAP-Ed) at UC Davis. He has been the subject of feature articles in both *District Administration* magazine and the *School Library Journal*. Dr. González is a member of the Central Valley Latino Giving Circle and remains active in the Fresno community, having served or currently serving on the Boards of the Girl Scouts of Central California South, the Fresno Chaffee Zoo, and the Valley Cultural Coalition.

Brad Huff, Ph.D.
Program Coordinator
Dr. Brad Huff has a distinguished career of over 50 years in private and public education, with special expertise and experience in charter school development and operation. Dr. Huff earned a B.A. in Physics from Hamilton College, a Master of Arts in Teaching from the Harvard Graduate School of Education, and a Ph.D. in Physics from the University of Washington.

Dr. Huff was Director of the Regional Science, Mathematics & Engineering Fair and Science Olympiad and in charge of creating the Golden State Examination in Physics. He served on the Writing Committee for the California Science Framework and was a member of the Advisory Committee for the California Science Project. Dr. Huff also chaired the California Curriculum Correlating Council, a statewide federation of professional education associations and the Joint Committee on Instructional Materials for the California Department of Education.

Dr. Huff was the founding Head of School of University High School, a nationally-acclaimed charter school located on the campus of California State University Fresno, and helped establish the VASA, an innovative science-based elementary charter school that purposely located in one of Fresno's most economically depressed and crime-ridden areas. Dr. Huff spent nine years as the K-12 Science Coordinator for all public schools in Fresno County and served as a resource

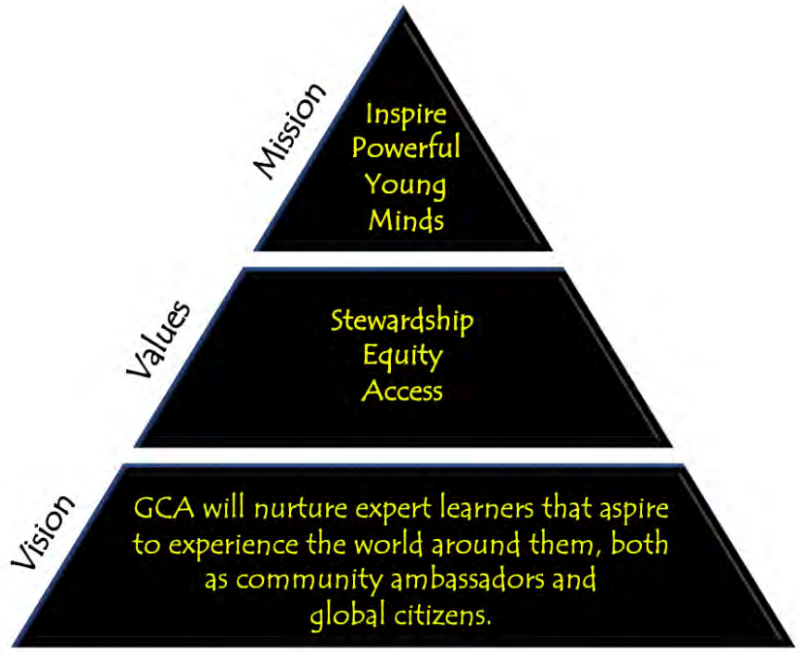
on science curriculum, instruction, and assessment. He has been a consultant to several charter schools in the Central Valley and has served as Chair of the Western Association of Schools and Colleges Visiting Committees, predominantly evaluating charter schools. Dr. Huff is an adjunct professor at Fresno Pacific University and at CSU Fresno, where he is currently Coordinator of the California Subject Examinations for Teachers Science Workshops for the Math Science Teacher Institute.

Mission – Values – Vision

The overarching vision of the Golden Charter Academy is to nurture expert learners that aspire to experience the world around them, both as community ambassadors and global citizens. Our philosophy embraces the community, the natural world, the zoo, and the GCA campus as fundamental places of learning and relevance. The Golden Charter Academy views curriculum and learning from a foundation that seeks to break down barriers and positions all students for growth. The educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement.

Through this vision, the Golden Charter Academy intends to serve all students, including those who have struggled academically, have been historically underserved, and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, as well as homeless and foster youth would benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program.

The Golden Charter Academy is committed to the three core values of Stewardship, Equity, and Access. These values represent GCA's most ardent beliefs and underpin all educational efforts. Stewardship refers to the deep understanding of the interconnection of all life and the importance of conserving and managing the earth's natural resources as well as the care for community and place. Equity focuses on the Golden Charter Academy's purposeful commitment to elevating the cultural and societal contributions of all people, especially historically underrepresented and underserved communities. Finally, access is the Golden Charter Academy's commitment to creating pathways to success for all learners, through innovative lesson design and



instructional practices that develop their expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to *Inspire powerful young minds*, our central mission.

Through a comprehensive and balanced curriculum coupled with challenging assessments, the Golden Charter Academy aspires to develop the individual talents of young people and to teach them to relate the experiences of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis will be placed on the ideals of cultural understanding and responsible, environmental, citizenship. The goal is for students to become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs. They will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

Organizational Supports to Achieve Mission

The Golden Charter Academy will achieve its mission and vision through its partnership with the Fresno Chaffee Zoo, and by implementing the school's own core values. The Golden Charter Academy and Fresno Chaffee Zoo will work together to create a world-class educational experience for the Golden Charter Academy students. In this light, the Zoo will serve as an extension of the classroom while students learn to be citizens in a worldwide community and stewards of our planet.

The Fresno Chaffee Zoo has been successfully facilitating innovative and engaging curriculum with students from TK/K-12 since 1984. In fact, Fresno Unified School District has confidently entrusted the Fresno Chaffee Zoo to provide supplemental learning experiences for the students in their care. This further supports the credibility of the curriculum and facilitation provided by the Fresno Chaffee Zoo education department. In 2019 alone, the Fresno Chaffee Zoo served 16,748 students in their on-site programs (Zoo Previews, Zoo Tours, Teacher Workshops, Lab Programs), and 14,930 students in their off-site programs (Zoomobile, Zoo Talks). The Zoo curriculum is not only aligned with content standards but also integrates elements of field-based explorations, where students are able to explore and participate in hands-on experiences.

Some examples of ways in which the Fresno Chaffee Zoo will support the Golden Charter Academy include:

- Programs: All Golden Charter Academy students will participate in both on-site and off-site existing Zoo programs.
- Innovation: The Golden Charter Academy and the Fresno Chaffee Zoo will collaborate on developing new curricular strands and educational experiences.
- Memberships: as part of the partnership, all students in the 2021-22 TK/K-3 class will receive a complimentary family membership to the Zoo. This membership will allow students and their families unlimited access to the Zoo.
- Service Projects: All Golden Charter Academy students will have the opportunity to engage in service activities with Fresno Chaffee Zoo.

- Training: All Golden Charter Academy teachers will receive training as the Fresno Chaffee Zoo volunteers. This training will allow them to act as guides and representatives of both the Zoo and the Golden Charter Academy.
- Family: the Fresno Chaffee Zoo will help the Golden Charter Academy expand zoo experiences that include family participation.
- Culture: the Fresno Chaffee Zoo will assist the Golden Charter Academy in creating a platform for cultural connections and community engagement.

Community Need and Target Population for Proposed Charter School

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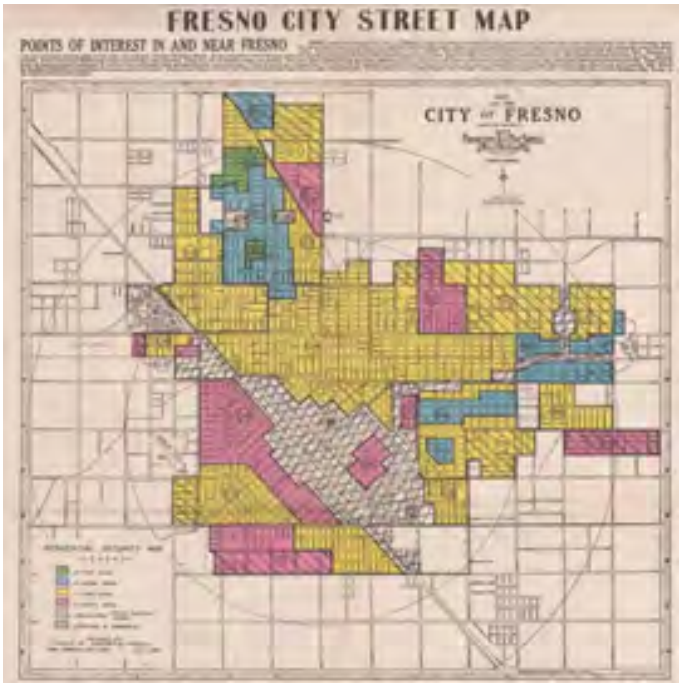
GCA has worked diligently to design an educational program that meets the needs of all students. The design of the program addresses the needs of the students served both academically and holistically. The goal of GCA is to provide an additional educational opportunity for the historically underserved students of southwest Fresno while supporting and furthering the work of the district by creating a uniquely different model of education for those students still struggling in the traditional school model. GCA intends to offer a robust Universal Design for Learning (UDL)-Standards Based curriculum, that provides hands-on experiences, research, and fieldwork in partnership with the Fresno Chaffee Zoo. The partnership with Fresno Chaffee Zoo takes learning beyond the classroom and brings students face to face with learning, providing experiences and lessons that open our student's eyes to the world that is available to them.

GCA will offer a different way for students to access high-quality education, specifically the students, families, and community of southwest Fresno. In addition to an innovative environmental curriculum, GCA will complement and further the district's efforts by providing a learning environment that celebrates cultural diversity and the pursuit of social justice. GCA fills a community need and interest for a TK/K-8 school that combines 10 college-preparatory academics, 2) serving the needs of a historically underserved and socioeconomically disadvantaged population, and 3) whole-child (Holistic) growth.

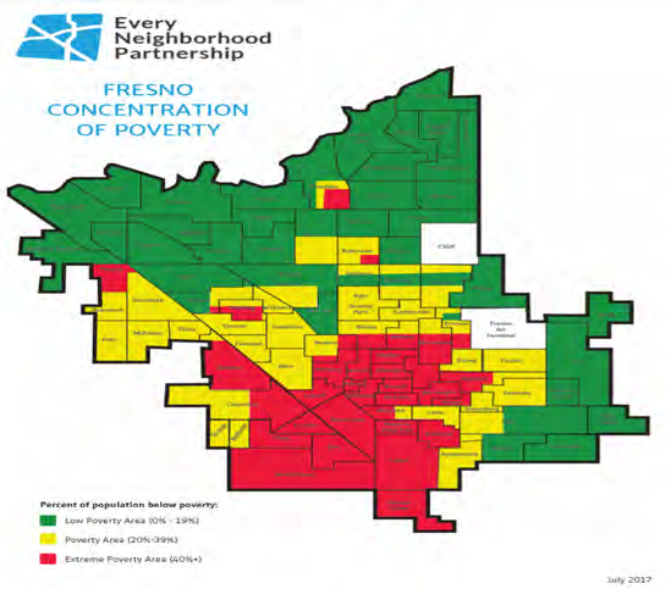
FUSD is the fourth largest school district in California. The history of FUSD is the story of consolidation over decades of growth, with the poorest residents strategically being situated on the southwest side of town through strategic city planning and development.

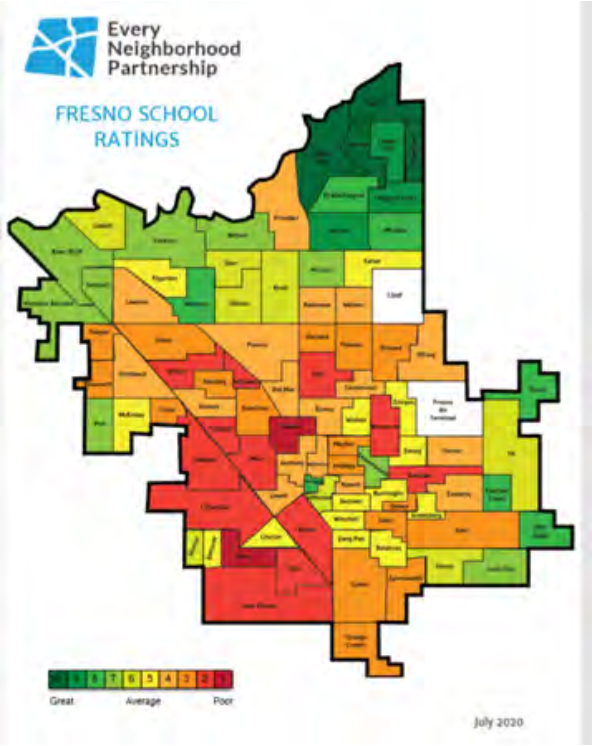
The map below was created and used by James Helming, a federal agent tasked with managing and reporting on the growth of Fresno in the 1930's and 1940's as part of the federal government's New Deal. Helming's agency, the Home Owners' Loan Corporation, drew color-coded maps to determine who would get the credit necessary to buy houses.



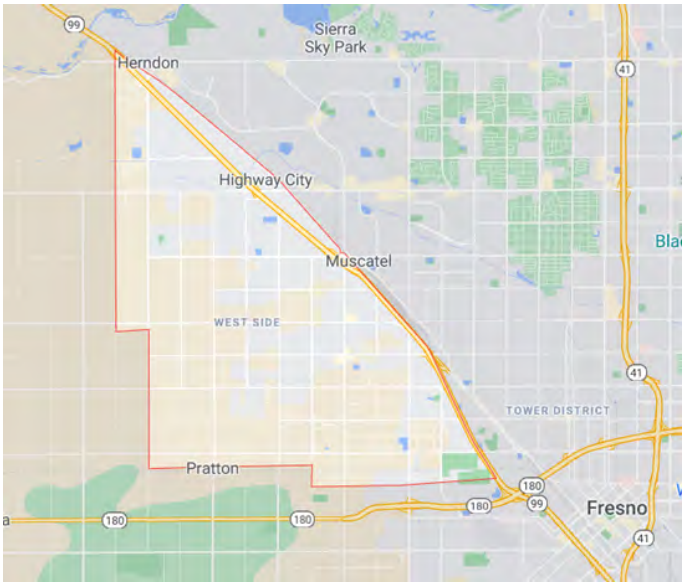
White neighborhoods were shaded green, and white buyers in these areas were generally approved for loans. Neighborhoods with large minority populations were shaded red, denied mortgages, and labeled undesirable. Fresno's southwest side was red. Helming's practice was not new; in fact, it was in practice in cities across the country, reinforcing residential segregation through a practice that came to be known as "Redlining."

Sadly, the results of redlining are still evident in the city of Fresno today. The concentration of poverty has remained a plague for the southwest side of the city and has slowly moved into the areas that afford low-income housing. These areas have fewer health services and access to hospitals, as well as fewer banking institutions, grocery stores, and health clubs. Instead, prominent in these neighborhoods are liquor stores, check cashing and payday loan services, and fast food chains. There are also very few city parks in this part of Fresno.





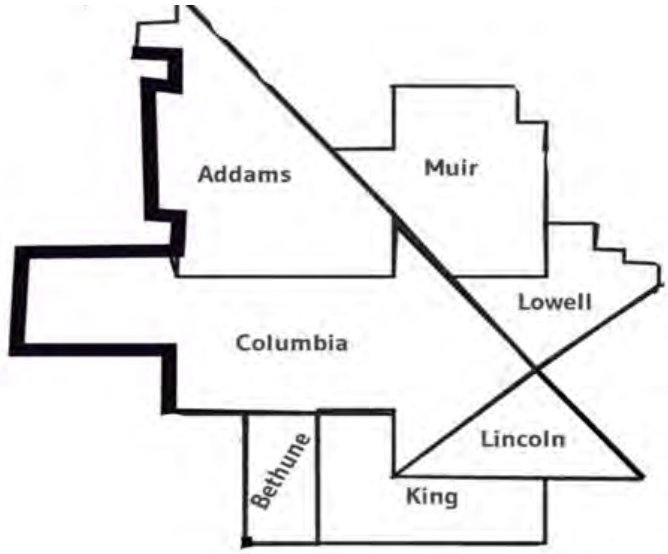
Today, the Fresno Unified School District serves more than 74,000 students and operates 64 elementary schools, 15 middle schools, eight high schools, four alternative schools, and three Special Education schools. The map to the left identifies the school rating for the elementary schools in the southwest corner of FUSD. Out of the seven schools (including one charter school) GCA has selected for data comparison and student demographics, five of the schools have a rating of poor and the remaining two are considered average.



Comparison Schools

The southwest Fresno Area is triangular and is primarily located west of Highway 99. It is bordered on the south by the north side of West Clinton Avenue, and to the west by Grantland and Garfield Avenues. The southwest Fresno Area includes the southwest portion of Highway City adjacent to Highway 99. The following map details the southwest Fresno Area in relation to the region. Southwest Fresno is also bordered to the North by the Central Unified School District, the third-largest school district in Fresno County.

Selected Schools



The schools selected for comparison--Addams, Columbia, King, Lincoln, Lowell, and Muir--constitute the six elementary schools in the southwest Fresno area. Edison-Bethune is a charter school that is adjacent to this area as well. The schools identified exemplify the student demographics that GCA has identified as priority enrollment into the program. It is the intent of GCA that their students will represent similar student demographics as the schools selected for comparison.

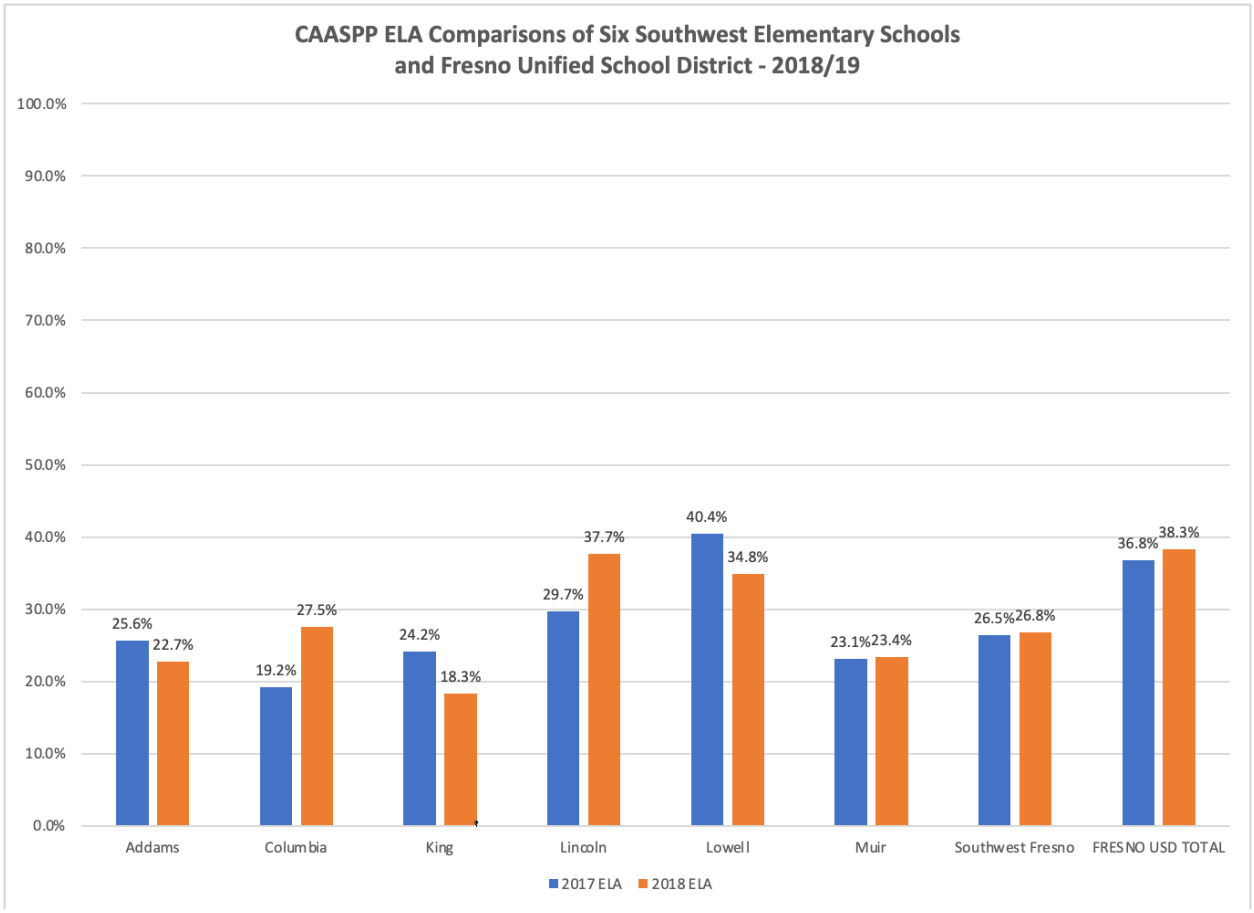
Apart from Edison-Bethune, all other schools selected in this comparison are traditional elementary enrollment and part of the Fresno Unified School District. Edison-Bethune is a charter school that serves Fresno's West Side and is currently authorized by the Fresno County Office of Education.

Enrollment

GCA will serve a student population that reflects the neighborhoods it serves. We expect our demographics to mirror the southwest Fresno (and neighboring communities) schools from which GCA will draw its students. The following is academic and demographic information from Fresno Unified School District, which currently serves GCA's target population.

ELA & Math Proficiency

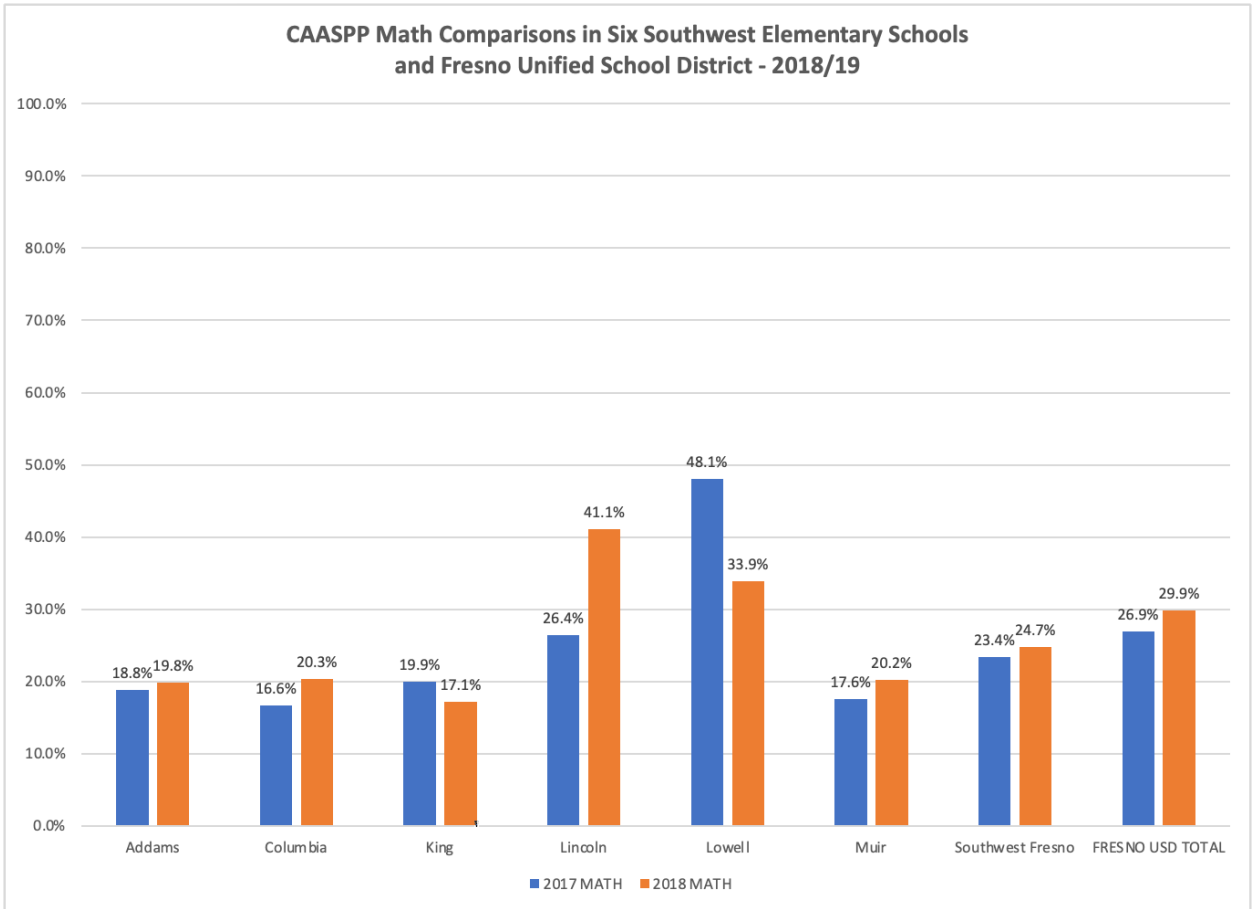
The charts below display the student proficiency level data in English Language Arts (ELA) and Math, as reported by the California Department of Education (CDE).



Source: California Department of Education, DataQuest

ELA Proficiency Levels. The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, the composite group, and FUSD. The percentages along the vertical axis represent the percentage of students who met or exceeded standards on the CAASPP. Also depicted are the two most recent academic years of assessment data; blue is 2017-2018 and orange is 2018-2019. Retrieved from the CDE's DataQuest platform.

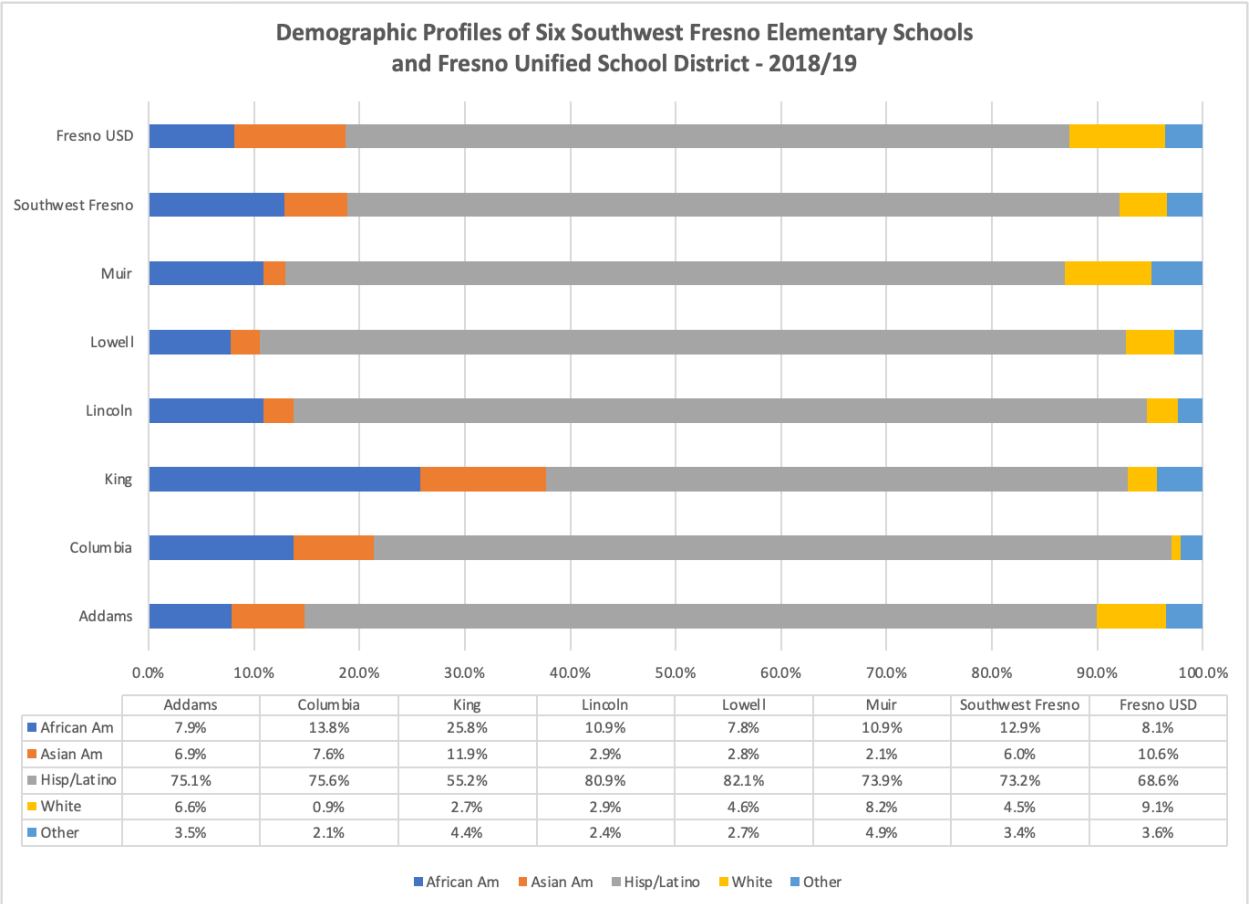
In 2018, we can see that ELA for all schools is an area for improvement as the highest level of proficiency is at Lincoln where approximately 37% of the students are proficient in ELA, while King Elementary has the lowest level of proficiency at 18.3%. FUSD as a district has an overall ELA proficiency rate of 38.3%, which is almost double that of King Elementary.



Source: California Department of Education, DataQuest

Math Proficiency Levels. The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, and FUSD. The percentages along the vertical axis represent the percentage of students who met or exceeded standards in Math. Also depicted are the two most recent academic years of assessment data; blue is 2017-2018 and orange is 2018-2019. Retrieved from the CDE's DataQuest platform.

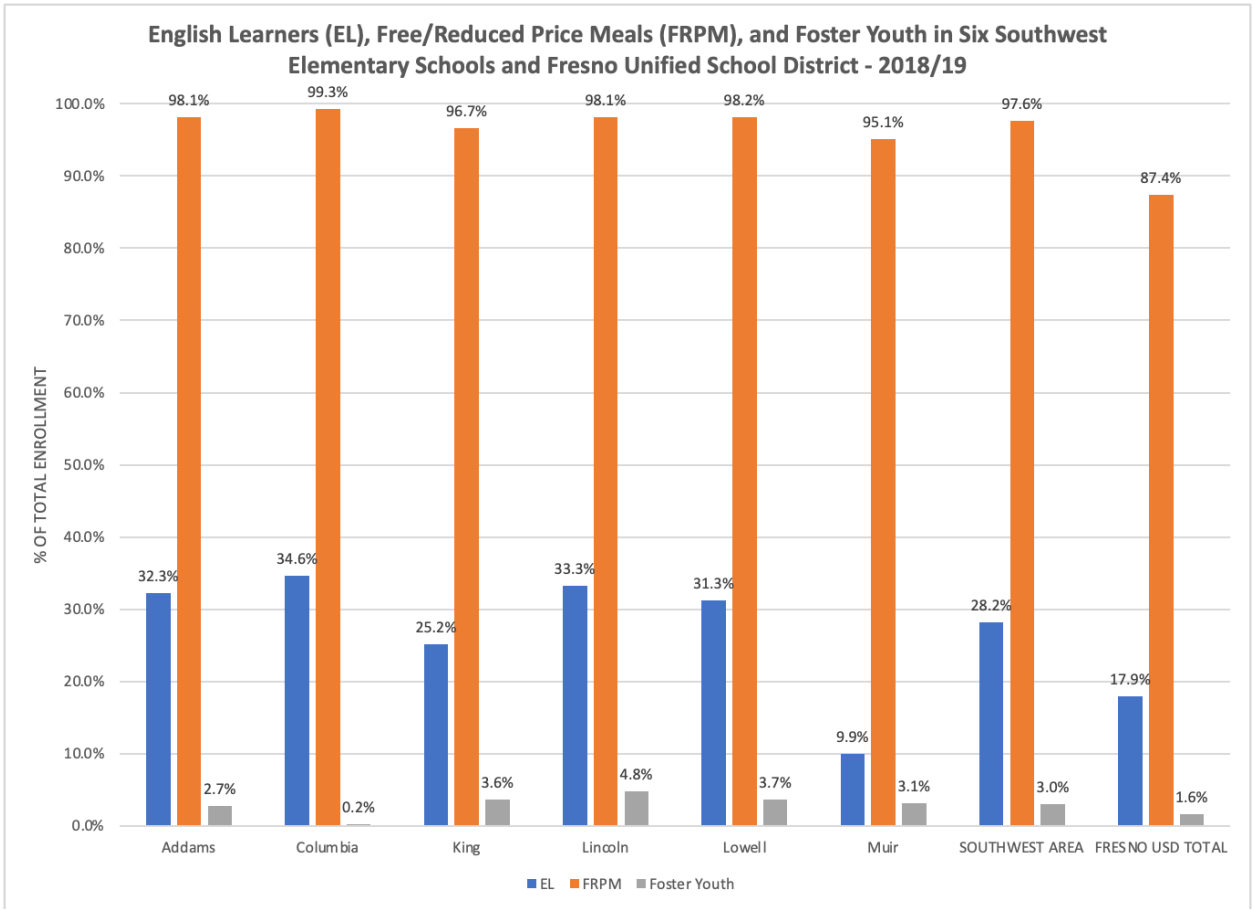
Math scores for the selected schools reflect a very similar picture to that of ELA. In 2018, Lincoln Elementary leads the way in proficiency levels of students served with just over 41% of its students testing at proficiency. King Elementary and the other schools have proficiency levels ranging from 17% to 32%, while the FUSD total comes in with just under a 30% proficiency rate.



	Addams	Columbia	King	Lincoln	Lowell	Muir	Southwest Fresno	Fresno USD
African Am	7.9%	13.8%	25.8%	10.9%	7.8%	10.9%	12.9%	8.1%
Asian Am	6.9%	7.6%	11.9%	2.9%	2.8%	2.1%	6.0%	10.6%
Hisp/Latino	75.1%	75.6%	55.2%	80.9%	82.1%	73.9%	73.2%	68.6%
White	6.6%	0.9%	2.7%	2.9%	4.6%	8.2%	4.5%	9.1%
Other	3.5%	2.1%	4.4%	2.4%	2.7%	4.9%	3.4%	3.6%

Source: California Department of Education, DataQuest

The demographic profile by race and ethnicity of the six southwest Fresno schools shows that the majority of students (approximately 74% in the six-school area) are Hispanic or Latino. African Americans make up 12.1% of the student population in southwest Fresno, the second largest group in the area. White students make up only 4.3% of the southwest area student population, less than half of the percentage as in the District as a whole.

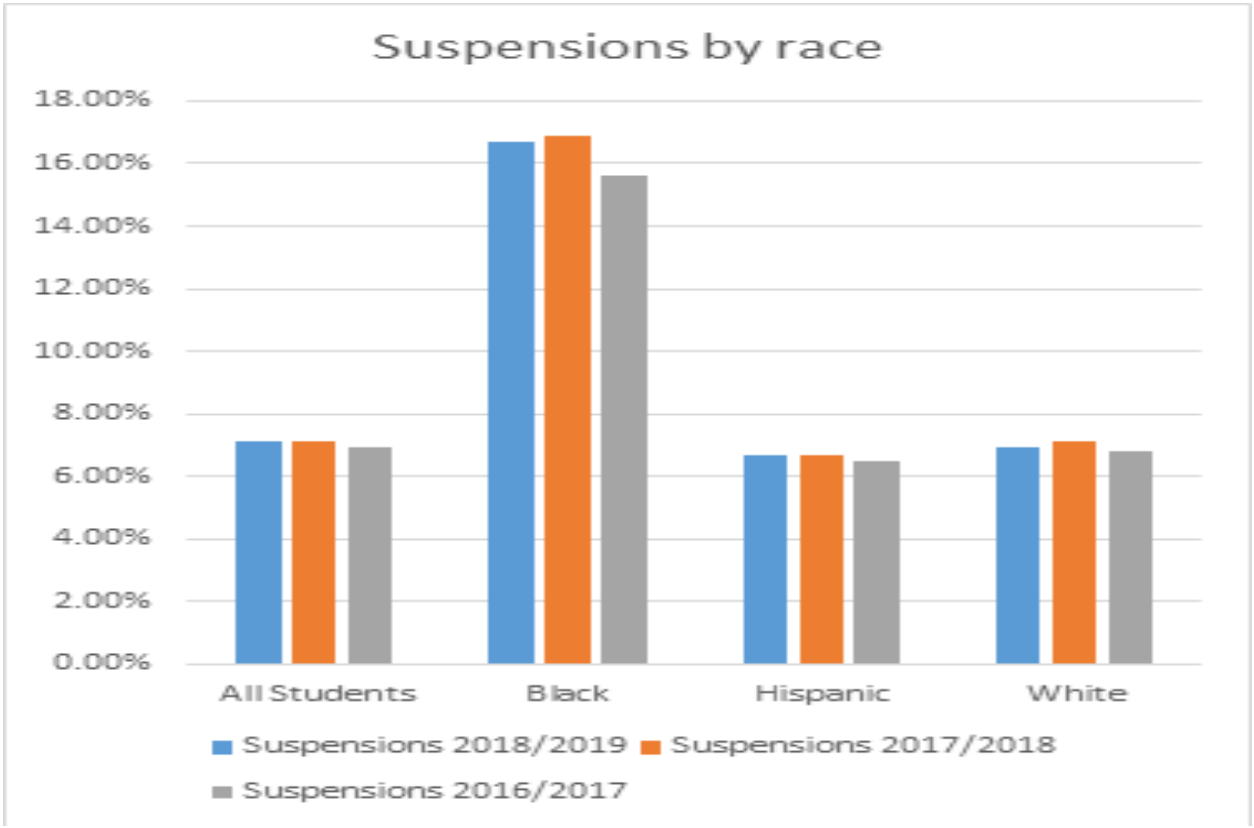


Source: California Department of Education, DataQuest

The enrollment for the selected schools highlights other demographic challenges faced by schools in southwest Fresno. Free/Reduced Price Meals (FRPM), as a measure of socio-economic status (SES), is at 97.6% in the southwest area compared to 87.4% in the District as a whole. In addition, there are significantly more English Learners students by percentage in southwest Fresno than in the district as a whole (28.2% to 17.9%). The percentage of students in Foster care is also almost twice as high in southwest Fresno as it is in FUSD.

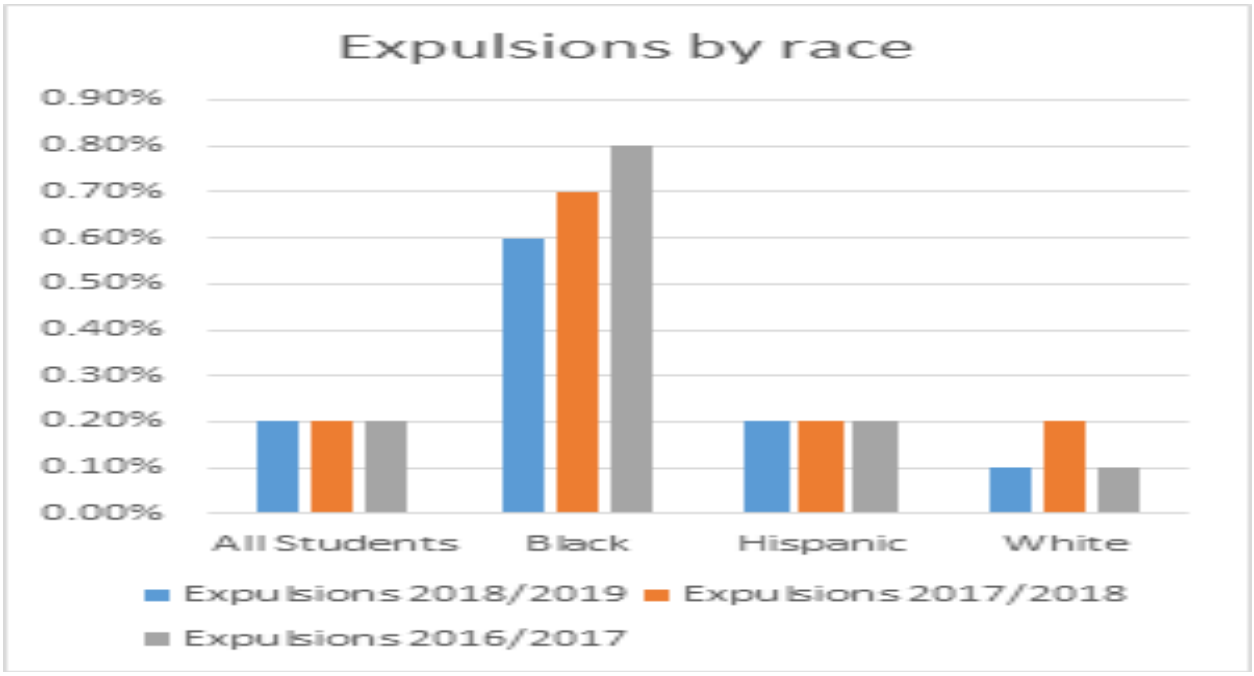
GCA intends to serve students who have struggled academically and have been historically underserved and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, and Foster youth would benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program.

The following data shows us that there are significant numbers of students in our target neighborhoods, especially those belonging to subgroups, that are being suspended and expelled at alarming rates. While suspension and expulsion rates have fallen dramatically across California schools over the last five years, some subgroups remain over-represented in the number of students who are suspended or expelled. When looking at the suspension and expulsion data there is a district-wide concern with the disproportionate rate of suspensions and expulsion of African American (black) students.

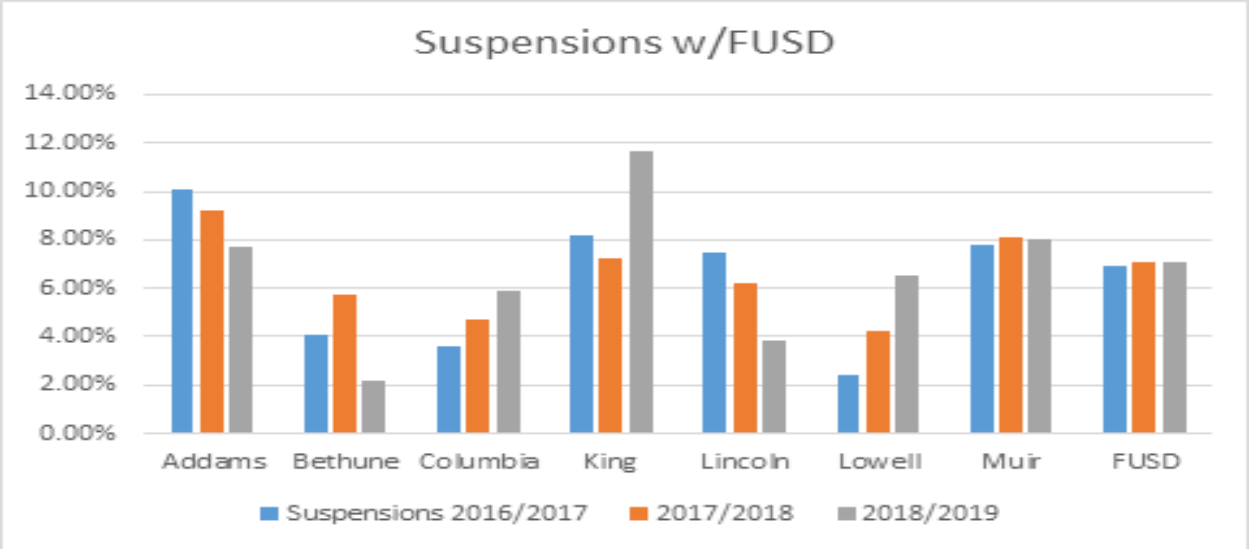


Source: California Department of Education, DataQuest

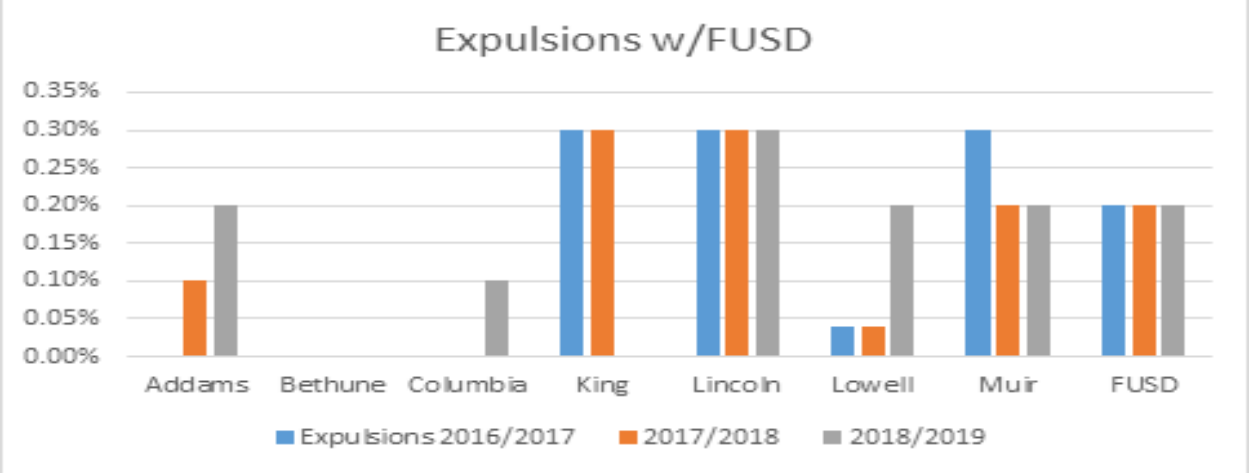
In the selected schools, the enrollment data and the suspension and expulsion data support and mirror this trend. Black students are suspended and expelled at a rate more than double of their Hispanic and White peers.



It is no surprise that suspension/expulsion rates and low academic achievement have a direct correlation. When students are prevented from engaging in and accessing their education, academic achievement suffers.

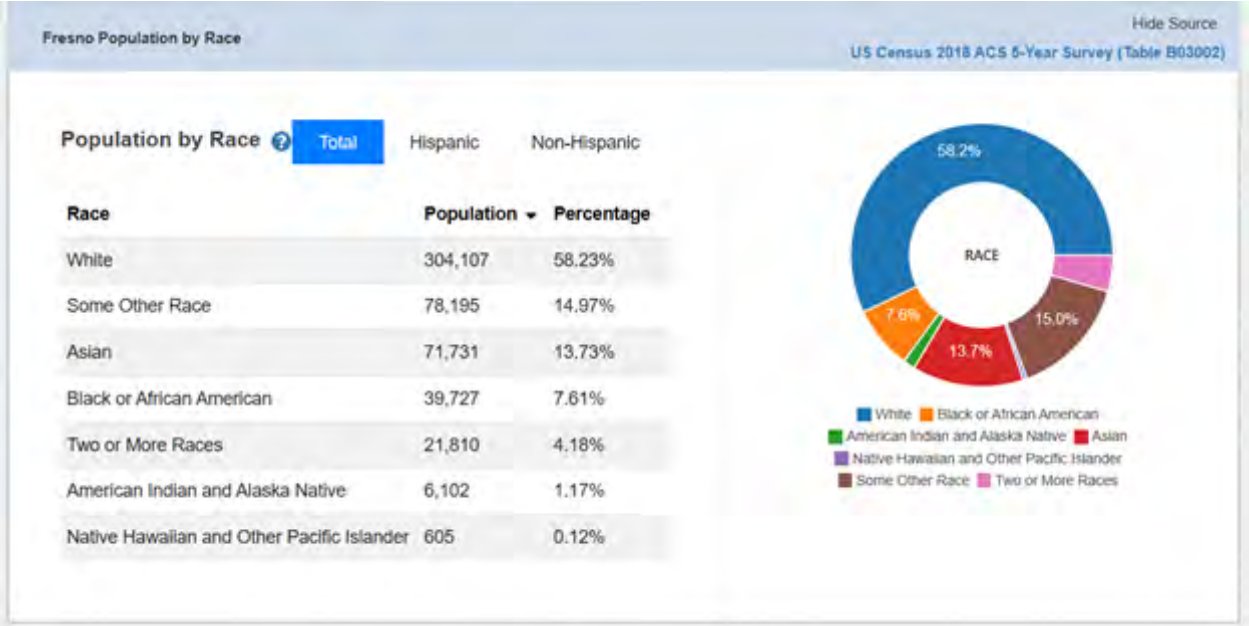


The chart above, compiled using data from the California Department of Education, shows that despite suspension and expulsion levels stabilizing overall for the District, the rates at which African American students are suspended is more than double that of their Hispanic and white peers. Expulsion rates for Black students is another area of concern as the rate over the last three years has increased and represented an inflated percentage of the students who are suspended.



The data presented suggests that alternate strategies for educating youth in southwest Fresno are worth exploring. The Golden Charter Academy Founders believe that a thoughtful and innovative approach to meeting the academic and ancillary needs of many of these students, primarily in the social-emotional area, will result in not only increased levels of academic achievement but healthier and happy children who are better prepared as individuals to be a part of a healthier society.

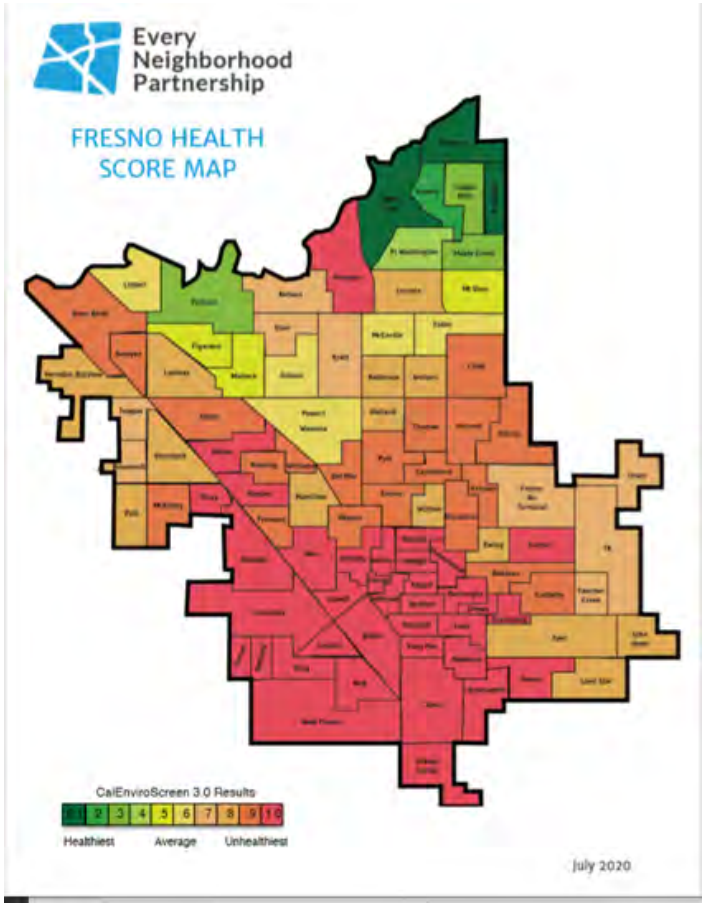
Non-Academic Indicators



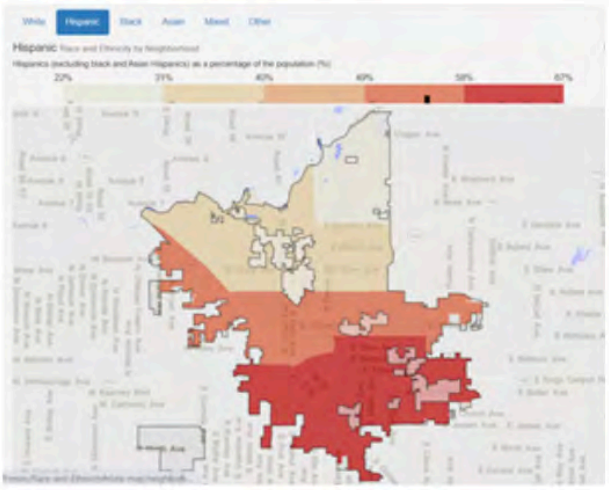
Fresno is currently growing at a rate of 0.76% annually and its population has increased by 8.80% since the most recent census, which recorded a population of 494,665 in 2010. In 2013 Fresno became the 5th largest city in California with a population of 509,000 and the 34th largest city in the nation. Between July 2012 and July 2013, Fresno County's population grew just over 1%, which is the county's highest growth rate in three years. Fresno is growing faster than the state of California as a whole, and quicker than other counties. Currently, the population of Fresno is 538,195.

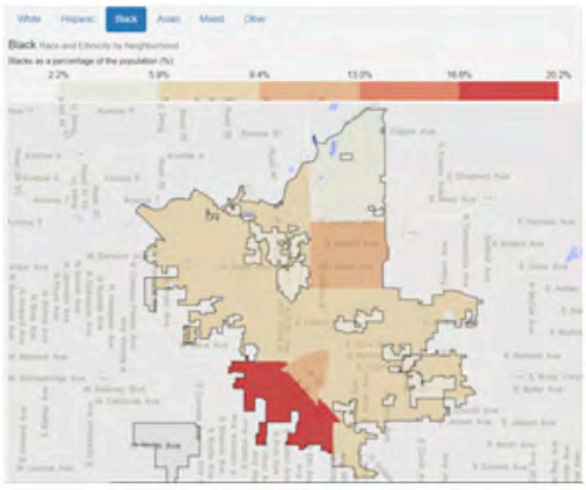
Average salaries in Fresno are currently well below the California state level and will remain so for the foreseeable future. The average household income in Fresno is $66,519 with a poverty rate of 26.88%. The median rental costs in recent years come to $969 per month, and the median house value is $224,600. The median age in Fresno is 30.8 years, 29.8 years for males, and 31.7 years for females. Fresno falls behind the state in all areas and identifiers.

About a quarter of Fresno's African American residents are homeowners, compared to 66 percent of the white population. The report also referenced Fresno's disparity in life expectancy based on neighborhood, which differs by as much as 20 years when comparing northwest and southwest Fresno. Looking at the map to the right, we can see that direct access to health care has also been lacking and taken its toll on the residents of southwest Fresno.



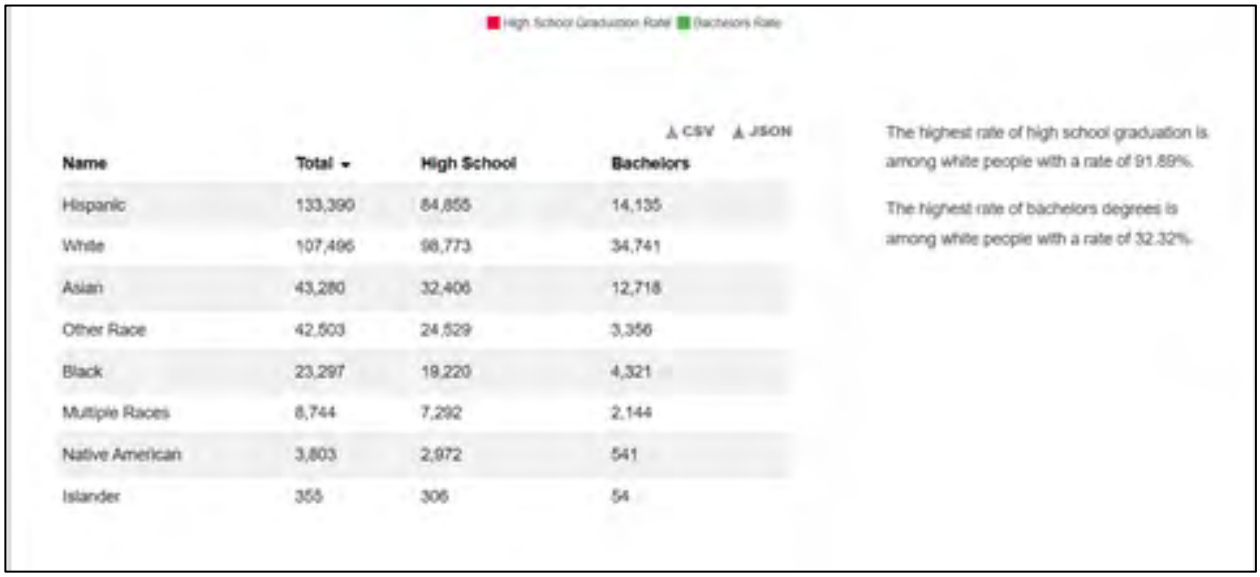
In a city of more than 530,000, about eight percent of the population is African American, according to U.S. Census Bureau numbers. A 2018 report by the Fresno Bee paints a bleak picture for African American Fresnans, noting more than one in five individuals are unemployed. Whites, meanwhile, fare much better on the job front, with fewer than one in 10 unemployed. The unemployment rate for African Americans in Fresno is about 22 percent, while it is under 9 percent for whites. The following maps display the population density by race in the city of Fresno. Most of the Hispanic and African American communities today mirror the maps used by Helming when laying out the city. The total percentage of African American residents in the city of Fresno is approximately 8.3 %, of those residents 20.2% live in the West Fresno area. The Hispanic/Latino population of Fresno is approximately 48% and of that population, 67% of residents live in West Fresno and the immediate surrounding communities in the Roosevelt and Central region.





Repeatedly, southwest Fresno has been identified as one of the most socio-economically disadvantaged areas in the state of California and the nation as well. The extreme corner of this area, locally known as “West Fresno”, has specifically been named as one of the most socioeconomically depressed areas in the nation and one of California’s most dangerous places to live.

Educational attainment and poverty have a direct correlation in Fresno and most of the city’s impoverished residents live in the southwest area of the city. The chart below details the relationship between poverty and education in Fresno. The chart also shows the disparity within the graduation rates of subgroups served. Fresno’s southwest side has historically and purposefully been underserved. According to 2018 data from the U.S. Census Bureau, over half of southwest Fresno lives below the poverty line, while the rest of Fresno hovers around 27%. Residents of southwest Fresno earn about half the median salary as the rest of Fresno.



Targeted School Populations

Golden Charter Academy is targeting students living in southwest Fresno attending grades TK/K through 8th grade. It is anticipated the demographics of the Charter School will closely resemble those of the Fresno Unified School District. The Charter School will open in August 2021 with grades TK/K through 3rd and then expand by adding 4th grade in 2022-23, 5th grade in 2023-24, 6th grade in 2024-2025, 7th grade in 2025-2026, and 8th grade in 2026-2027. Projected enrollment per year is as follows:

Grade Level	# of Classes	School Year 2021-22	School Year 2022-23	School Year 2023-24	School Year 2024-25	School Year 2025 – 26	School Year 2026-27
TK	1	22	22	22	22	22	22
K	2	44	44	44	44	44	44
1st	2	44	44	44	44	44	44
2nd	2	44	44	44	44	44	44
3rd	2	44	44	44	44	44	44
4th	2		50	50	50	50	50
5th	2			50	50	50	50
6th	2				50	50	50
7th						50	50
8th							50
Total Enrollment		**198**	**248**	**298**	**348**	**398**	**448**

The Golden Charter Academy will be non-sectarian in its programs, admissions policies, employment practices, contracts, and all other operations; shall not charge tuition; shall not discriminate against any pupil on the basis of race, color, national origin, sex, sexual orientation, perceived sexual orientation or disability; and shall not otherwise to any extent engage in unlawful discrimination.

Attendance

By law, charter schools in California are required to offer a school year with a minimum of 175 instructional days. Transitional Kindergarten/Kindergarten is required to have at least 36,000 instructional minutes, and Grades 1-3 are required to have a minimum of 50,400 instructional minutes. Grades 4-8 require a minimum of 54,000 instructional minutes.

The GCA school year will offer 180 instructional days, five more than required by law. The minimum number of instructional minutes per year, per grade level will be as follows:

	Minimum Instructional Minutes
Grade	**Per Year**
TK/K	36,000
1st	50,400
2nd	50,400

3rd	50,400
4th	54,000
5th	54,000
6th	54,000
7th	54,000
8th	54,000

A Rigorous Schedule and Academic Calendar

Instructional Day
GCA students will experience and interact in an innovative curriculum that broadly redefines educational space and ties it to NGSS standards and the Common Core State Standards. GCA students will regularly convene their classroom at the Fresno Chaffee Zoo, where interdisciplinary lessons will be rooted in exploration and discovery. Although one of the core values of GCA is Stewardship, in addition to environmental education and science-based inquiries, the content areas of language arts, math, and social science will be studied both on and off the zoo grounds.

This is possible because science at GCA is treated as more than a specific discipline—science is a way of thinking, a process by which students learn to test ideas, vet information, and come to rational conclusions via empirical analysis. The Scientific Method will feature prominently in GCA lessons, for it empowers students to employ a process for accurately reading the world around them.

Curricular Content areas
GCA students will make weekly visits to the zoo grounds as part of their curricular experience. This will include Physical Education, where the vast grounds at Roeding Park and the Zoo will provide ample room for walking, running, and exercising. As mentioned previously, all content areas will be examined.

The Zoo provides a phenomenal opportunity to learn and explore language arts at a deep level. Since almost all of the zoo animals are identified by their common as well as their scientific names, Latin and Greek words will serve as a vehicle for exploring word cognates, critical in building vocabulary, essential components for sentence composition and literacy. Latin words are extremely valuable keys for Spanish-speaking students, who can use the similarity to their native language to unlock the meaning of academic language. The scientific name of the polar bear, for instance, is *ursus maritimus*. "*Ursus"* is similar to the Spanish word for bear, "*oso"*, and the Latin word "*maritimus"* contains "*mar"*, which is Spanish for "*sea*". Spanish-speaking students can easily read that *ursus maritimus* is a bear that swims in the sea, a polar bear. *Pantera nebulosa*, a clouded leopard, is also easily identifiable to a Spanish-speaker because "*pantera*" is Spanish for "panther" and "*nebulosa*" is recognizable as

"cloudy". There are literally hundreds of such examples. Spanish-speaking students make up the largest group of English Learners in the Fresno area.

Math will also be taught using the zoo as an educational laboratory. The wildlife at the zoo easily lends itself to quantification, both in terms of physical attributes and behavior. For example, the weight distribution of a 10,000 pound elephant can be calculated by measuring the surface area of its foot pads and dividing to get the pounds per square inch (PSI). The design of an elephant's foot and leg can also be examined, and students will notice that the entire leg looks like a pillar. This design is optimal for distributing enormous weight, which can be observed in support columns that are prominent in architectural design. The 15-foot vertical leap of a tiger can not only be appreciated for the incredible athletic exhibition that it is, it can also be studied to design an exhibit that provides safe containment of the world's largest feline. The metabolic rates of various types of animals must be tracked in order to prepare proper amounts of medicine to treat illness in these animals. There are innumerable other examples that could be cited as evidence that math will be a ubiquitous component of the GCA curriculum.

Social science may seem to be a more distant discipline when it comes to a natural world curriculum, but this is not so. Historically, human societies have been linked, and continue to be linked, to their surrounding flora and fauna. The great Mongol Empire that stretched from Japan to the Mediterranean was made possible by the domestication of the horse, native to the steppes of central Asia. The expansion of western influence from Europe and the exploration of the Americas could never have happened without sea-going vessels that were built from timber gathered from the abundant forests that once covered most of Europe. The introduction of European domestic cattle to Africa in the 19th century resulted in a massive die-off of native African cattle and the decimation of Bantu pastoralists that previously relied on grazing and milk production. The resulting environmental transformation—bush and scrubland replaced pastureland—led to a massive infestation of the tsetse fly in sub-Saharan Africa, resulting in economic devastation and weakened political and social structures. It is only through a deep understanding of the role of wildlife and the natural environment on human societies is it possible for a deep understanding of social sciences.

Annual School Calendar

GCA will meet or exceed the instructional minutes requirement as set forth in Education Code Section 47612.5(a) and may offer a before/after school, Saturday, and/or summer school component. Charter schools are required to operate for at least 175 days of instruction, but GCA will operate for 180 instructional days to match the calendar of FUSD.

Upon authorization, GCA will begin to create a school calendar and submit it to the chartering authority for the purpose of aligning instructional days. The GCA school calendar may change from year to year.

Extended Time

GCA retains the option of augmenting instructional time, either through the implementation of Saturday school, Summer school, or an afterschool program.

What it Means to be an Educated Person in the 21st Century

At GCA, we meet the needs of our students by meeting the demands of the times. Our role is to prepare students to become successful and contributing members of society. Our students will have to acquire a set of skills in order to become successful in a 21st century society. Our students are what we call 21st Century Learners. What does it mean to be a 21st century learner?

21st century learning refers to the skills and technologies that will help our students succeed the world today. There are four main characteristics of the 21st century learner:

- They will perceive themselves as Global citizens
- They will think creatively
- They will think critically
- They will communicate and collaborate with others

Students of today have access to the world at their fingertips. The internet has made students more aware of their place in this diverse world. The students are encouraged to be involved in conversations that tackle issues on a global scale. Teachers must encourage this mindset across all subject areas to help prepare students for the future. Our mission is to create globally-minded citizens who are respectful of all cultures, nations, and people.

21st century learners need to be supported in their ability to develop their creativity in finding solutions to everyday problems. This means moving past techniques of route learning and instead looking toward discovery, analysis, and innovation. Students need to be capable of developing creative solutions to the many problems and challenges they may face in the 21st century. Students need to be able to think creatively and develop new ideas that demonstrate imagination and curiosity in their learning. By providing opportunities for students to face challenges, they are encouraged to use more of their potential creativity. 21st century learners view mistakes and failures as opportunities to learn and enhance their creative capability.

Critical thinking skills are essential for the 21st century learner. The future work environment will be constantly changing and require fast adaptation. Knowledge is power, but determining what information is useful and what is not, is a skill in itself. Students must have the ability to interpret information and draw intelligent conclusions that will allow them to reflect critically and create a better experience. It is crucial for teachers to create an environment where students are required to analyze, think deeply, and explain their opinions.

21st century learners have access to many communication platforms. This has allowed them to engage with people of different opinions, expectations and cultures. Students need to learn to respect each other's differences and use the differences to solve problems and create original ideas. Using applications and devices which encourage collaborative work can help bring out these traits in students and make the classroom a more cooperative place.

How Learning Best Occurs

The Golden Charter Academy has a vision and strategy to embrace the community, the natural world, the zoo, and the charter school campus as fundamental places of learning and relevance. We view curriculum and learning from a foundation that seeks to break down barriers and positions all students for growth. The educational pathway of our students immerses them in

experiences of awe, wonder, and curiosity through environmental engagement. The Golden Charter Academy is determined to create a learning and growing environment that will help students develop into poised, confident, and articulate leaders who will use their education and life experiences to create positive change in their own lives, in their communities, and in the world.

The key descriptions of the school experience of the Golden Charter Academy are captured in three sections on how learning best occurs:

- Through an innovative, integrated curriculum
- Through high-quality instruction
- Through positive school culture

Golden Charter Academy's Core Values

The Golden Charter Academy is committed to the three core values of Stewardship, Equity, and Access. These values represent GCA's most ardent beliefs and underpin all educational efforts. Stewardship refers to the deep understanding of the interconnection of all life and the importance of conserving and managing the earth's natural resources as well as the care for community and place. Equity focuses on the Golden Charter Academy's purposeful commitment to elevating the cultural and societal contributions of all people, especially historically underrepresented and underserved communities. Finally, access is the Golden Charter Academy's commitment to creating pathways to success for all learners, through innovative lesson design and instructional practices that develop their expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to *Inspire powerful young minds*, our central mission.

High Expectations

We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is unique, and we personalize learning based on a student's needs, skills, and interests.

- Strength of Character: Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. And we aim for them to be empowered to express their voices with power and to improve the world around them.
- Highly Effective Teachers and Leaders: Great schools require great teachers and school leaders. We empower our educators to lead school teams, and we invest in training to help them grow as professionals.
- Safe, Structured, and Nurturing Environments: Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions and more time for both academics and extracurricular opportunities, so our students love school and maximize their learning.

Learning Best Occurs with an Innovative, Integrated Curriculum

At Golden Charter Academy, our aim is to teach and guide students who possess a lifelong love of learning. The academic program at GCA will prepare every student for the intensity and challenge of high school academics. The courses offered at the Golden Charter Academy will be grounded in rigor and high engagement. GCA's teaching staff will create learning environments that actively engage the student body. The Golden Charter Academy's goal is that all students leave the program with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond.

We believe it is imperative to keep students connected to their futures in positive ways and to develop students who understand the individual contributions they can make to their families, the local community, and the world beyond. At GCA, we build on the core beliefs, practices, and lessons learned from high-performing schools in our community and throughout our country. We believe that learning best occurs when our students are challenged.

Place-Based Education

The Golden Charter Academy has embraced an innovative approach that builds on the concepts represented in the figure below. The foundation of this model is grounded in place-based

The Golden Charter Academy approach.

education. The primary goals of place-based education are to increase student engagement, boost academic outcomes, impact communities, and promote an understanding of the world around us.

The philosophy of place-based education is considered both a teaching and learning practice that uses the "local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other concepts across the curriculum" (Sobel, 2005, p.7). Research has shown that place-based education positively impacts academic development as well as youth development, and the following table highlights those benefits.

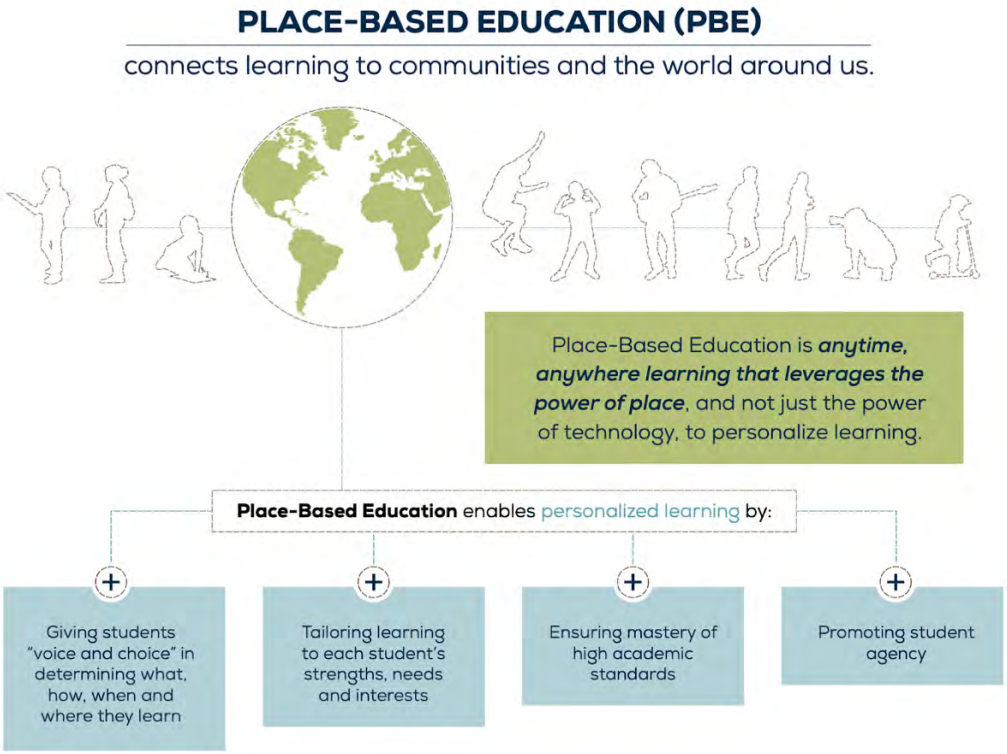
Indicators of another study by the National Environmental Education and Training Foundation (2000) not only corroborated increased academic achievement (standardized testing), but also showed that student ability to solve problems increased. All participants in the study were able to transfer their knowledge from a particular learning situation to a similar situation (near transfer). However, those students who experienced environmentally based learning events were able to transfer their learning to a "vastly different context (far transfer). In other words, the students hadn't just consumed a set of facts; they had developed a set of higher-order cognitive skills in observation, analysis, and problem solving that they could carry with them as tools to use in other settings" (NEETF as cited in Sobel, 2005, p. 32).

Benefits of Place-Based Education	
Academic	***Youth Development***
• Improved academic scores; including standardized test scores • Improved critical thinking skills • Increased engagement in school • Increased motivation for achievement • Increased workplace skills; e.g. leadership, teamwork, persistence, responsibility, managing time • Deeper learning and action competence • Increased awareness of career options	• Social-emotional development; including increases in self-esteem, sense of empowerment and agency, social interaction, social skills, social capital, awareness of cultural diversity • A sense of place and community attachment; including place attachment, place meaning, appreciation of place • Increased civic engagement, involvement, and responsibility
Bartosh 2003, Howley et al. 2011, Coleman 2011, Athman and Monroe 2004, Powers 2004, AIR 2005, Glenn 2001, Barratt and Barratt Hacking 2011	Robinson and Zajicek 2005, Schusler et al. 2009, Schusler and Kransy 2010, Withrow-Clark et al. 2015, Harrison 2011, Flanagan and Gallay 2014, Chin et al. 2015, Morgensen and Schanck 2010

Benefits of Place-Based Education. Research retrieved from Marckini-Polk, Jessup & Whitmore, 2016, *The Benefits of Place-Based Stewardship Education*.

The place-based education approach emphasizes hands-on, real-world learning experiences. By "personally experiencing the value of a subject" a deeper understanding emerges for students; not only of interpersonal skills but of the world around them (Schwartz, 2012, p. 2). In turn, this helps students to develop meaningful connections with their communities and to enhance their appreciation for the natural world.

Place-based Education (PBE) is not only designed to connect what students are taught in school to real-world challenges, it is also dubbed as anytime, anywhere learning (see figure below). "Place-based learning can truly happen anytime, anywhere — in cities, in rural towns, in parks, virtually, in classrooms, in museums and even, in our own backyards. What matters is that the experience leverages the power of place to personalize learning and equip students with the tools and skills they need — through authentic experiences — to collaborate, think critically and solve complex challenges" (Getting Smart, 2017).



By design, PBE is guided by six learning principles: local to global context, learner centered, inquiry-based, design thinking, community as classroom, and interdisciplinary approach. The figure below (Teton, 2019) outlines the six aspects of design.

Foundation in Place-Based Education

Place-based education has its roots in environmental education, and thus, is uniquely suited for the GCA-Zoo collaborative. Place-Based Education uses the full range of local environments (natural, economic, social, political, and cultural) as the foundation for the study of language arts, mathematics, social studies, science, and other subjects across the curriculum. Another key strategy emphasizes learning through participation in service projects for the school, community, zoo, and environment.

As explained by *Promise of Place*, place-based education is most effective when "you give its roots a chance to grow deep and strong before expecting too many flowers" (Promise of Place, n.d., https://promiseofplace.org/about-us). Though the place-based approach is an ongoing process of growth, the following key principles guide the GCA strategy:

- Learning takes place on the GCA campus, in the home, in the local community, at the zoo, and in the natural settings of the environment.
- Learning is interdisciplinary.
- Learning focuses on local themes, systems, and content.
- Learning is personally relevant to the learner.
- Learning is grounded in and supports the development of an appreciation for one's place.
- Learning experiences contribute to the community's vitality and environmental quality and support the community's role in fostering global environmental quality.
- Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government.
- Learning experiences are tailored to the audience.
- Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.
- Place-based education programming is integral to achieving other institutional goals.

Using place-based education as a strategy for accomplishing educational objectives, a mindful installation of best practices is critical. The Golden Charter Academy has researched a variety of programs that are grounded in place-based education and has gleaned an array of best practices. GCA's blueprint for success, using a place-based educational foundation, embraces the following strategies:

- Build a foundation of knowledge with key administrators
- Involve Faculty and co-workers
- Enlist parent support
- Build community support
- Provide faculty with opportunities for professional development specific to PBE
- Build student leadership
- Work in teacher planning and preparation time
- Streamline logistics for getting kids outside in small groups
- Simplify and economize around transportation needs
- Develop projects and units where nature and culture blend
- Bridge curriculum gaps
- Address grade level expectations/standards

- Create assessment and evaluation tools that measure PBE's effectiveness and outcomes
- Alignment with school mission and vision

Environmental Literacy - Environmental Education Pathway

The National Environmental Education Act of 1990 charged the EPA with leadership responsibility in increasing environmental literacy on a national level (Environmental Protection Agency, 2018). In light of this, it is increasingly necessary for schools to provide high-quality environmental education. Children need to have a clearer understanding of the natural world and the impacts of human choices as they will one day be looked to for decisions concerning natural resources, informed policymaking, and legalities (Milner et al., 2012). Nurturing this level of understanding means "our schools must be models of sustainable and inclusive practices, and our education programs must be action and solution-oriented," according to the California Environmental Literacy Initiative (2019, p. 2).

The California Environmental Literacy Initiative (2019) stated, "teaching and learning using the environment as an integrating context aligns well with the California Multi-Tiered System of Support (MTSS) framework, can help local educational agencies meet their LCAP priorities, can improve district School Dashboard outcomes, and helps districts comply with new state regulations for instruction and campus sustainability" (p. 2). In this light, the Golden Charter Academy takes a direct focus on environmental education as a core subject in the academic pathway. It is important to include a clarifying note that environmental education and environmental literacy are not interchangeable terms as can be seen in the figure below.

Figure 7. Environmental Education and Environmental Literacy. Retrieved from the Environmental Protection Agency (2018) and the Environmental Literacy Task Force (2015).

Environmental education is viewed as a catalyst that promotes knowledge and understanding of environmental concepts, which in turn can promote the development of appreciation and aptitude for addressing the local and global environmental challenges that are ever-present in the world today. A foundation of environmental education principles influences attitudes and could inspire action, ultimately bringing about much needed transformation (North American Association for Environmental Education, n.d.). In addition, the Environmental Literacy Task Force (2015) expressed that environmental education imparts a real-world reference that helps link what is presented in the classroom to relevant, local circumstances, which in turn helps students develop a sense of place.

Connecting students to their local communities and helping to facilitate a sense of place in the world appears to be an emerging theme that is taking more precedent in the education system at this time in history. The North American Association for Environmental Education (NAAEE) states that environmental literacy consists of four interrelated components: "knowledge, dispositions, competencies, and environmentally responsible behavior" (Hollweg et al., 2011, p. 2). The need to nurture these elements in the students of today is pressing.

According to the NAAEE, environmental literacy can be broken down into the four interrelated components of knowledge, dispositions, competencies, and behavior (NAAEE, 2019). An environmentally literate person possesses the skills and knowledge to make informed decisions when it comes to the relationships between people and natural resources. Environmental education is the catalyst that leads to environmental literacy and provides students the opportunity to:

- explore the environment
- explore associated issues in the environment
- engage in problem-solving
- feel empowered to take action toward resolving issues

Components of Environmental Literacy	
Knowledge	Physical, environmental, social, cultural, and political systems
Dispositions	Reflects the heart; our feelings about the environment, sensitivity to environmental issues, and the motivation to work toward a more positive future.
Competencies	The muscles of literacy; the skills to investigate, analyze, evaluate, and make informed decisions. These skills allow us to take what's in our head and our heart, and put them into action.
Behavior	The action of environmentally responsible behavior is the ultimate expression of environmental literacy and shows up as how we choose to live our lives.

Beyond Ecophobia: Reclaiming the heart in Nature Education, it is emphasized that "if we want children to flourish, to become truly empowered, then let us allow them to love the earth before we ask them to save it" (1999, p.39). In that spirit, Sobel introduces scaffolded environmental education strategies supporting the paradigm. These guideposts for teachers and parents of youth are centered on the natural inclinations of children. Sahn (as cited in Sobel, 1999, p. ix) emphasizes the approach in this manner:

> There are appropriate environmental activities and accessible ecological concepts for children at different age levels that take into account their cognitive capabilities and psychological needs. The key is allowing for a close relationship to develop between children and the nature near home before laying the weight

> of the world's plight on their shoulders. Once children feel connected to nature and "the environment," physically and emotionally, they'll take vested interest in healing the wounds of past generations while devising feasible, sustainable practices and policies for the future.

Though this essay was written just over twenty years ago, the words penned are as pertinent today as ever. Sahn (as cited in Sobel, 1999, p. ix) continues with this recourse:

> One never knows where the educational path with heart will lead. But there is hope that taking the time to follow it, and not exposing children to the dark and dense facets of environmentalism too soon, we will arrive at a place where children see nature as their home and are inclined, therefore, to care deeply for the places they inhabit.

This translates to civic approaches as well. Young people need to develop a close relationship with their personal culture as well as the local culture and community near home ***before laying the weight*** of societal plight on their shoulders. Keeping in line with Sahn's inference, when people care deeply for a place and the people in it, they will have an authentic desire to protect and take care of it. The idea is to empower the students and their surrounding community as informed citizens.

The Golden Charter Academy wants to be mindful of the developmental readiness of its students and embraces a three-phase strategy presented by Sobel (1999). These strategic phases are offered as an approach to implementing environmental curricula and are assigned to age ranges that are generalized as development is individually specific (please see the following figure).

Strategic Phases for the Implementation of Environmental Education		
Phase 1 **Early Childhood Ages 4-7 years**	**Phase 2** **Middle Childhood Ages 7-11 years**	**Phase 3** **Early Adolescence Ages 12+ years**
Empathy between the child and the natural world should be a main objective. Activities should center on enhancing the developmental tendency toward empathy. Rather than force separateness, cultivate that sense of connectedness so that it can become the emotional foundation for the more abstract ecological concept that everything is connected to everything else. Cultivating relationships with animals, both real and imagined, is one of the best ways to foster empathy during early childhood. Stories, songs, moving like animals, celebrating seasons, and fostering a sense of wonder should be primary activities during this stage.	**Exploration should take precedence.** Exploring the nearby world and knowing your place should be a primary objective for the bonding with the earth stage. The curriculum can mirror the expanding scope of the child's significant world, focusing first on the surroundings of the home and school, then the neighborhood, the community, the region, and beyond. Woods, parks, and playgrounds are the landscapes of middle childhood. Making forts, creating small imaginary worlds, hunting and gathering, searching for treasures, following streams and pathways, exploring the landscape, taking care of animals, gardening and shaping the earth can be primary activities during this stage.	***NO TRAGEDIES BEFORE FOURTH GRADE.*** Tragedies are big, complex problems beyond the geographical and conceptual scope of young children. **Social action should assume a more central role; civic engagement.** As students start to discover the "self" of adolescence and feel their connectedness to society, they naturally incline toward wanting to save the world. The defining question should be: *When do children have the emotional and cognitive readiness for dealing with overwhelmingly sad and conceptually complex issues?* Asking young students to study ecological problems before they have developed the power of abstract thinking invites them to draw oversimplified conclusions. Focus on local problems where children can make a real difference.

Zoo

The Golden Charter Academy has a unique opportunity to offer an educational program in partnership with the Fresno Chaffee Zoo. To our knowledge, there are no other programs of this nature anywhere in the United States. This exciting union creates the possibility for GCA students to experience these interactions first-hand and in real-world settings. The partnership will expand the classrooms beyond the four walls of the traditional setting and bring the learning to life for students at GCA. Through hands-on practice beginning in Transitional Kindergarten, the science curriculum emphasizes learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. Content and skills are integrated throughout a cohesive learning progression beginning in kindergarten. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation and investigation and require a written element, such as lab write-ups and reports, as an end product.

The three components of engagement include:

a. regular visits to the Zoo,
b. study at the Zoo with grade-specific learning modules integrating environmental content and Common Core State Standards linked to the visit and taught in the classroom.
c. involving families in special events such as night 'hikes' at the Zoo, cultural and science festivals, and family memberships to the Zoo.

Visits to the Zoo engage students with their senses, their curiosity, and their minds. It is a fertile place for asking questions and connecting real-life experiences to literacy and all academic skills. Using the Zoo as a learning laboratory falls under the umbrella of place-based education. Many lessons in science, math, and writing (as well as other subjects) will now "make sense."

The GCA teachers will receive extensive training in environmental education. They will also experience the training that docents receive at the Fresno Chaffee Zoo, and work in teams with the educational staff of the Zoo to select or to create curriculum integrated across subject areas and grade levels and aligned with California's academic content standards. This is a unique relationship between two agencies and will benefit not only the students but also their families.

Instructional Plans during a Pandemic

The COVID 19 pandemic that has swept the world has disrupted education in all locales. The nature of traditional public school education makes it particularly susceptible to the spread of viruses among students, who are typically crowded into indoor classrooms with recycled air for long periods of time. Students are also likely to share curricular materials, engage in conversations while sitting or standing in close proximity, and physically interact with dozens of other students. These are all risky behavior during a pandemic. As all schools are required to do, the Golden Charter Academy will adhere to a science-based COVID plan that fulfills the requirements of the Fresno County Health Department and consistent with state law.

The place-based education model that the Golden Charter Academy will offer is extremely timely given the COVID 19 pandemic. By its very nature, "place-based" education liberates teachers and students from the strict confines of the traditional classroom. Learning can take place in any number of "places"-- home, school site, the Zoo, or literally any place to which students travel. Teachers will mine the innate curiosity of students and guide their realization that *all* things are worth exploring, *all* things have inherent mysteries to be discovered, *all* things are potential lessons. The realization of this is a great equalizer. Students—regardless of whether they live in a sprawling six-bedroom mansion in the Copper River neighborhood or a one-bedroom 2nd floor apartment in southwest Fresno—are able to access content and contribute to the larger body of knowledge that enriches their classroom experience. Lessons will be designed so that observation, exploration, and discovery are recurrent themes that are transferable to various physical and social settings. Students who live in apartments without private yards might be required to observe the common grounds of their complex and search for specific invertebrates or types of leaves. Even the shifting shadows on the side of a building might be part of the instruction. This type of education tends to level the playing field, and confers no discernible advantage to those students who are from more affluent homes. This type of lesson also allows the teacher the flexibility to continue to provide lessons that are free from the traditional classroom, and frees students from the same restrictions. Ultimately, this means that teaching and learning can continue even during a pandemic, because instruction is not tethered to a traditional classroom, but it, instead, dependent on the interaction between teacher and student, completely independent from the school site. Learning can continue at home.

Home is not the only option for teaching and learning during a pandemic. The grounds of the Fresno Chaffee Zoo also offer an outdoor environment that allows for social distancing and safe

congregation of student groups. There will, obviously, be challenges to such an outdoor classroom. Temperatures in Fresno during August and September often exceed 100 degrees, and December and January are cold enough to experience freezing temperatures, so the weather during these four months can be challenging as outdoor learning spaces. Nevertheless, it is feasible to gather entire classes of students in a safe environment at least five months of the year, a marked improvement in comparison to traditional public schools that are dependent on standard 960 sq. ft. classrooms. If a pandemic were to strike during a school year at GCA, our program will be far more likely to be eligible for approval to continue by County Health officials than a traditional school.

As we all look forward to a season without a pandemic, it must be acknowledged that COVID 19 will almost certainly not be the last one. In the last 20 years alone, several aggressive and dangerous viruses, including SARS and MERS, have spread among human populations and are highly contagious. It is almost certainly just a matter of time before another aggressive virus appears in the human population. That being the case, school districts must entertain the idea of adapting to this reality, and one of those adaptations might be an adjustment to the traditional school calendar. In Fresno, outdoor temperatures are generally tolerable to most people for much of the year. It might be necessary at some point to consider a school calendar that begins in mid-August and goes through mid-December, then resumes at the beginning of February and goes through the end of June. This would avoid the very hot stretch of July and mid-August, and the coldest temperatures from mid-December through the end of January. Being open to this type of schedule adaptations is an example of learning from scientific understanding.

Implementing a Rigorous, Standards-Based Curriculum

The Golden Charter Academy will align its curriculum objectives to the Common Core State Standards adopted by the California State Board of Education. The Golden Charter Academy will accomplish these objectives by creating relevance, relationships, and rigor between students and their learning experiences. Students will experience an age-appropriate curriculum that is supplemented by offering additional instruction to provide both remediation, extra time for critical thinking skills, and advanced curriculum in preparation for entering college-preparatory middle and high school programs.

The Golden Charter Academy will combine the rigorous Common Core State Standards with the pedagogical methodologies that have proven successful in researched programs. The State Standards are supplemented with character education, study skills, extra-curricular activities, technology, music, and community service. Clear and specific standards-based academic objectives are mastered at each grade level as students move through the curriculum with the Golden Charter Academy's rigorous approach.

Implementing the Common Core State Standards

Developing 21st-century learners also means aligning to a rigorous, standards-based curriculum. The Common Core State Standards (CCSS), adopted by California in 2010, detail what TK/K-12 students should know in English language arts and mathematics at the end of each grade. The initiative seeks to establish consistent learning standards across the states as well as ensure that students graduating from high school are prepared to enter two or four-year college programs or enter the workforce. Golden Charter Academy is committed to ensuring that our students meet

the challenging demands of the CCSS. The adoption of CCSS is viewed as part of a long-term strategy to increase the percentage of our students persisting in and graduating from college. See Appendix F for a sample curriculum and Scope and Sequence.

Curriculum Framework

The curriculum framework described herein is based upon the Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, English Language Development (ELD), and the remaining State Content Standards (collectively, the "State Standards") for TK/K through eighth grade. The framework is designed to ensure that students of the Golden Charter Academy are prepared for the challenge and intensity of college-preparatory and high school coursework. Teachers will work with the Head of School to supplement this curriculum with lessons based in innovation, research, expertise, and best practice.

Core Curriculum Framework

ELA/Literacy
Literacy Vision: At GCA, our students love and enjoy reading and writing because they engage in texts at their own independent level. Our students will grow through structured guidance and coaching, and they will grow their ability to conduct an analysis of complex texts. They will do this while knowing that persistence through challenges leads to deep learning. Students at GCA will be resilient in both learning and life.

Golden Charter Academy's ELA curriculum is aligned with the CCSS. The ELA curriculum will focus heavily on literacy, a foundational and vital skill that is crucial in every area of academics and life. GCA will promote literacy across all subject areas providing a California Content-Based Curriculum in ELA, math, and science.

Teachers at GCA will also use the resources developed by the National Core Advocate Network (achievethecore.org) to help align lessons to the CCSS. The National Core Advocate Network maintains an excellent site with videos, webinars, articles, and materials on high-quality standards-aligned to professional learning. These include rubrics and ready-to-use lessons that align with the standards.

The National Core Advocate Network Instructional Practice Toolkit (IPT) is designed for teachers and those who support teachers to build understanding and experience with college- and career-readiness (CCR) standards-aligned instruction. The Toolkit was designed to answer the question, "What do college- and career-ready standards look like in action?"

The Toolkit modules illustrate the through line that connects the planning and design of a lesson, classroom instruction, and student work when they are all aligned to CCR standards. Resources in the IPT include the facilitator guide, presentation (with notes for the facilitator), and participant handouts with associated model responses for the following activities:

- Lesson Plan Analysis
- Student Work Analysis

- Lesson Feedback Summary

The Language Arts curriculum at GCA aligns with the Five Themes in ELA/Literacy and ELD Instruction. The California English Language Arts and English Language Development (ELA/ELD) Framework provides guidance for the implementation of the adopted State Standards for reading, writing, speaking, listening, and language. The school will work to support teachers as they provide all students with the English language and literacy skills that they need to graduate college- and career-ready.

Five Key Themes of ELA/Literacy and ELD Instruction Standards

There are five cross-cutting themes that the CCSS ELA/Literacy and ELD Standards share. These themes are especially beneficial in illuminating how the ELA and ELD standards fit together. The five themes are summarized below:

- **Meaning Making** is at the heart of ELA/Literacy and ELD instruction and is the central purpose for interacting with text, producing text, engaging in research, participating in discussions, and giving presentations
- **Language Development** is the cornerstone of literacy and learning. Students enrich their language as they read, write, speak, and listen, and as they interact with one another and learn about language.
- **Effective Expression** is included in each strand of the CCSS for ELA/Literacy and each part of the ELD Standards. Students learn how to effectively express themselves as writers, discussion partners, and presenters while gaining command over the conventions of written and spoken English.
- **Content Knowledge** contributes to students' comprehension of text and undergirds the ability to produce different types of writing. It also contributes significantly to language development and is fundamental to learning about how the English language works.
- **Foundational Skills** enable students independently to read and use written language for multiple purposes. Students who can decode are best positioned to make significant strides in the four key themes of meaning-making, language development, effective expression, and content knowledge.

The ELA program will provide a challenging and rewarding curriculum that is text-based, culturally diverse, and intellectually stimulating. A significant emphasis will be placed on developing critical reading and analytical writing skills. Students will set individual reading and writing goals with their teachers and keep track of their progress towards those goals. Students will work collaboratively to guide each other's understanding of texts, novels, media, and supplemental sources.

The elements of reading, writing, speaking, and listening are addressed in each ELA classroom. At GCA these literacy skills are interconnected and require constant reinforcement, students will have opportunities to break down reading, writing, speaking, and listening in to their foundational elements. They will also experience and develop literacy skills in the context of practical, relevant literature, and non-fiction material. As part of this focus, students will read a variety of culturally and historically diverse literature in their classes.

Recognizing that students have diverse learning needs, students will receive differentiated instruction through both the materials and instructional strategies such as UDL. Students whose skills need remediation will receive additional intervention support.

Mathematics

STEM Vision: GCA students love math, science, and technology. At GCA, our instruction involves challenges and obstacles for our students to take on, we want our students to understand they can approach a problem like a puzzle, where they can take many avenues to get to an answer through inquisition and problem-solving. By building a strong foundation of Numerical Literacy and providing lessons that take students deeper into math and science concepts, the GCA allows students to work through inquiry-based approaches to discover new things every day.

The GCA's Math curriculum is aligned with the State Standards for both content and mathematical practice. The math curriculum will provide the students of the GCA with the knowledge and skills they need to excel in rigorous high school and college coursework. GCA students will learn number sense, patterns, and relationships, how to use data, tables, graphs, and charts, and much more and learn to apply this knowledge to their everyday lives. The math program focuses on conceptual understanding and problem solving as well as on fluency and procedures to the point of mastery.

The math program will ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at high levels in the real world. GCA believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real-world situations and experiences, and differentiated instruction based on the needs of the students. The math curriculum at GCA will create a cohesive program that allows students to experience the interconnectedness of math concepts, while also providing teachers with the time to focus deeply on the power standards for each grade level.

A strong emphasis will be on building automaticity of basic math facts blended with instruction that provides hands-on opportunities to explore mathematics, practical real-world applications, and in-depth understanding of the varied fields of mathematics. The GCA program will be supplemented by programs that are Standards-based and Content Area aligned such as Spatial-Temporal Math (ST Math).

ST Math begins teaching the foundational concepts visually, then connects the ideas to the symbols, language, and discourse. ST Math is mastery-based, which means students must pass each level with a score of 100% (all puzzles correctly solved) before the next level in a sequence becomes available to them. Each student has their own personalized journey and takes as long as they need to achieve mastery. This ensures that students are building and demonstrating a strong conceptual foundation. The results are that students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Without language barriers, the problem is accessible to all students, regardless of skill level or language background.

The connection to the Fresno Chaffee Zoo provides many real-life problems in mathematics, such as measuring enclosures, weighing quantities of food and comparing ratios of animal size and the food needed to sustain that weight, creating charts of gestation periods, and examining population densities in the natural world.

At GCA, math students are engaged in asking questions, trying out solutions in small and large groups, using the language of mathematics to describe thinking about problems, and generating data to look for patterns and solutions. Manipulatives are used effectively to illustrate and to solve problems. Daily practice of math fact families, times tables, and other baseline math concepts will be done in all classrooms, including Physical Education. Teachers will challenge students to think about various ways to solve problems, and model problem-solving strategies. Drawing and other art strategies will be used as an extra language to explain problems. Teachers encourage mathematical discussions and teamwork as students work with partners or a group to solve problems. Math journals, models, and student-created posters are used to communicate understanding of mathematics concepts.

GCA will ensure that students have the foundational skills necessary to learn grade level content and engage in mathematical practices. Students will develop a strong conceptual understanding of grade level content along with procedural fluency and the problem-solving skills to apply that learning. The math program at GCA will utilize technology and provide students with personalized and differentiated learning through UDL so they can demonstrate mastery of the State Content Standards.

Environmental Education

The Golden Charter Academy acknowledges a trend in the environmental education field that leverages experiences with the natural environment to advance science learning, known as E→STEM. E→STEM reconceptualizes the relationship between environmental education and the related field of science education. Researchers reveal that the use of the natural environment is an "ideal entry point" for STEM learning Fraser, Gupta, Flinner, Rank, & Ardalan, 2013; NAAEE 2013; Wals, Brody, Dillan, Stevenson, 2014). When science education has overlapped with environmental topics, it has typically focused on building learners' knowledge of natural and physical systems that are affected when the natural system is compromised (Gupta, La Marca, Rank, & Dinner 2018). On the other hand, environmental education has approached environmental issues by focusing on building knowledge, developing skills, and changing human behavior to protect the environment (Wals et al., 2014). The E→STEM approach offers the opportunity to explicitly emphasize the mutualistic relationship between environmental education and science education by advancing the learning outcomes important to both (Gupta, La Marca, Rank, & Dinner 2018).

The Golden Charter Academy embraces the unique differences between environmental education and science education and aims to provide opportunities for students to explore these entities in an integrated manner. In addition, the environmental education pathway will be emphasized as a primary catalyst for the emergence of environmentally literate students.

California's Environmental Principles & Concepts

Through the use of California's Environmental Principles and Concepts (EP&Cs), teachers can support environmental literacy by helping students to understand and apply the EP&Cs across academic disciplines and in the real world. These principles, and their corresponding concepts, highlight the deep relationship between humans and the natural world. They represent "big ideas" intended to inform standards-based instruction and fuel student inquiry. See Appendix G for the comprehensive EP&C document that outlines the 15 corresponding concepts.

Environmental Principles:

- Principle 1: People depend on natural systems
- Principle 2: People influence natural systems
- Principle 3: Natural systems change in ways that people benefit from and can influence
- Principle 4: There are no permanent or impermeable boundaries that prevent matter from flowing between systems
- Principle 5: Decisions affecting resources and natural systems are complex and involve many factors

The EP&C's are the foundation of the environmental content taught in the California Education and the Environment Initiative (EEI) Curriculum. The K-12 EEI Curriculum is comprised of professional learning and instructional materials that demonstrate how to blend the environment into the teaching of traditional academic subjects like science, history, and English Language Arts. Using the EEI platform as a model for cross-curricular integration, teachers will be empowered to utilize both the EEI curriculum as well as the many other environmental education resources available to them.

Integrating Environmental Literacy and the Next Generation Science Standards

Integrated across the curriculum, environmental education draws upon the natural and physical sciences, social sciences, and humanities. The North American Association for Environmental Education developed a detailed curriculum and instructional framework called *Excellence in Environmental Education: Guidelines for Learning (K-12).* The *Guidelines for Learning (K-12)* paint a vision for environmental education that promotes progress toward sustaining a healthy environment and quality of life.

By setting specific expectations for what young people should know and be able to do by the time they complete fourth, eighth, and twelfth grades, *Guidelines for Learning (K-12)* translates general notions about environmental literacy into an age-appropriate framework for effective and comprehensive environmental education programming. The guidelines emphasize the development of conceptual knowledge as well as thinking, investigation, and action skills necessary for civic engagement. They rest on the idea that environmental literacy must be a goal of society and that environmental education must play an integral role throughout educational systems.

Guidelines for Learning (K-12) Essential Underpinnings

Environmental education builds from a core of key principles that inform its approach to education. Some of these important underpinnings are:

- Systems

- Interdependence
- The importance of where one lives
- Integration and infusion
- Roots in the real world
- Lifelong learning

Ultimately, environmentally literate individuals possess a sophisticated set of knowledge, skills, and dispositions that allow them to solve novel environmental problems and determine the best set of actions; they are engaged in civic decision-making and action. Four key elements of environmental literacy, referred to as Strands, are delineated in the guidelines with each having strand-specific guidelines.

- Strand 1: Questioning, Analysis, and Interpretation Skills
- Strand 2: Knowledge of Environmental Processes and Systems
- Strand 3: Skills for Understanding and Addressing Environmental Issues
- Strand 4: Personal and Civic Responsibility

The NAAEE guidelines and strands will help inform educators as they continue to build on their repertoire of learning experiences. Within the guidelines are matrices that present the linkages/intersections between NGSS and the Guidelines for Learning (K-12). These matrices serve to:

- Help educators identify natural opportunities to connect the curriculum through a comprehensive, cohesive vision of environmental literacy.
- Help educators identify how environmental education can support science education and the implementation of NGSS.

Application

The Golden Charter Academy will use a variety of environmental education resources, including those offered in field-based experiences with local agencies such as the National Park Service, Fish and Wildlife Service, Bureau of Land Management, State Parks Service, local land trusts, fisheries, and other entities that manage natural resources. GCA educators will be able to extend these field-based learning experiences by developing learning modules using the EP&Cs and the *Guidelines for Learning (K-12).*

GCA will also supplement zoo experiences, and field-based experiences in natural settings, with curriculum from resources such as those listed below.

- Project Wild
- Project Aquatic
- Project Learning Tree
- B.E.E.T.L.E.S.
- The Bug Chicks

Green Ribbon School

The Golden Charter Academy aims to become a U.S. Department of Education's Green Ribbon School. This distinction is given to schools that embody excellence in resource efficiency, health and wellness, and environmental and sustainability education. As an educational institution that has adopted environmental literacy as a prominent aspect of the educational pathway, it is critical

that the school campus and culture mirrors the values, concepts, and principles we are wanting our students to realize. This transparency promotes practices that result in improved student engagement, academic achievement, graduation rates, workforce preparedness as well as reinforces federal efforts to increase energy independence and economic security.

The Golden Charter Academy will follow the guidance of the U.S. Department of Education's Green Ribbon Schools pillars:

- Pillar I: Reduce environmental impact and costs
- Pillar II: Improve the health and wellness of schools, students, and staff
- Pillar III: Provide effective environmental education, which teaches many disciplines, and is especially good at effectively incorporating STEM, civic skills, and green career pathways

As an aspiring Green Ribbon School, the Golden Charter Academy will also enjoy an array of opportunities to develop learning modules using the school/campus as a system of exploration which provides real-time, relevant examples of what an environmentally literate environment might look and behave like.

Zoo Experiences

The zoo and other 'places' the students experience are extensions of the classroom. Experiences at the zoo are not limited to a science-based focus, but instead will be integrated across disciplines. For example, one visit at the zoo may be completely central to Zoo curriculum and science-based inquiry whereas a second visit may build on the information presented earlier in the week by connecting it to social studies, language arts, history, and/or global connections. In addition, visits will be intertwined with the daily physical education requirement with innovative movements and marked 'trails' for walking and jogging.

Zoo Visits and School Experiences Are Tied Together:

Each grade will visit the Zoo regularly with different learning objectives. Some of the primary activities will include observations of animal behavior, working behind the scenes with a keeper, interviewing various Zoo staff about their education and career paths, and grade-level appropriate projects. All experiences are hands-on and minds-on and include skills that are part of the State Standards.

Zoo explorations are:

- linked to learning modules that occur at the school site
- linked to a math or literacy component
- inquiry-based with a challenge or problem to be solved
- focused on environmental literacy
- embedded with NGSS standards
- designed to introduce concepts of stewardship and caring for animals and the environment.

Students will be provided with grade-level appropriate 'field gear' to use during zoo explorations. Field backpacks will include items such as: a journal, hand lens, binoculars, and writing/drawing materials. The teacher will add a weekly challenge to each backpack.

All experiences at the Zoo or in the classroom will be connected to age-appropriate environmental literacy concepts as well as State Standards. Along with environmental concepts, the curriculum will contain a strong English Language Arts component. Students will be utilizing the anchor standards in literacy in each lesson. They will be taught how to read complex, informational materials, using both science texts and online sources.

The associated classroom component to a zoo exploration will include:

- scientific research using technology.
- ongoing Project-Based Learning
- an approach to all lessons using the principles of Universal Design Learning.
- practices based on the State Standards.
- grade level units that correlate to Zoo explorations.
- developmentally appropriate environmental literacy concepts.

Although student experiences are tied to local entities, this does not mean that global interests will not be incorporated into the educational pathway. A student's interest in the world will naturally grow in relation to their cognitive and emotional development. In the early childhood stages, students have a natural interest in what is close at hand, and empathy between the child and the natural world is a primary objective. The middle school years are a time where exploration is at the forefront as student awareness of their place in the world helps them bond with the earth. At this stage, young minds have the ability to grasp concepts at a state or bioregional level and the course of study can mirror the scope of the student's significant world - focusing first on the surroundings of the home and school, then the neighborhood, the community, the region, and beyond. Early adolescence shifts toward the discovery of the "self" and young people begin to feel their connectedness to society. At this stage of development social action and civic engagement takes on a more central role in the educational pathway, and this lends itself to the ability of students to grasp global perspectives. Intentionally aligning to cognitive development is a key element of successful placed-based encounters.

The following table represents an example of the school week schedule for the Zoo. Grade level days may change as they are dependent on Zoo staff schedules for the season. The schedule will be revisited prior to the beginning of the fall semester, and again prior to winter vacation so appropriate adjustments can be made. Collaboration with the Zoo will not be limited to zoo grounds, but will also encompass programming such as the Zoomobile, virtual interactions, lab programs, as well as intermittent family-centered activities. In addition to zoo experiences, students will be engaged in opportunities that will provide encounters in natural open spaces such as the foothills, forests, rivers, and coasts. The following table provides examples of what a monthly schedule might look like for the TK/K-3 grade levels. The bolded entries are supplemental partner/agency experiences; those that aren't bolded are teacher-led experiences. Actual dates and times will be dependent on agency staffing schedules for the designated seasons. (See Appendix F for a monthly 4-8 grade level schedule).

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Wk 1	**Zoo Lab:** Kinder (back by lunch)	**Zoo Lab:** 1st grade (after lunch) **Zoo Lab:** 3rd grade (take lunch)	**Zoo Lab:** 2nd grade (take lunch)	Zoo: Kinder (back by lunch) Zoo: 3rd grade (after lunch)	**Local Agency Field Experience: 1st** Zoo: 2nd grade (after lunch)
Wk 2	**Virtual Zoo Experience at GCA: Kinder** **Local Agency Field Experience: 2nd**	Zoo: 1st grade (after lunch) Zoo: 3rd grade (take lunch)	Zoo: 2nd grade (take lunch) **Zoomobile at GCA: 3rd**	Zoo: Kinder (back by lunch) Zoo: 3rd grade (after lunch)	Zoo: 1st grade (back by lunch) Zoo: 2nd grade (after lunch)
Wk 3	Zoo: Kinder (back by lunch) **Zoomobile at GCA: 2nd**	Zoo: 1st grade (after lunch) Zoo: 3rd grade (take lunch)	Zoo: 2nd grade (take lunch)	**Zoomobile at GCA: Kinder** **Zoomobile at GCA: 1st** Zoo: 3rd grade (after lunch)	Zoo: 1st grade (back by lunch) Zoo: 2nd grade (after lunch) **Local Agency Field Experience: 3rd**
Wk 4	Zoo: Kinder (back by lunch) **Virtual Zoo Experience at GCA: 3rd**	Zoo: 1st grade (after lunch) Zoo: 3rd grade (take lunch)	**Virtual Zoo Experience at GCA: 1st** Zoo: 2nd grade (take lunch)	**Local Agency Field Experience: Kinder** **Virtual Zoo Experience at GCA: 2nd** Zoo: 3rd grade (after lunch)	Zoo: 1st grade (back by lunch) Zoo: 2nd grade (after lunch)

Though Fresno Chaffee Zoo has an existing curriculum, they will be collaborating with the Golden Charter Academy to develop additional learning experiences. These collaborative new strands will infuse the critical pillars of GCA's vision and will be specific to the themes and interdisciplinary pathways developed by the educators. While these new modules evolve, GCA has adopted the use of these existing platforms:

Service Projects

Projects will be age-appropriate and are design to illuminate ways to give back, be of service, and for students to begin to explore their voices of environmental advocacy.

- zoo improvement projects
- conservation awareness and advocacy
- adopt an animal

Professional Development

The Golden Charter Academy educators will receive the following training experiences. Additional opportunities will also be made available.

- Educators will receive Zoo Docent training
- Behind the Scenes Encounters
- Fostering Empathy for Wildlife workshop

Student Learning Experiences

The Golden Charter Academy students will receive the following learning experiences. Additional opportunities will also be made available.

- **Lab Programs:** 30-60 minute age-appropriate sessions that include interactive stations, each catering to different learning modalities, and aligned with State Standards. Labs are a blend of hands-on activities, zoo bio-facts, and live animal presentations.
- **Docent-Led Tours:** 30-60 minute age-appropriate sessions that explore animals in a more in-depth manner. The focus is on animal habitats, diets, and behaviors.
- **Behind the Scenes Group Experience:** This unique educational experience provides a special glimpse into what happens behind the scenes at the zoo. Students will meet zookeepers and animals to learn the daily duties of preparing animal diets, observing behaviors, training, and more.
- **Zoo Talks:** Lively and engaging presentations on animals, a natural history theme, or a biology topic of choice. Led by the zoo's Field Biologist.
- **Zoo Overnights:** An opportunity for students and their families to experience the zoo overnight. Students and families will be able to tour the zoo after hours with Zoo Docents; this also includes a Zoo Talk presentation.
- **Virtual Learning:** Students are able to engage with Zoo staff on a variety of topics and learning modules. These sessions will be available in the classroom as they are completely virtual.

As mentioned previously, COVID 19 or a similar pandemic that closes traditional site-based schools will undoubtedly have an impact on GCA's ability to deliver instruction. This, however, is unavoidable. A pandemic will affect the operation of all institutions, especially those that rely on congregate interaction and participation. GCA's model, however, has inherent advantages over the traditional site-based model. Place-based education allows for innovative lesson that can be designed for execution and completion at students' homes or their immediate environment. The utilization of mobile technology also allows for the delivery of such instruction and the continuation of teaching and learning. Lab programs and regular visits to the Zoo, which offer an outdoor venue that allows for social distancing while teaching and learning continue, give the innovative instructional model of the Golden Charter Academy unique advantages over traditional site-based models and enable an uninterrupted educational experience for students.

Science

Science is an essential part of the academic program at Golden Charter Academy. The Golden Charter Academy's science curriculum is aligned to State Standards. Golden Charter Academy believes that all students should experience learning that pushes them to express curiosity and inquire about the world.

Science instruction will focus on establishing a strong foundation to enable students to critically observe the world, develop their intuition, observation, thinking, and analytical skills. Learning and instruction in earlier grades centers on building students' curiosity and questioning. There will be an emphasis on examining local phenomena, such as local weather patterns, California and Central Valley geology, national parks, and crop growing cycles, among other concepts. Science instruction will engage students through the senses and observable data, building deeper, interdisciplinary connections between science, math, and ELA. Students will build a vocabulary for science for the transition to deeper scientific inquiry in middle school.

The overall focus throughout the elementary grades is on the application of science in everyday lives. A broad, multicultural history of science component spans the entire curriculum, as do skills development, a study of the impact of humans on the environment, and integration of literacy, math, and technology skills. At the Golden Charter Academy, we take very seriously the concept of Environmental Literacy and the role our students play in it. We want our students to understand what it is to be an environmental steward and value the impact our students will have on the world around them.

Students will engage in hands-on, inquiry-based lessons on a regular basis. Using the Next Generation Science Standards (NGSS), teachers will plan rigorous science experiences that promote curiosity, analysis, reasoning, interpretation, and application. Under the inquiry model, a central question drives scientific explorations that elicit critical thinking as well as oral and written communication of ideas.

The connection with the Fresno Chaffee Zoo programs, place-based education, and environmental concepts will provide students with rich, real-life experiences to help with their science understanding. Regular visits to the Zoo and time spent in natural environments provide a level of engagement beyond most existing science programs.

Studying science involves acquiring new vocabulary and learning that some familiar words may have different meanings in science. This aspect of scientific literacy needs to be taught explicitly in order to minimize misconceptions. Students will acquire new terms that have Latin and Greek roots, prefixes, and suffixes. This will improve and extend the vocabulary of all GCA students.

Student experiments, observations, and written projects take place in both formal and informal settings. Students will be engaged in open-ended inquiry. Literacy will be encouraged through scientific research, the use of field journals, videos, textbooks, children's literature, field guides, maps, charts, and scientific journals. An emphasis on grade-level, authentic text will be encouraged.

Social Science

The social sciences, sometimes known as the Humanities, represent a unique confluence of disciplines that study human society and culture. At the Golden Charter Academy, the study of social science becomes much deeper, richer, and comprehensive due to the tie into the natural world. History, for instance, cannot be accurately interpreted without the deep understanding of the influence of geography on human populations. The central geographic location of the Middle East, North Africa, and Mediterranean Europe, located at the confluence of the world's largest landmasses—Eurasia and Africa—has had a historical effect on its human population (e.g., many great ancient civilizations—Egypt, Greece, and Rome, among others) a cultural effect (e.g., four distinct seasons resulting in a long growing season and agricultural societies), and a physiological effect (e.g., a population whose people have brown skin or light skin that easily tans in response to changing sunlight levels). These discussions are not beyond elementary students, but they are usually not surfaced because their investigation requires a comprehensive understanding of the relatedness of the earth, its resources, and all life, including human societies. This is education on a level that is usually reserved for colleges and universities.

The Golden Charter Academy will expose its students to the wide palette of human societies through a systematic, purposeful progression from the child's immediate environment to the vast diversity of the larger world. Students will be exposed to weekly study of the environment, its components, and the relationships that exist within its confines. This is the beginning of environmental literacy, a seminal curricular thread that will be woven throughout the entire curriculum. The sophistication of this study will increase as the students matriculate through each grade level, but it will start in Transitional Kindergarten.

Cultures of the world will be featured in thematic units that are studied at all grade levels, at different degrees of sophistication. These studies will not only include various cultures of the six inhabited continents, but cultures within each continent, including rural and urban divides, coastal and inland cultures, and valley and mountain populations. Buttressing this cultural study will be guest speakers brought in to classrooms from cultures throughout the world. GCA's community outreach will include partnerships with local cultural organizations, including but not limited to, the International Student Union at CSU Fresno, the Fresno Interdenominational Refugee Ministry (FIRM), and the Centro Binacional para el Desarrollo Indigena Oaxaqueno (CBDIO). These agencies, and others like them, are a priceless source of people from cultures all around the world, and these people will augment the social science program at GCA through in-class presentations, cultural and artistic programs, and interactions with students. The benefits from such interactions are innumerable—students will come to understand, appreciate, and embrace the diversity that exists in humankind, and discern that people are more alike than they are different. These are deep truths that the study of cultures will reveal.

Traditional social science disciplines will continue to be studied at GCA, but the study of these disciplines will be undertaken in a much more holistic and global way. History is logically and inextricably tied to culture, so the studied of one is impossible without the deep understanding of the other. Even that combination is incomplete without an examination of geography, which affects societal movement and settlement, and determines the resources that exist in an area that can be exploited by man. The study of the U.S. Civil War, for instance, must include the exploited natural resources (wood, sugar cane, tobacco, etc.), favorable oceanic currents, and ingrained cultural beliefs that are deeply rooted in ignorance. Again, a community tie will be utilized to enhance the lesson. Place-based education, a central tenet of GCA, may require that students travel to the local Civil War re-enactment that is performed annually in Fresno's Kearney Park. Bringing history to life will be part and parcel of a GCA education.

The core curriculum at GCA will be unlike any other public school curriculum. Students will not just read about subject matter, they will interact with it, observe it, draw it, write about it, and interpret it themselves. This environmental educational encourages questions even more than answers, because it is through this curiosity and exploration that discovery is possible. Discovery leads to understanding, which is society's best hedge against ignorance. Ignorance only flourishes in dark places away from sunlight. At GCA, education will be sunlight.

Non-Core Curriculum Framework

Physical Education
Exercise and Nutritional Science (ENS) Instruction Model

The ENS curriculum is based on the State Standards for Physical Education (http://www.cde.ca.gov/ci/pe) **and the American Alliance for Health, Physical Education, Recreation & Dance** (www.aahperd.org).

The emphasis is on developing individual students' fitness, rhythm, and sports skills while increasing students' desire to be active now and in the future. The program will provide students with opportunities to investigate and apply a healthy lifestyle and emphasize choice of non-traditional fitness, leisure, individual and team sports as well as opportunities to improve skills in more traditional fitness and team activities. These learning opportunities will culminate in students' researching, developing, implementing and monitoring their Individual Fitness Plan. ENS will also support the learning in literacy, science, and math by integrating cross-curricular concepts throughout the fitness plan process and using the approach of balanced literacy to support students' reading and writing needs.

Arts Education
GCA will offer a robust arts education program to grow the individual talents of students. All lessons will be aligned with the State Standards and the National Art Standards. Instruction is organized to target the strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications.

A focus will be on artists who portrayed the natural world or animals, such as Rousseau, or who used a specific style, such as biological illustrations. Audubon and Linnaeus are examples of this art style. Students will draw in their field journals during visits to the Zoo or natural environments. Lessons on perspective, the Elements of Art and the Principles of Design will support students in being better artists and will remove some of the frustration experienced in beginning artists. In addition, reading and numerical literacy skills are woven into these classes. Even classical composers depicted animals and scenes of nature through music (e.g., Beethoven's *Pastoral Symphony*, Scriabin's "*Mosquito" etude*, Debussy's *"La Mer"*, etc.) These examples, and innumerable others, allow students to explore the auditory landscape of sound in musical expression, and this can be compared with the musical catalog of nature, expressed most famously through the songs of birds and whales, the cries of arboreal primates, or the roars, grunts, and hisses of the various feline species. The visual and performing arts will be integrated into the daily program, both in the classroom, at the Zoo, and possibly in an after school program.

In addition, art will be explored as an essential expression of culture and people. Art, in its many manifestations, is common to all human cultures, and the particular style of each culture's artistic expression is a source of pride for countless people. By bringing in guest speakers through cultural study our students will learn to appreciate their own family's culture and understand the connectedness that links all the world's people. Students will also learn to warmly embrace their individual artistic abilities and recognize artistic beauty in its many forms.

The Golden Charter Academy expects to demonstrate that both student behavior and student achievement will be significantly improved by using technology for composing music that is interdisciplinary and engaging.

Learning Best Occurs with High Quality Instruction

There are many educational theories and practices that have proven to be effective in the classroom environment and GCA does not subscribe to only one approach. We believe in allowing successful teachers to teach in an environment that supports best practices and student-centered strategies.

As mentioned in the earlier section on *How Learning Best Occurs*, the Golden Charter Academy experience will be based on principles and beliefs that set the foundation for excellent schools. Several of these foundational principles and beliefs center on high-quality instruction, as outlined below.

Universal Design for Learning

The Golden Charter Academy has adopted UDL, an educational framework that is highly regarded by the nation's general TK/K-12 education law, the ESSA. The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It is about building flexibility in the ways students access material, engage with it, and demonstrate what they know. UDL benefits all students because learning experiences can be adjusted for every student's strengths and needs. Facilitating learning experiences through a UDL lens provides the same kind of flexibility in classroom settings as well as in places of learning outside the classroom (e.g. natural settings, community settings, zoo grounds).

According to the Center for Applied Special Technology (CAST), UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (CAST, 2020). The framework guides the design of instructional goals, assessments, methods, materials and learning environments to proactively meet the needs of all learners. Classrooms are highly diverse, and the curriculum needs to be designed from the start to meet this diversity. UDL is an approach to curriculum that minimizes barriers, maximizes learning for all students; and supports learners to become "expert learners" who are, each in their own way, purposeful and motivated, resourceful and knowledgeable, and strategic and goal-driven.

UDL aims to change the design of the environment rather than to change the learner. When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning. Consider the meaning behind each term of the framework to help understand the pathway to be followed (see figure below).

Universal Design for Learning - the Meaning Behind It	
Universal	Curriculum will be *universal* in that it can be used and understood by everyone, and will provide genuine learning opportunities for every student.
Learning	*Learning* is not one thing. Neuroscience tells us that our brains have three broad networks, one for recognition (the *What* of learning), one for skills and strategies (the *How* of learning) and one for caring and prioritizing (the *Why* of learning). Students need to gain knowledge, skills, and enthusiasm for learning and a curriculum needs to help them do all three.
Design	*Design* needs to be flexible and accommodate all kinds of users, going beyond the need for access and building in support and challenge.

In addition to addressing aspects of access, the UDL framework creates space for building in support and challenge. Breaking free from the "myth of average," standardized coursework becomes personalized learning objects for student success (Rose, 2018). Essentially, "context" trumps "traits" (Rose, m2016, p. 105).

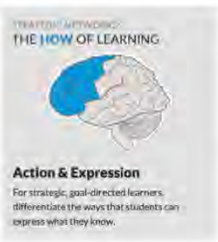
> UDL eliminates one-dimensional thinking to embrace diversity and the uniqueness of each individual. Think to scaffold, to leverage talent, intelligence, character, and creativity. Thus, when given options to express what they know, the students' choices fuel their interest and autonomy. This is where universal design for learning becomes a cross-dimensional, user-focused, structured, flexible, engaging, and authentic framework for social justice (Library & Learning Resources, 2020).

We have been taught to think everyone is the same, but according to Rose, "average destroys talent" (Rose, 2018). Learner variability and flexibility can be addressed with simple solutions: digital learning objects, language translation, support for reading and translation including digital learning objects that move the students' self-regulated learning comprehension to a higher level. Equally important, we can minimize barriers and maximize learning for all using the principles of UDL as pathways to learning (see figure on the next page).

Universal Design for Learning addresses barriers to learning by creating a framework of instruction that designs "to the edges." In this way, and by bridging average thinking, students are able to become active participants in the learning process. More importantly, universal design for learning becomes a cross-dimensional, user-focused, structured, flexible, engaging, and authentic means to address learner "dis-ability and vari-ability" (Library & Learning Resources, 2020).

The UDL framework offers an overarching approach to designing meaningful learning opportunities that address learner variability and suggests purposeful, proactive attention to the design of goals, assessments, methods, and materials. CAST's UDL Guidelines are a tool to support educators, curriculum developers, researchers, parents, and more to apply the UDL

framework to practice (CAST, 2020). The Golden Charter Academy incorporates the use of UDL in the design, administration and assessment of the curriculum used.

UDL Principles - Pathways to Learning	
	Principle I. Provide Multiple Means of Engagement • Provide options for recruiting interest • Provide options for sustaining effort and persistence • Provide options for self-regulation Offer options that engage students and keep their interest. What fires up one student won't fire up another! Give students choices to fuel their interests and autonomy. Help them risk mistakes and learn from them. If they love learning, they will persist through challenges!
	Principle II. Provide Multiple Means of Representation • Provide options for perception • Provide options for language, mathematical expressions, and symbols • Provide options for comprehension Show the information in different ways and provide varied supports. Use graphics and animations, highlight the critical features, activate background knowledge, and support vocabulary so that students can acquire the knowledge being taught.
	**Principle III. Provide Multiple Means of Action and Expression** • Provide options for physical action • Provide options for expression and communication • Provide options for executive functions Allow students to approach learning tasks and demonstrate what they know in different ways. Give students plenty of options for expressing what they know; provide models, feedback, and supports for their different levels of proficiency.

California's Environmental Principles & Concepts

Through the use of EP&Cs, teachers can support environmental literacy by helping students to understand and apply the EP&Cs across academic disciplines and in the real world. These principles and concepts highlight the deep relationship between humans and the natural world. They represent "big ideas" intended to inform standards-based instruction and fuel student inquiry.

Environmental Principles:

- Principle 1: People depend on natural systems
- Principle 2: People influence natural systems
- Principle 3: Natural systems change in ways that people benefit from and can influence
- Principle 4: There are no permanent or impermeable boundaries that prevent matter from flowing between systems
- Principle 5: Decisions affecting resources and natural systems are complex and involve many factors

The EP&C's are the foundation of the environmental content taught in the EEI Curriculum. The K-12 EEI Curriculum uses the environment as a context to help students learn science and history-social science. It is a model to demonstrate how to integrate environmental literacy into instruction. Using the EEI platform as a model for cross-curricular integration, teachers will be

empowered to utilize both the EEI curriculum as well as the many other environmental education resources available to them.

Professional development and Teacher Supports

Great schools require great teachers and school leaders. At the Golden Charter Academy, we empower our educators to lead school teams, and we invest in training to help them grow as professionals. When considering overarching themes of effective professional learning, Darling-Hammond, Hyler, and Gardner (2017) presented seven characteristics. Practices that underscored effective professional development included strong content focus, active learning, collaboration, modeling, coaching and/or expert support, and are sustained in duration. The Golden Charter Academy embraces the value of these practices and will be intentional in providing the support needed to empower their educators in the manner the educators are expected to empower their students.

Equipping faculty to facilitate learning experiences in a place-based setting requires support from all levels of the Golden Charter Academy family. The first step is to provide professional development that shifts the norms set by traditional teacher development programs and offers educators a rigorous, immersive learning experience rooted in place-based education principles. The following chart outlines the outcomes of such a shift and illuminates the backdrop of the Golden Charter Academy approach.

From Traditional Methods	To Place-Based Education Prepared
Majority of time in course on campus	**Place-Based** Coursework is embedded in place and community and blended with hands-on, in the field practica.
Structured, predetermined courses and sequence	**Personalized & Designed for Deeper Learning** Educators progress at a pace and in a way that maximizes learning. They receive regular feedback, support and mentorship from trained educators who are effective place-based education facilitators.
Norm-referenced and grade-based	**Values Based** The program is anchored by the three GCA values of stewardship, equity, and access. These values guide the alignment of academic coursework, teaching, and environmental/community experiences.
Siloed classroom and practice teaching experience	**Blended Experiences** Classroom learning and practical teaching experience is blended and designed for deeper learning through the use of field-based practicum. Frequent implementation of advanced instructional techniques and field experiences allows educators to learn by doing and continually carry new understandings and experiences back into the classroom.
Products are primarily papers, unit or lesson creation and reflection	**Project-based** Educators collaborate around relevant, impactful and complex learning experiences, culminating in a capstone project of sorts.

Inspired by *Preparing Teachers for a Project-Based World* by Getting Smart (2016).

To position teachers to effectively facilitate place-based learning, professional development will also include:

- Universal Design for Learning
- Fresno Chaffee Zoo Docent Training
- Field-Based Environmental Education Experiences
- Field-Based Immersion Experiences in natural settings

In order for students to realize the benefits of field-based education, teachers need to be confident in field-based teaching strategies. Even though many tools (e.g. *Next Generation Science Standards* curriculum) have been provided for teachers to make this transition, it really does not address the true challenge. Without a deeper connection to the subject matter, the teacher-student learning transaction could become a delivery of information more than an exploration and an opportunity for the development of individual connections.

As explained by the Rural Challenge Research and Evaluation Program (Sobel, 2005), a teacher that is grounded in their environment begins to appreciate that there is a mutual interaction between themselves and those things around them. Connecting in this way allows the teacher to embrace the idea that their actions matter and could impact the world beyond school. This is in stark contrast to learning in a classroom setting, detached from real-world experiences and simply looking at the world as an outside observer.

Elements that help build a sense of confidence in knowledge of science content are an important aspect of effective training (Milner et al., 2012), and innovation in components that engage teachers in outdoor experiences is key. Not knowing how to engage students in the outdoor realm is often indicative of the teachers not knowing how to engage themselves. Ernst (2007) asserted that helping teachers develop a level of comfort in providing instruction beyond the classroom is critical. In order to actively draw students in, teachers must also be actively engaged in training that mirrors the desired experiences (Klein & Riordan, 2011).

Professional development for the Golden Charter Academy educators will mirror the student experience in that training will be delivered through a Universal Design for Learning lens, facilitated in place-based settings, and will be experiential in nature. Tilden (2009) viewed the creation of these connections as "an educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information" (p. 17). This perspective supports the idea that effective facilitation of environmental education concepts also includes personal, hands-on experiences that elicit meaningful connections and capture the spirit of experiential learning.

Staff Culture and Staff Alignment Achieves Ambitious Goals.
Enabling students to achieve ambitious goals will require a cohesive team working in the same direction. This will entail building collaboration between teachers and school leadership.

GCA Commitments:

- Teachers and staff will feel accountable for the success of all students and connected to the Charter School's mission, vision, culture, and priorities.

- High teacher expectations will be clearly articulated and aligned with the California Standards for the Teaching Profession.
- The leadership team will meaningfully engage all teachers and staff as a team and prioritize building and maintaining a positive staff culture.
- The leadership team will foster a teaching culture that encourages and motivates teachers to engage in a path of continuous development toward teaching excellence.
- Teachers will be aligned with both their grade-level team (i.e., 3rd grade team) and content team (i.e., TK/K-3 ELA team) to ensure a coherent TK/K - 3rd grade sequence and shared grade-level experience for students.

Transparent Behavior Expectations Increase Student Engagement, Time-on-Task, and Learning

At GCA we believe that establishing clear student behavior expectations will allow teachers to focus increasingly on instruction and learning and will provide clear and consistent norms that support student reflection, practice, and development. Additionally, supporting students to adhere to expectations and academic/professional behavior will increase students' life preparedness.

GCA Commitments:

- There will be consistent, school-wide student behavior expectations.
- Behavior expectations will foster self and social awareness, and encourage students to empathize with and be respectful to classmates.
- Teachers will explicitly share and teach the expectations and will hold all students accountable.
- Students will be able to articulate expectations, follow expectations consistently, and respond appropriately when reminded.
- Students will have regular opportunities to reflect on their behavior and actions and will use a restorative process to discuss how their choices lead to outcomes and how to respond to those outcomes.

High Level Instruction Through Clear Academic Strategies and Consistent, School-Wide Practices

GCA will set a high bar for instruction and align the day-to-day student experience with the Charter School's vision for the students it serves. Decisions around what instructional excellence looks like will be consistent and calibrated throughout the Charter School.

GCA Commitments:

- The Head of School and the school administration will make intentional decisions about instructional design (methods, time, curriculum, and assessments) based on research and results and will implement the essential enabling systems, including data-driven instruction, progress monitoring, instructional coaching, content teams, and workshops.
- The GCA leadership team will identify a common set of classroom practices to be adopted schoolwide.
- Teachers will plan and implement common, structured lesson types and methods that:
    - Go beyond guided instruction (e.g., employing inquiry-based learning instead of the traditional "I Do, We Do, You Do" lesson format).

    - Are necessary for success in high school, college, and vocational schools.
    - Require a rigorous approach that builds towards excellence.
    - Intentionally align and develop TK/K through 3rd grade.
- Teachers will deliver high-frequency, academic feedback to students, incorporating it into lessons and the daily and weekly school schedule.
- Teachers will continuously adjust instruction to meet the needs of all students.

Instructional Content Expertise is Critical to Drive Students to College-Readiness Levels
In addition to strong instructional practices, teachers also need strong content and early literacy expertise. For example, teaching children to read requires a teacher with expertise in phonics, decoding, and reading comprehension skills for fiction and nonfiction texts. This is an important and needed skill so that the teacher can effectively identify each student's foundational skill gaps and provide guided literacy instruction. When teachers have deep content knowledge and share content knowledge across grades, schools increase their ability to achieve long term, college-ready goals. GCA understands the importance of developing teachers into curricular experts. GCA is committed to supporting excellence in all instructors.

GCA Commitments:
- The Head of School and the school administration, regardless of their specific content-area expertise, will be able to describe how each class is driving toward content-specific goals and will have a working knowledge across content areas to keep tabs on day-to-day progress of students.
- Teachers will have a deep understanding of Common Core standards.
- The Head of School will prioritize both content expertise and an understanding of the needs of children when hiring.
- The leadership team will actively develop all teachers' content expertise:
    - Teachers will receive internal and external content-based professional development
    - Content and grade level teams will meet regularly to engage in high-leverage practices: looking at student work, lesson study, data driven instruction, and teach backs
    - There will be instructional leaders and coaches with deep expertise in specific content areas and effectively deliver content-based coaching.

Scaffolding
Instructional scaffolding is the provision of sufficient support to promote learning when concepts and skills are being first introduced to students. These supports may include the following:
- Resources
- A compelling task
- Templates and guides
- Guidance on the development of cognitive and social skills
- These supports are gradually removed as students develop autonomous learning strategies, thus promoting their own cognitive, affective and psychomotor learning skills and knowledge. Teachers help the students master a task or a concept by providing support. The support can take many forms such as outlines, recommended documents, storyboards, or key questions.

Support for English Learners (EL)
English Learners are defined as students who are not yet fluent in English, as assessed by the English Learner Proficiency Assessments for California, or ELPAC. EL's make up approximately 18% of all students in Fresno Unified, but in the six comparison schools of southwest Fresno, that percentage is more than 28%. Almost one out of every three students in southwest Fresno is not yet fluent in English.

When parents initially enroll their children in public schools, usually in Kindergarten (K) or Transitional Kindergarten (TK), they are given a Home Language Survey (HLS) to determine whether or not there are languages other than English spoken in the home. If this is the case, students are given the initial ELPAC to assess their level of English fluency. These assessments measure fluency in four domains—listening, speaking, reading, and writing. The following table illustrates the four levels of assessment.

Reporting Level	What Students Can Typically Do at Each Level
Level 4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
Level 3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
Level 2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
Level 1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on

	learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

Source: California Department of Education, Summative ELPAC General PLD's

Due to the wide variety of English proficiency skills in many Fresno Unified classrooms, the district, in keeping with state guidelines, requires a minimum of 30 minutes of English Language Development (ELD) instruction per day for EL students. The implementation of this instruction may vary depending on the school level (elementary, middle, high) and school program (general, Dual Immersion, etc.). Some teachers deploy students to other classrooms for this ELD time, while others keep their students but create individual classroom stations where they are better able to isolate instruction to target specific strategies for particular levels. Stations may take the form of small group instruction, one-on-one work between teacher and student, independent work, either at a desk or possibly utilizing a computer with a specific software program for ELD practice, or conversational interaction between students or between students and instructors. Some teachers even embed ELD instruction during their English Language Arts (ELA) time and are thereby able to maximize the integration of ELA and ELD. ELD can and does vary widely, as students inevitably vary widely in their English proficiency and teachers vary widely in their own ELD instructional skill.

At the Golden Charter Academy, we believe that instruction must be flexible enough to meet the needs of individual students at all levels of fluency. Our teachers will receive professional development in integrating lessons for the purpose of maximizing learning and learning time for students. GCA reserves the right to implement this flexibility so that ELD instruction is always focused on the needs of the students.

Reflection is a big part of the success of EL students. Language acquisition is a gradual process that varies in length from person to person, depending on a number of factors. GCA teachers, in keeping with our commitment to providing universal access, may employ any number of strategies to promote reflection, including self-recording. Students may improve their pronunciation, their sentence structure, and their oral speaking abilities by recording themselves and reflecting upon their speaking proficiency. When students are allowed to have input in their own progress toward proficiency, they are more motivated to succeed.

Pedagogical strategies

The strategies listed below are consistent with Universal Design for Learning and are especially helpful for students with learning disabilities--although in fact they are also helpful for all students. They are, in short, sound pedagogy. We recommend them to teachers regardless of whether they *know* they have any students with special needs in the class.

General Pedagogical Strategies:

- State the day's objectives at the beginning of the class.
- Paraphrase key points from the reading and lectures.

- Provide examples (and identify things that are not examples).
- Provide written directions.
- Vary teaching methods (lecture, discussion, small groups).
- For large projects, provide step-by-step directions, bullet those directions, & give advance notice of due dates (at least two weeks).
- Try to select well-organized textbooks with subheadings, clear explanations and instructions, and appropriate examples.
- Print out copies of overheads and make them available to students.
- Review material.
- Encourage study groups.
- Provide pre-reading questions for each reading assignment or group of related assignments.
- Identify key points in the readings and lectures.
- Don't penalize students for spelling, organizational, or handwriting errors on timed examinations.
- Allow students to use laptop computers for examinations.
- Provide multiple modes of instruction and go over all instructions in class providing a written version--but don't provide overwhelming amounts of instruction.

By employing a wide variety of instructional techniques, teachers are best suited to meet the individual needs of students. Varying instruction between whole group, small group, and individual instruction formats will provide students the support they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency.

The GCA teachers will understand the various learning modalities represented in their students and apply appropriate teaching methodologies to meet their needs. Implemented effectively, content in grade-level course work will remain consistent from class to class but scaffolds that allow the students access to the content may vary from room to room depending on the learning needs of the students in each classroom.

The GCA teachers will plan lessons that engage all types of learners and will differentiate for a variety of learning levels.

While all courses will employ a variety of pedagogical strategies, certain instructional models will be unique to their content areas.

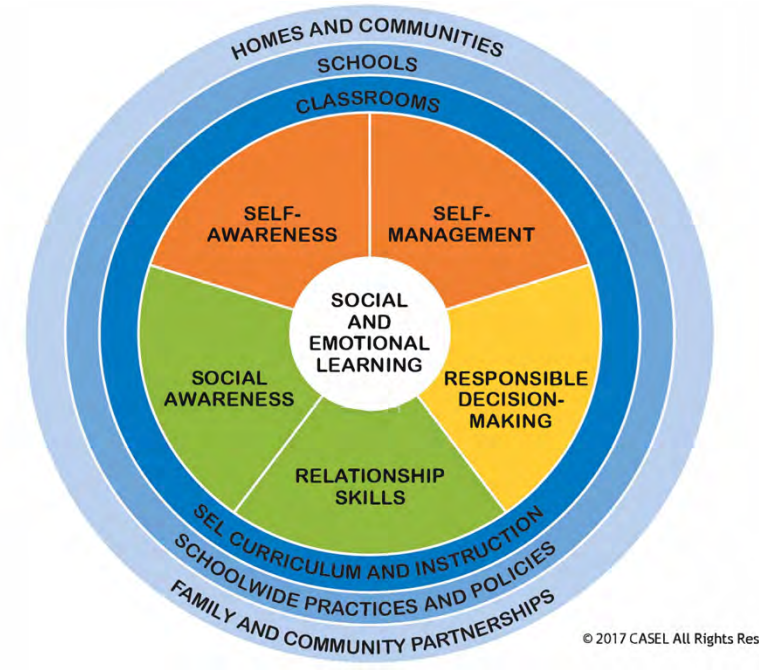
Learning Best Occurs with a Healthy School Culture

The Golden Charter Academy believes that learning best occurs through a positive school culture with safe, structured, and nurturing Environments. Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. GCA provides a safe, and nurturing environment with minimal distractions and more time for both academics and extracurricular opportunities, so GCA students enjoy school and maximize their learning.

At the Golden Charter Academy we set clearly defined and measurable high expectations for academic achievement and student conduct/behavior for all students. We believe, in order to

create and reinforce a culture of achievement and conduct, that students should be aware of and understand the expectations of them. They should understand the relationship between conduct and consequences and understand the outcomes of their actions. We not only aim for academic achievement we also want exemplary community members.

Social-Emotional Learning



An essential part of the GCA program is social and emotional learning (SEL). As young people grow, they experience new challenges, new emotions, and new situations. Navigating these various experiences is difficult for anyone, and we all must understand that this is a process of growing and learning for all children. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is a deeply ingrained part of the way students and adults interact both in the classroom and out of it, and helps provide children with equitable, supportive, and welcoming learning environments.

SEL enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies as can be seen in the figure to the left: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

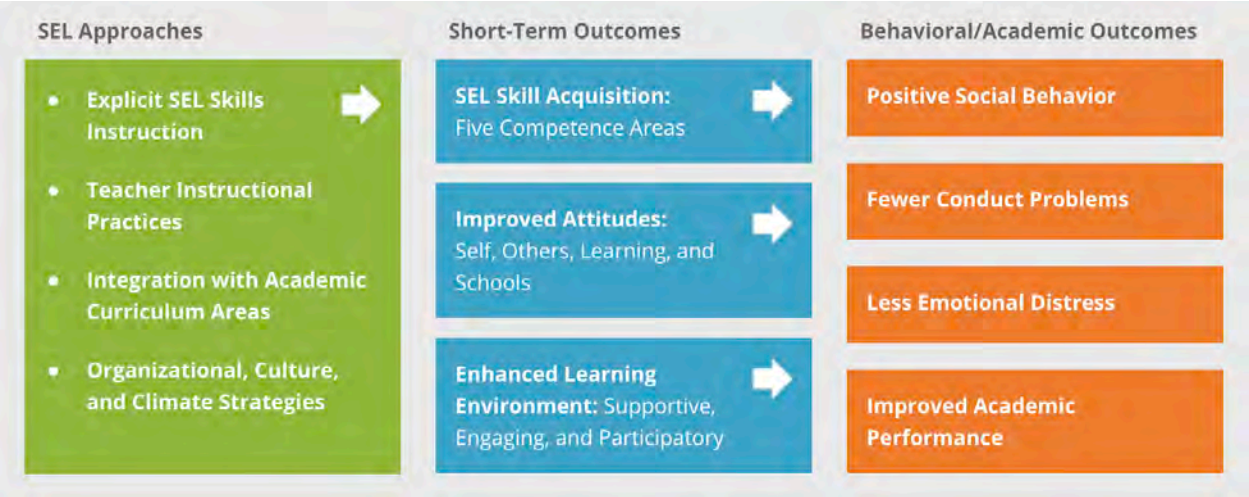
Developing these competencies helps bridge connections to the areas designated in the outer rings: the classroom, the school, as well as in the home and community. Further, it is indicated that the way to create these connections is though SEL curriculum and instruction, schoolwide practices and policies, and through family/community partnerships.

Research has shown that social and emotional development can be fostered, and social and emotional skills, attitudes, and behaviors can be taught in many ways across many settings. The Golden Charter Academy will implement the following approaches:

- Free-standing lessons designed to enhance students' social and emotional competence explicitly.

- Teaching practices such as cooperative learning and project-based learning, which promote SEL.
- Integration of SEL and academic curriculum such as language arts, math, social studies, or health.
- Organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning.

By implementing the SEL approaches, the Golden Charter Academy will be able to utilize the short-term outcomes and behavioral/academic outcomes, outlined in the infographic, as benchmarks to help guide effective implementation.



In support of the social and emotional development of our students, the Golden Charter Academy will incorporate the following four elements represented by the acronym SAFE:

- ***Sequenced:*** Connected and coordinated activities to foster skills development.
- ***Active:*** Active forms of learning to help students master new skills and attitudes.
- ***Focused:*** A component that emphasizes developing personal and social skills.
- ***Explicit:*** Targeting specific social and emotional skills.

A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.

An emphasis on real connections and relationships at GCA will ensure an emotionally healthy school family. A shame-free environment encourages risk-taking in academics and extracurricular activities. Daily classroom routines will also support the students in feeling safe and protected.

Social and Emotional Learning in Field-Based Experiences

Field-based experiences are those things that are happening during a field day in a place-based setting outside the classroom. Even in these unique settings the learning environment, pedagogical practices, and specific activities/lessons can support student social and emotional learning.

Social and emotional skills are both taught and caught (Blyth, 2018). In an optimal learning environment, educators explicitly teach specific skills, they provide opportunities for youth to practice and reflect on those skills, and they model social and emotional competencies.

Even in outdoor spaces, the SAFE elements lay the groundwork for effective facilitation. They are **S**equenced (learning experiences progress throughout the program and build on one another, **A**ctive (youth have opportunities to practice skills in hands-on ways, supported by reflection and feedback), **F**ocused (parts of the learning experience are designed to emphasize social and emotional skills), and **E**xplicit (they target specific social and emotional skills) (Durlak et al. 2010).

Grow Outside (2020) has expanded the context of SEL to include the rest of the natural world (see the following table). This extension was born from Residential Environmental Learning Centers (RELCs) that offer students immersive experiences in nature and serve as an extension of classroom programming. The idea of immersion also connects to single day explorations centered on environmental education.

SEL Competencies	Outdoor Environment Considerations
Self-Awareness	• Understanding one's roles within people-built systems which are nested within and dependent upon ecosystems and the biosphere; i.e. becoming ecologically literate • Participating in team challenge and adventure activities to discover more about overcoming perceived limits. • Understanding through practice one's personal power to act on behalf of one's self and others in need, be they people, water, land, or other species • Recognizing that one's actions impact one's self, other people, other species and the environment • Recognizing that human health and wellbeing are interdependent with ecological health
Self-Management	• Time outdoors reduces stress • Team-building and adventure activities support the development of self-management skills
Social-Awareness	• Understanding the meaning and value of diversity and biodiversity in various contexts • Recognizing cultural demands and opportunities regarding resource use • Collective efficacy • Recognizing cultural demands, perspectives, and opportunities regarding what is an environmental resource and how it should be used

	• Recognizing how prevailing and social norms have led to ecological destruction, particularly in marginalized communities; i.e. environmental justice • Recognizing our interdependency with Earth Systems
Relationship Skills	• Recognizing the reciprocal relationships that exist between people and other species • Working proactively and cooperatively to restore interpersonal and interbeing relationships where and when needed
Responsible Decision Making	• Assessing the environmental impact of one's beliefs and actions • Pursuing inclusive, mutually beneficial solutions to both local and large-scale environmental challenges • Reflecting on the broader ethical consequences and environmental impact of one's behavior • Recognizing one's ability to analyze environmental and social situations, identify problems, and solve them using inquiry skills

The very act of leaving a familiar classroom significantly alters the learning environment, while at the same time facilitating new perspectives on learning, relationships, and day-to-day life. This novel learning environment offers the opportunity for students to better understand themselves and reimagine their relationships to peers and teachers. According to Grow Outside (2020) students who struggle in the classroom setting often shine in field-based settings, demonstrating competencies unseen in the classroom, which provides them with critical experience in building a positive identity as a learner. Likewise, the group dynamic outside of the classroom allows students to build social awareness, find commonalities with peers, break up negative social dynamics that may exist in the classroom or school environment, and strengthen relationships through shared experiences. Program elements that include collaborative group work, scientific investigations, scaffolded physical challenges, and opportunities to reflect, contribute to the positive impact on social and emotional development.

Learning spaces in outdoor settings offer a rich environment for youth and adults to connect (or reconnect) to nature through both structured and unstructured learning environments. Instructors skillfully guide students to connect to nature through modeling, intentionally sequenced activities, and free-choice time to explore and play in nature. Creating safe opportunities for students to observe, reflect, contemplate, and interact with the natural world provides opportunities for them to develop authentic and positive connections to nature.

Mentor Program

Success in life depends on both academics and character. The Golden Charter Academy will help students foster character strengths that are essential for their own success and well-being. At the Golden Charter Academy, we aim for students to be empowered to express their voices with compassion and to improve the world around them. Our mentoring program will play an instrumental role in laying the foundation for character development with the students of Golden Charter Academy.

The vision of mentoring is to produce positive, encouraged, motivated, and informed citizens in the world, while decreasing negative outcomes, and increasing the likelihood of successful outcomes for all students.

As a part of ongoing social and emotional support to students and teachers, the Golden Charter Academy will employ adult mentors. They will be trained in social and emotional learning strategies, and conflict mediation at the school site.

Mentors will:

- provide students with genuine guidance and support,
- increase positive influences within the community through events and building partnerships,
- support school personnel to decrease suspensions and bullying.
- increase academic performance and attendance rates,
- collaborate with guardians to reiterate good behaviors learned in school that will be exercised at home,
- create a safe environment for all school personnel.

The goal is to connect all individuals and factors that directly affect each student. Mentors connect with the guardians, teachers, school personnel, community, and peers of each student to increase and promote positive and healthy relationships and school engagement to increase the likelihood of successful outcomes.

Mentors focus on advocating for each of their students, to increase self-esteem, self-worth, and encourage mental and emotional stability. Each mentor creates bonds with teachers to increase effective communication to better support students academically. Constant communication between mentors and guardians helps increase students' attendance, positive behaviors, respect, cooperation, and overall good behavior at school as well as at home.

Mentors will work particularly with students with emotional or academic struggles. Mentors connect with the students in the classroom for academic support and on the playground with the goal of building relationships. The mentors also communicate regularly with the classroom teacher, the school counselor, and families when appropriate.

The mentoring program is designed to create genuine support for all students, no matter the age, cultural background, or learning disability. It provides the tools necessary to establish a positive environment, increase student engagement, and is committed to working with families to promote healthy relationships. GCA is committed to increasing the likelihood of successful outcomes for all students.

Purposeful Community Building

As part of the school's commitment to being a community-based school, we will do thoughtful and purposeful community building with students and families, as an entire school community and in small groups. New students and families will attend an orientation to acclimate them to the school, its values, and how they play an important role. We will also do community building during school announcements over the public address system and regularly in Family Time.

There will be other opportunities for community building in special school events such as sporting events, school dances, fundraisers, family group socials, zoo events, and more.

Community building is key to both goals of diversity and teaching habits of success. In order to build a strong, heterogeneous, tight-knit community, our students must know each other well and be able to work in teams with students from all racial, ethnic, income, language, and educational backgrounds. Some samples of community-building activities are team building activities, structured conversations where students and families get to know each other, and low-stress competitions between family groups.

We also consider more structured, community groups where students create art or music together or read together across grade levels and with facilitators and/or families.

In the later years, we will expect the older students (grades 5 and above) to be mentors for the younger students. These student mentors will play a leadership role, be buddies to younger students to answer questions and to be role models. The student mentors will also likely lead All School Meetings and other community building. Newer students may also be assigned class buddies to help welcome them to the school. Finally, we may assign student mentors as school leaders to give input into school decisions, and to do lunch and recess duty. We will provide training to our student leaders.

Student attitudes to be developed

- **Appreciation** – appreciating the wonder and beauty of the world and its people
- **Commitment** – being committed to learning, preserving, and showing self-discipline and responsibility
- **Confidence** – feeling confident in their ability as learners, having the courage to take risks, applying what they have learned, and making appropriate decisions and choices
- **Cooperation** – cooperating, collaborating, and leading or following as the situation demands
- **Creativity** – being creative and imaginative in their thinking and in their approach to problems and dilemmas
- **Curiosity** – being curious about the nature of learning and of the world, its people and cultures
- **Empathy** – imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning, and emotions.
- **Enthusiasm** – enjoying learning
- **Independence** – thinking and acting independently, making their own judgments based on reasoned principles, and being able to defend their judgments
- **Integrity** – having integrity and a firm sense of fairness and honesty
- **Respect** – respecting themselves, others, and the world around them
- **Tolerance** – feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

Expanding Cultural Awareness

Students learn about the world through academic disciplines, the arts, special events, "virtual" cultural exchanges with international Zoos, and culturally specific foods. Multiculturalism will be infused throughout every aspect of the school. The visual and performing arts curriculum will expose students to art, music, and drama from the many cultures in our community. Art and music instruction will serve as a venue for celebrating the contributions of all countries and cultures.

Restorative Practices

Restorative practices complement the focus on SEL. Through restorative practices, GCA students will have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. At GCA, we will recognize that all people make mistakes and that mistakes are actually opportunities to grow and learn. We will hold students accountable to high expectations and provide a high level of support for our students to grow.

Logical Consequences and Restorative Practices

Consequences must be meaningful for students; they cannot be abstract, extrinsic ideas that do not attach to the behavior. Depending on the root of the problem, students may write a reflection about what happened and then return to the group after sharing her or his reflection with classmates. If a seriously harmful decision (e.g., hurting a teammate, repeated teasing) has been made, the teacher or leader may choose to use a restorative circle, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, coaches, and more, depending on the circumstance and impact.

Restorative Chats

Staff members at GCA will use restorative chats to support students when harm has been done to another member of the school community (e.g., saying something hurtful) or to that student (e.g., giving up on a task). A restorative chat guides the student to repair the harm and better the situation. These are the guiding questions for a restorative chat:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. What do you think you need to do to make things right?

Escalation of Response

Teachers will use a number of strategies to ensure all students are learning, remembering that the goal is to restore relationships so that students can engage in learning. Teachers will know that there are many ways to respond and that it is important to match the response to the individual student and situation. Students at GCA staff will be aware and understand the importance of escalating and reporting incidents and maintaining student confidentiality in these matters.

The Importance of Relationships

Through our use of community circles, and through lessons that foster social emotional as well as academic growth, GCA students will develop strong connections, strong accountability to one another, and how others feel in situations. This is also known as empathy. The stronger these relationships are, the greater the impact when a student may seek to repair relationships, speak to peers about a challenge she or he is having, or engage in self-reflection. Relationships are at the core of this approach.

Modeling Healthy Responses

We will teach GCA staff to consistently model healthy interactions and reactions, especially in times when staff may be frustrated or tired. Our students learn from our modeling. We believe that skillful teachers teach discipline and embrace this as a key function of their role.

Therefore, the GCA community will:

- Hold all members of the school community to high and realistic expectations
- Foster strong relationships among all members of the school community
- Recognize that individuals will make mistakes and that each day is a new one
- Plan explicit directions for each activity and create safe, and productive learning spaces
- Use reminding, redirecting, and reinforcing language to help students meet academic and social expectations
- Frequently and clearly talk about and model appropriate behavior
- Provide consequences that are clear, logical, restorative, and fair
- See and discuss students as individuals
- Restore students to the learning community by teaching social skills and building on individual strengths

All School Meetings and Community Celebrations

Almost every morning, the entire school will gather as a community. One of the most powerful drivers of culture, community, and academics in many high-performing schools, is the All School Meeting. GCA will use All School Meetings to create a positive, focused mindset for all community members. The meetings are intended to be fun, positive, and to reinforce the school's values and cultural norms.

All School Meetings will set the tone for greatness during the day with our students and, in the later years, will be student-led. Parents and community members will be invited to attend, and participate when appropriate. Below is a list of typical events that may occur at All School Meetings:

- Celebrations of community and individual accomplishments (including failures)
- Stories and examples of Habits of Success in action
- Shout-outs and appreciations of fellow community members
- Student-led community-building activities

- Community activities such as singing, dancing, cooking, sports, art where families are also invited to attend

The All School Meetings will last for 10 to 15 minutes and will include highly structured routines for how to celebrate, shout-out, apologize, listen, and generally show high levels of support for all community members. Student-led activities will obtain prior approval from facilitators and can be used as evidence of learning.

On several Fridays, we will end the week with a Community Celebration. Similar to an All School Meeting, this will include celebrations of growth, outstanding examples of student success, shout-outs, and any other accomplishments or recognitions from the week. All community members, including families, are invited to attend.

GCA Family Groups

GCA believes a key component of our model is that "every student is known," that students are most successful when they have at least one close, long-term personal relationship with an adult on campus who guides the student through all aspects of their schooling – academically, socially, and emotionally.

In order to provide support a personalized experience:

GCA Commitments:

- Every student will be paired with a member of the staff, a mentor, who will stay with the student for multiple years at the school.
- Students will be placed into small groups of approximately 12 called Family Groups. The group meets twice daily and for a longer period of time on Friday.
- The mentor's goal will be to 1) make a deep, personal connection with the student and family, 2) to be the main point of contact for the student and family throughout their time at the school, and 3) to ensure the student stays on the college-ready trajectory.
- The mentor also conducts Personalized Learning Plan (PLP) meetings two times a year with each family to map out personal, academic, social emotional, and career goals for each student.
- The mentor will check in regularly using the PLP tool with each student to ensure he or she is on track to meet their goals and will conduct interventions as necessary.

Grouping

Cooperative learning is actually a generic term that refers to numerous methods for grouping students. At least 10 different methods have been formally described in the research literature. Therefore, "cooperative learning" as a strategy requires a closer look to take advantage of potential benefits for learners. Effective cooperative learning occurs when students work together to accomplish shared goals and when positive structures are in place to support that process (Johnson & Johnson, 1999). Even though appropriate use of student groups for learning has been shown to yield significant learning improvement across disciplines, the successful application of cooperative grouping in classrooms still eludes many educators (Johnson & Johnson). Criteria for effective cooperative learning groups include:

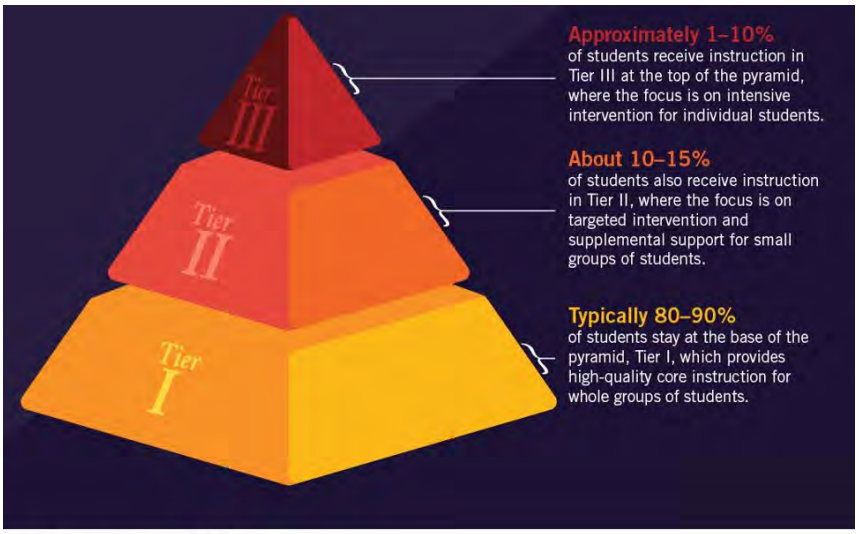
- Students understand that their membership in a learning group means that they either succeed or fail—together. (Deutsch, 1962).
- "Positive interdependence" includes mutual goals, joint rewards, resource interdependence (each group member has different resources that must be combined to complete the assignment), and role interdependence (each group member is assigned a specific role).
- Students help each other learn and encourage individual team members' success.
- Individuals in the group understand that they are accountable to each other and to the group as a distinct unit.
- Interpersonal and small-group skills are in place, including communication, decision making, conflict resolution, and time management.
- Members are aware of the group's processes. Individual members talk about "the group" as a unique entity.

Students with Special Needs

GCA will be a welcoming instructional environment for all students, including those with Special Needs. The GCA staff is committed to providing equal access to all students, and creating learning environments that nurture and support the educational aspirations of students with Special Needs. The GCA curricular focus on environmental education allows for experiential education that has been shown to enhance learning for all students. Our place-based model encourages kinesthetic movement and offers numerous opportunities to appropriately shift the focus of the learner, providing accommodations for learners who require multiple and changing stimuli. Our adoption of Universal Design for Learning (UDL) “provides a blueprint for creating instructional goals, assessments, methods, materials that work for everyone - not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs” (UDL: Theory and Practice, 2014). It is a framework that guides the shift to designing barrier-free, instructionally rich, learning environments that provide access to all students (Nelson, 2014).

Academically Low-Achieving Students: Identification and Assessment

Through the lens of UDL, the instructional design at GCA will be focused on helping each and every student in the classroom. Two frameworks, in particular, Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS), will be used because they both help identify the needs of each student and provide appropriate support systems.



Edgenuity, 2017

The RTI educational framework defines three tiers of support and instruction designed to help every student find success. As shown in the diagram to the left, Tier 1 provides high-quality core instruction for the larger majority of students; it is at this first level that the initial signs of student struggles become evident. In Tier II, struggling students will receive targeted intervention, instruction, and support that includes learning paths that address specific skill gaps. Progress monitoring in this tier helps teachers pull together students with similar needs for additional small-group tutoring and support. If data reveals that students are still struggling in Tier II, they may need more intensive instruction or an individualized form of intervention in Tier III.

The MTSS framework integrates all the components of RTI and also addresses the behavioral, social, and emotional development of students. MTSS implements continuous improvement processes at all levels of the system and can increase in needed intensity for students. Not all students require the same level of support and tiered supports provide an opportunity to match the intensity of support to each individual student's need. Published and researched RTI Models have 3-tiers or 4-tiers. The Golden Charter Academy has decided to use a 3-tier model because it is consistent with the California State Department of Education recommendation.

Edgenuity, 2017

Intervention

Response to Intervention serves a dual purpose, one being to prevent failure in students by addressing a student's needs as soon as they are identified rather than allowing the student to fall farther behind. Response to Intervention is also part of the process for identifying students for special education eligibility under the category of learning disabilities. In class, teachers will use a variety of instructional methods to reach students of all learning modality preferences. GCA will utilize the tenants of UDL in curricular design and all phases of instruction. The Charter

School will implement a combination of differentiated small group instruction, one-on-one tutorials, extra support from content area teachers, and mentors to assist students in gaining grade level proficiency. Students who are behind grade level or in jeopardy of retention will be individually counseled and given extra help in their specific areas of need.

GCA will use intervention programs to support students who are having difficulty learning or are falling further behind. Student Success Teams (SST), composed of the student, the student's parent or guardian, the Head of School and/or a member of the school administration, and a GCA faculty member, are responsible for identifying the student's needs and developing a plan to enable that student to be successful. Student response to general education interventions will be tracked and interventions will be modified as necessary to support individual students' progress. Students who do not make expected gains despite carefully designed individualized interventions may be referred to the Special Education team for further evaluation. Each referred student will be assessed in all areas of suspected disability to determine if the student has a disability and qualifies for special education. An Individualized Education Program (IEP) will be developed for students who qualify for special education. We involve parents throughout this process to ensure they are informed about their student's progress and how they can best support his or her development.

Ongoing Evaluation

GCA's MTSS leadership team will meet regularly to review, analyze and problem-solve around data indicators. This team is designed to create a continuous cycle of improvement, troubleshoot obstacles, provide on-going feedback, and align needed resources that affect improved student outcomes. Progress will be monitored frequently, at least 2 or 3 times a month in Tier 2 intervention and weekly in Tier 3 intervention. Assessment of progress centers on comparable multiple measures that can be given in close proximity and are sensitive to small gains. The rate of student progress will be used to project whether the student is learning and growing or if the student's program or supports should be changed.

Recurrent monitoring provides relevant data and allows for timely adjustments. Data of student performance is the basis of decisions made regarding changes in student placement, evaluation of student progress, moving students up or down the tiers of instruction, and referral to special education assessment. GCA will use a variety of methods, including parent and teacher referrals, as well as sources of data, to identify students who are most in need of additional support. This includes regular benchmark assessments, standardized tests, state and national assessments, and other methods. School leadership will use the classroom assessment data to refer and monitor at-risk students via a Student Success Team (SST) model for intensive interventions in math, reading, and writing.

Family Involvement

Families are an essential component of supporting student success. Teachers regularly notify parents about the academic experience of their student(s). Weekly progress reports, benchmark exam scores, teacher notes, phone calls, and comments on homework assignments are several examples of how parents may be notified of their child's progress. As each student's progress is tracked in one or more of these methods, a request for a Student Success Team (SST) may be offered when expected progress is not demonstrated within the appropriate time period.

Just as students will learn a deep understanding of the interrelatedness of the earth's creatures and its ecosystems, GCA understands that parents must be an integral part of the education of their children. The above section describes how parents are informed of their child's progress, but it does not address how parents *inform* the school about their child. Parents, as the child's first teachers, are an essential component to academic success. At GCA, parents will be invited to volunteer in classrooms and participate in fulfilling the goals of GCA, including fundraising, media outreach, and community activism. When actively engaged, parents are the child's most enduring role model. GCA will welcome parent participation in our educational program, and encourage the development of parent education and involvement.

Academically High-Achieving Students

Identification
All courses will maintain a standard of rigor that challenges our most academically advanced students, who are identified through the same methods as academically low-achieving students. Teachers will develop individualized strategies to engage and challenge these students so that they can continue to accelerate their learning. Teachers will utilize the strategies of Universal Design for Learning. As such, students will be given an opportunity to develop their individual expertise through assessments that allow for multiple means of expression.

Parent Notification and Involvement
As mentioned above, parents at GCA are seen as an essential component in the success of their child's learning. Parents will be actively recruited as volunteers, chaperones, and educational partners who have the greatest stake in their child's success. A measure of our success is the success of our parents. We aspire to strengthen families, the building blocks to strong communities. We will encourage and support community activism and student advocacy as a part of the GCA program.

Support
GCA will ensure that every teacher will be ready to set classroom routines and rely on digital formative assessments and additional resources to ensure that all students have the opportunity to continue learning after they complete the day's objective during class.

Because all students are challenged to reach their intellectual potentials within the instructional program, GCA does not plan to offer a formal, separate program for academically high-achieving students. However, as described, GCA will equip teachers with the necessary tools to enable high-achieving students to continue advancing. GCA teachers will be less concerned with the identification and academic stratification of its learners and more concerned with its goal to unlock the educational potential that exists in all students. Student support will encompass academic challenges, as well as social emotional supports, such as student mentoring and peer group support.

Special Education

GCA believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. This common belief covers the realm from students behind grade level to special education students to English Learners ("EL").

GCA welcomes students with special needs. GCA recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the Fresno Unified School District and a Special Education Local Plan Area ("SELPA") to ensure that a free appropriate public education is provided to all students with exceptional needs.

GCA's dedicated staff of specialists, counselors, and psychologists will work closely together with our teachers to ensure that the needs of each student, especially those with an IEP, are met. The special education staff will meet regularly for professional and program development and to share best practices for supporting special education students.

UDL and Place Based Learning are essential components to all instruction at GCA. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

Special Education Strategies for Instruction and Services

The Golden Charter Academy is committed to providing universal access to content for all students, including students who have identified disabilities and are on an Individual Education Plan (IEP). Universal Design for Learning (UDL), which is described in greater detail elsewhere in this petition, is structured to design instruction that meets the needs of all learners. UDL enhances access to content for all learners, and resists the common practice of artificially differentiating between Special Ed (SPED) students and general education students who have the same academic need. At the Golden Charter Academy, we will support all learners through a placed-based education and universal supports for students while they are in their home classroom. UDL is not only about universal access to content, it is also referencing a universal design for access through the learning environment. The actual physical design and instructional use of the classroom is a critical component of UDL. Wobble chairs, standing desks, fidget spinners, a textured chair or surface, quiet spaces, etc., are examples of components and accommodations that may be made available in a UDL classroom or learning space. Since GCA will utilize the Fresno Chaffee Zoo as an extension of the classroom, a significant portion of the instructional time will be in an outdoor "instructional space" that completely redefines the parameters of "classroom" and presents new and different challenges for both students and teachers.

Placed-based education (PBE) affords numerous educational advantages for students with Special Needs. It allows for more "hands-on" learning, and affords numerous tactile experiences that enhance learning. PBE also offers an experiential learning that is more easily processed and remembered than an abstract lesson presented in text or graphics. Learning through experience is deeper, more complete learning. PBE also further engages the learner with their local community, a critical first step in the process necessary to grow into a regional and global citizen with a more complete understanding of the world's ecosystems and the skills and wherewithal to make decisions to affect their world in a positive way.

General Assurances and Overview
GCA embraces its responsibility to enroll and support all students who qualify for enrollment, and pledges to ensure that a free appropriate public education ("FAPE") is provided to all students with exceptional needs. The Charter School will comply with all applicable state and federal laws in serving students with exceptional needs, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), Title II of the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). The language in this section is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(c). The specific manner in which special education and related services will be provided and funded may be set forth in an MOU. The language is not meant to preclude alternative arrangements.

GCA will apply to become an independent Local Education Agency (LEA) member in a SELPA for purposes of Special Education. The Charter School will make written verifiable assurances that it will become an LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). Upon official acceptance in a SELPA, GCA will provide the Fresno Unified School District evidence of membership.

GCA intends to apply to become an LEA member in the Fresno Unified School District SELPA in its first year of operation. As an LEA member of the SELPA, GCA will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

In the event GCA seeks membership in a different state-approved SELPA, GCA will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. Although a change in LEA status or SELPA membership shall not require a material revision of the GCA charter, it may require an update of the parties' MOU to reflect these changes in legal status.

Pursuant to 47641(a), if GCA is approved as an independent LEA, it will assume full responsibility for providing special education and related services to eligible students of the Charter School, in accordance with state and federal law GCA agrees to follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. GCA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students' records. GCA will participate in the state's quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). GCA will participate in internal validation review.

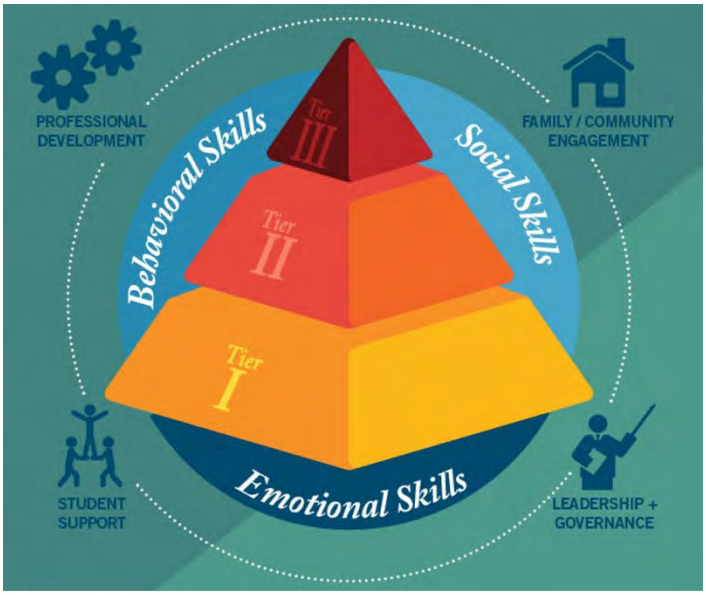
Child Find
The Golden Charter Academy understands and embraces its responsibility to locate, identify, and evaluate students with Special Needs, regardless of the severity of their disability. GCA is

committed to working with the Special Education Local Plan Area (SELPA) to coordinate our education response to students with Special Needs and ensure that their particular disability is met through the appropriate educational placement in the Least Restrictive Environment (LRE).

Our adoption of Universal Design for Learning (UDL) provides a supportive and individualized educational setting that allows access for all students and creates an environment that promotes that access. Supporting students' academic and behavioral development in an integrated way is at the core of decision-making, with the goal being to always meet the needs of all learners. In this light, GCA embraces two specific frameworks to help ensure that student needs are addressed in a timely manner. The Response to Intervention and Multi-Tiered System of Supports, will be used to ensure that all students are provided appropriate support systems.

The RTI educational framework defines three tiers of support and instruction designed to help every student find success, and these tiers are couched in the MTSS process. According to the California Department of Education's ELA/ELD framework (2014), "the foundational structures of MTSS include high-quality core instruction utilizing UDL principles and appropriate supports, strategies, and accommodations. In addition, assessments and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision making."

The goal of MTSS focuses on more than just academics and detailed data. It also focuses on providing multiple levels of support for students as well as resources for teachers and other staff who are delivering the instruction. Therefore, collaboration between teachers, administrators, district personnel, student support specialists, and other school leaders is absolutely necessary for the MTSS framework to work (see figure on the next page).



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As time increases in intervention, the student misses more general education instruction. Tier 3 is intended to accelerate student learning and to discover what strategies and methods best facilitate student learning. Some students will be referred for assessment for special education eligibility in Tier 3. Tier 3 is not intended as a permanent placement. More commonly, students will be assessed for special education or accelerate to a level where they can return to Tier 1 or Tier 2 instruction.

GCA will press the boundaries of the MTSS process prior to referring a child for Special Education services, and the MTSS protocol will be consistent and comprehensive. MTSS will include the implementation of the Student Success Team (SST) process which will take an asset-based perspective and readily identify student strengths so that future interventions can be built around areas where students will most likely find success. Special Education supports will be considered only after the full MTSS process is

exhausted and data point to additional student support. MTSS may also identify students as needing a 504 plan (applicable to students in the general population), which identifies students who have a disability that may impede major life activities in some way.

Services for Students Under the IDEA
GCA is committed to providing a free and appropriate public education that will meet each student's unique needs in the Least Restrictive Environment (LRE). The Charter School shall develop an appropriately ambitious individualized education program reasonably calculated to enable the student to make progress appropriate in light of his/her circumstances in accordance with IDEA, Education Code requirements, and SELPA policies and practices.

Instruction shall be provided in accordance with each student's IEP in the least restrictive environment (preferably the general education setting) with access to rigorous and standards-based curriculum. If a student's IEP team determines that, in order to make progress appropriate to the student's circumstances, the student requires placement outside of a general education classroom, the Charter School shall provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so. GCA shall utilize SELPA forms and follow SELPA policies and procedures in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

GCA agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all applicable District or SELPA obligations imposed by law.

All special education services at GCA will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education according to the GCA Charter Petition.

Staffing
GCA will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, Special Education teachers, paraprofessionals, and resource specialists. GCA shall ensure that all Special Education staff hired or contracted by GCA is qualified pursuant to SELPA policies, as well as meet all legal requirements. GCA shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide Special Education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

GCA will carefully review enrollment of students with IEP's each year in order to determine staffing of Special Education teachers and other specialists at the Charter School. All GCA Special Education teachers will receive coaching and support from the regional Special

Education team to ensure that all aspects of the IEP and any possible 504 plans are properly implemented.

GCA recognizes that all teachers are essential for the implementation of the student's IEP and shall ensure that general education teachers receive training and supervision necessary to properly implement IEP's and 504 plans.

Notification and Coordination
GCA shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of Special Education services. GCA will adopt and implement polices relating to all Special Education issues and referrals.

Identification and Referral
GCA understands and embraces its responsibility to ensure that all children with disabilities who need Special Education and related services are identified, located, and evaluated, regardless of the severity of the disability. GCA shall identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services.

GCA shall implement a Multi-Tiered instructional and support framework prior to referring a student for an evaluation under IDEA, but shall ensure that Child Find identification occurs in a timely manner and that no procedures or practice shall result in delaying or denying this identification.

A parent/guardian or GCA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in a multi-tiered instructional framework. Special Education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. GCA shall never use assessment or evaluation as a means of denying admission for any student.

If GCA becomes an independent LEA for Special Education purposes, the Charter School shall be solely responsible for compliance with state and federal Child Find requirements. GCA shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability. The Charter School may also refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Assessments
The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. GCA will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law.

GCA shall obtain parent/guardian consent to assess students and no assessment or evaluation shall be used for admissions purposes. If GCA operates as an independent LEA for Special Education purposes, then, in the event that the Charter School receives a written request for evaluation, it will be solely responsible for working with parents/guardians to address the request

and shall follow SELPA policies, procedures, and timelines. The Charter School shall respond to a written request for assessment within fifteen (15) days with a written Assessment plan if the Charter School concludes that an assessment is appropriate. If the Charter School concludes that an assessment is not appropriate, the Charter School shall respond within fifteen (15) days with a Prior Written Notice. Upon receipt of the consented Assessment Plan, the Charter School shall conduct an evaluation and hold an IEP meeting within sixty (60) days of receipt of the parent's/guardian's written consent for assessment. Parents/guardians shall be informed that special education and related services are provided at no cost to them.

A staff member will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

GCA will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and

- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. GCA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

IEP Development

GCA understands that the decisions regarding eligibility, goals/objectives, program services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation and Review

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services. GCA shall be responsible for all school site implementation of the IEP, which will be designed to provide supports and services in the least restrictive environment. As part of this responsibility, IEP goals and services will be linguistically appropriate, as per Education Code Section 56345(b).

GCA shall provide all home-school coordination and information exchange. GCA shall also be responsible for providing all curriculum, classroom materials, classroom accommodations and modifications, and assistive technology.

GCA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws. The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

GCA shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for GCA's non-special education students. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, GCA will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

IEP Meetings
GCA shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. GCA shall be responsible for having the following individuals in attendance at the IEP meetings: the Head of School and/or GCA designated representative with appropriate administrative authority as required by the IDEA; the student's Special Education teacher; the student's general education teacher if the student is or may be in a general education classroom; a parent/guardian; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at GCA and/or about the student. shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

GCA will provide an interpreter at IEP meetings if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone, virtual meeting online platform, or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by GCA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Education Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances IEP meetings will be held according to the following schedule:
    - Yearly to review the student's progress and make any necessary changes

- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- If a meeting is required to determine if a student's conduct was a manifestation of his or her disability
- If the parent or guardian has requested a review of the student's progress.

Interim and Initial Placements of New Charter School Students

GCA shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. GCA shall provide transferring students with a Free and Appropriate Public Education (FAPE), including services comparable to those listed in the existing IEP. In accordance with Education Code Section 56325(a)(1), for students who enroll in GCA from another school outside of the same SELPA as GCA, with a current IEP within the same academic year, GCA shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent(s)/guardian(s), for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of a student with exceptional needs who has an IEP and transfers into GCA from a different school within the same SELPA as GCA, within the same academic year, GCA shall continue to provide services comparable to those described in the existing approved IEP, unless the parent(s)/guardian(s) and GCA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to GCA with an IEP from outside of California during the same academic year, GCA shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP in consultation with the parent(s)/guardian(s), until GCA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by GCA, and develops a new IEP, if appropriate that is consistent with federal and state law.

GCA will cooperate with the District regarding sharing information as necessary.

Mental Health

Whenever necessary, as evidenced by student need, assessment or recommendation of mental health provider or a referral for assessment of eligibility for mental health as a related service will be made to address a student's mental health needs and potentially access other supports or services for a student and his/her family.

Professional Development for the GCA Staff

GCA shall seek professional development opportunities for its staff through potential trainings facilitated by Fresno Unified School District, the Fresno County Office of Education SELPA, the FUSD SELPA, colleges and universities, and private companies or agencies to ensure

compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Non-Public Placements/Non-Public Agencies
GCA shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination
It is understood and agreed that all children will have access to GCA and no student shall be denied admission nor counseled out of GCA due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Reporting
GCA, in collaboration with the FUSD SELPA, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability, and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from GCA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of GCA. The designated staff member will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The staff member will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Parent/Guardian Complaints and Procedural Safeguards
Parents/guardians of students with IEPs at GCA must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

GCA is committed to the assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. GCA understands the requirement by IDEA 2004 to follow procedures to provide access to due process and the protections conferred by procedural safeguards, which are required by federal law.

GCA shall provide a copy of the "Notice of Procedural Safeguards and Parents' Rights" to the parent a minimum of one time yearly. The Notice of Procedural Safeguards shall also be provided to parents:

- Upon initial referral or parental request for evaluation.
- When sending out an Assessment Plan and/or Prior Written Notice.
- Upon receipt of the first state complaint in the school year.
- Upon receipt of the first due process complaint in the school year.
- In accordance with disciplinary procedures.
- Upon parental request.

Complaint Procedures

GCA shall adopt policies and procedures for the investigation and resolution of and response to parental concerns or complaints related to special education services including alleged violation of federal or state laws governing educational programs.

GCA shall include in its policies and procedures the employee(s) responsible for receiving complaints, investigating complaints and ensuring compliance. GCA's policies shall ensure that the employee(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that he/she is assigned to investigate.

GCA shall acknowledge parent complaints within five (5) business days. The parents shall be offered a voluntary resolution session (alternative dispute resolution ("ADR") to address and resolve concerns that prompted the complaint. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

Under IDEA, due process hearings are a principal vehicle for resolving disputes between parents of children with disabilities and LEAs concerning identification, evaluation, placement, or provision of FAPE [34 CFR 300.511]. Parents, students who have reached the age of majority, and LEAs may request a due process hearing. GCA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the Charter School's alleged failure to provide FAPE to students enrolled in the charter school.

GCA may also initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, GCA shall defend the case.

SELPA Representation

GCA understands that it shall represent itself at all SELPA meetings.

Funding

GCA understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

GCA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise

be subjected to discrimination under any program of GCA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

GCA shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by GCA shall be accessible for all students with disabilities. A 504 team will be assembled by the Head of School and/or school administrator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

English Learners

GCA will comply with all federal, state, and judicial mandates for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Given the demographics of the District, a significant percentage of the incoming students at GCA are likely to be EL. The Charter School recognizes the importance of valuing students native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum, enrichment programs, socio-emotional wellness, and culturally responsive pedagogy.

Students at GCA with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School's services and teaching methods that support English language development in each of the four domains: listening, reading, writing, and speaking. GCA will have the necessary supports to ensure that regardless of English proficiency, all EL students are included in curricular and extracurricular activities.

The Charter School will also make certain that EL students are not assigned to special education because of their lack of English proficiency.

GCA will directly provide or make referrals to appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include supplemental small group English language classes, push-in supports, individual counseling, group counseling, mentoring, home visits, and parental counseling.

Identification of English Learners

As part of the enrollment process, the Charter School will administer a Home Language Survey (HSL) for every student who is new to the California public school system. For students who are not new to the state public school system, we will determine their EL classification based on prior records.

At the beginning of the school year, all students new to the California public school system upon enrollment who indicate a home language other than English will be ELPAC-tested by a trained evaluator within thirty (30) days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. If the student scores below the established cut-off point on the ELPAC, the student will be classified as an EL student. If the student scores above the established cut-off points on the ELPAC, the student is determined not to be an EL student and will be classified as Initial Fluent English Proficient (I-FEP).

GCA teachers will serve as the front line in the identification of barriers to literacy. Should a student not be officially identified as EL, she or he will be monitored regularly via various assessment techniques to ensure their retention of the material.

Parent Notification and Involvement
GCA will notify all parents/guardians of the Charter School's responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC testing results within 30 calendar days following receipt of test results. The EPLAC shall be used to fulfill the requirements under the *Every Student Succeeds Act* for annual English proficiency testing.

Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. If there are more than 21 EL parents at GCA, an English Learner Advisory Committee (ELAC) will be formed. The ELAC will be responsible for the development of an EL site plan to be submitted to the School Site Council (SSC) for consideration to be included in the School Plan for Student Achievement (SPSA). The ELAC will also assist the school in the development of a GCA schoolwide needs assessment. All parents or guardians of students classified as EL will be notified in writing of all EL assessment and placement procedures for their child. The Charter School will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

Strategies for English Learner Instruction and Intervention
In accordance with research on language acquisition and state goals, all students who are EL will be supported to become proficient in the English language as quickly as possible. GCA will implement best practices in the education of EL students to meet the goal of English proficiency as soon as possible. It is the goal of GCA that all of its students leave the Charter School proficient in the English language and with pride and support for their home language. English proficient students will participate in a mainstream English language arts program with a curriculum based on the State Standards.

Teachers of English Learners at GCA will teach based on the English Language Development standards as set forth by the California Department of Education. GCA teachers will be trained to use integrated ELD techniques as well as Universal Design for Learning techniques to meet the needs of English Learners.

Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to core content, students who are assessed as EL receive assistance in oral language development. GCA will ensure that all EL students have

access to the core content and may contract with the necessary specialists as needed in order to do so.

All instruction will be in English; however, the level of English used for instruction–both oral and written–will be modified appropriately for each EL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. They may also receive small group differentiated instruction within their core content classes.

In addition to the ELD strategies teachers will use in their mainstream classes within the Charter School's schedule, there will be ample time that can be used for additional intensive English language instruction. For example, students who enter the Charter School with an EL designation can be tutored during intervention/enrichment periods. The Charter School will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are acquiring English. Examples of instructional models that may be employed with EL students include:

Monitoring and Re-Designation of EL Students

The proficiency in the English language of EL students will be monitored by teachers and qualified evaluators, and measured at least annually using the ELPAC, local assessments, the CAASPP, and teacher input. These assessments benchmark their progress towards proficiency and determine whether continued special services are warranted.

Upon a student's reaching proficiency in the English language, specialized English-learning services will no longer be required. An EL student may be considered as having acquired a "reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the following criteria:

- Assessment of language proficiency using an objective assessment instrument including but not limited to ELPAC
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Prior to reclassification, all parents/guardians will receive a reclassification meeting notification letter, where they are invited to a meeting to discuss their child's English proficiency and

academic achievement, and possible re-designation to Fluent English Proficient (R-FEP). GCA will monitor progress of R-FEP students for four years to ensure that English proficiency is sustained. This progress monitoring will include site-based assessments, CAASPP results, and teacher input.

GCA will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student fails to show appropriate progress in these academic areas, modifications to the instructional program shall be made. In addition, GCA will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Special Education and English Learners

GCA will apply the same high standard of learning to all students, regardless of disability or language barriers. English Learners who are suspected of having a learning disability will be assessed according to the Child Find/identification requirements described in the Special Education section above. Just as all students who are classified as EL students are as fully integrated as possible into the programs of GCA, so are students with disabilities. EL students with IEP's will be given the necessary materials, mandated services, and equipment to support their learning.

Monitoring and Evaluation of Program Effectiveness

GCA annually evaluates the effectiveness of its education program for EL's by:

- Adhering to adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Promotional Standards

Mastery of the objectives at each grade level is the basis for promotion. Teachers will assess student progress every semester and share that assessment with parents/guardians to gauge whether the student is mastering the objectives throughout the year. Supplemental instruction will be available for all students as part of the standard program of GCA.

The goal of GCA is to ensure that all students succeed. Students who are in jeopardy of failure will be individually counseled and given extra help in their specific areas of concern. Supplemental instruction will provide teachers with the time needed to do remediation when necessary. There may also be time built into the school day for students to receive intervention and acceleration, whether through a computer-based program or with the teacher directly.

Annual Goals and Annual Actions in the State Priorities

In Element B, pursuant to Education Code section 47605(c)(5)(B), GCA provides a reasonably comprehensive description of intended student outcomes that align with the eight state priorities. In Element B, GCA has also complied with all requirements pursuant to Education Code section

47605(c)(5)(A)(ii), including the development of school wide and student subgroup goals, and annual actions, as applicable to the eight state priorities identified in Education Code section 52060(d).

Pursuant to Education Code Section 47606.5, GCA will produce an LCAP, which shall update the goals, annual actions, and student outcomes identified in Element B, using the LCAP template adopted by the State Board of Education. GCA shall submit the LCAP to the District and County annually on or before July 1, as required by Education Code Section 47604.33.

IV. Element 2: Measurable Student Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Commitment to GCA's educational philosophy will empower students at GCA to achieve the following measurable student outcome goals. The following is true of our goals:

Goals are explicitly aligned with GCA's definition of what it means to be a 21st century learner, the Charter School's mission and curricula aligned to state and federal standards, including CCSS and NGSS.

Goals will be measured by multiple and varied benchmark assessments that are aligned to state priorities state and federal standards, including CCSS and NGSS, and reflect proficiency measures required by CAASPP assessments.

Goals will be aligned to state priorities detailed in Education Code Section 52060(d).

The Head of School and/or the site administrator at GCA will work to set goals for our students and our school community that will enable our students to become life-long learners who are well-prepared for college and beyond. Goals and outcomes may be modified over time.

GCA Outcomes that Align with State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c) the following table describes GCA's annual goals, actions (inclusive of school-wide and subgroups) to address the state priorities, student outcomes aligned with the state priorities, and methods of measurement for outcomes. GCA shall submit its Local Control Accountability Plan (LCAP) to the District and County annually on or before July 1, as required by Education Code Section 47604.33. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in section 47607.

The following represents the initial goals, actions, and outcomes for GCA, both school-wide and for all numerically significant subgroups. GCA anticipates serving subgroups including socioeconomically disadvantaged, Hispanic/Latino, African American, EL, and possibly foster youth. Unless otherwise specified below, school-wide goals are also goals for these anticipated subgroups.

GCA's annual LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, will reflect the input of the community, and shall be maintained by GCA at the school site. Because each state priority has multiple parts, GCA has separated out the state priorities into "sub-priorities."

Goals, Actions, and Outcomes that Align with the State Priorities

State Priority #1 (Basic Services). The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A - Teachers	
Goals to Achieve Subpriority	• GCA will hire and maintain a properly credentialed faculty, who are appropriately assigned.
Actions to Achieve Goal	• Implement a rigorous hiring process, including paper screening, formal and informal interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Offer competitive teacher salaries that allow GCA to attract effective, qualified staff. • Provide professional development each year for all teachers, based on individual goals, school goals, and the needs of the students, as informed by student data.
Measurable Outcome	• Teachers are appropriately assigned and fully credentialed.
Method of Measurement	• The Head of School, together with the administrative team at GCA, will monitor faculty credentials and assignment.
Subpriority B - Instructional Materials	
Goals to Achieve Subpriority	• All students, including numerically significant subgroups (anticipated to be socioeconomically disadvantaged, Hispanic/Latino, African American, EL, foster youth), will have access to standards-aligned (including CCSS & NGSS) materials and additional instructional materials as outlined in the charter petition.
Actions to Achieve Goal	Teaching staff will have the most up to date standards-aligned instructional materials and professional skills needed to prepare all students for GCA's CCSS & NGSS curriculum and course selection.

	• Research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. • Prioritize the need for excellent resources and provide teachers with the supplies and learning tools that they need to successfully teach CCSS & NGSS curriculum in the classroom. Offer a Special Education program will work with the Fresno Unified SELPA to offer appropriate support and interventions to students with IEP's.
Measurable Outcome	• All students will have access to standards-aligned materials and technology • All teachers will have access to instructional materials and technology that are the most up-to-date and standards-aligned.
Method of Measurement	• Annual survey with faculty and staff.
Subpriority C - Facilities	
Goals to Achieve Subpriority	• Facilities for GCA will be maintained in good condition.
Actions to Achieve Goal	• Secure appropriate facilities for the needs of GCA. • Create a safe and clean learning environment by maintaining the school facility in good condition. • Conduct and document regular reviews of the school facility and address any issues in partnership with the landlord. • Take the necessary steps to make sure the school facility is safe and secure. This requires regular maintenance of facilities, gates, and security systems. GCA will put into place procedures for emergencies to ensure the safety of our students and staff.
Measurable Outcome	• Facilities will be maintained in good repair to ensure a positive learning environment for students and staff. • Facilities will show progress made towards repairs and maintenance
Method of Measurement	• Staff will do regular walkthroughs to rate the condition of the facility and address issues in a timely manner. • Conduct an annual survey of students, parents, and staff.

State Priority #2 (Implementation of State Standards). Implementation of State Standards (including CCSS and ELD), including how English Learner students will be enabled to gain academic content knowledge and English language proficiency.

Subpriority A – State Standards Implementation	
Goals to Achieve Subpriority	• Successfully implement CCSS into all classrooms.
Actions to Achieve Goal	• Fully developed curriculum pacing, lessons, and interventions for grades TK/K - 8 that are fully aligned to CCSS & NGSS. • Provide data-based professional development each year for all teachers, based on individual goals, school goals, and the needs of the students. • GCA teachers and staff will receive professional development as it relates to CCSS and NGSS so that they can successfully implement these standards in classrooms. • The GCA teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.
Measurable Outcome	• Student performance on CAASPP assessments in comparison to performance levels of students in schools that serve a similar student population.
Method of Measurement	• Internal benchmark assessments • CAASPP
Subpriority B - EL Students & Academic Content Knowledge	
Goals to Achieve Subpriority	• Teachers will use materials and strategies to ensure EL students have access to grade level content.
Actions to Achieve Goal	• Implement a comprehensive structured English immersion program for EL students. • Teachers will use techniques that maximize comprehensible input for EL students. • Teachers will utilize data to plan support and interventions to meet the needs of EL students.
Measurable Outcome	• Student performance on CAASPP assessments in comparison to performance levels of students in schools that serve a similar student population.
Method of Measurement	Internal benchmark assessments • CAASPP
Subpriority C - EL Students and English Language Proficiency	
Goals to Achieve Subpriority	• EL students at GCA will achieve proficiency in the English language as quickly as possible, in accordance with research and

	best practices and timelines through GCA services and teaching strategies.
Actions to Achieve Goal	• Provide professional development to teachers on analyzing EL data and implementing research-based best practices to meet their needs.
Measurable Outcome	• Student performance on CAASPP assessments in comparison to performance levels of students in schools that serve a similar student population.
Method of Measurement	• Schoolwide Benchmark Assessments • ELPAC • CAASPP

State Priority #3 (Parental Involvement). Parental Involvement, including efforts to seek parent input for making decisions for the Charter School and how the Charter School will promote parent participation.	
Subpriority A - Achieving/Maintaining Parent Involvement	
Goals to Achieve Subpriority	• Parents will be a vital part of GCA and key stakeholders for the students and school.
Actions to Achieve Goal	• Parents of students at GCA will believe in the mission of the Charter School and are dedicated to helping achieve the GCA Mission and Vision. • Ensure parents understand and subscribe to ways to encourage and support the educational goals of their students and the mission and vision of GCA. • Provide varied communication to parents, including regular calls to parents, home visits, parent-teacher conferences, and other family celebration nights • Teachers and staff will keep parents aware of student progress. • Administer an annual parent survey.
Measurable Outcome	• A majority of parents or guardians will participate in parent-teacher conferences.
Method of Measurement	• Faculty will track parental involvement throughout the year. • GCA will administer and reflect annually on outcomes from the parent satisfaction survey.
Subpriority B - Promoting Parent Participation	

Goals to Achieve Subpriority	• Parents will believe in the mission of GCA and will be dedicated to help achieve shared goals.
Actions to Achieve Goal	• Encourage parents to be active and engaged in GCA and its mission. • Provide parent workshops on various topics (i.e., CCSS, technology at home, social-emotional learning, healthy relationships, etc.) to enable parents to better support their student's education.
Measurable Outcome	• 75% of parents or guardians respond positively on school surveys regarding participation and engagement.
Method of Measurement	• Teachers and staff will keep parents aware of student progress. • GCA will administer and reflect annually on outcomes from the parent satisfaction survey.

State Priority #4 (Student Achievement). Pupil achievement, as measured by all the following, as applicable: **A. Statewide assessments (CAASPP)** **B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or Career Technical Education (not applicable)** **C. Percentage of EL's who make progress toward English language proficiency as measured by the ELPAC** **D. EL reclassification rate** **E. Percentage of pupils who have passed an AP exam with a score of 3 or higher (not applicable)** **F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness (not applicable)**	
Subpriority A - CAASPP: ELA/Literacy and Mathematics	
Goals to Achieve Subpriority	• Students will exceed the average performance levels of students in schools that serve a similar student population on the CAASPP. • Students within each subgroup will exceed the average of subgroup students in the District on the CAASPP.
Actions to Achieve Goal	• Teachers and staff will monitor student progress throughout the year and differentiate accordingly.

	• Provide ongoing professional development and coaching for teachers to deliver high-quality instruction and supports for students. • Provide differentiated instruction and learning opportunities for students. • Provide technology and other resources for teachers to monitor student progress through assessments. • Invest in student information systems to support data-driven instruction and differentiated instructional strategies.
Measurable Outcome	• GCA will exceed the average performance levels of schools that serve a similar student population. • Students who fall within a subgroup will exceed the average performance levels of subgroup students in the Fresno Unified School District on the CAASPP.
Method of Measurement	• CAASPP • California Modified Assessment (as appropriate) • Benchmark Exams
Method of Measurement	• California Modified Assessment (as appropriate) • Dashboard Student Academic Data • Benchmark Exams • CAASPP
Subpriority B - Satisfy UC/CSU entrance requirements n/a	
Subpriority C - EL Proficiency Rates	
Goals to Achieve Subpriority	• EL students' proficiency rates are above the District average.
Actions to Achieve Goal	• Implement a comprehensive structured immersion program for EL students. • Provide professional development to teachers on analyzing EL data and implementing research-based best practices to meet their needs.
Measurable Outcome	• EL student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population. • EL students' proficiency rates will be above the District average.
Method of Measurement	• ELPAC • CAASPP • California Modified Assessment (as appropriate) • Benchmark Exams

Subpriority D - EL Reclassification Rates	
Goals to Achieve Subpriority	• Students will complete 4th grade as English proficient at a higher rate than the District average.
Actions to Achieve Goal	• Students who indicate their home language is other than English will take the ELPAC, administered by a trained evaluator, within 30 days of initial enrollment and at least annually thereafter until re-designated as English proficient. • Students designated as English Learners will receive additional academic support.
Measurable Outcome	• Students will complete 4th grade as English proficient at a higher rate than the Fresno Unified School District average. • Students designated EL will complete the 4th grade as English proficient at a higher rate compared to schools that serve a similar student population.
Method of Measurement	• ELPAC • CAASPP • California Modified Assessment (as appropriate) • Benchmark Exams
Subpriority E - AP Exam pass rates (n/a)	
Subpriority F - College Preparedness (n/a)	

State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable: **A. School Attendance Rates** **B. Chronic Absenteeism Rates** **C. Middle school Dropout Rates** **D. High school Dropout Rates (not applicable)** **E. High School Graduation Rates (not applicable)**	
Subpriority A - Student Attendance Rates	
Goals to Achieve Subpriority	• Attendance rates will be above 95% and above the average for schools that serve a similar student population.
Actions to Achieve Goal	• Monitor student attendance and communicate with students and families. • Implement a School Attendance Review Team (SART) to improve attendance.

Measurable Outcome	• Student attendance rates will be above the norm for schools that serve a similar student population.
Method of Measurement	• Attendance records
Subpriority B - Chronic Absenteeism rates	
Goals to Achieve Subpriority	• Mobility and truancy will be below the norm for schools that serve a similar student population.
Actions to Achieve Goal	• Develop a strong school culture that has high expectations for punctuality and attendance for all students. • Build relationships with students and families to understand underlying causes of potential issues, including chronic absenteeism, in order to provide student supports.
Measurable Outcome	• Mobility and truancy will be below the norm for schools that serve a similar student population.
Method of Measurement	• Truancy rates
Subpriority C - Middle School Dropout Rates (n/a)	
Subpriority D - High School Dropout Rates (n/a)	
Subpriority E - High School Graduation Rates (n/a)	

State Priority #6 (School Climate). School climate, as measured by all of the following, as application: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	
Subpriority A - Pupil Suspension Rates	
Goals to Achieve Subpriority	• Suspension rates will be below the norm for schools that serve a similar student population.
Actions to Achieve Goal	• Integrate Social-Emotional Learning (SEL) and Restorative Justice practices into classroom teaching to promote behavior conducive to learning.

	• Hold students accountable for their behavior through restorative justice practices and by promoting a sense of personal responsibilities toward self and community. • Build relationships with students and families to understand root causes of and support students with emerging challenges.
Measurable Outcome	• Suspension rates will be below the norm for schools that serve a similar student population.
Method of Measurement	• Monitor suspensions throughout the year and compare data to Fresno Unified School District norms.
Subpriority B - Pupil Expulsion Rates	
Goals to Achieve Subpriority	• Expulsion rates will be below the norm for schools that serve a similar student population.
Actions to Achieve Goal	• Hold students accountable for their behavior through restorative justice practices and by promoting a sense of personal responsibilities toward self and community. • Monitor student behaviors and build relationships with students and families to understand root causes of and support students with emerging challenges.
Measurable Outcome	• Expulsion rates will be below the norm for schools that serve a similar student population.
Method of Measurement	• Monitor expulsions throughout the year and compare data to Fresno Unified School District norms.
Subpriority C - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
Goals to Achieve Subpriority	• Staff, students, and parents will endorse the Charter School's safety and overall climate
Actions to Achieve Goal	• Conduct an annual survey of students, parents, and staff to better understand the Charter School's strengths and areas for improvement.
Measurable Outcome	• 75% parents or guardians respond positively on school survey regarding participation and engagement.
Method of Measurement	• Annual survey to parents, students, and staff

State Priority #7 (Course Access). The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM – eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following as applicable:

A. Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
B. Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education (E.C §51220 (a)-(i)) (not applicable)

Subpriority A - Grades 1-6	
Goals to Achieve Subpriority	• GCA will have a rigorous curriculum that encompasses English, math, social studies, science, visual and performing arts, health, and physical education for grades TK/K through 6th grade.
Actions to Achieve Goal	• Offer coursework in environmental science, English, math, social studies, science, visual and performing arts, health, and physical education for grades TK/K through 8th grade. • Create daily lesson plans and long-term scope and sequences in each of these classes that align with CCSS and NGSS. • Offer enrichment courses for students that may include service projects, dance, athletics, robotics, coding, and arts.
Measurable Outcome	• 100% of students will be enrolled in a broad course of study, as defined above. •
Method of Measurement	• Enrollment records in the student information system
Subpriority B - Grades 7-12	
Goals to Achieve Subpriority	• GCA will have a rigorous curriculum that encompasses English, math, social studies, science, visual and performing arts, health, and physical education for grades TK/K through 7th through 8th grade.
Actions to Achieve Goal	• Offer coursework in environmental science, English, math, social studies, science, visual and performing arts, health, and physical education for grades TK/K through 8th grade. • Create daily lesson plans and long-term scope and sequences in each of these classes that align with CCSS and NGSS.

	• Offer enrichment courses for students that may include service projects, dance, athletics, robotics, coding, and arts.
Measurable Outcome	• 100% of students will be enrolled in a broad course of study, as defined above.
Method of Measurement	• Enrollment records in the student information system

State Priority #8 (Other Student Outcomes). Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
Subpriority A - English	
Goals to Achieve Subpriority	• Students' scores will exceed schools that serve a similar student population on CAASPP.
Actions to Achieve Goal	• Align curriculum and benchmark assessments to the CCSS.
Measurable Outcome	• Students' scores will exceed schools that serve a similar student population on CAASPP. •
Method of Measurement	• CAASPP • Benchmark assessments • Student writing samples
Subpriority B - Mathematics	
Goals to Achieve Subpriority	• Students' scores will exceed schools that serve a similar student population on CAASPP.
Actions to Achieve Goal	• Align curriculum and benchmark assessments to the CCSS.
Measurable Outcome	• Students' scores will exceed schools that serve a similar student population on CAASPP.
Method of Measurement	• CAASPP • Benchmark assessments
Subpriority C - Social Science	

Goals to Achieve Subpriority	• Students will gain skills in humanities and social sciences that support relevant skills in other core subjects.
Actions to Achieve Goal	• Develop robust humanities curricula, assess student performance, and provide professional development for teachers to support student growth.
Measurable Outcome	• Students will demonstrate improvement in outcomes through internal assessments.
Method of Measurement	• Benchmark assessments • Student projects
Subpriority D - Science	
Goals to Achieve Subpriority	• Students' scores will exceed schools that serve a similar student population on CAASPP.
Actions to Achieve Goal	• Align curriculum and benchmark assessments to NGSS.
Measurable Outcome	• Students will exceed the average performance levels of students in schools with similar demographics in the District on CAASPP.
Method of Measurement	• Benchmark assessments • California Science Test (CAST) • Student lab reports • Student projects
Subpriority E - Visual and Performing Arts	
Goals to Achieve Subpriority	• Students are introduced to Visual and Performing Arts through elective courses.
Actions to Achieve Goal	• Offer visual and performing arts electives that are compelling to students.
Measurable Outcome	• All students will be exposed to at least one year of Visual and Performing Arts with the option to take additional years.
Method of Measurement	• Teacher-created assessments and assignments.
Subpriority F - Physical Education	

Goals to Achieve Subpriority	• Students are offered activities such as soccer, volleyball, basketball, etc.
Actions to Achieve Goal	• Offer P.E. and additional enrichment courses to choose from both in and out of the classroom.
Measurable Outcome	• 100% of students will be offered activities such as soccer, volleyball, basketball, etc.
Method of Measurement	• Teacher-created assessments and assignments. • Physical Fitness Test (PFT) for grades 5 and 7.
Subpriority G - Applied Arts, Foreign Language, Other subjects	
Goals to Achieve Subpriority	• Students are introduced to these subjects through elective courses.
Actions to Achieve Goal	• Offer electives in these subjects that are compelling to students.
Measurable Outcome	• All students will be exposed to at least one year of Foreign Language with the option to take additional years.
Method of Measurement	• Teacher-created assessments and assignments.

Life-Long Skills

In addition to the state priority-aligned goals articulated above, GCA believes that our students must also develop crucial non-academic goals in order to become successful 21st century learners and lead productive lives. These skills encompass interpersonal, community-building, and self-management skills:

- Possess strong self-awareness and awareness of impact on others
- Work effectively in teams to accomplish meaningful, collective goals
- Influence and lead others in positive ways to build community
- Able to apply the principles of Restorative Justice to address conflict and differences effectively and constructively, leading to enhanced interpersonal relationships and community ties
- Interact effectively with teachers, school leaders, community leaders, and other figures of authority
- Awareness and development of character strengths needed for life-long success, such as GCA resilience, integrity, curiosity, and persistence
- Awareness and understanding of the importance of environmental stewardship and the interconnectedness of the earth's ecosystems

- Awareness, understanding, and appreciation of the rich diversity of the world's cultures and the importance of social justice

Additional School Outcome Goals

GCA's overarching school goals are the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, and successful integration of parental and community involvement.

Parent Engagement

Parents are the experts on their children and strong influencers and partners in student decisions, making parents critical and strategic partners in helping their children succeed. The partnership between parents, students and teachers forms the necessary foundation for GCA and for all students to succeed. Parents will be regularly encouraged to participate in opportunities for involvement and providing feedback to GCA, and parents will understand how to engage in these opportunities. Examples of this can include forming and leading a GCA Parent Association, a GCA Family Leadership Council, or an English Learner Advisory Committee (ELAC) at the Charter School, engaging with school leadership through meetings with the school administration, engaging in parent-teacher conferences, responding to surveys, and participating in field trips. There will also be regular opportunities for parents and the community to plan and celebrate accomplishments of GCA and its students. Please see Element 1 for additional details for engaging families and the broader community at GCA.

Community Impact

There is overwhelming evidence that significantly involving parents and families in the school builds the school community and will be an integral part of GCA's school program. Supporting the social and emotional health of the parents and families significantly affects the success of the students.

Special events at the school site and at the Fresno Chaffee Zoo will be offered. Zoo campouts, festivals, and celebrations such as An Evening of Culture will add an element of fun and include the community.

In addition to our inaugural partnership with the Fresno Chaffee Zoo, the Golden Charter Academy intends to pursue additional partnership with local, regional, and national agencies and organizations who share our commitment to environmental stewardship, cultural diversity, and universal access for students. GCA also sees value in partnering with local non-profits whose mission is to empower youth and improve the community. Other potential partnerships will include Institutions of Higher Education (IHE's), such as CSU Fresno, Fresno City College, Fresno Pacific University, and UC Merced.

A science fair, project showcase, and a design challenge as well as other fundraising events, such as a carnival or Fun Run, will help families develop a sense of ownership and involvement in their school.

Parents will also be invited to assist in the facilitation of place-based learning experiences. This will provide them an opportunity to work closely with their child's educational program. Family involvement may also include:

- classroom volunteers.
- parenting classes.
- on-site health clinics.
- citizenship classes.
- classes on supporting their students in literacy and math.
- resources such as clothes closet and food pantry
- grade-level units that correlate to Zoo explorations.
- developmentally appropriate environmental literacy concepts.
- brain-friendly routines.
- a shame-free, safe environment using Social Emotional Learning (SEL) and kindness.

Fiscally Sound Business and Management Structure

GCA's business management structure is paramount to the success of GCA. GCA's expert staff, overseen by the Finance and Audit Committees of GCA's Board of Trustees, will provide professional financial management for the Golden Charter Academy. The organization's finance, accounting, human resources, operations, and technology staff will provide needed training and facilitate the sharing of best practices among the school-site business operations staff across the organization.

V. Element 3: Assessment of Student Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Assessment of Mastery and Growth: The Climb to College-Readiness Life-Long Skills

GCA affirms that, to the extent practicable, the method for measuring pupil outcomes for the state priorities shall be consistent with the way information is reported on a School Accountability Report Card ("SARC"). Specific methods of measurement are identified for each student outcome in Element 2.

The GCA mission is to inspire powerful young minds. The innovative curriculum and environmental stewardship focus of GCA is designed to prepare students for improved educational outcomes, useful for future success in society and as change makers in the world. GCA has deliberately chosen to set up their school in an impoverished area of southwest Fresno to improve access to a first-class education for families who have been historically underserved.

Educational institutions must be adaptable and able to change to serve the ever-evolving needs of their clients—the students and their families. At GCA, the approach to education is one of service to the community, reflected in our three core values of Stewardship, Equity, and Access. We believe that the most effective education is an education that views the child as an integral part of the family and the community, and not as an independent and separate entity. Improved educational outcomes change the entire trajectory of families and communities.

GCA will employ UDL, an educational approach that prioritizes access for all learners, and an environment centering on inclusivity. As such, just as there is no "typical" student; our teaching staff will not be a tethered exclusively to "typical" assessments. UDL provides students with multiple types of opportunities to demonstrate and express mastery of content, and requires that teachers provide multiple means of engagement and multiple types of subject matter representation. While understanding that such skill mastery occurs in gradual steps, GCA will measure the impact and success of its academic programs utilizing several forms of evaluation and assessment.

GCA believes that assessment in an essential component to educational success, but it just as important for teachers as it is for students. Assessment serves as a measure of teaching effectiveness and instructional focus. For that reason, GCA will employ several types of assessment to improve educational outcomes:

- Formative assessments that inform instruction and provide teachers with critical feedback regarding the effectiveness of instruction and gaps that may exist in student learning.

- Summative assessments that provide a measure of growth useful to both teachers and their students.
- Personal growth assessments, created jointly by teachers and students, are useful in assisting students to set personal goals, consider optional strategies to achieve those goals, and develop a focused, disciplinary approach to personal goal attainment.

Assessment means more than tests. While GCA teachers will employ effective educational strategies to maximize student achievement as measured by standards-based tests, teaching and instruction reach far beyond standardized tests and should be viewed as tools to instill life-long learning practices in all students. The GCA teachers and staff members understand that student engagement, the nurturing of curiosity, and an environment that prioritizes exploration and discovery is embedded in our instructional model and part and parcel of who we are.

Effective assessment includes systems and processes for analysis and action, including clear roles and responsibilities, aligned calendars with data days, protocols for looking at student work, data-driven instruction, and data-driven decision making. Schools need structures that enable teachers to swiftly analyze and respond to data.

Preparation for Secondary School

As an elementary and middle school, GCA will prepare students with the necessary academic skills to be successful at the secondary school level. GCA will open as a TK/K – 3rd elementary school, and add a new grade level every year until the school is established as a TK/K – 8th elementary school. Requisite skills necessary for secondary school success include critical thinking, understanding the Scientific Method and employing it in all curricular endeavors, and developing a comprehensive understanding of systems and relationships will be evident in all the GCA students. As GCA students progress through the school to higher grade levels, they engage in increasingly complex problem solving activities and thematic units that become more global in perspective.

An effective assessment strategy includes measures of both standards, mastery and growth at various levels of granularity. When measuring mastery, we assess students' absolute performance on criterion-referenced tests. When measuring growth, we assess the progression of student learning over time using norm-referenced tests (in which students are compared to their peers), with the end goal of having students make better-than-average growth each year.

Assessment of Student Outcome Goals

Data Driven Instruction

GCA teachers and administrators will use data to drive decision-making for the maximum effectiveness of the educational program. Teachers and administrators will meet regularly to examine student academic data and employ best practices for their improvement. Professional development is an essential component of this effort. GCA educators will become part of a larger community of educators and subject-matter experts that collaborate and are dedicated to continuous improvement. In addition, GCA teachers and administrators will engage in partnership with educators from the Association of Zoos and Aquariums and other science-based entities to expand the instructional resources available to teachers and students.

Interim Assessments
Day-to-day, urgency in classrooms comes from the drive to meet scholar mastery goals on curricular assessments. These curricular assessments are aligned to interim formative and summative assessments. These assessments will reflect the rigor and format of the of the CCSS and NGSS standards. The GCA administration, in consultation with the instructional staff, will calendar data analysis and staff collaboration time to prepare students for the interim assessments and academic success.

In this data analysis, teachers analyze the data by standard, by scholar, by groups of scholars, and by class. Noticing trends across groups and for individuals, teachers determine which standards need to be retaught whole group and which standards may need small group or individual remediation. Additionally, teachers identify which standards need to be spiraled for additional practice. Teachers create a plan based on what needs to be taught, when it will be taught, how it will be taught, and to whom.

The GCA Principal will be the instructional leader of GCA. These administrators will be responsible for examining student data, coaching teachers, modeling best practices, and evaluating teacher performance. Administrators will serve as a thought partner, or guide the discussion depending on the teacher's skillset. Regular data conferences and programmatic evaluation will be conducted by the site administration.

Additionally, grade level teams will meet to discuss groupings for small group instruction time and individualized learning. Based on the interim data, teachers may switch groups across classes and/or tweak the frequency with which certain scholars receive intervention instruction. This is a time to step back and adjust plans and groups in order to best meet the needs of every single scholar.

These interim assessment cycles are the main measure for determining whether scholars are meeting their achievement targets. They help teachers see whether scholars have retained information over time and are periodic touch points that are aligned to the CAASPP. These cycles allow teachers to track progress toward school wide achievement goals. All interim assessment data will eventually be entered into a school-wide dashboard, designed by the administration and the teaching staff, that will display data by teachers, grade levels, and according to goals. Every staff member will have access to this dashboard, and the administration will use this dashboard as a way to determine how to best support teachers, make adjustments on professional development plans, and support instruction for scholars who need extra intervention.

Curriculum-Based, Formative Assessments
At GCA, innovative, interactive curricula and high-quality instruction are two key components to meeting the rigor demanded by the State Standards. In order to assess student mastery on standards throughout the year, we feel it is important to also collect data from curriculum-based formative assessments to see what students are retaining within and over the course of a unit of study. When appropriate, project-based learning will provide academic feedback to teachers and students and further widen the educational experiences of GCA learners. At other times,

innovative, place-based assignments will be employed that may better fit the nature of the particular unit of study.

Curricular Tools
Being a start-up charter school with an innovative curriculum, GCA administration and teachers will conduct thorough searches for available curricular tools to help meet the academic goals of students. These tools may include, but will not be limited to, traditional textbooks with digital supplements, computer software programs, online curriculum (some of it "open source"), and auxiliary materials that enhance the educational program. Emphasis will be placed on tools that facilitate access to students who have historically been underserved, and tools that align with the three core values established by GCA—Stewardship, Equity, and Access.

Progress Monitoring and Data Gathering
Goals are rigorous and individualized to ensure that scholars are on track for success and growing regardless of whether or not they are on the top quartile, the bottom quartile, or somewhere in between. It is crucial that GCA teachers and administrators are intentional about which data they monitor and why.

Use of Data
School staff, students, and parents will understand individual student needs, and develop strategies for meeting individual and school-wide goals.

The GCA will collect, analyze, and report student data and performance by subject and grade level. The data will also be disaggregated annually in the GCA School Accountability Report Card (SARC) to clearly identify the academic performance of students by subgroups. Relevant information about the Charter School will be communicated clearly to parents and community members.

How Staff Will Use Student Data
On a regular basis, data from assessments will be reviewed alongside other school data. This information will inform school- wide professional development and teacher-level coaching needs.

Teachers also collect and analyze student data on a daily basis, through individual and group observation and local assessments (site based assessments, publisher post-tests, etc.). Additionally, teachers receive coaching and support to review unit assessments with administrators. The GCA administration will also closely review student and school-level data on a regular basis to determine how to provide the resources, strategies and supports for our schools.

How Students Will Use Student Data
The GCA students will develop an understanding of how to interpret and track data on their academic progress, learn to set personal goals, and know how their efforts will lead to those goals. Awareness of data also helps to build life-long habits of goal-orientation, growth mindsets, and determination.

Students will build an understanding of individual goal setting and monitor their own progress toward goals. Depending on their grade level, GCA students will increasingly have access to their data and will work with their teachers to employ effective strategies for improvement growth. Report cards will also reflect academic status and the individual progress toward goal attainment.

How Families Will Use Student Data

At the core of keeping parents informed of student progress and experience is relationship – parents will have ready and easy access to their students' teachers via phone, text, email, online, and opportunities to meet in-person. GCA will maintain a culture of open contact and availability of teachers to both students and parents.

In addition, parents will receive report cards for their students at each marking period. All parents will be invited to parent-teacher meetings to review and interpret the report cards and discuss strategies for supporting each student. Each teacher strives to meet with parents or guardians of each student, each year. The goal of transparency and frequent discussion about student data with parents is to build the partnership and alignment between parents, students and teachers toward each student's success at GCA and, ultimately, in future academic settings.

Classroom, School-wide, and Region-wide Assessment

The GCA staff will be accountable for assessing students, classrooms, and the charter school as a whole. In addition to tracking individual student progress, classroom-based and school-wide evaluation will be on-going, with individual classroom and school-wide performance assessments occurring year-round.

Performance indicators will be tracked in the following areas:

- Student Demographics – Is GCA enrolling a diverse student body reflective of the southwest Fresno area? Is the proportionately representative percentage of English Learners and students with Special Needs?
- Retention/Attrition – How does the retention/attrition rate at GCA compare to the six adjacent schools of southwest Fresno? How does it compare to Fresno Unified as a whole?
- Educational Outcomes – How are GCA students achieving in comparison to the six adjacent schools of southwest Fresno? How are they comparing academically to Fresno Unified as a whole?
- Programmatic sustainability – Is the GCA building and growing a sustainable academic program consistent with the core values of Stewardship, Equity, and Access and aligned with the mission of inspiring powerful young minds?
- Financial Sustainability – Is the GCA building a sustainable charter school model reliant upon sound financial practices?

Stakeholder feedback and satisfaction is critical for the success of GCA and its innovative curricular model. GCA has secured a Memorandum of Understanding with the Fresno Chaffee Zoo, its first formalized partnership. Future agreements will be sought with the San Joaquin

River Parkway, the Sierra Foothill Conservancy, and other local science-based agencies. In addition, GCA plans to expand its partnerships within the larger Association of Zoos and Aquariums, as well as institutions of higher education, such as CSU Fresno, Fresno City College, Fresno Pacific University, the University of California, Merced, CSU Monterey Bay, and others.

Additional Accountability Provision

GCA will be accountable to multiple constituencies: students and their families, the GCA Board of Directors, and the Fresno Unified School District. In addition, GCA considers its accountability to extend to its various partners, including the Fresno Chaffee Zoo and the community of southwest Fresno. Accountability to each of these constituencies covers both fiscal and academic performance. At the end of each school year, GCA staff will complete a cycle of inquiry in which all collected student data including test scores, daily attendance records, examples of student work and student/parent surveys will be evaluated, strengths and weaknesses will be identified, and a course for school wide improvement and growth will be charted for the upcoming year.

While the above evaluations and assessments are necessary to ensure that GCA is meeting its objectives, the ultimate evaluation is the continued success of our students in future scholastic endeavors and impacting the world as active, engaged, and participatory global citizens.

VI. Element 4: Governance

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Legal Structure

The holder of this charter and the applicant of this charter petition is the Golden Charter Academy, a non-profit public benefit corporation registered in the state of California. It is the responsibility of GCA to be accountable to the Fresno Unified School District for implementation of the GCA charter petition. The Board of Directors of GCA governs GCA.

GCA will operate autonomously from the district, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the district and the charter school. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the charter school, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the charter school, providing that the District has complied with all oversight responsibilities required by law.

Governance

The governance structure of GCA serves three primary objectives: 1) to expand the educational horizons of GCA students by exposure to the vast possibilities available to them through study of the natural world and its resources; 2) to teach students and impress upon their families the innate joy of exploration and discovery and the incalculable value of education; and 3) to promote cultural diversity and social justice through the identification and elevation of the cultural and societal contributions of marginalized and historically underserved communities.

The GCA Board of Directors consists of five (5) to seven (7) members who have received training on charter school governance and who are dedicated to the GCA mission of inspiring powerful young minds. Board members serve staggered three-year terms and have the option of serving two consecutive terms. In accordance with Education Code section 47604(c), the chartering may appoint a Board member to sit on the GCA Board. If the chartering authority chooses to exercise this option, GCA may appoint an additional Board member to ensure an odd number of individuals sit on the governing Board.

The GCA Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Roles and Responsibilities of the Board of Directors

Board members bring a wide array of skills and expertise to GCA, reflecting knowledge of education, law, science, business, and other expertise in pertinent fields that will enrich the collective body of knowledge that serves GCA. Board members understand their primary responsibilities are the oversight of the fiscal condition of the charter school, the dedication to the faithful adherence to the stated mission of GCA, and the evaluation of the CEO/President of GCA. Board members are also expected to play an active role in GCA's efforts to develop close ties to the parent community. Board members are recruited first and foremost for their belief in the inherent potential of children, their awareness of the critical importance of a healthy environment, their understanding of the importance of family, and their commitment to the empowerment of underserved communities. Our Board members will represent a diverse palette of the community and are dedicated to the core values of GCA. Our Board members believe that education, in its truest form, is exposure to the larger world. Please see Appendix H for information on our Board members.

The primary responsibilities of the GCA Board are to:

- Ensure that GCA adheres to the GCA Mission, its Core Values, and the goals outlined in this charter
- Set policy for the effective operation of the school
- Provide fiscal oversight of the school, approving all employment contracts, contracts for services, and budgets
- Ensure effective organizational capacity and planning through resource allocation
- Evaluate the performance of the Chief Executive Officer (CEO)
- Provide support for additional fundraising, marketing, and other services as needs arise
- Seek parent, family, and community feedback to support the success of GCA

The GCA Board will appoint a Nominating Committee, which will meet when Board vacancies are imminent or anticipated. Prospective Board member nominations will be passed on to the Nominating Committee through existing Board members, although the actual nominations may originate from the staff or the community. The Nominating Committee will make every effort to ensure that diversity is maintained on the Board, and that the process to replace Board members is clearly articulated and transparent. The Nominating Committee will recommend prospective Board candidates to the Board President and Chair at the regularly scheduled Board meeting in November, or whenever the filling of a vacancy becomes necessary. Board terms will run from December until the end of November three years later. Board members are eligible to serve two consecutive three-year terms, before cycling off the Board for at least a year. Some of the initial Board members will serve shorter terms in their first years of service to ensure that all Board members do not reach the end of their terms in the same year. This will ensure that institutional knowledge will be passed on to future Boards and prevents massive disruption on the Board. The initial Board members who serve shorter terms of less than a year and a half will still be eligible to serve two consecutive three-year terms. Those Board members who, in their initial service, served more than a year and a half, will only be eligible for an additional three-year term. Board terms at GCA will coincide with the beginning and endings of Board terms in Fresno Unified School District.

A Board member orientation will be provided for all new Board members. This orientation will be led and initiated by the GCA Board, in partnership with its educational partners and GCA administration and staff. Board members will be mandated to take governance training, provided by legal or professional experts on governance, at least once every three years.

Advisory Board
In addition to the Board of Directors, GCA may also be served by an Advisory Board, consisting of community professionals with expertise in one or more of the three pillars of GCA—Stewardship, Equity, and Access. The Advisory Board will be convened at least once a year and will provide valuable insight and expertise to the CEO and the Board of GCA.

Board and Corporation Officers
The GCA Corporation will have a CEO, a Treasurer, and a Secretary. The CEO will function as the Head of School. The Corporation Treasurer will typically be the individual who manages the financial operations of GCA, but in its initial configuration, GCA may outsource the financial operations to a third party that specializes in finances, fiscal procedures, and payroll. Similarly, the Corporation Secretary will typically be the individual who manages the school office and serves as the administrative assistant to the school administration but, while the school is still small and in its formative years, the Corporation Secretary might be a third party.

CEO will also serve as President of the Corporation. The President and the Board Chairperson will be responsible for compiling items that will go on the Board agenda. Any member of the Board of Directors may request an item to be placed on the agenda, but the ultimate discretion of agenda items will rest with the Board Chair. All Board agendas will be posted to the Board members at least 72 hours prior to the Regular Board meeting to allow for Board members to peruse the agenda and associated items.

Board Meetings
The GCA Board will meet at least quarterly, and usually at least once a month, to conduct the business of GCA in public, and in accordance with Education Code Section 47604.1(c). Regular meeting notices and agendas will be posted at the GCA Office where they can accessed at any time and on the GCA website homepage with a prominent and direct link at least 72 hours in advance of the meeting. Special Board meetings may occasionally be necessary, and will be posted in the same way 24 hours in advance. Approved minutes from the previous Board meeting are available, upon request. The Board Secretary is responsible for recording the actions of the Governing Board.

Board Committees
The Board may establish committees as needed. These may include, but are not limited to, the Nominating committee, the Governance committee, the Finance committee, and temporary ad hoc committees. These committees will not include a quorum of the Board, and will bring forth recommendations to the larger Board for approval.

Role and Responsibilities of the Chief Executive Officer in Governance
The CEO of GCA is accountable to the Board of Directors for adherence to GCA's stated mission, its core values, and the performance of GCA. The CEO is tasked with the following:

- recruit, hire and manage a high-performance team of professionals who will deliver transformational educational outcomes to all students in GCA
- implement policy, oversee management of the school operation, and carry out the provisions of the GCA charter
- build short-term and long-term organizational capacity required for operational excellence and sustainability
- develop and execute GCA's mission and vision
- engage key constituents, both within and outside of the community, who can support GCA's mission, vision, and core values

Engaging Parents and the Community

The GCA Corporation officers, agents, and staff members understand that children are not educated in a vacuum. The transformative nature of GCA's unique environmental focus is only possible through a purposeful outreach into the homes of our students. GCA sees parents as partners in the educational efforts of our staff and are a necessary component in the success of our students.

An important component of the GCA curriculum is the emphasis on environmental education. Environmental education involves a deep understanding of the interrelatedness of earth's resources, its climate, and all life. Similarly, the educational transformation of our students is only possible through the interconnectedness of school, students, parents, and community. Healthier homes produce children who are better prepared for learning. For this reason, GCA is committed to developing partnerships in the non-profit and family services communities for the express purpose of helping parents and families provide a safe and secure atmosphere for their children and a nurturing environment for their personal and educational development.

As partners, parents are encouraged to participate in our educational programs and strategies to ensure the success of our students. The Head of School and the school administrator(s) are responsible for overseeing parent volunteer programs. All parent volunteers, and all GCA officers, agents, and employees, are subject to vetting through the Department of Justice (DOJ) background checks prior to employment with GCA. There are no exceptions to this rule.

Ongoing parent/teacher conferences, both formal and informal, are a necessary part of the parent outreach. Parents are encouraged to volunteer in various school-related activities and events, and they are invited to relevant public forums where their input is valued and respected. Board meetings also provide an opportunity for parents to express their opinion or concern regarding the educational programs of GCA.

An innovative aspect of our parent community outreach is embodied in our core value of equity. GCA believes that diversity is a strength, and greatly enriches the educational environment. As such, GCA is committed to featuring the customs and contributions of local cultural communities in our classrooms and school programs. GCA students will study cultures

from around the world, bringing the study to life in our classrooms through guest speakers, cultural dances and presentations, and ethnic cuisine.

This community tie is critically important, particularly in the Fresno area, which is one of the most culturally diverse communities in the most culturally diverse state in the nation. Large ethnic communities in the Fresno area include Latinos, Hmong, Armenian, African American, Iranian, Laotian, Portuguese, Sikh, Vietnamese, Indigenous Americans, and many others. Each of these communities has a distinctive culture that proudly unites them and enriches the fabric of America. By purposely celebrating our diversity, we bring people together and promote a deeper understanding of our common humanity.

For a chart detailing the organizational structure of GCA, please see Appendix C.

VII. Element 5: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

Teacher Certification

GCA will hire teachers who shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. Certificated teachers will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the charter school's operational policies. The CEO and the school administration, together with the Human Resources back office support contracted by GCA, will monitor the credentials and ensure teachers hold their certification(s). GCA may also employ or retain non-certificated instructional support staff at the charter school in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the charter school's rigorous academic environment. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher. Job descriptions for certificated and classified staff will be made available on the GCA website.

GCA will not discriminate or harass based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GCA will be a School of Choice and no employee will be forcibly employed. GCA will comply with all state and federal laws concerning the maintenance and disclosure of employee records and applicable federal mandates and legal guidelines in the ESSA as well as all federal and state law for background checks.

Staff Commitments

All GCA faculty and staff will commit to:

- Abide by applicable federal, state, and local laws.
- Maintain a professional relationship with all students and a high level of professional conduct.
- Refrain from the abuse of alcohol or drugs during the course of professional practice.
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property.
- Comply with state, federal, and local laws regarding the confidentiality of student records.

- As mandated reporters, file necessary reports of child abuse.
- Adhere to all guidelines in the GCA Employee Handbook.
- Maintain personal integrity and commitment to GCA and its students.

School Leadership

The GCA Head of School will be responsible for the implementation of all aspects of this charter, and for the day-to-day operations and management of GCA. The following paragraphs detail the roles, responsibilities, and qualifications of the GCA administrative team:

Head of School

In its initial staffing, the Chief Executive Officer (CEO) will function as the Head of School, and will be supported by a certificated school administrator, the Principal, in the coordination of all campus-level planning and decision-making that involves GCA's professional staff, parents, and community members. The Head of School coordinates with these stakeholders in establishing and reviewing GCA's educational plans, goals, performance objectives, and major classroom instructional programs. This structure allows the charter school administration, teachers, parents, and the community to make school-based decisions that are consistent with the mission and core values of the Golden Charter Academy. The role of the Head of School is to ensure adherence to the mission and vision of GCA and to be responsible for ensuring that overall curricular policy remains aligned to GCA's core values of stewardship, equity, and access.

Responsibilities of the Head of School:

- Implement a high-quality, rigorous, educational program that promotes critical thinking, discovery, exploration, awareness of social justice, citizenship, leadership and growth and is accessible to all learners
- Ensure that every student is prepared for rigorous academic expectations
- Hire, lead and manage a dynamic staff and faculty team to deliver exceptional outcomes for all students, including those who are English Learners or have special needs.
- Create an effective, collaborative team of people jointly responsible for the attainment of school goals and committed to achieving excellence
- In collaboration with the school Principal, set ambitious school goals for student achievement and performance; hold staff members accountable for achieving results
- Build relationships with all stakeholders including students, staff, faculty, parents, funders, Board Members, the school district, and the community
- Foster a safe, just, and welcoming school climate that supports student and staff success
- Develop the school-wide operations vision that supports and operationalizes the academic and cultural vision of GCA
- Play a leadership role in the Charter School's strategic and annual planning and budgeting process
- Network with educational leaders from the Association of Zoos and Aquariums (AZA) and outside public school districts to share best practices and effective, innovative educational programs

- Develop collaborative relationships within the local business and entrepreneurial community, and foster the development of the GCA educational model through networking with private philanthropy
- Promote a culture of continuously improving teaching practices through professional development, collaboration, modeling, and collaborative planning among school staff
- Coach, develop and grow leaders from within the organization, giving opportunities to staff to develop new skills, develop their own leadership and improve their craft
- Use data to inform practice and drive decision-making and instruction at GCA
- Oversee all operations at the school site, ensure fiscal solvency, and oversee the school facility
- Work with the Principal to create the school schedule and school master calendar
- Build a sustainable organization for all team members and manage all human resource issues, including hiring and overseeing the performance evaluation of all staff members
- Hire, manage, coach, and develop school operations team members (including front office staff and vendors) and hold them accountable to goals and outcomes
- Serve as the face of GCA the primary Public Information Officer, answering questions from the media, parents, students, and visitors
- Develop and manage student recruitment strategy to ensure that GCA begins the academic year with full classes, and actively recruit to fill open seats
- Ensure that parent info sessions, school tours, and the lottery and enrollment process are tightly planned and executed
- Ensure that all charter school operations run seamlessly every day, proactively problem solving and developing systems where needed
- Lead the GCA opening/start up process each year to ensure that doors are ready to open by ordering furniture, equipment, instructional supplies, and ensuring that student services (e.g. food service, transportation) are ready to go when GCA opens
- Oversee facilities maintenance, janitorial services, food service operations, technology procurement and support, and communication systems with families
- Ensure compliance of all local, state and federal laws and regulations

Qualifications, skills, and qualities:

- Bachelor's degree (required); Master's degree (preferred)
- Teaching and/or leadership experience in professional organizations or low-income schools with demonstrated exemplary results strongly preferred
- A deep passion for social justice and equity for all children; a belief that all students can achieve at the highest levels, regardless of demography
- Ability to oversee the evaluation of educational programs and teaching effectiveness
- Strategic thinking and proactive problem-solving
- Ability to effectively balance the larger vision and plan for GCA while ensuring that day-to-day operations are sound
- Ability to implement effective business systems that ensure proper stewardship of school funds
- Ability to set direction for a team and motivate others to action
- Demonstrated ability to create inclusive environments that honor and support a diversity of backgrounds and perspectives

- Expertise in cultivating relationships and managing a diverse group of stakeholders
- Demonstrated resilience and focus on student outcomes
- Success with selection, training, and supervision of high-performing school teams

Principal

The Principal supports GCA in driving academic and social emotional learning outcomes for students as a key member of the charter school's leadership team. The Principal is expected to lead both instruction and school culture, while developing the skills of the charter school's emerging leaders. The Principal will be actively developed for school leadership, should consider him- or herself an apprentice to the Head of School, and should gradually build capacity to lead GCA.

Responsibilities:

- Model and support implementation of GCA's vision and goals
- Support the Head of School's vision and take an active role in mobilizing teachers to achieve the collective goals of GCA. With guidance from the Head of School, lead the planning and goal setting for the grades/departments that he/she coaches and ensure alignment with school-wide goals.
- Contribute to school-wide planning and prioritize time to accomplish goals, provide input into the strategic planning of GCA, and identify areas of ownership for self and direct reports.
- Support the Head of School in identifying and developing emerging leaders through goal setting, coaching and feedback
- Model strong staff and student culture, and manage school-wide character development and behavior management systems
- Support teachers in student support and behavior intervention systems to ensure that limited time is spent on reactive student discipline
- Manage parts of the daily school operations (e.g. arrival/dismissal, lunch/recess, school trips)
- Act as the first Leadership Team contact for student intervention and parent engagement
- Collaborate with the Head of School on hiring diverse, highly-effective teachers and charter school staff
- Build own and direct reports' instructional knowledge of standards, content and methods
- Develop teachers to provide rigorous and high-quality instruction, and support the Head of School in planning and implementing enabling academic strategies and systems to lead data-driven instruction
- Coach teachers to determine how data aligns to end-of-year goals; break-out data to analyze how different student groups are performing; determine what data indicates about areas of student mastery and growth; and identify specific instructional actions and adjustments to fill students' knowledge and skill gaps within an appropriate timeline
- Provide high-quality instructional coaching with frequent and scheduled teacher observations, actionable and bite-sized feedback, and accountability for adjustment in practice

- Expertise in what the school-wide academic standards and state assessments require of students' knowledge and skills to demonstrate mastery; able to translate student mastery requirements into instructional plans and strategies
- Deep understanding of appropriate application and differentiation of high-leverage instructional strategies.
- Adept at data analysis; ability to extract meaningful insights across school-wide data.
- Ensure that GCA is prepared for emergencies by conducting all drills and training staff on emergency plans
- Recommend to the Head of School what school-wide professional development will be the highest leverage in improving student results
- Oversee the securing of engaging, actionable, adult- learning workshops; and hold staff accountable for implementation of the workshop practices
- Help plan and host on-campus and off-campus school events, including student field trips

Qualifications, skills, and qualities:

- Bachelor's degree (required); Master's degree (preferred)
- Administrative Services Credential (required)
- At least one year administrative experience (preferred)
- Belief that all students, regardless of background, have the ability to go to learn at a high level
- Demonstrate commitment to GCA's unique curriculum and diverse community
- Expertise in what the school-wide academic standards and state assessments require of students' knowledge and skills to demonstrate mastery; able to translate student mastery requirements into instructional plans and strategies
- Deep understanding of appropriate application and differentiation of high-leverage instructional strategies based on comprehension of child development and pedagogy
- Adept at data analysis; ability to extract meaningful insights across school-wide data
- Demonstrated student achievement results in own classroom and from teachers that he/she manages
- Ability to set direction for a team and motivate others to action
- Demonstrated ability to create inclusive environments that honor and support a diversity of backgrounds and perspectives
- Expertise in cultivating relationships and managing a diverse group of stakeholders
- Demonstrated resilience and focus on student outcomes

Finance & Purchasing will most likely be provided, at least in the initial year of GCA, by a contracted service. The contracted service provided will provide the following services:

- Work closely with the Head of School to develop GCA's annual budget and actively manage the charter school budget throughout the year
- Manage GCA purchasing process by establishing clear systems and implementing appropriate fiscal policies student data and compliance
- Manage systems for and maintains accurate student data and information in compliance with federal, state, regional and school expectations
- Complete state and district reporting and compliance submissions
- Support marketing efforts by providing information for the GCA website and managing outreach collateral

Instructional Staff

The following section details the roles, responsibilities, and qualifications of GCA instructional staff.

Teachers

Reporting to the Principal, teachers will be responsible for all levels of classroom instruction and management. They will design, plan and implement a standards-based curriculum that prepares students for success in college. Teachers will additionally be responsible for ensuring GCA's core values are lived through the Charter School's culture. Teachers at GCA will have the base qualifications and will be appropriately credentialed for any and all grades and subjects they will teach.

Teachers will work closely with the GCA leadership team to ensure our students learn, grow, and eventually achieve transformative life outcomes. Each teacher will be responsible for ensuring that our students have the opportunity to learn in an environment of joyful, excellent teaching.

Above all else, teachers will find joy and purpose in teaching children the habits necessary to be successful in school, and she or he will relish the opportunity to imbue our students with a love for learning. Our teachers will be committed to encouraging the students' innate curiosity and guiding that curiosity into exploration and discovery. She or he must also be committed to GCA's mission, while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

Qualifications, skills, and qualities:

- Hold the valid Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- Commit to work with educationally underserved students
- Believe all students can achieve at the highest academic levels
- Possess strong content area knowledge and classroom management skills
- Contribute to a relentless and dedicated team of outstanding professionals
- Communicate well with students, families and colleagues
- Proficiency in the native language(s) of the local community strongly preferred

Special Education Teacher

For the initial year or years of GCA, services for special needs students may be contracted out with the SELPA of either Fresno Unified School District or the Fresno County Superintendent of Schools. This is primarily because, as GCA will open as a TK/K-3 school, it is likely that relatively few students in those grade levels will be identified as needing Special Education (SPED). As the Charter School adds a grade every year, however, it will eventually be necessary for GCA to provide on staff SPED services. The Special Education teacher, or Education Specialist, will be considered an integral part of the general education staff and will be expected to collaborate and consult with all teachers on a regular basis.

It is the intent of GCA to hire at least one general education teacher with a valid Mild/Moderate Special Ed credential. This teacher may be referred to as the Education Specialist. Although

there may not be enough students receiving Special Education services in the initial year or years of the charter school to justify a full-time Special Education teacher, there will nevertheless most likely be some SPED students. For this reason, it would be optimal to have a credential SPED teacher on the staff to serve as Case Manager and coordinate the delivery of SPED services with the local SELPA.

Qualifications, skills, and qualities:

- Valid California Credential or license authorizing service in grade levels and areas assigned as an Education Specialist.
- Bachelor's degree, including all courses to meet credential requirements
- Full time teaching experience in Special Education, preferred
- Possession of either BCLAD or CLAD certification is highly desirable
- Demonstrated successteaching students from educationally underserved areas
- Excellent organizational, planning, and implementation skills
- Ability to communicate and interact effectively with multiple constituencies
- Detail-oriented team player willing to roll up sleeves and get the job done

Other Certificated Staff

A pool of day-to-day, at-will, on-call qualified substitutes, with appropriate background clearances, shall be established and a list of qualified substitutes maintained by GCA. If GCA is able to secure such qualified substitutes for regular duty, GCA will coordinate with the Fresno Chaffee Zoo to provide docent training so that the unique character of the GCA instructional program will not be suspended during a teacher's absence.

Classified Staff

The following section details the roles, responsibilities, and qualifications of the Golden Charter Academy charter schools' non-instructional staff:

All non-instructional, classified staff will possess experience and expertise appropriate for their position with the school and as specified in the job description. Staff will have the following roles:

Administrative Assistant, responsible for:

- Student Records
- Preparing agendas and minutes for Board meetings
- Serving as Secretary of the Board of Directors
- Coordinating schedules for parent conferences, staff meetings, administrative meetings, etc.
- Coordinating contracted services
- Facilitating communications and correspondences for the school administration
- Securing the files for all confidential records
- Working with the fiscal services, either in-house or through a contracted service, to process all financial documents, records, receivables, and payments

- Working with the Human Resources, either in-house or through a contracted service, to process and secure all paperwork for certificated and classified hires, DOJ checks, and employee records
- Other duties as assigned by the school administration

Qualifications skills, and qualities:

- High-school diploma or equivalent; supplemented by college-level business coursework and two (2) years of progressive secretarial experience. Additional education may substitute for some experience.
- Requires in-depth knowledge of modern office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing.
- Working knowledge of GCA operations, policies, procedures, and calendars.
- Requires a working knowledge of, and skill at using personal computer based software programs that support this level of work, including but not limited to word processing, spreadsheet, presentation graphics, special applications used by the organization unit, and data entry onto custom databases.
- Requires skill at facilitating problem-solving processes.
- Requires sufficient math skills to perform financial and statistical record-keeping.
- Requires sufficient knowledge of proper English usage, grammar, spelling, and punctuation to prepare professional correspondence.
- Requires sufficient human relations skill to work productively and cooperatively with diverse teams, exercise patience when dealing with internal and external customers, and convey technical concepts.

Attendance Secretary, responsible for:

- Reception/front desk
- Attendance
- Office Supplies and classroom supplies
- Basic First Aid
- Coordinating with the Administrative Assistant to ensure proper functioning of the school office
- Communicating with teachers and parents regarding student attendance, behavior, etc.
- Other duties as assigned by the school administration

Qualifications skills, and qualities:

- Any combination equivalent to: graduation from high school and two years of clerical work involving student records, including computer work
- Requires proficient fluency in English (bilingual fluency in English and Spanish preferred)
- Requires confidence to proactively engage parents and families, both in person and via phone, regarding their child's attendance
- Requires proficiency with Microsoft Word. Familiarity with Power Point and Excel preferred.
- Requires the ability to substitute for the Administrative Assistant in a temporary capacity
- Other duties as assigned

Paraeducators
Under the direction of the teacher or other certificated employee, the Paraeducator will primarily assist by performing a variety of academic and behavior support duties to individual or small groups of students within the Special Education classroom, regular classroom and other school settings. These duties shall be designed to complement the instructional program to maximize learning opportunities for the inclusion student. The Paraeducator will also assist in the establishment and implementation of appropriate classroom and school-wide behavior and assist students to access all aspects of the educational environment of GCA and the community.

Overarching responsibilities:

- Serve as the primary point of support for a designated student or group of students in the daily application and implementation of academic guided practice and behavior intervention plans. Bridge gaps that may occur in classroom lessons, in conversations, and in skill development by getting to know the student and using that knowledge and experience to everyone's benefit.
- Provide timely information to the student, to school staff, and to other team members or service providers. This information could include feedback on progress, data collected, task analysis, and concerns.
- As a team member working closely with a student, advocate appropriately to ensure the team is consistently implementing the instructional and behavior plans and to raise concerns about obstacles to successful implementation and student growth

Day-to-day Responsibilities:

- Under the direction of the teacher or Education Specialist, work with students in small groups or in one-to-one assignments to reinforce or follow up learning activities in core academic, language, and/or specialized subject areas
- Assist in the implementation of Behavior Intervention Plans (BIP's)
- Facilitate and support social interactions and foster the development of positive relationships between students with disabilities and their non-disabled peers
- Assist all students by modeling appropriate behavior and attitudes and providing emotional support and general guidance
- Support students to be active participants during place-based learning, on field trips and school assemblies or productions
- Provide General Education teachers with information on student progress through observation, daily contact, and maintenance of accurate student progress records/logs
- Assist in establishing and maintaining a clean, safe, and cooperative classroom and learning environment
- Provide testing accommodations, including supervising students completing tests in a separate location or during an extended time
- Maintain confidentiality of student records and classroom information in accordance with legal requirements and GCA policies
- Maintain instructional program in case of temporary absence of the General Education Teacher(s)

Qualifications, skills, and qualities:

- Completed at least two years of study at an institution of higher education; or obtained an Associate degree (or higher); or passed the CBEST or a local assessment of knowledge and skills in assisting in instruction
- Proficiency in the native language(s) of the local community strongly preferred
- Excellent organizational, planning, and implementation skills
- Detail-oriented team player
- Ability to communicate and interact effectively with multiple constituencies

Teacher Professional Development and Evaluation

A Professional Teaching and Learning Environment

Strong, dedicated teachers are the backbone of any excellent school, and the Golden Charter Academy charter school will be no exception. GCA will hire outstanding and committed teachers. Much will be expected of GCA teachers. In addition to the extended time in class, teachers are expected to focus on the charter school's mission to inspire powerful young minds, and to be committed to its core values of Stewardship, Equity, and Access.

In return, GCA teachers will be treated as professionals. They will be supported in their professional growth with time for planning and collaboration, stipends for conferences and school visits, and resources for improving instruction. Teachers at GCA will regularly visit each other's classrooms to create consistency in content of lessons as well as classroom culture, and to learn from their peers. To continually improve instruction at GCA, teachers have the opportunity to receive feedback from their peers and the charter school's leadership team on the results of their students. Each teacher is also provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer and high-speed Internet access.

Professional Development

At GCA, the Head of School and instructional leadership team will set the tone and develop the conditions under which staff members will become the keepers of the charter school's culture and values and grow as teachers and learners. As a result, staff development will support GCA's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. GCA teachers will be encouraged to consistently exchange best practices with each other and teachers at similar schools, both charter and traditional public schools. Professional development involves structured whole staff and small group practice, and is individualized to best serve each teacher's needs.

Beginning in staff orientation before the regular school program for students, the Head of School and instructional leadership team will ensure that teachers fully understand and support GCA's mission, goals, and values. This orientation involves specific activities designed to align the staff and foster teamwork, such as visiting other schools of excellence. Teachers will also engage in both school- based and regional professional development sessions to design their goals, objectives, and curriculum for the summer and the upcoming school year.

During the school year, staff development continues through professional development in order to share best practices. Within GCA, staff will engage in whole staff meetings, department and

grade level team working sessions, and individual coaching opportunities. Teachers will receive professional development to function effectively within the parameters of the charter school and to meet the goals outlined in the accountability plan.

Teachers are also encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth.

Additionally, teachers will receive professional development on communicating with students designated as English Learners and in techniques for detecting whether a student has English language deficiencies. All staff will be trained in Universal Design for Learning, an educational approach that provides access to all students and promotes an environment that is inclusive and accessible. Staff will be trained in various teaching strategies such as scaffolding techniques and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum. Furthermore, teachers will engage in field-based environmental education training that embraces first-hand encounters and immersive experiences. These learning spaces mirror the desired student experiences teachers will be facilitating for Golden Charter Academy, and provide opportunities for teachers to develop meaningful connections to the natural world. This personal interaction is a critical component that elevates teacher efficacy and promotes a deeper understanding of place.

Staff Evaluation Plan

The Principal is responsible for evaluating all teachers and support staff. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the curriculum. In addition, teachers are expected to embrace the diversity of learners and to offer a variety of ways for students to demonstrate mastery of content. This approach is consistent with Universal Design for Learning. The annual performance assessment will be based on adherence to those expectations and academic standards.

GCA will establish clearly defined criteria for performance reviews that may include:

- Demonstrated commitment to GCA's mission and goals
- Successful implementation of the curriculum and educational philosophy
- Student academic progress
- Contribution to school community
- High level of professionalism
- High level of accomplishment
- Effective participation in GCA's staff and team

Tools used in the evaluation process may include:

- Written evaluations based on classroom observations
- Self-evaluation completed by teacher being evaluated
- Student performance on major assessments
- Feedback from parents, students, and peers

Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed at the request of the Principal.

Compensation & Benefits:
The GCA Board of Directors also retains the option of adopting a formal salary schedule, although this may depend upon budget considerations. Being a public school, GCA recognizes that many of our teachers and staff members might also be considering positions in surrounding school districts. For this reason, GCA will seek to offer salary levels similar to the general salary levels being offered by these surrounding districts. For budgeting projections, the GCA anticipates an annual increase of approximately 5% in total compensation of its employees.

The Chief Executive Officer, who will function as the Head of School, with approval from the GCA Board of Directors, will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees. This will allow GCA to attract and retain the caliber of employees necessary to ensure the success of GCA.

VIII. Element 6: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

GCA will adopt and implement full Health and Safety procedures and risk management policies at the school site in consultation with insurance carriers and risk management experts prior to the school's opening. Health and Safety policies will be annually reviewed, updated, and distributed to all staff and families via virtual and print publications (e.g. school website and school circulars). GCA shall ensure that staff are trained annually on the Health and Safety policies. The following is a summary of the health and safety procedures of the school. A full draft will be provided to the Fresno Unified School District for review at least 30 days prior to operation, or as otherwise agreed upon by the District and GCA.

The following is a summary of the Health and Safety procedures of the Golden Charter Academy:

Employees

Procedures for Background Checks
Employees and contractors of GCA will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. GCA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. GCA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. The CEO will monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the CEO. Volunteers who will have direct contact with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Employee Records
GCA will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

Comprehensive Anti-Discrimination and Sexual Harassment Policies and Procedures
GCA is committed to providing a school that is free from discrimination and sexual harassment as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of the person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, or local law, ordinance or regulation. GCA shall adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's discrimination and harassment policies. All supervisors shall be required to participate in regular training around their legal responsibilities.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Mandated Child Abuse Reporters
All employees will be mandated child abuse reporters and follow all applicable reporting laws, policies and procedures. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination
Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Drug, Alcohol, and Smoke-Free Environment
GCA shall function as a drug, alcohol, and tobacco-free environment.

Students

Immunization and Health Screenings
GCA shall maintain student immunization, health examination, and health screening records on each student's permanent file.

All enrolled students at GCA will be required to provide records documenting immunizations as required at public schools pursuant to Health and Safety Code Sections 120325 – 120375, and Title 17, California Code of Regulations Sections 6000 – 6075. This includes immunizations for

polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B as described in the Department of Health Services Document IMM-231. All incoming 7th-grade students must be immunized with pertussis (whooping cough) vaccine booster.

Medication at School
GCA shall adhere to Education Code Section 49423 regarding the administration of medication in school.

The school shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to all staff in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Blood-Borne Pathogens
GCA shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

The Charter School shall ensure all staff members receive annual training on the school's health, safety, and emergency procedures, including, but not limited to, training on blood-borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Diabetes
Once GCA is serving 7 pupils, GCA will provide an information sheet regarding Type 2 diabetes to the parent or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of Type 2 diabetes.
2. A description of the risk factors and warning signs associated with Type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 diabetes should be screened for Type 2 diabetes.
4. A description of treatments and prevention methods of Type 2 diabetes.
5. A description of the different types of diabetes screening tests available

Vision, Hearing, Scoliosis
All students will be screened for vision, hearing, and scoliosis, GCA will adhere to Education Code Section 49450 *et. seq*., as applicable to the grade levels served by the Charter School.

Emergency Response Plan
GCA shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the school and facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to, the following responses: fire,

flood, earthquake, terrorist threats, hostage situations, and heart attacks. The school shall require that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or equivalent. GCA will also implement CPR Training for personnel and ensure the presence of at least one operable Automated External Defibrillator (AED) at the site for response to medical emergencies.

The school shall comply with applicable requirements of Education Code Section 49475 regarding concussions/head injuries with respect to any athletic program offered by or on behalf of the school.

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually, in accordance with Education Code Section 3200.

Facility Safety and ADA Access
GCA will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or that are compliant with the California Building Standards Code, including provisions for seismic safety and ADA regulations. The school agrees to fire inspections to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times and in conjunction with the Fresno Unified School District. We will acquire a Certificate of Occupancy before the start of the school.

Visitors
All visitors to the school will be required to check-in in the main office and register in the visitor's log book. All school visitors are required to wear a visitor or volunteer badge while on campus.

A specific policy related to on-campus conduct of visitors will be included in the school handbook. To avoid unnecessary interruption of the educational program, visitors to classrooms will be scheduled at least 24 hours in advance with the school administration.

Suicide Prevention Policy
GCA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. GCA shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking
GCA shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 7 of human trafficking prevention resources.

Feminine Hygiene Products
Once GCA is serving students in grades 6 and above, GCA will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal
GCA shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act
GCA shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq*.).

School Safety Plan
GCA shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendation
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 25291.5, 47605, and 47605.6
- Procedures for conducting tactical responses to criminal incidents

Bullying Prevention
GCA shall adopt procedures for preventing acts of bullying, including cyberbullying. GCA shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

IX. Element 7: Means to Achieve Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).,

One of the Core Values of the Golden Charter Academy is the belief in equity and the value of diversity. GCA strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. Because we seek a targeted student population whose families may not be reachable by traditional means, GCA plans to utilize direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in Fresno. GCA will also use television and radio marketing in an effort to tailor outreach efforts to a diversity of students/families.

GCA is located in the City of Fresno and the Fresno Unified School District. The new charter school is being opened with the intent to recruit and serve students from the ethnically diverse southwest Fresno community and to ensure a racial and ethnic, special education, and English Learner student composition that is reflective of the Fresno Unified School District.

Recruitment efforts to the community will include:

- A website providing extensive information on the school's educational program in partnership with the Fresno Chaffee Zoo, including information on the application process
- Creating a social media presence using Facebook, Twitter and forums
- Informational brochures, flyers, and posters to demonstrate the diversity and cultural environment of the school distributed to businesses, pre-schools, Head Start facilities, etc.
- Special community informational meetings and "Open Houses" held during evenings and weekends to inform parents and families about the new school
- Outreach to the local media to publicize the new school and the process to apply
- Participation on television and radio talk shows to describe GCA
- Joint events with local agencies and community partners
- Informational materials mailed to employees of local businesses
- Training for parents to conduct "parent to parent" recruitment through special events or personal contacts
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process

- The development of promotional and informational material that appeals to all major racial and ethnic groups represented in the district; including materials in languages other than English, to appeal to limited English proficient populations
- Targeted meetings in multiple communities to reach prospective students and parents
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district

Each year the Charter School shall review its student population composition to determine which policies and practices are the most effective in achieving a diverse student population and will make adjustments as needed.

X. Element 8: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

The Board of Directors, with the advice of the leadership of the school, shall determine all policies, processes, and procedures governing application, admission, and enrollment at the Golden Charter Academy. All students attending the school must follow the application, admission, and enrollment policies of the school.

The application packet for admission shall include information allowing students and parents to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations, and the rights and responsibilities of students and parents who wish to become members of Golden Charter Academy family.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body. The determination of the school capacity shall be based on, among other things, the academic program, the fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

Legal Assurances and Admission Criteria

As a non-sectarian, tuition-free public school, GCA will admit all grade-level eligible students who wish to attend up to the school's capacity, within the minimum and maximum age requirements specified in applicable law according to Education Code Section 47605(e)(2)(A). No student will be required to attend GCA, in compliance with Education Code Section 47605(g). The school shall be open to all students at the appropriate grade levels who wish to attend. Admission eligibility will not be determined by the place of residence of a pupil or a pupil's parent or legal guardian within the state, except as otherwise required by law. If the number of students who wish to attend the school exceeds the school's capacity, admission, except for existing students, shall be determined by a public random drawing in accordance with the admission preferences specified below.

Open application deadlines shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

There shall be no admission testing or other evaluation required of any applicant. GCA shall not charge an application fee nor shall it charge tuition. The school will not require any monetary or other contribution as a condition of application, admission, enrollment, or participation in any of the school's required educational activities. In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

GCA shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

In accordance with Education Code Section 47605(e)(4)(A), GCA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), GCA shall not encourage a pupil currently attending GCA to disenroll from GCA or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents and guardians.

Timeline for first year of operation

Applications for admission will be made available in March before our first year and will be due by the third Friday of April. The school will hold at least three parent information meetings between February and April so parents can learn more about the school before they apply. These timelines are approximate, and may depend on the ultimate timing of the authorization of GCA charter petition.

Timeline for subsequent years of operation

It is our intent that applications for admission will be made available in December of the previous year and will be due by the third Friday of March, or whatever timeline is consistent with the practice of charter schools authorized by FUSD. The school intends to hold at least three parent information meetings between January and March so parents can learn more about the school before they apply.

Public Random Drawing and Admission Preferences

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend the school exceeds

the capacity, attendance, except for existing students, who are guaranteed admission for the following year, shall be determined by a public random drawing (or "lottery") for each grade level conducted in advance of each school year. In accordance with Education Code Section 47605(e)(2)(B)(i)-(iv), GCA will offer admissions preference to the following students in the following order:

1. Children of current teachers, staff, and original founders (up to 10% of enrollment)
2. Siblings of students admitted to or attending GCA or graduates residing within the boundaries of the District
3. Siblings of students admitted or attending GCA or graduates residing outside the boundaries of the District Students who are enrolled in, or reside, in the attendance boundaries of, the public elementary school where GCA is located
4. Students residing within the boundaries of the District

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Each student applicant will have his/her/their name placed in the lottery one time. For each preference of which the student applicant qualifies, his/her/their name will be placed in the lottery an additional time. Students will be drawn from each grade pool until all vacancies within the particular grade level have been filled.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the random public drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process at least two weeks prior to the public random drawing date. Families do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds or in a public space large enough to accommodate all who are interested. The school will ensure that the lottery process will be:

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Extensive outreach and recruiting efforts will ensure the applicants and those in the lottery will reflect the demographics of the Fresno Unified School District, including underserved populations.

Enrollment

Upon admission to GCA, the enrollment process is comprised of the following:

- Completion of a Student Registration form
- Proof of Immunization
- Home Language Survey
- Completion of the Emergency Medical Information Form
- Proof of minimum and maximum age requirement
- Authorization for the school to request and receive documents from the schools the student has attended or is currently attending[1]
- A copy of any existing Student Success Team evaluations and recommendations for the student
- A copy of any existing 504 or Individual Education Program for the student

Upon enrollment, parents/legal guardians will be encouraged to attend a family and student orientation prior to the start of school

Homeless and Foster Youth

GCA shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same FAPE as provided to other children and youths. The school shall provide specific information in its outreach materials, website, at community meetings, open forums and open houses, and regional center meetings, notifying parents the school is open to enroll and provide services for all students, and provides a standard contact number for access to additional information regarding enrollment. The school shall comply with all applicable provisions of Education Code Sections 48850 – 48859.

Family Educational Rights and Privacy Act (FERPA)

GCA, including its employees and officers, shall comply with FERPA and Education Code Section 49060 et seq. at all times.

Transportation

GCA will not provide transportation to and from school, except as required by law.

[1] GCA shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to GCA before enrollment.

XI. Element 9: Financial Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of GCA will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of GCA will be kept in accordance with Generally Accepted Accounting Principles (GAAP), and as required by applicable law, the audit will employ generally accepted accounting procedures.

GCA's Board of Directors will form a Finance/Audit subcommittee to oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs.

GCA will use an auditor with experience working with charter schools. The auditor will have, at a minimum, a CPA certificate and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. GCA will follow best practices and entertain submissions from new auditors at least every five years or the term length that is consistent with statute.

The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. This audit will be conducted in accordance with GAAP and the applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of GCA's financial statements, attendance and enrollment accounting practices, and internal controls.

GCA's finance/audit committee, or the CEO, will review any audit exceptions or deficiencies and report to the school's Board of Directors within thirty (30) days of receipt of the audit with recommendations on mitigation. The Board will report to the authorizing district within sixty (60) days of receipt of the audit regarding how the exceptions and deficiencies have been or will be resolved, or as otherwise agreed with the District.

GCA will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the Fresno Unified School District, the Fresno County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year. GCA will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. GCA will also make available the receivable and disbursement files.

The independent financial audit of GCA will be public record to be provided to the public upon request. GCA will budget in the cost of a full financial audit in its yearly budgeting process.

XII. Element 10: Student Discipline, Suspension, and Expulsion Policy and Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

At the Golden Charter Academy, we are committed to the belief that all children can learn at a high level, and that all children can employ their innate curiosity to develop into life-long learners. Our approach is to provide an educational system that addresses the whole child in the context of their particular social and family environment. Successful engagement of students must include the inclusion of home and the community.

Student Mentoring

The roots of student misbehavior are complex and must be understood in context. Students tend to misbehave when they are not actively engaged in learning, or when they perceive that their social-emotional security is threatened. Many children, and especially children of lower socio-economic status, having witnessed a disproportionate amount of disruption to their lives, often

feel that events of their social and familial world are largely outside of their immediate control. This perception leads to a feeling of helplessness and disenfranchisement.

GCA intends to provide grade level mentors for students at each grade level, so serve as partners with teachers, parents, and staff to promote the social, emotional, and academic success of all students. Mentors will attend an orientation training prior to employment at GCA, and will receive docent training, or a comparable inservice, provided by the Fresno Chaffee Zoo.

At the Golden Charter Academy, we recognize that there are many underlying reasons for student misbehavior. As such, we create structures to address the social/emotional needs of students through active engagement in curriculum, a supportive environment for students and their families, and additional support through grade level mentoring for all students.

Restorative Practices

GCA is supportive of restorative practices in the implementation of student discipline. Far too often school policies have focused on punitive measures that are detrimental to students in two ways: 1) they remove students from valuable instructional time, negatively impacting their learning, and 2) they failed to adequately address the causes of inappropriate student behavior. Restorative practices, including Restorative Justice, are evidenced-based interventions that focus on building understanding so that healing bridges of empathy can be built between the aggressor and the target of the aggressive action. Restorative practices appeal to the fundamental link of all humanity, further underscoring GCA emphasis on environmental literacy and the interrelatedness of all creatures.

The Importance of a Supportive Environment

At GCA we feel that the most successful behavioral intervention models are based on active and purposeful engagement of students. The eminent educational psychologist Benjamin Bloom once said, "If you manage learning well, you don't have to worry about managing the learners." When the learning environment is relevant, caring, engaging, empathetic, diverse, inclusive, and innovative, curiosity is stimulated, exploration and discovery are fostered, and students are less apt to disengage from the learning process and misbehave. Underpinning this engagement is the importance of positive role models for students. The GCA staff will be a ubiquitous presence in the lives of all students on campus. The GCA staff will be expected to reach out to parents on a regular basis to enlist their support for our goal of student success. Staff will be further encouraged to actively participate in community events that further cement the relationship between the school and its families.

The GCA co-founder and CEO Robert Golden, who reached a pinnacle of success when he was drafted into the National Football League at the age of 21, has created the G-O-L-D-E-N Rules, a support structure of behavioral and attitudinal expectations that further enhance student success. The G-O-L-D-E-N Rules are spelled out as follows:

G … **G**ive Respect
O … **O**bey Authority

L … Love **L**earning
D … Always be **D**edicated
E … **E**levate
N … **N**ever Quit

Staff and students will become familiar with this set of expectations through daily reminders and role modeling. The G-O-L-D-E-N Rules provide a structure to support student success by encouraging hard work, discipline, and tenacity. These are traits that have been proven to ensure success in students and adults alike.

Pupil Suspension and Expulsion Policy

GCA is committed to providing a healthy, safe, and secure learning environment for all of its students. A safe learning environment allows students to better focus on instructional content and engage in active learning.

Occasionally, student misbehavior negatively affects the safety of other students, or is disruptive to the learning process. When previous interventions have proven unsuccessful in mitigating such behavior, or when misbehavior is such that Education Code requirements mandate corrective action, recommendation for student suspension or expulsion is warranted.

The GCA Suspension and Expulsion Policy and Procedures will adhere to the Suspension/Expulsion guidelines outlined in Education Code Sections 48900, *et seq.,* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspension, expulsions, and involuntary removal. The GCA Suspension and Expulsion Policy and Procedures are largely consistent with the language of Education Code Section 48900, *et seq.*

All efforts will be made to correct inappropriate student behavior through evidenced-based student interventions, including, but not limited to, student mentoring, restorative practices, and family outreach. GCA Student Behavioral Expectations will be detailed in the Golden Charter Academy Student Handbook, which will be sent to all students' families.

The "HELPS" model for positive discipline will be instituted at GCA based on the guidelines as follows:

- Hold a meeting with the student
- Employ strong, calm, well-reasoned, focused message
- Listen to all points of views regarding the persons in question
- Provide positive reinforcement
- Support the child in a responsible plan that is mutually agreeable

The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community. The Principal and a staff member serving as acting principal when the principal is absent have the authority to suspend students when

necessary. The School will maintain records of all suspensions and will report the suspension of any students to the chartering district including the suspension of any Special Education students.

While suspension and expulsion are to be regarded as a last resort, GCA's suspension policy is communicated to parents and students in the parent and student handbooks.

Procedures

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

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This policy does not prohibit the use of a student's own prescription products by a student.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of

an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

r) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

s) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

<u>Non-Discretionary Suspension Offenses</u>

Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offense

Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This policy does not prohibit the use of a student's own prescription products by a student.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or

prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terrorist threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

r) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
s) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or GCA employee who referred the student to the Principal or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present the student's version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with GCA officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If GCA officials wish to ask the parent/guardian

to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two or more schooldays, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Expulsion Procedures

Authority to Expel

Consistent with Education Code Section 47605(c)(5)(J)(iii), no pupil shall be involuntarily removed without due process. As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it, or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final decision.

Procedures

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

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

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of GCA's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at GCA to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing; and

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

GCA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by GCA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of the complaining witness's right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

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

- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

- If one or both of the support persons is also a witness, GCA must present evidence that the witness' presence is both desired by the witness and will be helpful to GCA. The person presiding over the hearing shall permit the witness to stay unless it is established

that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of

fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to the student's previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

Disciplinary Records

GCA shall maintain records of all student suspensions and expulsions at GCA. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from GCA as the Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. GCA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from GCA shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to GCA for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act.

The student's readmission is also contingent upon GCA's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of the SELPA

GCA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who GCA or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, GCA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If GCA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If GCA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the GCA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- Return the child to the placement from which the child was removed unless the parent/guardian and GCA agree to a change of placement as part of the modification of the behavioral intervention plan.

If GCA, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then GCA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or GCA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or GCA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and GCA agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School

believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

GCA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated GCA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if GCA had knowledge that the student was disabled before the behavior occurred.

GCA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to GCA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- The parent/guardian has requested an evaluation of the child.

- The child's teacher, or other GCA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other GCA supervisory personnel.

If GCA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If GCA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. GCA shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by GCA pending the results of the evaluation.

GCA shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

XIII. Element 11: Retirement System

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

All eligible staff will participate in the State Teachers' Retirement System (STRS), Public Employees' Retirement System (PERS), or a Board-approved employee retirement plan. Eligible staff will also earn Social Security as appropriate for their eligibility. The CEO shall be responsible for ensuring that appropriate arrangements for coverage are made.

Initially, GCA will contract with a third-party entity that is qualified to process payroll and make all employee contributions as required by STRS, PERS, Board-approved retirement plan, Social Security, unemployment insurance, health insurance, and any other payroll obligations that they would make if GCA were a non-charter public school. As the school increases in size, it may be necessary for GCA to hire a Business Manager to process payroll, handle receivables and payables, and perform other requisite functions mandated by fiscal regulations and the proper operation of the school.

XIV. Element 12: Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

Enrollment in the Golden Charter Academy is voluntary. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

XV. Element 13: Description of Employee Rights

Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

All employees of the Golden Charter Academy are at-will employees.

Those members of the charter school staff who leave employment in the chartering district to work at the Golden Charter Academy will have no automatic rights of return to the District after employment by GCA charter unless specifically granted by the District through a leave of absence or other agreement.

Employees of the Golden Charter Academy who were not previous employees of the chartering district will not become employees of the chartering district and will not have the right to employment within the district upon leaving the employment of the charter school.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Golden Charter Academy. Employment by the Golden Charter Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Employees of the chartering district cannot be required to work at the Golden Charter Academy, nor can the district require the charter school to hire district non-certificated, certificated, or confidential employees, with the exception of district employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding.

XVI. Element 14: Dispute Resolution Process

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

The intent of our dispute resolution process is to resolve disputes within the school pursuant to the school's policies, minimize the oversight burden on the District, ensure a fair and timely resolution to disputes, and frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. GCA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. GCA is willing to consider changes to the process outlined below as suggested by the District.

Golden Charter Academy will make every effort to work in harmony with the District and will always work to resolve any disputes in a non-confrontational manner without resorting to formal procedures. In the event that Golden Charter Academy or the District have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to initiate the dispute resolution process by informal meetings, within 10 working days of mutual acknowledgement of a dispute, to discuss and attempt to resolve the relevant issues. If resolution is unsuccessful, both parties agree to inform the other, in writing, of the specific issue(s) being disputed and that writing shall include that relevant facts of issue(s). Matters within the Boards' authority under Education Code section 47607(f) are not subject to this dispute resolution process.

For disputes that remain unresolved after informal meetings, the Golden Charter Academy and the District agree to follow the process outlined here. The charter school CEO and/or administrative representative and the District representative shall meet and confer within thirty days of receipt of a written notice of a dispute and will attempt to resolve the dispute. If the matter cannot be mutually resolved or mediated within the above time frame, the charter school and District shall submit the dispute to a mutually agreeable mediator for nonbinding mediation within thirty days after the attempt at informal mediation fails. The format of the third-party aspect of the dispute resolution process shall be developed jointly by the representatives of the charter school and the District and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any mediator shall be non-binding, unless the governing boards of the charter school and District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party participant shall conclude within 30 business days of identifying the mutually agreed to third-party. The charter school and the authorizing district shall share all costs and all other costs associated with dispute resolution equally.

If the matter is not resolved using the process stated above, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, GCA shall be given a reasonable period of time for continued resolution efforts, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to

the health and safety of the school's pupils. If mediation does not resolve the dispute either party may pursue any other remedy available under the law, and nothing in the foregoing shall preclude either party from seeking injunctive or other extraordinary relief in the event of a threat of irreparable injury. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of GCA's pupils.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, the matter will be addressed at the District's discretion in accordance with the provision of law and any regulations pertaining thereto.

XVII. Element 15: School Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Should the Golden Charter Academy cease operation, the Golden Charter Academy shall comply with all portions of Education Code section 47605(c)(5)(O) and Title 5, California Code of Regulations, section 11962 regarding the closure of the Charter School. The entity responsible for conducting closure-related activities shall be the Golden Charter Academy. Closure of the Golden Charter Academy shall be documented by official action of the Board of Directors of the Golden Charter Academy ("Closure Action"). The Closure Action will identify the reason for closure. The District will work cooperatively to assist the Golden Charter Academy in closure-related activities.

In the event of closure, the following steps are to be implemented:

1. Closure of the charter school will be documented by official action of the Board of Directors of GCA ("Closure Action"). The Closure Action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure- related activities.

2. Golden Charter Academy will promptly notify parents and students of GCA, Fresno Unified School District, the Fresno County Office of Education, GCA's SELPA the retirement systems in which the school's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

3. Golden Charter Academy will ensure that the notification to the parents/guardians and students of GCA of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close GCA.

4. Golden Charter Academy will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

5. As applicable, GCA will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA, 20 U.S.C. Sections § 1232g. Golden Charter Academy will ask the District to store original records of GCA students. All student records of GCA shall be transferred to the Fresno Unified School District upon the

GCA closure. If the District will not or cannot store the records, GCA shall work with the District to determine a suitable alternative location for storage.

6. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

7. As soon as reasonably practical, Golden Charter Academy will prepare final financial records. GCA will also have an independent audit completed within six (6) months after closure. Golden Charter Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by GCA and will be provided to the Fresno Unified School District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to GCA.

8. The Golden Charter Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

9. On closure of Golden Charter Academy, all assets of Golden Charter Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending GCA, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of Section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled, "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. Section 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned to the Fresno Unified School District upon closure of the Golden Charter Academy. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

10. On closure, the Golden Charter Academy shall remain solely responsible for all liabilities arising from the operation of the Golden Charter Academy.

11. As the Golden Charter Academy is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Golden Charter Academy, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

12. As specified by the Budget in the Appendix, the Golden Charter Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVIII. Miscellaneous Charter Provisions

Financial Plan and District Impact Statement

GCA will operate with a sound financial model. The operation of the charter school is designed to be self-sufficient. However, GCA may contract with Fresno Unified School District for various operational services such as leasing of facilities, transportation, and food service.

Financial Position

GCA's funding sources will be diverse. The per-pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations. GCA will supplement public funding through philanthropic efforts in order to provide for the full innovative educational experience that is unique to GCA. If GCA's financial goals were to fall short, the organization's fund balance would provide a cushion while the charter school made necessary changes to its operating model.

GCA will maintain a relatively lean administrative staff and low overhead in order to allocate more funds to direct instructional materials and teaching staff. Where necessary and fiscally prudent, GCA may contract with outside agencies, such as Fresno Unified School District or the Fresno County Superintendent of Schools, to bring necessary services to meet student needs at GCA. These services may include educational services for English Learners, migrant students, and students in Special Education. In addition, especially as the school will begin with a small enrollment in its first year, GCA may find it necessary to outsource particular services to take advantage of economies of scale available from outside entities. These contracted services may include food services, transportation, facilities management, regulatory compliance, human resources, technology support, accounting, payroll, financial management, audit preparation, Board development, academic oversight and support, fundraising, outreach, and strategic planning.

Budgeting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605().

The Chief Executive Officer of GCA will submit an annual budget for GCA to its Board of Directors during the spring of each year. GCA's annual fiscal period runs from July 1 through June 30. The GCA Board of Directors must approve the annual budget by June 30 of each fiscal year.

As a new charter school, GCA will establish its initial budget based on sound financial practices and conservative fiscal policies. Attached, as Appendix B, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first five years of operation.

These documents are based upon the best data available to the petitioners at this time.

GCA recruited several experienced professionals with successful financial management experience on its founding Board. GCA makes the following assumptions:

- GCA will enroll approximately 176 students in its first year, with a plan to add 44 students per year for the next three subsequent years.
- GCA will employ approximately 24 team members on staff, which may include teachers, office staff, school administration, and custodial and maintenance staff. This is an estimate that may vary slightly depending on the level of contracted services needed.
- GCA will receive revenue principally from the following sources: Local Control Funding Formula (LCFF) and state lottery funds
- GCA will apply directly for federal entitlement funds
- GCA make inflation assumptions of approximately 2% to 3% for both revenues and expenditures. GCA will submit multi-year financial projections, including a budget and cash flow for the first three years of operation. These documents will be based upon the best data available to the petitioners at this time.
- GCA shall provide reports to the Fresno Unified School District as follows as required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:
    - By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
    - By July 1, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
    - By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, and California Department of Education.
    - By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
    - By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

GCA shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

GCA agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, GCA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Potential Users of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by. Financial statements will be used by the independent auditors hired each year. GCA also expects the financial statements to be requested by such institutional sources of financing as GCA may require, including commercial banks and issuers of bonds. The financial statements will also be available for review by the GCA Board of Directors and the authorizing District. In addition, Board members will use the financial statements to confirm existing policies or to create new policies. Finally, GCA will submit its annual audited financial statement to the appropriate authorities within the California Department of Education, Department of Finance, and the District.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

GCA will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, and is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The Chief Executive Officer and GCA Board will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems.

Systems for Managing Cash Flow, Purchasing, Payroll and Audits
GCA will establish strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management and procurement. GCA will have a check signing policy in place to ensure multiple levels of internal controls involving at least two of the three following positions: the CEO, the Principal or the senior administrative assistant.

Attendance Accounting
GCA will report attendance requirements directly to the Fresno Unified School District in a format acceptable to the district. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

Payroll
Payroll expenses are always the largest portion of a public school's expenses. GCA will initially contract with a private vendor for full payroll services – including tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees. As the school grows in enrollment, it may exercise the option to provide payroll services through in-house employees.

Vendor Selection and Purchasing
The Board of Directors will be responsible for approving GCA's annual budget, with substantial input from the CEO and the school's business advisor(s). The CEO will develop the budget proposal in coordination with the finance team, and will have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for the approval of long-range financial and facilities planning.

Food Services
GCA may contract for food services with Fresno Unified School District or another outside food service provider. Eligible students will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. We expect that the proportion of students who will be eligible for this program will be similar to the proportion eligible within the District, and all eligible students will be included in the district's reported student counts.

Role of Chartering Authority

The Fresno Unified School District has the right to monitor GCA through site visits and reviews of reports. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of GCA charter not to exceed one (1) percent of the revenue of the Charter School. If GCA were to obtain substantially rent-free facilities from the District, the District may charge for the actual costs of supervisorial oversight not to exceed three (3) percent of the revenue of GCA in accordance with Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), "revenue of the charter school" means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

GCA plans to lease the Our Lady of Victory Catholic School in west central Fresno, a private school facility that was closed by the Catholic Diocese after the 2019/20 school year. This school site will serve as GCA's school facility for its initial operation until it is able to secure a permanent location for the charter school. GCA will seek to locate its charter school in the southwest or west-central area of Fresno, adjacent to or near Roeding Park, where the Fresno

Chaffee Zoo is located. The location is important because the Fresno Chaffee Zoo has agreed to a formal partnership with GCA that will allow students access to the Zoo, an educational opportunity to study in an environmental laboratory of extraordinary proportions.

GCA will be committed to serving the southwest and west-central community of Fresno and thus intends to operate in those neighborhoods near or adjacent to the Fresno Chaffee Zoo. To ensure that GCA is able to provide its entire academic program and extra-curricular activities necessary for a TK/K through 8th grade program, the facility will require access to the following:

- Classrooms: Two classrooms per grade (in the permanent facility)
- Multipurpose room with adequate space to safely prepare and serve breakfast and lunch to the entire student body
- Auxiliary educational spaces for necessary student services or extra and/or co-curricular uses
- Sufficient number of bathrooms for students and staff
- Office space for administrative staff (including the CEO, the school administration, educational and clerical support staff)
- Routine access to fields large enough for Physical Education and after school sports programs

XIX. Supplemental Information

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Insurance Requirements, Liability, and Indemnity

The Board of Directors of GCA, the charter school's administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of GCA, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like.

GCA shall be operated as the Golden Charter Academy, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. GCA shall work diligently to assist Fresno Unified School District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the authorizing district shall not be liable for the operation of GCA.

Further, GCA and the authorizing district shall enter into an MOU, wherein the charter school shall indemnify the authorizing district for the actions of the school under this charter. The GCA Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

GCA will hold harmless and indemnify Fresno Unified School District from every liability, claim, or demand that may be made by reason of:

- Any injury to person or property sustained by GCA employees, or by any person, firm, or corporation employed directly or indirectly by GCA.
- Any injury to person or property sustained by any person, firm, or corporation caused by an act, neglect, default, or omission of GCA, its officers, employees, or agents.
- The furnishings or use of any copyrighted or un-copyrighted composition, or patented or un-patented invention.

GCA, at its own expense and risk, will defend all legal proceedings on any such liability, claim, or demand that may be brought against it and/or the Board of Directors, or its officers and employees. In addition, GCA will satisfy any resulting judgments that may be rendered as the result of any such liability, claim, or demand, whether or not such liability, claim, or demand was

actually or allegedly caused wholly or in part through the negligence or other tortious conduct of GCA, its Board of Directors, or their officers and employees. GCA has complete liability for all actions of the charter school and its employees in the performance of their duties. GCA will further indemnify and hold harmless the Fresno Unified School District of any present or future liability for the charter school's actions.

In order to mitigate both the potential legal and fiscal liabilities of GCA, GCA will have in force at all times prepaid liability insurance for the charter school. The Fresno Unified School District Board of Education will be named as additionally insured on GCA's general liability insurance.

At minimum, coverage will include:

- Workers' compensation as required by the Labor Code of the State of California and Employers' Liability.
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than $5,000,000 per single occurrence. The Fresno Unified School District Board of Education will be named as additionally insured on GCA's school policy. The policy will also provide specifically that any insurance carried by the authorizing district, which may be applicable to any claims or loss, will be deemed excess, and GCA's insurance primary, despite any conflicting provisions in the charter school's policy.
- Commercial Crime coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least $50,000 per occurrence.
- Commercial Auto Liability coverage with limits of $1,000,000 Combined Single Limit per Occurrence if GCA does not operate a student bus service. If GCA provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

Fresno Unified School District will be furnished with certificates of insurance signed by an authorized representative of the insurance carriers. Fresno Unified School District has the right to require complete certified copies of the required insurance policies.

Facsimile or reproduced signatures may be acceptable upon review by Fresno Unified School District. However, Fresno Unified School District reserves the right to require certified copies of any required insurance policies.

Should GCA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, its purchase shall be the responsibility of GCA.

Oversight, Reporting, Revocation, and Renewal

Fresno Unified School District may inspect or observe any part of GCA at any time but shall provide reasonable notice of at least three (3) working days to the Golden Charter Academy prior to doing so. In the event that Fresno Unified School District believes a cause exists to revoke this charter, it shall follow the requirements of Education Code Section 47607 and all applicable regulations.

In the event that Fresno Unified School District does not believe that GCA is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify the Golden Charter Academy in writing, within two months of the receipt of the performance review, of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, the Golden Charter Academy will present Fresno Unified School District with a request for renewal (as well as for any amendments), in response to which the District will render a decision pursuant to the processes set forth in Education Code sections 47605, 47607, and 47607.2, and all applicable regulations.

Term of Charter
The term of this charter shall be for five years beginning July 1, 2021 and expiring June 30, 2026. GCA will comply with all processes and timelines set forth in law for charter renewal.

Scope of Charter
The Golden Charter Academy shall not operate satellite schools, campuses, sites, or resource centers not identified in this charter without the prior written approval of the Fresno Unified School District Board of Trustees.

Material Revisions
This petition may be materially revised only by mutual agreement of the Golden Charter Academy and the Fresno Unified School District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code sections 47605 and 47607.

XX. List of Appendices

APPENDIX A: Necessary Signature

APPENDIX B: Proposed Budget

APPENDIX C: The Golden Charter Academy Organizational Chart

APPENDIX D: Evidence of Incorporation

APPENDIX E: The Golden Charter Academy Non-Profit By-Laws

APPENDIX F: School Calendar, Sample Curriculum, Scope and Sequence

APPENDIX G: Other Attachments

APPENDIX H: FUSD Required Forms

- Development Team Information
- Board Member Information

APPENDIX A: Necessary Signatures

PETITION FOR THE ESTABLISHMENT OF
Golden Charter Academy, A CALIFORNIA CHARTER SCHOOL

The petitioners listed below certify that they are CREDENTIALED TEACHERS in California and are meaningfully interested in teaching at **Golden Charter Academy**. They also certify that they retain the proper credentials and certificates to teach at a California public school. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of **Fresno Unified School District** to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME (Please Print)	SIGNATURE	ADDRESS	PHONE NUMBER	CA Credential Number
Clinton Dale Knott	Clinton Knott	3203 Paso Tiempo Fresno, CA 93711	(559) 970-2877	
Terri Edwards	Terri Edwards	4635 N Delmar Fresno, CA 93704	(559) 908-0639	
Nancy Swanson	Nancy Swanson	7178 N Jackson # 106 Fresno, CA 93720	(559) 776-2655	
Shamara Garcia	Shamara Garcia	1339 E Stuart Fresno, CA 93710	(559) 554-6847	
Nancy Howell	Nancy Howell	4645 W Holland Ave Fresno, CA 93722	(559) 709-1790	
Carlanda Williams		4885 N Backer Ave #152 Fresno, CA 93706	(559) 770-0880	

Golden Charter Academy

Budget Narrative
Fiscal Years 2022-2026

Revenues:

Local control funding formula: Object 8010-8099 is based on projected ADA per fiscal year as indicated below. In addition, enrollment has been factored with unduplicated pupils to average 90% of attendance. The revenue figures were calculated using the LCFF calculator resulting in the assumptions below. In addition, the Education Protection revenue was a universal calculation from the LCFF calculator based on attendance. And the afterschool program revenues are estimated to be reimbursed directly from the Fresno Office of Education.

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
	ADA	ADA	ADA	ADA	ADA
TK-3	178	178	178	178	178
4-6	0	46	92	138	138
7-8	0	0	0	0	45
Total ADA	178	224	270	316	361
	Projected Revenue:	Projected Revenue:	Projected Revenue:	Projected Revenue:	Projected Revenue:
Base Grant	1,370,956	1,730,584	2,090,212	2,449,840	3,037,605
Grande Span Adj	142,578	142,578	142,578	142,578	153,970
Supplemental	273,163	342,039	411,548	473,168	582,527
Concentration	266,685	339,978	414,853	470,006	578,633
Education Protection Account	35,600	44,800	54,000	63,200	72,200
After School Program	0	0	0	0	0
Total Local Control Formula	2,088,982	2,599,979	3,113,191	3,588,792	4,424,935

Federal Revenues: Golden Charter Academy anticipates applying for federal entitlements as soon as the agency is eligible. For this budget, the revenues projected include the After School Program of $80,000 per year, and nutrition program revenues starting in 2023/24. For the nutrition program for which the school will be eligible after two years of operation, the revenues were calculated using the reimbursement rates for breakfast, lunch and snack, the projected ADA, and the school days of operation as follows:

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
	ADA	ADA	ADA	ADA	ADA
Total ADA	178	224	270	316	361
	Projected Revenue:	Projected Revenue:	Projected Revenue:	Projected Revenue:	Projected Revenue:
Child Nutrition (Federal)	0	0	300,834	352,087.20	402,226.20
Totals	0	0	300,834	352,087.20	402,226.20

Golden Charter Academy

Budget Narrative
Fiscal Years 2022-2026

Other State Revenues: Golden Charter Academy is using a conservative approach and at this time did not include any of the lottery restricted, lottery unrestricted, facilities grant and child nutrition state reimbursements.

Other Local Revenues: The school forecast activities throughout the year which calculates will generate an average of $2,500 per school year.

Total Revenues

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Local Funding Control	2,088,982.00	2,599,979.00	3,113,191.00	3,598,792.00	4,424,935.00
Federal Revenue	80,000.00	80,000.00	380,834.00	432,087.20	482,226.20
Other State Revenues	0.00	0.00	0.00	0.00	0.00
Local Revenues	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
Totals	2,171,482.00	2,682,479.00	3,496,525.00	4,033,379.20	4,909,661.20

Expenditures:

Certificated Salaries: Certificated staff will increase every school year on as needed basis. The school anticipates the hiring of 2 new teachers every year to accommodate the projected increase of ADA.

Certificated Staff	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Principal	1	1	1	1	1
Teachers	9	11	13	15	17
Total FTE	10	12	14	16	18

The range of salaries will be with anticipated 5% COLA increases per year

Certificated Staff:	Salary Range	Average
Principal	$75,000 - $95,000	$85,000
Teachers	$45,000 – $65,000	$55,000

Golden Charter Academy

Budget Narrative
Fiscal Years 2022-2026

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Certificated salaries	$580,000	$724,500	$844,463	$964,648	$1,085,068

Classified Salaries: Classified staff will also change every school year on as needed basis. The classified personnel include a CEO, administrative assistant, attendance clerks, custodians, grounds personnel, teacher aides, and cafeteria staff for total gross salaries as follows:

Classified Staff	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
CEO – Head of School	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Attendance Secretary	1	1	2	2	2
Facilities – Custodian	0	0	0	0	0
Facilities – Grounds	0	0	0	0	0
Paraeducators	9	11	13	15	17
Food Service Manager	0	0	1	1	1
Food Service Assistant	0	0	1	1	1
Total FTE	12	14	19	21	23

The range of salaries will be with anticipated 5% increases per year

Certificated Staff:	Salary Range	Average
CEO – Head of School	$90,000 - $110,000	$100,000
Administrative Assistant	$45,000 – $55,000	$47,500
Attendance Secretary	$15 – $20 per hour	$18
Facilities – Custodian	$15 – $20 per hour	$17
Facilities – Grounds	$15 – $20 per hour	$18
Paraeducators	$15 – $20 per hour	$17
Food Service Manager	$18 – $23 per hour	$20
Food Service Assistant	$14 – $18 per hour	$15

Golden Charter Academy

Budget Narrative
Fiscal Years 2022-2026

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Classified salaries	$309,940	$391,062	$547,661	$596,373	$645,879

Employee Benefits: Benefits include but are not limited to mandatory payroll taxes, health and welfare insurance coverage, unemployment insurance, workers' compensation insurance and a pension plan. The expense is an accumulation of these benefits computed per individual for a projected cost per year as follows:

Employee Benefits	Projected Rate	Base
STRS (a)	16.0%	Certificated Salaries
PERS	0%	Classified Salaries
OASDI/ Medicare / Alternative	7.65	Gross Wages
Health & Welfare Benefits	9%	Gross Wages
Unemployment Insurance	4%	$7,000 per Employee
Workers Compensation	3.5%	Gross Wages
Other Employee Benefits 401K	3%	Gross Wages

(a) STRS rates budgeted for 16%, 18.1%, 18.1%,18.1% and 19.1% for subsequent years, respectively.

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Employee Benefits	$248,731	$382,173	$529,443	$617,208	$729,200

Golden Charter Academy

Budget Narrative
Fiscal Years 2022-2026

Books and Supplies & Services and Other Operating Expenses: Supplies include approved textbooks and core curricula materials, computers or tables for every student, books and other reference materials, instructional materials and supplies, noncapitalized equipment and food for all the students attending the school. And other operating expenses include sub-agreements for services, travel and conferences, dues and memberships, insurance (liability, directors and officers, property, student accident) housekeeping services, rents, professional/consulting services, advertising, communications, etc. The estimated cost per year is as follows:

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Supplies	$258,180	$250,440	$323,700	$420,960	$562,410
Services & Other Op Expenses	$542,500	$567,320	$631,870	$734,258	$937,861

** Included in Services & Other Operating Expenses there is a line item for sub-agreements for services. These services include but are not limited to: Music program, enrichment programs, school to zoo, business services, staff development and afterschool activities.

Other Outgo: This expense includes the oversight fees of 1% as mandated by law for the school district and based on LCFF calculations and the SELPA expense estimated based on ADA. Expenses calculated as follows:

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Other outgo	$187,611	$235,593	$286,605	$334,846	$385,549

Additional Information:

1) **Are there any contracts over $50,000?**

   Yes, there are contracts over $50,000. The rental agreement and the Special Ed encroachment.

2) **Cash Flows**
   a. **Are anticipated cash deferrals reflected in your cash flow?** No, a cash flow projection is enclosed.

b. Do you anticipate borrowing funds for cash flow? Yes, the school anticipates borrowing/accessing funding for the start up and the initial three months of operation from the non-profit agency that will hold the charter. The non-profit has funding available to facilitate the operations of the school while the school waits for the initial advance for projected ADA. After the start up and initial few months of operations, the budget has been developed in such a way that the school will be able to cover all its obligations on a timely manner

Golden Charter Academy

Fiscal Year 2021 - 2025

Multi-year Projection Summary

	Start up	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Beginning Balance	$ 100,000.00	$ -	$ 44,519.77	$ 175,911.22	$ 508,694.17	$ 873,780.81
Revenues						
Local Control Funding Formula		$ 2,088,982.00	$ 2,599,979.00	$ 3,113,191.00	$ 3,598,792.00	$ 4,424,935.00
Federal Revenues		$ 80,000.00	$ 80,000.00	$ 380,834.00	$ 432,087.20	$ 482,226.20
Other State Revenues		$ -	$ -	$ -	$ -	$ -
Other Local Revenues		$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00
Total Revenues	**$ -**	**$ 2,171,482.00**	**$ 2,682,479.00**	**$ 3,496,525.00**	**$ 4,033,379.20**	**$ 4,909,661.20**
Expenditures						
Certificated Salaries	$ 9,000.00	$ 580,000.00	$ 724,500.00	$ 844,462.50	$ 964,648.13	$ 1,085,068.03
Classified Salaries	$ 4,500.00	$ 309,940.00	$ 391,062.00	$ 547,661.45	$ 596,372.65	$ 645,878.78
Employee Benefits		$ 248,731.41	$ 382,172.76	$ 529,443.25	$ 617,208.31	$ 729,200.25
Supplies & Services	$ 86,500.00	$ 800,680.00	$ 817,760.00	$ 955,569.60	$ 1,155,217.69	$ 1,500,270.89
Capital Outlays		$ -	$ -	$ -	$ -	$ -
Other Outgo		$ 187,610.82	$ 235,592.79	$ 286,605.25	$ 334,845.79	$ 385,548.61
Interfund Transfers Out						
All Othe Financing Uses						
Other Disbursements/Expenditures						
Total Expenditures	**$ 100,000.00**	**$ 2,126,962.23**	**$ 2,551,087.55**	**$ 3,163,742.05**	**$ 3,668,292.56**	**$ 4,345,966.57**
Prior Year Transactions						
Accounts Receivable						
Accounts Payable						
Total Prior Year Transactions	$ -	$ -	$ -	$ -	$ -	$ -
Net Increase/Decrease	**$ 100,000.00**	**$ 44,519.77**	**$ 131,391.45**	**$ 332,782.95**	**$ 365,086.64**	**$ 563,694.63**
Ending Balance	**$ -**	**$ 44,519.77**	**$ 175,911.22**	**$ 508,694.17**	**$ 873,780.81**	**$ 1,437,475.44**

Golden Charter Academy Multi-year Projection Detail		Start-Up Budget			2021-2022 PROJECTED BUDGET		
Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES							
1. Local Control Funding Formula							
Charter Schools LCFF Entitlement - State Aid	8011	0.00		0.00	2,053,382.00		2,053,382.00
Education Protection Account State - Current Year	8012				35,600.00		35,600.00
State Aid - Prior Years	8019	0.00		0.00	0.00		0.00
Tax Relief Subventions	8020-8039	0.00		0.00	0.00		0.00
County and District Taxes	8040-8079	0.00		0.00	0.00		0.00
Miscellaneous Funds	8080-8089	100,000.00		100,000.00	0.00		0.00
LCFF Transfers:		0.00		0.00	0.00		0.00
Transfers from Sponsoring LEA (In Lieu of Property Taxes)	8096	0.00		0.00	0.00		0.00
Other Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, Local Control Funding Formula		100,000.00	0.00	100,000.00	2,088,982.00	0.00	2,088,982.00
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		0.00	0.00		0.00	0.00
Special Education - Federal	8181, 8182		0.00	0.00		0.00	0.00
Child Nutrition - Federal	8220		0.00	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	80,000.00	0.00	80,000.00
Total, Federal Revenues		0.00	0.00	0.00	80,000.00	0.00	80,000.00
3. Other State Revenues							
Special Education - State	StateRevSE		0.00	0.00		0.00	0.00
All Other State Revenues	StateRevAO	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other State Revenues		0.00	0.00	0.00	0.00	0.00	0.00
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	0.00	0.00	0.00	2,500.00	0.00	2,500.00
Total, Local Revenues		0.00	0.00	0.00	2,500.00	0.00	2,500.00
5. TOTAL REVENUES		100,000.00	0.00	100,000.00	2,171,482.00	0.00	2,171,482.00

Golden Charter Academy Multi-year Projection Detail		Start-Up Budget			2021-2022 PROJECTED BUDGET		
Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	0.00	0.00	0.00	495,000.00	0.00	495,000.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	0.00	0.00	0.00	85,000.00	0.00	85,000.00
Other Certificated Salaries	1900	9,000.00	0.00	9,000.00	0.00	0.00	0.00
Total, Certificated Salaries		9,000.00	0.00	9,000.00	580,000.00	0.00	580,000.00
2. Noncertificated Salaries							
Noncertificated Instructional Salaries	2100	0.00	0.00	0.00	125,000.00	0.00	125,000.00
Noncertificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00	100,000.00	0.00	100,000.00
Clerical and Office Salaries	2400	0.00	0.00	0.00	84,940.00	0.00	84,940.00
Other Noncertificated Salaries	2900	4,500.00	0.00	4,500.00	0.00	0.00	0.00
Total, Noncertificated Salaries		4,500.00	0.00	4,500.00	309,940.00	0.00	309,940.00
3. Employee Benefits							
STRS	3101-3102	0.00	0.00	0.00	92,800.00	0.00	92,800.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	0.00	0.00	0.00	32,120.41	0.00	32,120.41
Health and Welfare Benefits	3401-3402	0.00	0.00	0.00	68,844.60	0.00	68,844.60
Unemployment Insurance	3501-3502	0.00	0.00	0.00	5,320.00	0.00	5,320.00
Workers' Compensation Insurance	3601-3602	0.00	0.00	0.00	26,698.20	0.00	26,698.20
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	22,948.20	0.00	22,948.20
Total, Employee Benefits		0.00	0.00	0.00	248,731.41	0.00	248,731.41
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	90,000.00	0.00	90,000.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	4,000.00	0.00	4,000.00
Materials and Supplies	4300	0.00	0.00	0.00	15,000.00	0.00	15,000.00
Noncapitalized Equipment	4400	0.00	0.00	0.00	5,000.00	0.00	5,000.00
Food	4700	0.00	0.00	0.00	144,180.00	0.00	144,180.00
Total, Books and Supplies		0.00	0.00	0.00	258,180.00	0.00	258,180.00

Golden Charter Academy Multi-year Projection Detail		Start-Up Budget			2021-2022 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	0.00	0.00	0.00	220,000.00	0.00	220,000.00
Travel and Conferences	5200	0.00	0.00	0.00	5,000.00	0.00	5,000.00
Dues and Memberships	5300	0.00	0.00	0.00	2,500.00	0.00	2,500.00
Insurance	5400	0.00	0.00	0.00	12,500.00	0.00	12,500.00
Operations and Housekeeping Services	5500	8,320.00	0.00	8,320.00	5,000.00	0.00	5,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	0.00	0.00	0.00	144,000.00	0.00	144,000.00
Professional/Consulting Services and Operating Expend.	5800	78,180.00	0.00	78,180.00	150,000.00	0.00	150,000.00
Communications	5900	0.00	0.00	0.00	3,500.00	0.00	3,500.00
Total, Services and Other Operating Expenditures		86,500.00	0.00	86,500.00	542,500.00	0.00	542,500.00
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	*6900*	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	21,714.82	0.00	21,714.82
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	165,896.00	0.00	165,896.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	187,610.82	0.00	187,610.82
8. TOTAL EXPENDITURES		100,000.00	0.00	100,000.00	2,126,962.23	0.00	2,126,962.23

Golden Charter Academy Multi-year Projection Detail		Start-Up Budget			2021-2022 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES							
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		0.00	0.00	0.00	44,519.77	0.00	44,519.77
OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00		0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE (C+D4)		0.00	0.00	0.00	44,519.77	0.00	44,519.77
FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	0.00	0.00	0.00	0.00	0.00	0.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		0.00	0.00	0.00	0.00	0.00	0.00
2. Ending Fund Balance, June 30 (E+F1c)		0.00	0.00	0.00	44,519.77	0.00	44,519.77
3. Components of Ending Fund Balance							
a. Nonspendable							
Revolving Cash	9711	0.00		0.00	0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00			0.00
c. Committed							
Stabilization Arrangements	9750	0.00		0.00			0.00
Other Commitments	9760	0.00		0.00			0.00
d. Assigned							
Other Assignments	9780	0.00		0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated Reserves for Economic Uncertair	9789	0.00	0.00	0.00	0.00	0.00	0.00
Undesignated/Unappropriated Amount	9790	0.00	0.00	0.00	44,519.77	0.00	44,519.77
Components of Ending Fund Balance **(Must Balance with Line 2)**		0.00	0.00	0.00	44,519.77	0.00	44,519.77

Golden Charter Academy Multi-year Projection Detail		2022-2023 PROJECTED BUDGET			2023-2024 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
REVENUES							
1. Local Control Funding Formula							
Charter Schools LCFF Entitlement - State Aid	8011	2,555,179.00		2,555,179.00	3,059,191.00		3,059,191.00
Education Protection Account State - Current Year	8012	44,800.00		44,800.00	54,000.00		54,000.00
State Aid - Prior Years	8019	0.00		0.00	0.00		0.00
Tax Relief Subventions	8020-8039	0.00		0.00	0.00		0.00
County and District Taxes	8040-8079	0.00		0.00	0.00		0.00
Miscellaneous Funds	8080-8089	0.00		0.00	0.00		0.00
LCFF Transfers:		0.00		0.00	0.00		0.00
Transfers from Sponsoring LEA (In Lieu of Property Taxes)	8096	0.00		0.00	0.00		0.00
Other Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, Local Control Funding Formula		2,599,979.00	0.00	2,599,979.00	3,113,191.00	0.00	3,113,191.00
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		0.00	0.00		0.00	0.00
Special Education - Federal	8181, 8182		0.00	0.00		0.00	0.00
Child Nutrition - Federal	8220		0.00	0.00		300,834.00	300,834.00
Other Federal Revenues	8110, 8260-8299	80,000.00	0.00	80,000.00	80,000.00	0.00	80,000.00
Total, Federal Revenues		80,000.00	0.00	80,000.00	80,000.00	300,834.00	380,834.00
3. Other State Revenues							
Special Education - State	StateRevSE		0.00	0.00		0.00	0.00
All Other State Revenues	StateRevAO	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other State Revenues		0.00	0.00	0.00	0.00	0.00	0.00
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00
Total, Local Revenues		2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00
5. TOTAL REVENUES		2,682,479.00	0.00	2,682,479.00	3,195,691.00	300,834.00	3,496,525.00

Golden Charter Academy Multi-year Projection Detail		2022-2023 PROJECTED BUDGET			2023-2024 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	635,250.00	0.00	635,250.00	750,750.00	0.00	750,750.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	89,250.00	0.00	89,250.00	93,712.50	0.00	93,712.50
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		724,500.00	0.00	724,500.00	844,462.50	0.00	844,462.50
2. Noncertificated Salaries							
Noncertificated Instructional Salaries	2100	196,875.00	0.00	196,875.00	229,687.50	0.00	229,687.50
Noncertificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	105,000.00	0.00	105,000.00	110,250.00	0.00	110,250.00
Clerical and Office Salaries	2400	49,875.00	0.00	49,875.00	52,368.75	0.00	52,368.75
Other Noncertificated Salaries	2900	39,312.00	0.00	39,312.00	82,555.20	72,800.00	155,355.20
Total, Noncertificated Salaries		391,062.00	0.00	391,062.00	474,861.45	72,800.00	547,661.45
3. Employee Benefits							
STRS	3101-3102	131,134.50	0.00	131,134.50	152,847.71	0.00	152,847.71
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	40,421.49	0.00	40,421.49	54,140.81	0.00	54,140.81
Health and Welfare Benefits	3401-3402	110,242.44	0.00	110,242.44	165,031.47	9,334.00	174,365.47
Unemployment Insurance	3501-3502	5,880.00	0.00	5,880.00	6,440.00	0.00	6,440.00
Workers' Compensation Insurance	3601-3602	66,933.72	0.00	66,933.72	83,527.44	0.00	83,527.44
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	27,560.61	0.00	27,560.61	58,121.82	0.00	58,121.82
Total, Employee Benefits		382,172.76	0.00	382,172.76	520,109.25	9,334.00	529,443.25
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	45,000.00	0.00	45,000.00	45,000.00	0.00	45,000.00
Books and Other Reference Materials	4200	4,000.00	0.00	4,000.00	25,000.00	0.00	25,000.00
Materials and Supplies	4300	15,000.00	0.00	15,000.00	30,000.00	0.00	30,000.00
Noncapitalized Equipment	4400	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00
Food	4700	181,440.00	0.00	181,440.00	0.00	218,700.00	218,700.00
Total, Books and Supplies		250,440.00	0.00	250,440.00	105,000.00	218,700.00	323,700.00

Golden Charter Academy Multi-year Projection Detail		2022-2023 PROJECTED BUDGET			2023-2024 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	231,000.00	0.00	231,000.00	265,650.00	0.00	265,650.00
Travel and Conferences	5200	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00
Dues and Memberships	5300	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00
Insurance	5400	12,500.00	0.00	12,500.00	12,500.00	0.00	12,500.00
Operations and Housekeeping Services	5500	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	148,320.00	0.00	148,320.00	152,769.60	0.00	152,769.61
Professional/Consulting Services and Operating Expend.	5800	153,000.00	0.00	153,000.00	175,950.00	0.00	175,950.01
Communications	5900	5,000.00	0.00	5,000.00	7,500.00	0.00	7,500.00
Total, Services and Other Operating Expenditures		567,320.00	0.00	567,320.00	631,869.60	0.00	631,869.60
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	*6900*	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	26,824.79	0.00	26,824.79	34,965.25	0.00	34,965.25
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	208,768.00	0.00	208,768.00	251,640.00	0.00	251,640.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		235,592.79	0.00	235,592.79	286,605.25	0.00	286,605.25
8. TOTAL EXPENDITURES		2,551,087.55	0.00	2,551,087.55	2,862,908.05	300,834.00	3,163,742.05

Golden Charter Academy Multi-year Projection Detail		2022-2023 PROJECTED BUDGET			2023-2024 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		131,391.45	0.00	131,391.45	332,782.95	0.00	332,782.95
OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE (C+D4)		131,391.45	0.00	131,391.45	332,782.95	0.00	332,782.95
FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	44,519.77	0.00	44,519.77	175,911.22	0.00	175,911.22
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		44,519.77	0.00	44,519.77	175,911.22	0.00	175,911.22
2. Ending Fund Balance, June 30 (E+F1c)		175,911.22	0.00	175,911.22	508,694.17	0.00	508,694.17
3. Components of Ending Fund Balance							
a. Nonspendable							
Revolving Cash	9711	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	45,750.00	0.00	45,750.00
All Others	9719	0.00	0.00	0.00	43,950.00		43,950.00
b. Restricted	9740			0.00			0.00
c. Committed							
Stabilization Arrangements	9750			0.00			0.00
Other Commitments	9760			0.00			0.00
d. Assigned							
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated Reserves for Economic Uncertair	9789	0.00	0.00	0.00	350,000.00	0.00	350,000.00
Undesignated/Unappropriated Amount	9790	175,911.22	0.00	175,911.22	68,994.17	0.00	68,994.17
Components of Ending Fund Balance **(Must Balance with Line 2)**		175,911.22	0.00	175,911.22	508,694.17	0.00	508,694.17

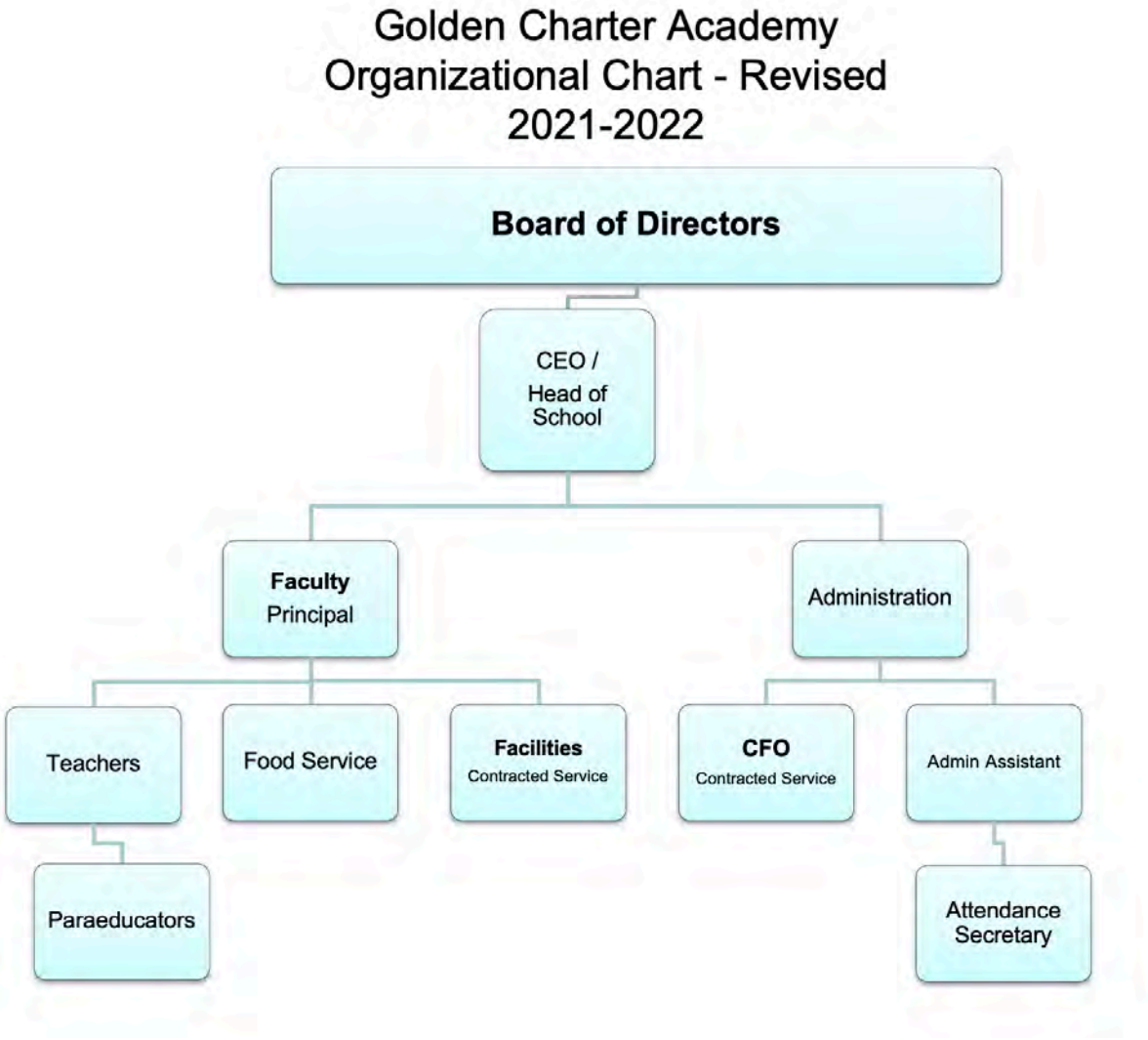
Golden Charter Academy Multi-year Projection Detail		2024-2025 PROJECTED BUDGET			2025-2026 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
REVENUES							
1. Local Control Funding Formula							
Charter Schools LCFF Entitlement - State Aid	8011	3,535,592.00		3,535,592.00	4,352,735.00		4,352,735.00
Education Protection Account State - Current Year	8012	63,200.00		63,200.00	72,200.00		72,200.00
State Aid - Prior Years	8019	0.00		0.00	0.00		0.00
Tax Relief Subventions	8020-8039	0.00		0.00	0.00		0.00
County and District Taxes	8040-8079	0.00		0.00	0.00		0.00
Miscellaneous Funds	8080-8089	0.00		0.00	0.00		0.00
LCFF Transfers:		0.00		0.00	0.00		0.00
Transfers from Sponsoring LEA (In Lieu of Property Taxes)	8096	0.00		0.00	0.00		0.00
Other Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, Local Control Funding Formula		3,598,792.00	0.00	3,598,792.00	4,424,935.00	0.00	4,424,935.00
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind	8290		0.00	0.00		0.00	0.00
Special Education - Federal	8181, 8182		0.00	0.00		0.00	0.00
Child Nutrition - Federal	8220		352,087.20	352,087.20		402,226.20	402,226.20
Other Federal Revenues	8110, 8260-8299	80,000.00	0.00	80,000.00	80,000.00	0.00	80,000.00
Total, Federal Revenues		80,000.00	352,087.20	432,087.20	80,000.00	402,226.20	482,226.20
3. Other State Revenues							
Special Education - State	StateRevSE		0.00	0.00		0.00	0.00
All Other State Revenues	StateRevAO	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other State Revenues		0.00	0.00	0.00	0.00	0.00	0.00
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00
Total, Local Revenues		2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00
5. TOTAL REVENUES		3,681,292.00	352,087.20	4,033,379.20	4,507,435.00	402,226.20	4,909,661.20

Golden Charter Academy Multi-year Projection Detail		2024-2025 PROJECTED BUDGET			2025-2026 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	866,250.00	0.00	866,250.00	981,750.00	0.00	981,750.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	98,398.13	0.00	98,398.13	103,318.03	0.00	103,318.03
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00		0.00
Total, Certificated Salaries		964,648.13	0.00	964,648.13	1,085,068.03	0.00	1,085,068.03
2. Noncertificated Salaries							
Noncertificated Instructional Salaries	2100	262,500.00	0.00	262,500.00	295,312.50	0.00	295,312.50
Noncertificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	115,762.50	0.00	115,762.50	121,550.63	0.00	121,550.63
Clerical and Office Salaries	2400	54,987.19	0.00	54,987.19	57,736.55	0.00	57,736.55
Other Noncertificated Salaries	2900	86,682.96	76,440.00	163,122.96	91,017.11	80,262.00	171,279.11
Total, Noncertificated Salaries		519,932.65	76,440.00	596,372.65	565,616.78	80,262.00	645,878.78
3. Employee Benefits							
STRS	3101-3102	184,247.79	0.00	184,247.79	207,247.99	0.00	207,247.99
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	53,929.33	5,680.58	59,609.91	59,349.01	5,794.20	65,143.21
Health and Welfare Benefits	3401-3402	180,771.50	14,006.62	194,778.12	228,444.18	29,970.00	258,414.18
Unemployment Insurance	3501-3502	7,000.00	0.00	7,000.00	8,400.00	0.00	8,400.00
Workers' Compensation Insurance	3601-3602	93,661.25	0.00	93,661.25	103,856.81	0.00	103,856.81
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	77,911.25	0.00	77,911.25	86,138.06	0.00	86,138.06
Total, Employee Benefits		597,521.11	19,687.20	617,208.31	693,436.05	35,764.20	729,200.25
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	90,000.00	0.00	90,000.00	180,000.00	0.00	180,000.00
Books and Other Reference Materials	4200	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00
Materials and Supplies	4300	45,000.00	0.00	45,000.00	60,000.00	0.00	60,000.00
Noncapitalized Equipment	4400	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00
Food	4700	0.00	255,960.00	255,960.00	6,210.00	286,200.00	292,410.00
Total, Books and Supplies		165,000.00	255,960.00	420,960.00	276,210.00	286,200.00	562,410.00

Golden Charter Academy Multi-year Projection Detail		2024-2025 PROJECTED BUDGET			2025-2026 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	332,062.50	0.00	332,062.50	498,093.75	0.00	498,093.75
Travel and Conferences	5200	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00
Dues and Memberships	5300	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00
Insurance	5400	12,500.00	0.00	12,500.00	12,500.00	0.00	12,500.00
Operations and Housekeeping Services	5500	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	157,352.69	0.00	157,352.70	162,073.27	0.00	162,073.28
Professional/Consulting Services and Operating Expend.	5800	202,342.50	0.00	202,342.51	232,693.88	0.00	232,693.89
Communications	5900	12,500.00	0.00	12,500.00	15,000.00	0.00	15,000.00
Total, Services and Other Operating Expenditures		734,257.69	0.00	734,257.69	937,860.89	0.00	937,860.89
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	*6900*	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	40,333.79	0.00	40,333.79	49,096.61	0.00	49,096.61
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	294,512.00	0.00	294,512.00	336,452.00	0.00	336,452.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		334,845.79	0.00	334,845.79	385,548.61	0.00	385,548.61
8. TOTAL EXPENDITURES		3,316,205.36	352,087.20	3,668,292.56	3,943,740.37	402,226.20	4,345,966.57

Golden Charter Academy Multi-year Projection Detail		2024-2025 PROJECTED BUDGET			2025-2026 PROJECTED BUDGET		
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES							
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		365,086.64	0.00	365,086.64	563,694.63	0.00	563,694.63
OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE (C+D4)		365,086.64	0.00	365,086.64	563,694.63	0.00	563,694.63
FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	508,694.17	0.00	508,694.17	873,780.81	0.00	873,780.81
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		508,694.17	0.00	508,694.17	873,780.81	0.00	873,780.81
2. Ending Fund Balance, June 30 (E+F1c)		873,780.81	0.00	873,780.81	1,437,475.44	0.00	1,437,475.44
3. Components of Ending Fund Balance							
a. Nonspendable							
Revolving Cash	9711	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	45,750.00	0.00	45,750.00	47,500.00	0.00	47,500.00
All Others	9719	43,950.00	0.00	43,950.00	44,350.00	0.00	44,350.00
b. Restricted	9740			0.00			0.00
c. Committed							
Stabilization Arrangements	9750			0.00			0.00
Other Commitments	9760			0.00			0.00
d. Assigned							
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated Reserves for Economic Uncertair	9789	375,000.00	0.00	375,000.00	400,000.00	0.00	400,000.00
Undesignated/Unappropriated Amount	9790	409,080.81	0.00	409,080.81	945,625.44	0.00	945,625.44
Components of Ending Fund Balance **(Must Balance with Line 2)**		873,780.81	0.00	873,780.81	1,437,475.44	0.00	1,437,475.44

APPENDIX C: The Golden Charter Academy Organizational Chart



APPENDIX D: Evidence of Incorporation

Secretary of State
Articles of Incorporation of a Nonprofit Public Benefit Corporation

ARTS-PB-501(c)(3)

4538893

IMPORTANT — Read Instructions **before completing this form.**

Filing Fee – **$30.00**

Copy Fees – First page $1.00; each attachment page $0.50; Certification Fee - $5.00

Note: A separate California Franchise Tax Board application is required to obtain tax exempt status. For more information, go to *https://www.ftb.ca.gov.*

FILED
Secretary of State
State of California
DEC 13 2019

This Space For Office Use Only

1. Corporate Name (Go to *www.sos.ca.gov/business/be/name-availability* for general corporate name requirements and restrictions.)

The name of the corporation is The Golden Charter Academy

2. Business Addresses (Enter the **complete** business addresses. Item 2a cannot be a P.O.Box or "in care of" an individual or entity.)

a. Initial Street Address of Corporation - **Do not enter a P.O. Box**	City (no abbreviations)	State	Zip Code
12690 E Cochise Dr.	Scottsdale	AZ	85259
b. Initial Mailing Address of Corporation, if different than Item 2a	City (no abbreviations)	State	Zip Code
Same as above			

3. Service of Process (Must provide either Individual **OR** Corporation.)

INDIVIDUAL – Complete Items 3a and 3b only. Must include agent's full name and California street address.

a. California Agent's First Name (if agent is **not** a corporation)	Middle Name	Last Name	Suffix
Robert		Golden	
b. Street Address (if agent is not a corporation) - Do not enter a P.O. Box	City (no abbreviations)	State	Zip Code
5335 W. San Gabriel	Fresno	CA	93722

CORPORATION – Complete Item 3c. Only include the name of the registered agent Corporation.

c. California Registered Corporate Agent's Name (if agent is a corporation) – Do not complete Item 3a or 3b

4. Purpose Statement

Item 4a: One or both boxes **must** be checked.
Item 4b: If "public" purposes is checked in Item 4a, or if you intend to apply for tax-exempt status in California, you **must** enter the specific purpose in Item 4b.)

a. This corporation is a nonprofit **Public Benefit** Corporation and is not organized for private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for: ☐ **public** purposes. ☑ **charitable** purposes.

b. The specific purpose of this corporation is to provide youth education and training academy.

5. Additional Statements (See Instructions and Filing Tips.)

a. This corporation is organized and operated exclusively for the purposes set forth in **Article 4** hereof within the meaning of Internal Revenue Code section 501(c)(3).
b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
c. The property of this corporation is irrevocably dedicated to the purposes in **Article 4** hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.
d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable, educational and/or religious** purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

6. Read and Sign Below (This form must be signed by each incorporator. See Instructions. Do not include a title.)

Signature

Robert Golden
Type or Print Name

ARTS-PB-501(c)(3) (REV 03/2017)

2017 California Secretary of State
www.sos.ca.gov/business/be

APPENDIX E: The Golden Charter Academy Non-Profit By-Laws

BYLAWS
OF
THE GOLDEN CHARTER ACADEMY
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is The Golden Charter Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is Fresno County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their

compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the charter authorizer designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise. Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws and until a successor director has been designated and qualified.

Board members are eligible to serve for three (3) years per term, with a maximum of two (2) consecutive three-year terms. Any Board member who serves a partial term of less than one and a half years will still be eligible for two full three-year terms. Any partial term of more than one and a half years will count as a full term.

Section 6. NOMINATIONS BY COMMITTEE. The Chair of the Board of Directors or, if none, the President will appoint a nominating committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on

the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any

director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way

teleconference location shall be established at each schoolsite.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. The Vice-Chair is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's email address, or as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority to bring forward recommendations to the full Board. No committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

d. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Each Committee Chair shall be responsible for preparing agendas for all committee meetings. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States

Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chair of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause provided that a statement of the reason or reasons have been mailed by registered mail to the officer for removal at least thirty (30) days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The officer will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIR OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chair of the Board of Directors. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Chief Executive Officer (CEO) shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICERS. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII

INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees; and
c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the

end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

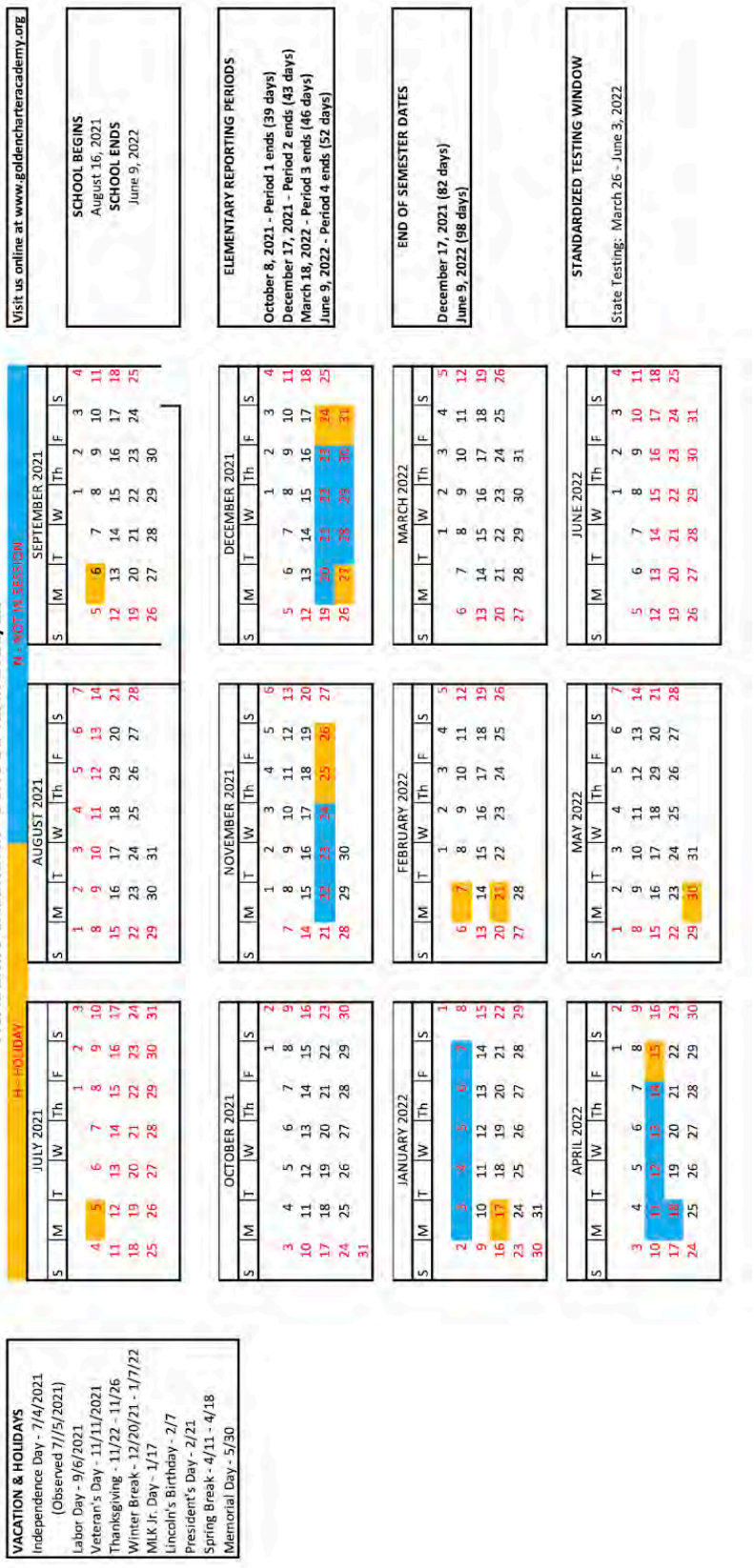
I certify that I am the duly elected and acting Secretary of The Golden Charter Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of the Corporation as adopted by the Board of Directors on October 15, 2020; and that these bylaws have not been amended or modified since that date.

Executed on October 19th, 2020 at Fresno, California.

Desiree Miller

Desiree Miller, Secretary

APPENDIX F: School Calendar, Sample Curriculum and Scope and Sequence



Zoo Schedule Rotation for TK/K-3
A Week in the Life of a Golden Charter Academy 1st and 7th Grader

The following tables represent an example of the monthly schedules for TK/K-3 and 4-8 Zoo/Agency experiences, as well as weekly schedules for a 1st and 7th grader. Grade level days may change as they are dependent on Zoo staff schedules for the season. The schedule will be revisited prior to the beginning of the fall semester, and again prior to winter vacation so appropriate adjustments can be made. Collaboration with the Zoo will not be limited to the zoo grounds, but will also encompass programming such as the Zoomobile, virtual interactions, lab programs, as well as intermittent family-centered activities (not shown). In addition to zoo experiences, students will be engaged in opportunities with local agencies (i.e. NPS, FWS, State Parks, etc.) that will provide encounters in natural open spaces such as the foothills, forests, rivers, and coasts. The following table provides examples of what a monthly schedule could look like for the TK/K-3 grade levels. The bolded entries are supplemental partner/agency experiences; those that aren't bolded are teacher-led experiences. Actual dates and times will be dependent on agency staffing schedules for the designated seasons.

Students will be provided with grade-level appropriate 'field gear' to use during zoo explorations. Field backpacks will include items such as: a journal, hand lens, binoculars, writing/drawing materials, and a weekly challenge added by the teacher. As can be seen in the schedule, there are days that students will be in the field during the lunch period. On those days, students will be provided a sack lunch which will be distributed prior to leaving campus and stored in their field backpacks.

Each grade will visit the Zoo regularly with different learning objectives. All experiences at the Zoo or in the classroom will be connected to age-appropriate environmental literacy concepts as well as NGSS and Common Core State Standards. Along with environmental concepts, the curriculum will contain a strong English Language Arts component. At the Zoo, educators will present learning experiences in a group setting, allowing space for questions and clarifications. Educators will model process and outcomes for students as well as provide scaffolded engagement as necessary. When appropriate, students will break down into two smaller groups. Because each classroom has a dedicated mentor that will have the same facilitation professional development as the instructors, student learning experiences can be facilitated in a group size with a ratio of 1:11 - or less depending on class size.

Golden Charter Academy Zoo Rotation Schedule for TK-3rd Grades.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Wk 1	**Zoo Lab:** Kinder (back by lunch)	**Zoo Lab:** 3rd grade (take lunch) **Zoo Lab:** 1st grade (after lunch)	**Zoo Lab:** 2nd grade (take lunch)	Zoo: Kinder (back by lunch) Zoo: 3rd grade (after lunch)	Zoo: 1st grade (back by lunch) Zoo: 2nd grade (after lunch)
Wk 2	**Virtual Zoo Experience at GCA: Kinder** **Local Agency Field Experience: 2nd**	Zoo: 1st grade (after lunch) Zoo: 3rd grade (take lunch)	Zoo: 2nd grade (take lunch) **Zoomobile at GCA: 3rd**	Zoo: Kinder (back by lunch) Zoo: 3rd grade (after lunch)	**Local Agency Field Experience: 1st** Zoo: 2nd grade (after lunch)
Wk 3	Zoo: Kinder (back by lunch) **Zoomobile at GCA: 2nd**	Zoo: 1st grade (after lunch) Zoo: 3rd grade (take lunch)	Zoo: 2nd grade (take lunch)	**Zoomobile at GCA: Kinder** **Zoomobile at GCA: 1st** Zoo: 3rd grade (after lunch)	Zoo: 1st grade (back by lunch) Zoo: 2nd grade (after lunch) **Local Agency Field Experience: 3rd**
Wk 4	Zoo: Kinder (back by lunch) **Virtual Zoo Experience at GCA: 3rd**	Zoo: 1st grade (after lunch) Zoo: 3rd grade (take lunch)	**Virtual Zoo Experience at GCA: 1st** Zoo: 2nd grade (take lunch)	**Local Agency Field Experience: Kinder** **Virtual Zoo Experience at GCA: 2nd** Zoo: 3rd grade (after lunch)	Zoo: 1st grade (back by lunch) Zoo: 2nd grade (after lunch)

Week-at-a-Glance Legend	
Social-Emotional Learning (SEL) **Language Arts/Literature (LA)** **Math (M)** **Science (S)**	**Environmental Education (EE)** **Arts (A)** **Physical Education (PE)** **Social Science (SS)**

A Week-at-a-Glance for a 1st Grade Student August Unit: Insects and Spiders			
Day	**Start**	**End**	**Learning Experiences**
Mon	8:15	8:35	**Breakfast**
	8:35	10:00	**SEL Activity (SEL EE)** • ***Morning Shorts***: activity that supports SEL growth • Topics for this week to include: mindfulness, empathy, feelings, respect • Activity will connect students with themselves and the environment (stewardship) **Language Arts/Literature** • ***Word Meaning, Recognition, and Pronunciation*** **(LA S EE)** o Introduce word list for Zoo Lab experience and Sight Words for the week • ***Library Day*** **(LA S EE)** o Story Time: read by a Student Ambassador from the upper grades ▪ Q and A guiding questions throughout the reading o Book selection will align with the unit of study, Insects and Spiders o Book of the Week: students check out a book of their choosing **Brain Break** • 1- 5 minute break; in-class physical activity **Language Arts/Literature** • ***Reporting (Scientific Method)*** **(LA S EE A)** o Students recall, describe something about the story they just listened to in the library. o Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayones, markers, paint, sculpt, etc.) o Share information/interpretation with the class o This process mirrors the final aspects of the scientific method; research must be shared with others
	10:00	10:15	**Recess**

	10:20	11:35	**Social Science (SS)** • ***Unit 1: School Culture*** o How can rules help us get along o How are responsibilities at home and school alike? o How do we solve problems in our classroom and school? o How can we be good citizens? o Ways to show respect. o How is our classroom like a family?
	11:40	12:15	**Lunch/Recess**
	12:20	2:10	**Math Instruction and Centers (M)** • Counting manipulatives will be natural items … things you may find insects on or in! (i.e. Acorns, miniature tree cookies, etc.) **Brain Break** • 1- 5 minute break; in-class physical activity • Student led **Science Exploration Centers (LA M S EE)** • Insect observation and articulation (unit word cards for reference) • Large, age-appropriate, 3-D insect/spider puzzles • Insect Ambassadors: compare crickets, lady bugs to rollie pollies (not an insect), etc.
	2:10	2:30	**Physical Education (PE)** • Foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc. Bridge movements to animals. Build on foundational skills by combining movements. Perform movements for longer periods of time, increasing the challenge. Cognitive - following directions; increase complexity over time.
	2:30	2:40	**Check for Understanding-Recognition (LA S EE)** • High energy • Pick from Sight Words and/or Zoo Lab Words
Tues	8:15	8:35	**Breakfast**
	8:35	10:00	**SEL Activity (SEL EE)** • ***Morning Shorts:*** activity that supports SEL growth • Topics for this week to include: mindfulness, empathy, feelings, respect • Activity will connect students with themselves and the environment (stewardship) **Literature** • Read to class • ***Word Meaning, Recognition, and Pronunciation*** **(LA S EE)**

			○ Review word list for Zoo Lab experience and Sight Words for the week **Brain Break** • 1- 5 minute break; in-class physical activity ***Reporting (Scientific Method)*** **(LA S EE A)** ○ Students recall, describe something about the story they just listened to. ○ Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayons, markers, paint, sculpt, etc.) ○ Share information/interpretation with the class ○ This process mirrors the final aspects of the scientific method; research must be shared with others
	10:00	10:15	**Recess**
	10:20	11:35	**Social Science (SEL EE)** • ***Unit 1: School Culture Components Translated to the Environment*** ○ How can rules help us get along at the zoo and in nature? ○ How are responsibilities at home/school AND the zoo alike? ○ How do we solve problems in our classroom and school? ○ How can we be good citizens … at the zoo and in the environment? ○ Ways to show respect at the zoo and in the environment. **ELA/Literature (SEL LA EE)** • Read an age-appropriate story on respecting the environment • Q and A during the reading
	11:40	12:15	**Lunch/Recess**
	12:20	2:10	**Zoo Lab (after lunch) - led by Zoo Instructor (LA M S EE)** • Learning experiences focused on insects and spiders **Tracking (Math at the Zoo) (M EE)** • Sorting, counting, measuring, recording, and identifying tracks located on the walkways at the zoo. **Physical Education (at the Zoo) (PE)** • Physical Education (teacher-led): Foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc. Bridge movements to animals. Build on foundational skills by combining movements. Perform movements for longer periods of time, increasing the challenge. Cognitive - following directions; increase complexity over time.
	2:10	2:30	
	2:30	2:40	

Wed	8:15	8:35	**Breakfast**
	8:35	9:45	**SEL Activity (SEL EE)** • ***Morning Shorts***: activity that supports SEL growth • Topics for this week to include: mindfulness, empathy, feelings, respect • Activity will connect students with themselves and the environment (stewardship) **Language Arts/Literature** • Read to class • ***Word Meaning, Recognition, and Pronunciation*** **(LA S EE)** o Review word list from Zoo Lab experience and Sight Words for the week **Brain Break** • 1- 5 minute break; in-class physical activity ***Reporting (Scientific Method)*** **(LA S EE A)** o Students recall, describe something about the story they just listened to. o Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayons, markers, paint, sculpt, etc.) o Share information/interpretation with the class o This process mirrors the final aspects of the scientific method; research must be shared with others
	9:45	10:00	**Recess**
	10:05	11:35	**Math Instruction and Centers (M)** • Counting manipulatives will be natural items … things you may find insects on or in! (i.g. Acorns, miniature tree cookies, etc.) **Brain Break** • 1- 5 minute break; in-class physical activity • Student led **Growing Up Wild: Project Wild (EE)** • ***Ants in a Line*** **Explorations (SEL LA M S EE A SS)** • ***Centers/Stations:*** student choice ... reading, science, math, art, etc.
	11:40	12:15	**Lunch/Recess**
	12:20	1:00	**Growing Up Wild: Project Wild (EE A)** • ***Spider Web Wonders***
	1:00	1:20	**Physical Education (EE PE)** • ***Insect/Spider Identification (builds off of Spider Web Wonders)***

			o high-active game requiring students to retrieve specific cards scattered a distance away from the students. Students must get to the assigned cards using foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc.
	1:20	1:45	**Check for Understanding-Recognition (LA S EE)** • High energy • Pick from Sight Words and/or Zoo Lab Words
Thur	8:15	8:35	**Breakfast**
	8:35	10:00	**SEL Activity (SEL EE)** • ***Morning Shorts:*** activity that supports SEL growth • Topics for this week to include: mindfulness, empathy, feelings, respect • Activity will connect students with themselves and the environment (stewardship) **Language Arts/Literature** • Read to class • ***Word Meaning, Recognition, and Pronunciation*** **(LA S EE)** o Review word list from Zoo Lab experience and Sight Words for the week **Brain Break** • 1- 5 minute break; in-class physical activity ***Reporting (Scientific Method)*** **(LA S EE A)** o Students recall, describe something about the story they just listened to. o Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayons, markers, paint, sculpt, etc.) o Share information/interpretation with the class o This process mirrors the final aspects of the scientific method; research must be shared with others
	10:00	10:15	**Recess**
	10:20	11:35	**Environmental Education/Science/Art (S EE)** • ***Insect Encounters***: compare crickets, lady bugs to rollie pollies, etc. • ***Insect Art Expression*** **(EE A)** o create artistic expressions based on the Insect Encounters or on other insects. A variety of media will be available for students to select from for their art experience.
	11:40	12:15	**Social Science (Part 1) (SS)** • ***Unit 2: What stories are part of our past?***

			o Family history o School history o Traditions o Past/present comparisons **ELA/Literature (EE SS)** • Read an age-appropriate story about traditions • Q and A during the reading
	12:20	2:10	**Math Instruction and Centers (M)** • Counting manipulatives will be natural items … things you may find insects on or in! (i.g. Acorns, miniature tree cookies, etc.) **Brain Break** • 1- 5 minute break; in-class physical activity • Student led **Art Exploration (S EE A)** • ***Create an Insect and/or Spider*** **Explorations (SEL LA M S EE A SS)** • ***Centers/Stations:*** student choice ... reading, science, math, art, etc.
	2:10	2:30	**Physical Education (EE PE)** • ***Insect/Spider Identification (builds off of Spider Web Wonders)*** o high-active game requiring students to retrieve specific cards scattered a distance away from the students. Students must get the to the assigned cards using foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc.
	2:30	2:40	**Check for Understanding-Recognition (LA S EE)** • High energy • Pick from Sight Words and/or Zoo Lab Words
Fri	8:15	8:35	**Breakfast**
	8:35	10:00	**Zoo (take lunch) - Teacher-Led** • **SEL Activity (SEL EE)** o ***Morning Shorts:*** activity that supports SEL growth o Topics for this week to include: mindfulness, empathy, feelings, respect o Activity will connect students with themselves and the environment (stewardship) • ***Private Eye*** curriculum … insect observation **(M S EE)** o Observation, patterns, changing scale, questioning, theorizing • ***Physical Education at Zoo (teacher-led)*** **(PE EE)** o Foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc. Bridge movements to animals. Build on foundational skills by combining movements. Perform movements for longer
	10:00	10:15	
	10:20	11:35	

			periods of time, increasing the challenge. Cognitive - following directions; increase complexity over time.
	11:40	12:15	**Lunch**
	12:20	2:10	**Language Arts/Literature** • Read to class • ***Word Meaning, Recognition, and Pronunciation*** **(LA S EE)** o Review word list from Zoo Lab experience and Sight Words for the week **Brain Break** • 1- 5 minute break; in-class physical activity **Language Arts/Literature** • ***Reporting (Scientific Method)*** **(LA S EE A)** o Students recall, describe something about something they observed in the Private Eye experience at the zoo that morning. o Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayons, markers, paint, sculpt, etc.) o Share information/interpretation with the class o This process mirrors the final aspects of the scientific method; research must be shared with others **Explorations (SEL LA M S EE A SS)** • ***Centers/Stations:*** student choice ... reading, science, math, art, etc.
	2:10	2:30	**Physical Education (EE PE)** • ***Insect/Spider Identification (builds off of Spider Web Wonders)*** o High-active game requiring students to retrieve specific cards scattered a distance away. Students must get to the assigned cards using foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc.
	2:30	2:40	**Weekly Recap: Check for Understanding-Recognition (LA S EE)** • High energy • Pick from Sight Words and/or Zoo Lab Words

Golden Charter Academy Zoo Rotation Schedule for 4th-8th Grades.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Wk 1	**Zoo Lab: 5th (take lunch)** Zoo: 7th grade (after lunch)	**Zoo Lab:** 6th grade (take lunch) **Zoo Lab: 8th grade (after lunch)**	**Zoo Lab:** 4th grade (take lunch)	**Zoo Lab:** 7th grade (take lunch) Zoo: 5th (after lunch) Zoo: 6th grade (after lunch)	**Local Agency Field Experience: 8th** Zoo: 4th grade (after lunch)
Wk 2	**Local Agency Field Experience: 4th** **Virtual Zoo Experience at GCA: 5th** Zoo: 7th grade (after lunch)	Zoo: 6th grade (take lunch) Zoo: 8th grade (after lunch)	Zoo: 4th grade (take lunch) **Zoomobile at GCA: 6th**	Zoo Lab: 7th grade (take lunch) Zoo: 5th (after lunch) Zoo: 6th grade (after lunch)	**Local Agency Field Experience: 7th** Zoo: 8th grade (take lunch) Zoo: 4th grade (after lunch)
Wk 3	Zoo: 5th (take lunch) **Zoomobile at GCA: 4th** Zoo: 7th grade (after lunch)	Zoo: 6th grade (take lunch) Zoo: 8th grade (after lunch)	Zoo: 4th grade (take lunch) **Zoomobile at GCA: 7th**	**Zoomobile at GCA: 5th** **Zoomobile at GCA: 8th** Zoo Lab: 7th grade (take lunch) Zoo: 6th grade (after lunch)	Zoo: 8th grade (take lunch) Zoo: 4th grade (after lunch) **Local Agency Field Experience: 6th**
Wk 4	Zoo: 5th (take lunch) **Virtual Zoo Experience at GCA: 6th** Zoo: 7th grade (after lunch)	**Virtual Zoo Experience at GCA: 7th** Zoo: 6th grade (take lunch) Zoo: 8th grade (after lunch)	**Virtual Zoo Experience at GCA: 8th** Zoo: 4th grade (take lunch)	**Local Agency Field Experience: 5th** **Virtual Zoo Experience at GCA: 4th** Zoo Lab: 7th grade (take lunch) Zoo: 6th grade (after lunch)	Zoo: 8th grade (take lunch) Zoo: 4th grade (after lunch)

Week-at-a-Glance Legend	
Social-Emotional Learning (SEL) **Language Arts/Literature (LA)** **Math (M)** **Science (S)**	**Environmental Education (EE)** **Arts (A)** **Physical Education (PE)** **Social Science (SS)**

A Week-at-a-Glance for a 7th Grade Student August Unit: Endangered Flora and Fauna			
Day	**Start**	**End**	**Learning Experiences**
Mon	8:15	8:35	**Breakfast**
	8:35	10:40	**SEL Activity SEL EE** • ***Morning Shorts***: activity that supports SEL growth • Topics for this week to include: mindfulness, empathy, feelings, respect • Activity will connect students with themselves and the environment (stewardship) **History/Geology of the Central Valley LA S EE SS** • Discussion, short video clips • Introduce bioregion, succession, sprawl • Political/economic impact • Introduce map reading (USGS quadrant maps), topography, locating landmarks, using legends, etc. • Simulation of Table Mountain basalt formations o Small group 'experiments' **Brain Break** • 1- 5 minute break; in-class physical activity **Social Studies LA EE SS** • Cultural exploration of the Central Valley region • Short video clips, discussion, artifacts • Compare human-environment interaction
	10:40	10:55	**Recess**
	11:00	12:00	**Math LA M S EE** • Mapping, topography • Using the USGS topo maps introduced earlier, complete a series of calculations • The map will encompass the conservation area that the class will be visiting on Friday • Small group math challenge

			• Calculations include the area of the conservation area, elevations and heights of specific land features, longitude/latitude, etc. • Narratives of the process of navigating each challenge posed.
	12:00	12:30	**Lunch/Recess**
	12:30	1:05	**Zoo - Teacher Led (after lunch)** • **Mapping** **LA M S** o Map comparison - zoo map vs. USGS map o Small groups … discover similarities and differences • **Flora Phenology Project** **LA S EE A** o Students select a specific flora species/mini-habitat onsite to monitor for the school year o Observations will be logged in student field journals o Each entry will have guidelines/requirements; students will be free to express these in a variety of ways (e.g. written prose, sketching, drawing, sketchnotes, etc.) • **Adopt-a-Tree** (PLT curriculum) **LA M S EE A PE SS** o Each student will be assigned a tree o Describe tree using personal observation and investigation o Identify relationships between tree and other organisms o Show/describe distinguishing features of the tree o Students will share their data/findings • **Poet-Tree** (PLT curriculum) **LA S EE SS** o Students will articulate a poem, prose, lyrics about their tree, their experience with the tree, etc. o Provides an opportunity to express thoughts, values, beliefs about the environment and related issues in creative and artistic ways. **Physical Education** **PE** • Zoo Race Route (California Classic) • 1 mile route located inside the zoo
	1:10	2:20	
	2:20	3:05	
	3:10	3:15	
Tues	8:15	8:35	**Breakfast**
	8:35	10:40	**SEL Activity** **SEL EE** • ***Morning Shorts***: activity that supports SEL growth • Topics for this week to include: mindfulness, empathy, feelings, respect • Activity will connect students with themselves and the environment (stewardship) **Language Arts** **LA M S EE SS** • Narratives: *Houston We have a Narrative* • Sharing data and research is a critical piece of the scientific method

			• This introduction is designed to provide students with tools for articulating narratives about their research, data, and experiences • Students will practice by writing on either the data from their mapping calculations, or their discoveries in the simulation of Table Mountain basalt formations from Monday's class. **Brain Break** • 1- 5 minute break; in-class physical activity **Introduce Nature Journaling and Field Journals LA S EE A** • California Native Plant Society curriculum • Free online resources from Author/Artist John Muir Laws Website • Field journal protocols • Students will make an entry in their field journal using one or more of the techniques presented.
	10:40	10:55	**Recess**
	11:00	12:30	**Math** • ***Lesson of the Kaibab Plateau (Project Wild)*** **LA M S EE** • Ecosystem carrying capacity, impact, environmental succession • Carrying capacity calculations, exploration of changing populations, data presentation
	12:30	1:05	**Lunch/Recess**
	1:10	2:20	**Conducting Independent Investigations: Mini-Investigations LA S EE** (Citizen Science Curriculum Guide: Phenology and Nature's Notebook) • Students will practice steps in the process of doing science (NGSS Science practices) • Guided observation … measurement, computation, graphing/diagrams, estimation, prediction • Example: How many seeds in a dandelion? Can use real dandelions, or high resolution images that provide a clear picture of the seed clusters • Students document their findings/observations in their field journals **Brain Break** • 1- 5 minute break; in-class physical activity **Mini-Investigation (continued) LA S EE A** • Students will finish documenting their findings/observations in their field journals
	2:20	3:05	**Physical Education**
	3:10	3:15	**Check for Understanding-Recognition (LA S EE)** • High energy

			• Pick from one of the day's activities
Wed	8:15	8:35	**Breakfast**
	8:35	10:40	**SEL Activity SEL EE** • ***Morning Shorts***: activity that supports SEL growth • Topics for this week to include: mindfulness, empathy, feelings, respect • Activity will connect students with themselves and the environment (stewardship) **Introduce Endangered Species Project LA M S EE SS** • Introduce the International Union for Conservation of Nature (IUCN) • Explore the Red List categories and Criteria • Introduce students with an array of resources to research endangered species • Review the math processes to help students calculate the rate of extinction of a species. **Brain Break** • 1- 5 minute break; in-class physical activity **Introduce Endangered Species Project (continued) LA M S EE SS** • Provide each student with a map that has the outline of the world • Place students in small groups and provide a list of endangered species • Groups research each animal on the list, locate and note their habitat on their map • In addition, groups will write short narratives on each animal that focuses on those things they find most unique and intriguing from their research • Students must also calculate the species rate of extinction and approximate how many years it has before extinction • From this activity springboards individual projects centered on an endangered specie selected by the student
	10:40	10:55	**Recess**
	11:00	12:30	**Individual Endangered Species Project LA S EE** • ***Library Day*** **LA S EE** o Students will spend time in the library doing initial research and ultimately selecting an endangered species they would like to learn more about **Brain Break** • 1- 5 minute break; in-class physical activity **Individual Endangered Species Project (continued) LA S EE** • Students will create a written proposal (template provided) on the animal of their choice

			• Students will do a short 1 minute video summarizing what they have learned so far about the species they selected, and the big questions that they are curious about
	12:30	1:05	**Lunch/Recess**
	1:10	1:40	**Physical Education M S EE PE** • ***Oh Deer!*** **(Project Wild)** • Physical activity that demonstrates population fluctuations, carrying capacity, and limiting factors **Check for Understanding-Recognition LA S EE** • High energy • Pick from one of the day's activities
Thur	8:15	8:35	**Breakfast**
	8:35	10:40	**Zoo Lab (take lunch) LA S EE** • Review levels of endangerment • Introduce some of the endangered onsite plants and animals from the local region • Introduce external catalysts that cause changes in flora • Introduce internal responses to these catalysts • Reflect upon and study the effect of climate change on flora and fauna • Field journal entry on one of the species presented in the lab session **Physical Education PE** • Zoo Race Route (California Classic) • 1 mile route located inside the zoo **Lunch**
	10:40	10:55	
	11:00	12:30	
	12:30	1:05	
	1:10	2:20	**Math LA M** • Field Exploration: introduce math processes that will be used in Friday's field-experience • Students will learn how to conduct transect measurements, and residual dry matter measurements • Introduce methods of sharing data gathered **Brain Break** • 1- 5 minute break; in-class physical activity **Math (continued) LA M** • Break students into groups of two and practice the concept of transect measurements on campus • Have students make calculations and decide on a way to share the data.
	2:20	3:05	**Physical Education PE** • High Intensity Interval Challenge
	3:10	3:15	**Check for Understanding-Recognition (LA S EE)**

			• High energy • Pick from Sight Words and/or Zoo Lab Words
Fri	8:15	8:35	**Breakfast**
	8:35	10:40	**Local Agency Field Experience** **LA M S EE PE SS** • Collaborate with local foothill agency for a field experience in the Blue Oak Woodland habitat • Exploration traverses a three mile distance; easy to moderate difficulty level. • Field biologist, botanist, wildlife ecologist to introduce foothill species; view first-hand impacts on flora-fauna • Geology of the watershed o First-hand view of large granite outcroppings and the basalt table formations discussed earlier in the week • 30 minute individual field exploration and field-journal experience • First-hand view of impacts on species: Invasive species, succession, development • Cultural-Historical Resources o Native Americans of the area, village site, grinding holes, native uses of plants, artifacts o Mining and railroad footprint • Rangeland Management (holistic) o Tie to the 'Oh Deer' and 'Lessons of Kaibab Plateau' done earlier in the week o Discuss capacity and mimicry • Transects and specie counts, Residual Dry Matter (RDM) calculations • Citizenship: Rights and Responsibilities o What rights does the environment have? o What responsibility do you have to respect its rights? • To end the day, a 30 minute individual field exploration and field-journal experience
	10:40	10:55	
	11:00	12:30	
	12:30	1:05	
	1:10	2:20	
	2:20	3:05	
	3:10	3:15	

Scope And Sequence Map: 1st Grade		
1st Trimester August - October	2nd Trimester November - February	3rd Trimester March - May
READING RL 1.1 details RL 1.3 describe story RL 1.4 feelings/senses RL 1.7 illustrations RL 1.9 compare-contrast RI 1.1 ask/answer questions RI 1.2 topic/key details RI 1.3 connect ideas RI 1.4 clarify meaning RI 1.6 distinguish information RI 1.7 describe key ideas RI 1.10 informational text RF 1.1 understanding RF 1.1a sentence structure RF 1.2 understanding RF 1.2b pronunciation RF 1.3 phonics/word analysis RF 1.3a spelling-sound RF 1.3b decoding RF 1.3c vowel convention RF 1.4 fluency/comprehension RF 1.4a understanding RF 1.4b accuracy, pacing	**READING** RL 1.1 details RL 1.2 retell RL 1.3 describe story RL 1.4 feelings/senses RL 1.5 text types/structures RL 1.6 identify RL 1.7 illustrations RL 1.9 compare-contrast RL 1.10 prose-poetry RI 1.1 ask/answer questions RI 1.2 topic/key details RI 1.3 connect ideas RI 1.4 clarify meaning RI 1.5 text structures RI 1.6 distinguish information RI 1.7 describe key ideas RI 1.8 author reasoning RI 1.9 text comparison RI 1.10 informational text RF 1.1 understanding RF 1.1a sentence structure RF 1.2 understanding RF 1.2b pronunciation RF 1.2c isolate sounds RF 1.2d segment sounds RF 1.3 phonics/word analysis RF 1.3a spelling-sound RF 1.3b decoding RF 1.3f inflectional words RF 1.3g irregular words RF 1.4 fluency/comprehension RF 1.4a understanding RF 1.4b accuracy, pacing RF 1.4c using context	**READING** RL 1.1 details RL 1.2 retell RL 1.3 describe story RL 1.4 feelings/senses RL 1.5 text types/structures RL 1.6 identify RL 1.7 illustrations RL 1.9 compare-contrast RL 1.10 prose-poetry RI 1.1 ask/answer questions RI 1.2 topic/key details RI 1.3 connect ideas RI 1.4 clarify meaning RI 1.7 describe key ideas RI 1.8 author reasoning RI 1.9 text comparison RI 1.10 informational text RF 1.1 understanding RF 1.1a sentence structure RF 1.2 understanding RF 1.2b pronunciation RF 1.3a spelling-sound RF 1.3b decoding RF 1.3c vowel convention RF 1.3d syllables RF 1.3e decoding syllables RF 1.3f inflectional words RF 1.3g irregular words RF 1.4 fluency/comprehension RF 1.4a understanding RF 1.4b accuracy, pacing RF 1.4c using context
WRITING W 1.2 informative W 1.5 topic W 1.7 research W 1.8 recall/gather info	**WRITING** W 1.1 opinion W 1.2 informative W 1.3 narrative W 1.5 topic W 1.7 research W 1.8 recall/gather info	**WRITING** W 1.1 opinion W 1.2 informative W 1.3 narrative W 1.5 topic W 1.6 produce writing W 1.7 research W 1.8 recall/gather info
SPEAKING/LISTENING	**SPEAKING/LISTENING**	**SPEAKING/LISTENING**

SL 1.1 collaborative conversations SL 1.1a discussion protocols SL 1.2 key details SL 1.3 clarify information SL 1.4 description SL 1.5 visual description	SL 1.1 collaborative conversations SL 1.1a discussion protocols SL 1.1b build on conversations SL 1.1c clarifying questions SL 1.2 key details SL 1.3 clarify information SL 1.4 description SL 1.5 visual description SL 1.6 complete sentences	SL 1.1 collaborative conversations SL 1.1a discussion protocols SL 1.1b build on conversations SL 1.1c clarifying questions SL 1.2 key details SL 1.3 clarify information SL 1.4 description SL 1.5 visual description SL 1.6 complete sentences
LANGUAGE L 1.1a print L 1.1b nouns L 1.1c nouns/verbs L 1.1d pronouns L 1.1f adjectives L 1.1g conjunctions L 1.4c root words L 1.5a categorize words	**LANGUAGE** L 1.1a print L 1.1b nouns L 1.1c nouns/verbs L 1.1d pronouns L 1.1e verbs-time L 1.1f adjectives L 1.1g conjunctions L 1.2a capitalize L 1.2b punctuation L 1.2d spelling L 1.4a context clues L 1.4c root words L 1.5a categorize words L 1.5b define by category L 1.5c connections L 1.6 word relationships	**LANGUAGE** L 1.1c nouns/verbs L 1.1d pronouns L 1.1e verbs-time L 1.1h determiners L 1.1i prepositions L 1.1j sentence structure L 1.2c commas L 1.2d spelling L 1.2e spelling conventions L 1.4a context clues L 1.4b affixes L 1.4c root words L 1.5c connections L 1.5d shades of meaning L 1.6 word relationships
ELD PI A.1 exchanging info/ideas PI A.2 interacting PI B.5 listening actively PI B.8 analyzing PI C.10 writing PI C.12 precise vocabulary PII A.1 text structure PII B.3 verbs/phrases PII B.4 nouns/phrases PIII phonics/word recognition, print concepts, fluency	**ELD** PI A.1 exchanging info/ideas PI A.2 interacting PI A.4 language choice PI B.5 listening actively PI B.6 conveyed meaning PI B.7 evaluating PI B.8 analyzing PI C.9 expressing info/ideas PI C.10 writing PI C.12 precise vocabulary PII A.1 text structure PII A.2 cohesion PII B.3 verbs/phrases PII B.4 nouns/phrases PII B.5 modifying PII C.6 connecting ideas PII C.7 condensing ideas PIII phonics/word recognition, print concepts, fluency	**ELD** PI A.1 exchanging info/ideas PI A.2 interacting PI A.3 justify, negotiate PI A.4 language choice PI B.5 listening actively PI B.6 conveyed meaning PI C.9 expressing info/ideas PI C.10 writing PI C.11 justify, evaluate PI C.12 precise vocabulary PII A.1 text structure PII A.2 cohesion PII B.3 verbs/phrases PII B.4 nouns/phrases PII B.5 modifying PII C.6 connecting ideas PII C.7 condensing ideas PIII phonics/word recognition, print concepts, fluency
MATH Count and Model Numbers 1.NBT.1 Add/Sub within 10 1.OA.1	**MATH** Place Value 1.NBT.2 1.NBT.5 Comparing Numbers	**MATH** Geometry 1.G.1 1.G.2 1.G.3

1.OA.3 1.OA.5 1.OA.6 1.OA.7 1.OA.8	1.NBT.3 1.NBT.1 Add/Sub within 20 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8	Add/Sub of Larger Numbers 1.OA.6 1.NBT.4 1.NBT.5 1.NBT.6 Measurement 1.MD.1 1.MD.2 1.MD.3 1.MD.4

Scope And Sequence Map: 7th Grade		
1st Trimester August - October	2nd Trimester November - February	3rd Trimester March - May
Reading RL 7.1 cite evidence RL 7.2 theme RL 7.3 story elements RI 7.1 cite evidence RI 7.2 central idea RI 7.3 analyze ideas RI 7.6 author's point of view	**Reading** RL 7.1 evidence RL 7.2 theme RL 7.3 story elements RL 7.4 figurative/connotative language RL 7.6 point of view RL 7.7 compare to another medium RL 7.9 historical fiction RI 1.7 textural evidence RI 7.2 central idea RI 7.3 analyze text, ideas, events RI 7.4 word meaning, choice RI 7.5 analyze structure RI 7.7 compare to other medium, RI 7.8 trace/evaluate argument RI 7.9 Compare and contrast	**Reading** RL 7.1 evidence RL 7.2 central idea RL 7.3 story elements RL 7.4 word meaning RL 7.6 point of view RL 7.7 compare to another medium RI 7.2 central idea RI 7.3 analyze text, ideas, events RI 7.6 point of view RI 7.7 media
Reading: History/Soc Stu RH 7.2 secondary source RH 7.4 word meanings RH 7.5 presentation of info RH 7.7 visual integration RH 7.9 analysis of sources **Reading: Science/Tech** RST 7.1 cite evidence RST 7.2 central ideas	**Reading: History/Soc Stu** RH 7.1 textural evidence RH 7.2 secondary source RH 7.3 identify key steps RH 7.4 word meanings RH 7.5 presentation of info RH 7.7 visual integration RH 7.8 fact/opinion RH 7.9 analysis of sources **Reading: Science/Tech**	**Reading: History/Soc Stu** RH 7.1 textural evidence RH 7.3 identify key steps RH 7.4 word meanings RH 7.5 presentation of info RH 7.6 author viewpoint RH 7.7 visual integration RH 7.8 fact/opinion RH 7.10 understand Hist/SS **Reading: Science/Tech**

RST 7.3 multistep procedure RST 7.4 scientific symbols/terms RST 7.5 analyze structure RST 7.8 distinguish facts	RST 7.1 cite evidence RST 7.2 central ideas RST 7.3 multistep procedure RST 7.4 scientific symbols/terms RST 7.5 analyze structure RST 7.6 analyze purpose RST 7.7 integrate information RST 7.8 distinguish facts	RST 7.1 cite evidence RST 7.2 central ideas RST 7.3 multistep procedure RST 7.4 scientific symbols/terms RST 7.5 analyze structure RST 7.7 integrate information RST 7.9 compare/contrast RST 7.10 understand Sci/Tech texts
Writing W 7.1a introduce claim W 7.1b support claim W 7.1c reasons/evidence W 7.2 topic, informative W 7.3.a point of view W 7.3.b narrative techniques W 7.3d details W 7.3e conclusion W 7.4 purpose/audience W 7.7 research W 7.8 digital sources W 7.9 evidence W 7.9 evidence	**Writing** W 7.1a introduce claim W 7.1b support claim W 7.1c reasons/evidence W 7.1d formal style W 7.1e conclusion W 7.2 informative W 7.3a point of view W 7.3.b narrative techniques W 7.3c transitions W 7.3d details W 7.3e conclusion W 7.4 task, purpose W 7.5 writing process, revision W 7.10 write routinely	**Writing** W 7.2a thesis statement W 7.2b develop a topic W 7.2c transitions W 7.2d precise language W 7.2e formal style W 7.2f concluding statement W 7.4 talks, purpose, audience W 7.5 writing process W 7.6 linking/citing sources W 7.7 research W 7.8 relevant information W 7.9 evidence W 7.10 write routinely
Speaking/Listening SL7.1 collaborative discussions SL 7.1c pose questions SL 7.1d acknowledge new information SL 7.4 present claims	**Speaking/Listening** SL 7.1 collaborative discussions, engage effectively SL 7.1a come to discussions prepared SL 7.1b collegial discussions SL 7.1c pose questions SL 7.1d acknowledge new information SL 7.2 analyze main idea SL 7.3 delineate a speaker's argument SL 7.4 present claims SL 7.5 include multimedia SL 7.6 adapt speech	**Speaking/Listening** SL 7.1 collaborative discussions, engage effectively SL 7.1a come to discussions prepared SL 7.1b collegial discussions SL 7.1c pose questions SL 7.1d acknowledge new information SL 7.4 present claims SL 7.5 include multimedia SL 7.6 adapt speech
LANGUAGE L 7.2 conventions L 7.2a adjectives L 7.4 word meanings L 7.4a context clues	**LANGUAGE** L 7.1 conventions/grammar L 7.1a phrases/clauses L 7.1b sentence variety L 7.1c dangling modifiers L 7.2 language conventions L 7.2b spell correctly L 7.3 language L 7.4a context L 7.4b roots L 7.4c use reference material L 7.4d word meaning L 7.5 figurative language, analogy	**LANGUAGE** L 7.1a phrases/clauses L 7.1b sentence variety L 7.1c dangling modifiers L 7.4a context L 7.4b roots L 7.4c use reference material L 7.4d word meaning L 7.5 figurative language, analogy L 7.5a figures of speech L 7.5b word relationships L 7.5c connotations L 6 word phrases

	L 7.5a figures of speech L 7.5b word relationships L 7.5c connotations	
ELD PI A.1 exchanging info/ideas PI A.2 interacting PI B.5 listening actively PI B.6 conveyed meaning PI C.9 expressing info/ideas PI C.10 writing PII A.1 text structure PII B.3 verbs/phrases PII B.4 nouns/phrases PII C.1 connecting ideas PIII print concepts, fluency	**ELD** PI A.1 exchanging info/ideas PI A.2 interacting PI A.3 justify, negotiate PI A.4 language choice PI B.5 listening actively PI B.6 conveyed meaning PI B.7 evaluating PI B.8 analyzing PI C.9 expressing info/ideas PI C.10 writing PI C.11 justify, evaluate PI C.12 precise vocabulary PII A.1 text structure PII A.2 cohesion PII B.3 verbs/phrases PII B.4 nouns/phrases PII B.5 modifying PII C.6 connecting ideas PII C.7 condensing ideas	**ELD** PI A.1 exchanging info/ideas PI A.2 interacting PI A.3 justify, negotiate PI A.4 language choice PI B.5 listening actively PI B.6 conveyed meaning PI B.7 evaluating PI B.8 analyzing PI C.9 expressing info/ideas PI C.10 writing PI C.11 justify, evaluate PI C.12 precise vocabulary PII A.1 text structure PII A.2 cohesion PII B.3 verbs/phrases PII B.4 nouns/phrases PII B.5 modifying PII C.6 connecting ideas PIII print concepts, fluency
MATH Number System 7.NS.1 7.NS.2 7.NS.3 Ratios & Proportions 7.RP.1 7.RP.2 7.RP.3 7.G.1	**MATH** Probability 7.SP.5 7.SP.6 7.SP.7 7.SP.8 Expressions & Equations 7.EE.1 7.EE.2 7.EE.3 7.EE.4	**MATH** Statistics 7.SP.1 7.SP.2 7.SP.3 7.SP.4 Geometry 7.G.2 7.G.3 7.G.4 7.G.5 7.G.6

APPENDIX G: Other Attachments

CALIFORNIA'S ENVIRONMENTAL PRINCIPLES & CONCEPTS

Did You Know?
The EP&Cs are included in the new CA science, history-social science, and health education frameworks!

California's Environmental Principles and Concepts (EP&Cs) highlight the deep relationship between humans and the natural world. The EP&Cs are "big ideas" intended to inform standards-based instruction and fuel student inquiry. Teachers can support environmental literacy by helping students to understand and apply the EP&Cs across academic disciplines and in the real world.

The EEI Curriculum

The EP&Cs are the foundation of the environmental content taught in the model EEI Curriculum. Each EEI Curriculum unit supports at least one EP&C. In the EEI Curriculum, your students' understanding of the EP&Cs builds over the course of their academic careers, strengthening their environmental literacy.

PRINCIPLE 1

People Depend on Natural Systems

The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.

Concept A. The goods produced by natural systems are essential to human life and to the functioning of our economies and cultures.

Concept B. The ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures.

Concept C. That the quality, quantity, and reliability of the goods and ecosystem services provided by natural systems are directly affected by the health of those systems.

www.californiaeei.org/epc/

PRINCIPLE 2

People Influence Natural Systems

The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.

Concept A. Direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.

Concept B. Methods used to extract, harvest, transport, and consume natural resources influence the geographic extent, composition, biological diversity, and viability of natural systems.

Concept C. The expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems.

Concept D. The legal, economic, and political systems that govern the use and management of natural systems directly influence the geographic extent, composition, biological diversity, and viability of natural systems.

PRINCIPLE 3

Natural Systems Change in Ways that People Benefit From and Can Influence

Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.

Concept A. Natural systems proceed through cycles and processes that are required for their functioning.

Concept B. Human practices depend upon and benefit from the cycles and processes that operate within natural systems.

Concept C. Human practices can alter the cycles and processes that operate within natural systems.

PRINCIPLE 4

There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

The exchange of matter between natural systems and human societies affects the long-term functioning of both.

Concept A. The effects of human activities on natural systems are directly related to the quantities of resources consumed and to the quantity and characteristics of the resulting byproducts.

Concept B. The byproducts of human activity are not readily prevented from entering natural systems and may be beneficial, neutral, or detrimental in their effect.

Concept C. The capacity of natural systems to adjust to human-caused alterations depends on the nature of the system as well as the scope, scale, and duration of the activity and the nature of its byproducts.

PRINCIPLE 5

Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.

Concept A. There is a spectrum of what is considered in making decisions about resources and natural
systems and how those factors influence decisions.

Concept B. The process of making decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time.

APPENDIX H: Required Forms

Development Team Information

Fresno Unified School District

Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

o Lead Developer o Director/Principal o On-site Financial Manager x Other__Curriculum

Legal Name (First/Middle/Last): ___Andra Kay Christenson

Other Names Used (i.e. Maiden/Former Married): Kasparian, Tremper

Address: 2110 N Vagedes Ave

City: Fresno State: CA. Zip Code: 93705

Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information
My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization: • Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School. • Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School. • Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School. • Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.
Signature: Andra Kay Christenson

Fresno Unified
School District

Name: Andra Kay Christenson	Date:10/6/20

Andra Kay Christenson

2110 N. Vagedes Ave, Fresno, CA 93705
559 824 8422
andrakaydesign@gmail.com

PERSONAL PROFILE

Highly creative and motivating individual with demonstrated experience in educational administration and program development; teacher training and support; and children's curriculum/ enrichment activities. Professional strengths include a unique ability to synthesize projects from conception to implementation, excellent writing skills, and artistic ability.

PROFESSIONAL EXPERIENCE

Educational Administration

- Worked with founding Board of Trustees to define and implement the vision for a school focused on the Arts & Science as described in the Charter with the State of California.
- Hired, trained, and supervised a staff of 46 employees.
- Worked with staff to develop all infrastructure including schedules, forms and procedures.
- Organized and implemented the After-School Program in coordination with the Fresno County Office of Education.
- Established and organized parents into groups including Fundraising, Classroom Volunteers, Garden and School Site Committees, Parenting Partners training.
- Wrote and assisted with grants for the school - $85,000 plus.
- Served on the Marketing Committee, acted as a liaison between VASA and the media and community groups such as the Fresno Coalition of Art, Science, and History. Handled all media communications and interviews.
- Modeled lessons in all classrooms for 16 teachers and approximately 260 students.
- Scheduled staff development and training opportunities for the teachers including Art Smart, Visual Thinking Strategies, CPR & First Aide, San Joaquin Valley Writing Project.
- Collaborated with Fresno Pacific University to provide instruction in reading instruction.

Program Development – Community Theme Park

- Developed and performed puppet shows for an outdoor theme park.
- Developed and performed in the Early Literacy Program.
- Interactive storytelling and reading was provided for visiting San Joaquin Valley schools.
- Six Story Festivals complete with dramatic, musical, and story performances for families in the region. Over 5,000 people participated in the programs.
- Hired and supervised 10 paid staff and over 50 volunteers.
- Wrote grants - $255,000 for community theme park
- Coordinated marketing plan for programs including focus groups, organizing outreach activities for festivals, developing flyers and brochures for the program, and creating paid advertisements for the newspaper. T.V. and other media contacts were also handled. Wrote copy for the Storyland focus piece in the 2005/06 issue of the Valley Yellow Pages phone book.
- Trained staff and volunteers in puppetry, literacy, and performance techniques.

Program Development – Regional Science Museum

- Developed both on site and traveling programs including Suitcase Science, a hands on science experience for area classrooms and Naturekids, a preschool camp for parents and children to attend together.
- Wrote grants - $260,000 for regional science museum.
- Worked with staff and Board to develop a 3 year Strategic Plan for the museum.
- Organized and participated in Fund Raising Events such as Cactus in Bloom Wine Tasting, Noches de los Luminarias, a Mexican American holiday event, and California Arts Council puppet performances.
- Served as a member of the Board of Trustees including President.
- Staff training in classroom management, Inquiry based Science techniques and customer service.
- Managed a small gift shop. Improved ordering and inventory procedures.
- Collaborated with CSU Fresno Business Department to hire an intern to improve marketing of the gift shop.
- Connected TDC with the Forest Service and the National Parks Service to create the Naturevans program.

Program Development – Regional Zoological Park

- Served as Docent and Wildlife Workshop Coordinator.
- Developed and taught in the preschool workshops and the popular Flashlight Safaris which included activities, food, and night tours of the zoo for families.
- Helped to develop the Zoomobile program. Traveled to Valley schools using a personal car before Zoomobile van was purchased.
- Created a puppet program for zoo promotion which included puppet construction and training of puppeteers. Still operational to this day.
- Participated in many educational and fundraising activities including Breakfast with the Animals and Safari Night.
- City of Fresno Blue Ribbon Zoo Commission – worked with local citizens to create the plan for sustaining the zoo and the regional tax that would fund the plan.
- Performed Zookeeper functions for baby animals and reptiles.

Teaching and Teacher Training

- **Classroom Teacher** – grades K, 1, 2, 5,6. Taught multiple subjects in a self contained classroom in three school districts.
- **Science Lead Teacher** – Full Option Science System (FOSS) from the Lawrence Hall of Science & the California Science Implementation Network (CSIN). Conducted workshops and training for teachers in Earth, Life, and Physical Science.
- **Mentor Teacher** – Supported beginning teachers by modeling lessons, providing curriculum ideas, and classroom management skills.
- **Peer Assistance & Review (PAR) Consulting Teacher** – Worked with over 30 beginning and

experienced teachers. Modeled lessons and provided coaching on classroom management and teaching strategies. Evaluated teachers using the California Standards for the Teaching Profession. Twenty PAR Consulting Teachers were selected from a group of 700 applicants.

- **Literacy Coach** – Modeled lessons in Best Practices for teaching the Language Arts. Coached primary teachers and provided materials on Literacy.
- **Staff Developer** – Intersession Program – Conducted workshops and training for over 20 teachers working in the Intersession Program for a year round school district. Visited classrooms and provided coaching for all teachers.
- **Summer School Teacher** – 2 sessions.
- **Beginning Teacher Support & Assessment** (BTSA) - Provided non-evaluative curricular support for beginning teachers. The California Standards for the Teaching Profession were used as a guide.
- **Music Teacher** – Weekly lessons were given to primary classrooms in three elementary schools.
- **Artist in the Schools** – Puppetry, Weaving, Paper Construction: Visited classrooms in 10 different schools and conducted lessons in the arts. Each classroom was seen for 1 hour a week for 6 weeks at a time.
- **Presenter** -Conducted workshops on puppetry, literacy, integrating science, & art at Early Childhood, Science & Mentor Teacher Conferences. Over 150 teachers were seen in six different sessions.
- **Author** - Wrote and published curriculum materials for teachers. The book published by Good Apple was distributed internationally. The book published by Evan Moor was a best seller.
- **Puppeteer & Storyteller** – Read and told stories, performed in costume with puppets in a zoo, an outdoor theme park, and at private parties and public school classrooms.

WORK HISTORY

Founding Principal , Valley Arts & Science Academy
Curriculum Specialist/Science, Fresno Unified School District
Chavez Adult School - ESL
Classroom Teacher – K, 1st, 2nd, 4th, 5th, 6th
Teacher Support & Training
Visual Arts Program – K-8
Program Development & Grant Writing Storyland Children's Theme Park
Board of Trustees & Program Development at The Discovery Center Children's Science Museum

EDUCATION, CERTIFICATION, LICENSES

California State University, Fresno

- Multiple Subjects Credential in Elementary Education
- BS in Special Major, Biology & Education
- Supplemental Certificate in Life Science

Fresno Pacific University – Masters Program in Organizational Leadership

Charter Schools Leadership Institute
Grant Writing – United Way & CSU Fresno coursework
Early Literacy Training – Rigby Company

- National Center For Family Literacy
- Fresno County Office of Education
- San Joaquin Valley Writing Project

Center For Peacemaking & Conflict Studies – School Conflict Management

Beginning Teacher's Support & Assessment (BTSA) – Support Provider & Admin. Training, Cognitive Coaching
Keeping Score – Music Training with the San Francisco Symphony and the Fresno County Office of Education
Parenting Partners – Coursework/Training in Parenting Techniques
Conference Presentations – Brain Symposium, CA Kindergarten Association, Puppeteers of America, California Science Teachers Association, California Charter Schools Association

Fresno Unified School District

Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

☁ Lead Developer ☁ Director/Principal ☁ On-site Financial Manager ☁ Other Co. Founder

Legal Name (First/Middle/Last): Bard M De Vore

Other Names Used (i.e. Maiden/Former Married): N/A

Address: 3430 Phillip Ave

City: Clovis State: CA Zip Code: 93612

Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information	
My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization: • Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School. • Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School. • Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School. • Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.	
Signature:	
Name: Bard M De Vore	Date: 10/8/20

Clovis, CA 93612 • (559) 355-7575 • barddoc@pacbell.net

PROFESSIONAL SUMMARY

Innovative Academic leaders focused on engaging with students and educators to meet students needs and support student success. Committed to providing empowering leadership through clear and open communication. Known for consistently supporting students and staff as an educational advocate. Motivational in team building, culture improving and performance-increasing initiatives. Demonstrates versatility in leadership approaches to acquire active participation in collaborative activities.

SKILLS

Relationship building and management Alternative education specialist
At-risk youth
Student-centered learning
Middle school, secondary and Adult education Student engagement
Online learning tools
Data collection and analysis
Classroom Management
Curriculum Development
Student records management
Instructional leadership
Program development and management Strategic Planning

WORK HISTORY

Teacher 08/2002 - Current

Fresno Unified School District - Fresno, CA

JE Young Academic Academy 2009-Current Teacher with HOUSSE credentialing in all subject areas and electives, Alternative Education specialist, 504 Coordinator (2009-2012), assisted in developing and delivering alternative education services to students on comprehensive high school campuses throughout Fresno Unified School District.

Edison High School 2005-2009 English Teacher, Assistant Varsity Basketball Coach, Varsity Golf Coach, Assistant Track Coach, Announcer for Football and boys and girls Basketball.

Scandinavian Middle School 2002-2005 English Teacher, Athletic Director, Coach, Department Head, TSA Guidance Learning Coordinator (2004-2005), Developed and implemented before and after school programs. Responsible for creating and maintaining the programs budget. Assess students' strengths and weaknesses regularly to provide appropriate strategies for addressing learning needs.

Adjunct Professor

National University - Fresno, CA 09/2010 - Current

Instruct students using on-line lectures, discussions and Blackboard Collaborate live video sessions for Teacher Education courses and Masters in Education courses.

Work with graduate students on development of their Masters Professional Development Quest Portfolio. Define and articulate learning outcomes, including rubrics to improve student learning. Track student assignments, discussion board posts and test scores by using online database to provide real-time progress monitoring.

Chairperson

Western Association Of Schools And Colleges (WASC) - Burlingame, CA 08/2013 - Current

Lead accreditation teams to determine Accreditation Status of schools based on WASC criterion. Produce and deliver a detailed report outlining accreditation terms and justifications for findings and a final presentation to the school visited as well as stakeholders and community members.

Founding Board Member

Golden Charter Academy - Fresno, CA 10/2019 - Current

Offered expertise on employee and business development plans to enhance implementation and routine oversight.

Crafted business plans that identified long term company goals and also detailed smaller goals to keep organization on track.

Focused teams on developing innovative and cutting-edge approaches at all levels with effective resource allocation and strategic planning.

Summer School Principal

Fresno Unified School District - Fresno, CA 06/2018 - 06/2019

Interviewed, hired, supervised and assisted all school employees and offered feedback through positive methods.

Oversaw administrative functions for Summer School Sessions.

Built productive relationships with parents of students facing difficult situations at school or at home. **Committee Member**

Western Association Of Schools And Colleges - Burlingame, CA Served as a team member during WASC visits. 08/2011 - 08/2013

Assisted in determining WASC accreditation status through a detailed report that outlined findings and evidence in support of accreditation recommendation provided by the WASC visiting committee.

Adjunct Professor

University Of Phoenix - Fresno, CA 08/2010 - 06/2016

Instructed students using lectures, discussions and demonstrations in the area of Action research, Writing, Language development, critical thinking and Literature.

Employed variety of teaching techniques to encourage student engagement and cater to diverse learning modalities.

Teacher

Fresno County Office Of Education - Fresno, CA
08/1992 - 06/2002

Observed and evaluated students' performance, behavior, social development and physical health. Kept students on-task with proactive behavior modification and positive reinforcement strategies. Teacher of the year nominee, 1999 and 2002
Specialized in at-risk youth

Administration And Policy
Pepperdine University - Malibu, CA

EDUCATION

06/2008

Doctor of Education: Educational Leadership,

Dissertation: Attitudes & Perceptions of High School Career and Technical Education in California's Central Valley
Received the Pepperdine Presidents Fellowship
Graduated magna cum laude

Master of Arts: Cross-Cultural Education W/Single Subject Cred.
National University - Fresno **Bachelor of Arts**: English 05/2002

California State University - Fresno - Fresno, CA 05/1997

ACCREDITATIONS

California Administrative Services Credential Tiers 1 and 2.
California Clear Single-Subject Teaching Credential
CLAD Certification
National Coaching Certification

PROFESSIONAL MEMBERSHIPS

Phi Delta Kappa
ACSD
CTA

Fresno Unified School District

Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

☒ Lead Developer ○ Director/Principal ○ On-site Financial Manager ○ Other _____

Legal Name (First/Middle/Last): Robert D. Golden

Other Names Used (i.e. Maiden/Former Married): _____

Address: 1719 L. Street

City: Fresno State: CA Zip Code: 93721

Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information	
My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization: • Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School. • Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School. • Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School. • Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.	
Signature:	
Name: Robert Golden	Date: 10/8/2020

ROBERT D. GOLDEN SR.

1719 L Street Fresno, CA 93721 559-999-4887 Robert@goldencharteracademy.org

PROFILE

Professional Football player in the NFL for seven years demonstrating the ability to successfully perform in highly competitive environments & working under extreme pressure. Diverse industry & functional experience with a driven attitude to motivate, encourage and bring out the best in others. Reputation for providing leadership in team like settings.

EXPERIENCE

GOLDEN CHARTER ACADEMY - 2019-PRESENT

- Founder and C.E.O. of developmental Processes regarding establishing the educational school.
- Kansas City Chiefs 2018 (Free Safety & Special Teams).
- Pittsburgh Steelers 2012-2017 (Cornerback, Free Safety, Strong Safety, Special Teams)

PITTSBURGH STEELERS TEAM CAPTAIN – 2014-2017

ELECTED BY PITTSBURGH STEELERS TEAMMATES TO BE THE CAPTAIN OF THE SPECIAL TEAMS UNIT FOR FOUR CONSECUTIVE YEARS.

- Responsible for making sure the unit was motivated and prepared to execute the game plan.
- Helped create winning game plans with special team coordinator.
- Robert helped lead the Steelers to 3 AFC North Championships, and appeared in 4 playoff births during those captaincy years.

PITTSBURGH STEELERS PLAYER ENGAGEMENT – 2017-2018

- Encouraged players to continue education during the offseason.
- Helped organize post NFL career internships with the NFLPA.
- Taught rookies how to manage life outside of football. (Pay bills, agendas, structure)

BEGREAT SPORTS – 2018-2019

BeGreat Sports is a sports agency that tailors to more than 15 current NFL players.

- Player Development - Teach rookies how to be a professional on and off the field.
- Assistant Recruiting Coordinator - I recruited 4 players to BeGreat Sports who all participated in the NFL.

EDUCATION:

References upon Request

UNIVERSITY OF ARIZONA, TUCSON – 2018
BACHELOR OF GENERAL STUDIES; SOCIAL & HUMAN UNDERSTANDING.

ROBERT D. GOLDEN SR.

1719 L Street Fresno, Ca 93721 559-999-4887 Robert@goldencharteracademy.org

RESUME ADDENDUM PAGE 2 OF 2 EXCELLENCE SKILLS & COMMUNITY SERVICE:

EXCELLENCE SKILLS:

- Leading & Developing Teams
- Motivator
- Multi-Tasking
- Teaching
- Public Speaking
- Effective Communicator
- Radio & Television Broadcast
- Media

COMMUNITY SERVICE:

Believe & Achieve Football Clinic: 2013-Present:
Robert Golden host a free football clinic at Fresno State stadium for children throughout the San Joaquin Valley. It is a clinic where kids get to learn from current and former NFL Players, as well as Collegiate athletes. Each year, the camp averages over 500 free participants.

Robert Golden Health & Fitness: 2016-2017
Robert Golden put together a free health & fitness training class for his under privilege community in Fresno CA. Robert had 5 trainers from 5 different gyms come together with a game plan to train over 50 individuals to promote health & Fitness.

Robert Golden Diabetes Awareness Walk: 2017-Present
After Robert lost his dad, and high school coach to the deadly disease of diabetes, he wanted to bring awareness to his community. Robert host an annual diabetes awareness walk every year at his alma mater, Edison High School, Fresno CA.

References upon Request

Dicks Sporting Goods NO BULLYING: 2018

Robert 2018 offseason he promoted No Bullying in Fresno Unified School District. Robert spoke to multiple schools in Fresno Unified about anti-bullying. He partnered with Dicks Sporting Goods for his NO Bullying Campaign. Robert was able to take bullied kids in low income neighborhoods on a shopping spree at Dicks Sporting Goods.

References upon Request

Fresno Unified
School District

Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

o Lead Developer o Director/Principal o On-site Financial Manager o Other Board Chair

Legal Name (First/Middle/Last): Edward Charles González

Other Names Used (i.e. Maiden/Former Married): N/A

Address: 2117 W. San Joe Ave.

City: Fresno State: CA Zip Code: 93711

Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature:

Name: Edward C. González Date: 10/1/20

Edward C. González, Ed.D.
2117 W. San Jose Ave.
Fresno, CA 93711
(559) 977-7487
edward.edgeconsulting@gmail.com

EDUCATION:

2017-2020	Doctorate in Educational Leadership, CSU Fresno
1997-2002	Professional Clear Administrative Credential, CSU Fresno
1997-1999	Master of Arts in Educational Leadership, CSU Fresno
1981-1982	Multiple Subjects Credential, CSU Fresno
1975-1981	Bachelor of Arts in Political Science, CSU Fresno

EMPLOYMENT:

2019-Curr	Senior Advisor and Board Chair, Golden Charter Academy
2017-Curr	Founder and Senior Consultant, Edge Consulting and Educational Services
2017-Curr	Facilities Consultant, SchoolWorks, Inc.
2013-2017	Superintendent, Madera Unified School District
2012-2013	Administrator of Dropout Prevention, Fresno County Office of Education
2010-2012	Associate Superintendent, Department of Prevention and Intervention, Fresno Unified School District
2006-2010	Superintendent/Principal, American Union Elementary School District
2004-2006	Principal, John Adams Elementary School, Madera Unified School District
1998-2004	Principal, Martin Luther King, Jr. Middle School, Madera Unified School District
1997-1998	Vice Principal, Martin Luther King, Jr. Middle School, Madera Unified School District
1982-1997	Teacher, Madera Unified School District

HONORS:

2015 (Dec)	*District Administration* magazine - Subject of feature article ("What Could $500 Buy?") regarding innovative Professional Development in Madera Unified School District
2014 (Sep)	Sole K-12 public school representative selected to participate in the "Skills Initiative," a German Embassy-sponsored program highlighting Vocational Education in Germany
2009	Fresno County Office of Education - "Tech Savvy" Superintendent
2005	Association of California School Administrators (ACSA) Region IX Award Recipient - Diversity
2003 (Nov)	*School Library Journal* - National Administrator of the Year (inaugural award)
2003 (Nov)	*School Library Journal* - Subject of feature article ("Ultimate Advocate: A Principal transforms a failing school by investing in its Media Specialist")
1992-2000	Five-time nominee for *Who's Who Among America's Teachers*
1995	Madera Unified Distinguished Teacher Representative: Ripperdan School
1991	Madera Unified Distinguished Teacher Representative: Dixieland School

PROFESSIONAL ORGANIZATIONS:

2015 - 2016	Stanford University Executive Program for Educational Leaders (EPEL), inaugural cohort
2014 – 2017	Association of California School Administrators (ACSA), Urban Education Committee
2013 – 2017	Madera County Coalition
2013 – 2017	Madera Compact committee
2013 – 2017	Madera County Interagency Council

2013 - 2017	California Association of Latino School Administrators (CALSA)
2013 – 2017	Association of Mexican American Educators (AMAE) – Madera Chapter
2005 - 2017	Association of California School Administrators (ACSA), Region IX
2013 - 2015	UC Davis Center for Applied Policy in Education (CAP-Ed), Advisory Board
2013	Youth Court Fresno County, Steering Committee
2013	The Children's Movement, Work Group
2011-2013	Stop Hate and Respect Everyone (SHARE), Steering Committee
2010-2013	California Institute for School Improvement (CISI), Board of Directors
2012	Graduation Task Force, Fresno Unified School District
2010-2012	Fresno County Interagency Council for Children and Families, Board of Directors and Executive Committee member
2008-2010	Central Valley Educational Coalition (CVEC), Fresno County Representative
2006–2010	Central Valley Educational Leadership Institute (CVELI), Executive Leadership Committee
2007-2008	California Technology Assistance Project (CTAP), Administrative Representative for Fresno County

NON-PROFIT/GOVERNMENT/COMMUNITY SERVICE ORGANIZATIONS:

2019 – Curr	Golden Charter Academy, Board of Directors
2016 – Curr	Central California Latino Giving Circle, member
2014 – Curr	Fresno Chaffee Zoo Corporation, Board of Directors
2014 – 2020	Girl Scouts of Central California South, Board of Directors
2011 – 2018	Valley Cultural Coalition (VCC), Board of Directors
2016 – 2017	WYE Madera County (High-Speed Rail Advocacy Council), member
2011 – 2013	The Fencepost Project (Foster, Homeless, and Expelled Youth), Founder and Director
2010 – 2013	Youth Leadership Institute (YLI), Advisory Board
2011 – 2012	CREATE for the Westside, Advisory Board
1991 – 2007	Second Take Choral Ensemble, singer, composer, and performer

NOTEWORTHY PRESENTATIONS

2016 (Jan)	"Pursuing the Dream" – Keynote Speaker at MLK Celebration, Madera, CA
2015 (Jan)	"A Life of Service" – Keynote Speaker at Court-Appointed Special Advocates (CASA) Annual Awards Dinner, Fresno, CA
2011 (Feb)	"Disproportionality in Discipline in Fresno Unified School District" – Presented at the Commission on Civil Rights, Washington D.C.
2004 (Dec)	"Making Library/Media Centers the Hub of the Curriculum" – Presented at the California School Boards Association (CSBA) Annual Conference, San Francisco, CA
1998 (Jan)	"The Life of Martin Luther King, Jr." – Keynote Speaker at MLK Celebration, Madera, CA

REFERENCES

Scott Barton, Executive Director
Fresno Chaffee Zoo
894 W. Belmont Ave.
Fresno, CA 93728
(559) 313-6486 – Cell
(559) 498-5915 - Office

Robert Frausto, Superintendent
Kerman Unified School District
151 S. First St.
Kerman, CA 93630
(559) 842-2000 – Office

(559) 232-8504 – Cell

Todd Lile, Superintendent
Madera Unified School District
1902 Howard Road.
Madera, CA 93637
(559) 675-4500 Ext. 220 – Office
(559) 285-8677 - Cell

Dr. Cecilia Massetti, Superintendent
Madera County Superintendent of Schools
1105 S. Madera Ave.
Madera, CA 93637
(559) 662-6220 - Office
(559) 978-4426 – Cell

Jim Yovino, Superintendent
Fresno County Superintendent of Schools
1111 Van Ness Ave.
Fresno, CA 93704
(559) 930-5412 – Cell
(559) 265-3090 – Office

Julia Copeland, Executive Director
Youth Orchestras of Fresno
5627 N. Figarden Ave., Suite 201
Fresno, CA 93722
(812) 320-3885 – Cell
(559) 275-6694 – Office

Carles Beckett, Director of Human Resources (Retired)
Madera Unified School District
1902 Howard Road
Madera, CA 93637
(559) 706-6304 – Cell

Dr. Julia O'Kane, Superintendent (Retired)
Madera Unified School District
1902 Howard Road
Madera, CA 93637
(559) 706-0626 – Cell

Fresno Unified
School District

Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

_ Lead Developer _ Director/Principal _ On-site Financial Manager

_x Other Advisory Committee Member

Legal Name (First/Middle/Last): G Bradley Huff

Other Names Used (i.e. Maiden/Former Married): _____

Address: 1637 W. Morris Avenue

City: Fresno State: CA Zip Code: 93711

Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information

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Signature: G Bradley Huff

Name: G. Bradley Huff | Date:

Brad Huff
1637 West Morris, Fresno, CA 93711
559.412.4450 home; 559.930.1786 cell; bradh@csufresno.edu

EDUCATION

PhD, MA, Physics, University of Washington, Seattle, WA
MAT, Physical Science and Mathematics Education, Harvard University
AB, Physics, Hamilton College, Clinton NY

California Single Subject Clear Credentials in Physical Science and Mathematics
New York State Permanent Credentials in Physical Science and Mathematics

RELEVANT PROFESSIONAL EXPERIENCE

Vice President for Educational Programs – StudentNest, Fresno, CA
Consultant – Measurement, Inc. reviewing test items for CAASSP
Consultant – California Department of Education, Sacramento, CA, several assignments including reviewing of instructional materials and assessing test items
Instructor/Part Time – Heald College, Fresno, CA
Instructor/Part Time – San Joaquin Valley College, Fresno, CA
Coordinator – MSTI CSET Science Workshops at Fresno State, Fresno, CA
Visiting Committee Chair – Western Association of Schools and Colleges
Project Director – Valley Arts & Science Academy, Fresno, CA
Consultant – charter schools in the Central Valley of California
Academy for Civic and Entrepreneurial Leadership (ACEL) – Fresno
New Spirit Charter Academy – Fresno
Ivy League Academy of Avenal - Avenal
Board Member – KIPP Academy, Fresno – Fresno
Founding Head of School – University High School, Fresno, CA
Reader and Consultant – Advanced Placement Program/Mathematics – Calculus AB and BC
Physics Consultant – American Board for Certification of Teacher Excellence
Coordinator/Developer – California Department of Education, Golden State Examination in Physics
Science Coordinator/Curriculum Specialist – Fresno County Office of Education, Fresno, CA also serving as California State Director, Odyssey of the Mind, Director of Regional Science, Mathematics and Engineering Fair, Director of Science Olympiad Regional Competition
Teacher on Special Assignment at Edison High School for the District Department of Curriculum and Instruction – Fresno Unified School District
Assistant Professor of Physics, Mathematics, and Education - State University of New York at Geneseo
Research Associate, Department of Physics – University of Pittsburgh, Pittsburgh, PA
Assistant Professor of Physics – Hamilton College, Clinton, NY
Head Teaching Assistant and Pre-Doctoral Lecturer – Department of Physics, University of

Washington, Seattle, WA
Teaching Assistant, Department of Physics – Rutgers, the State University, New Brunswick, NJ
Master, The Pingry School, Elizabeth, NJ
Teaching Intern – Wayland Junior High School, Wayland, MA as part of the Harvard Graduate School of Education Master of Arts in Teaching Program

PROFESSIONAL AFFILIATIONS

Phi Delta Kappa
American Association of Physics Teachers
National Science Teachers Association
National Council of Teachers of Mathematics
California Science Teachers Association
California Mathematics Council

HONORS

Administrator of the Year, California Science Teachers Association
Margaret Nicholson Outstanding Service Award, California Science Teachers Association
Guest lecturer on creativity and education for gifted and talented students sponsored by the Odyssey of the Mind Program, Shanghai, China
Teacher of the Year, California Association for the Gifted
Physics Teaching Resource Agent, American Association of Physics Teachers
Phi Delta Kappa, Harvard University Chapter

REFERENCES

Dr. Carol Fry Bohlin, Kremen School of Education and Human Development, CSU Fresno carolb@csufresno.edu, 559-278-0237

Chander Joshi, CEO, StudentNest, 2121 Merced Street, Fresno CA cjoshi@studentnest.com 916-505-3508

Dr. John Walkup, Department of Physics, CSU Fresno jwalkup@csufresno.edu 559-278-7741

Fresno Unified School District

Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

☁ Lead Developer ☁ Director/Principal ☁ On-site Financial Manager ☁ Other Curriculum Developer

Legal Name (First/Middle/Last): Rosanna Ruiz

Other Names Used (i.e. Maiden/Former Married): Nelson, Ruiz-Collison

Address: 5943 E. Laurel Ave.

City: Fresno State: CA Zip Code: 93727

Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

Authorization to release Information
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Signature:
Name: Rosanna Ruiz — Date: 10/13/20

Rosanna Ruiz
5493 E. Laurel Avenue
Fresno CA 93727

(559) 313-1789
rosannar@csufresno.edu

Professional Competencies

- Exceptional servant leader with a proven ability to effectively serve individuals in the private, public, corporate, and nonprofit sectors.
- Well organized, meticulous and comfortable in a fast-paced setting.
- Strong interpersonal skills; approachable, personable and able to connect with diverse populations.
- Effective at managing multiple tasks and priorities simultaneously; ability to orchestrate large projects requiring input from various sources.
- Proven competence in data analysis, and able to compile information in a succinct and clear manner; both written and verbal.
- Highly skilled in developing learning modules that enhance existing curriculum and create real life connections.
- Effective at presenting curriculum in a meaningful and engaging manner.
- Highly skilled in using technology and consistent in keeping up with changing technologies.

Education

California State University, Fresno, CA

EdD Educational Leadership Doctoral Program — **May 2020**
Dissertation: *Awe as a Professional Development Approach in Environmental Education*
Research interests: environmental education, eco-literacy, environmental justice, experiential learning, neuroscience, place-based education.

Fresno Pacific University, Fresno, CA

MA Business – Leadership and Organizational Studies — **May 2010**
Thesis: *Leadership Perspectives: Elements of Change*
Research interests: leadership development, transformation, building dynamics with diverse groups, defining moments and empowerment.

California Polytechnic State University, Pomona, CA

Post-graduate Work – Kinesiology and Recreation — **Sept 1996 to June 1997**
Emphasis: Pedagogy and Curriculum Development

BS Recreation Administration — **June 1996**
Emphasis: Management and Outdoor/Wilderness Education

Employment

Golden Charter Academy, Fresno — **March 2020 to Present**
Program/Curriculum Developer and Environmental Education Specialist
- Develop philosophical framework, values, mission, and vision.
- Participate in the development of the charter petition.
- Develop curricular pathways through environmental education, while integrating core subject matter.
- Continuous research on curriculum, best practices, and supporting research.
- Orchestrate the final compilation of final charter petition draft.
- Develop marketing materials that support branding and recruitment.
- Articulate messaging for various Academy uses.

California State University, Fresno **January 2016 to Present**

Recreation Administration Department Lecturer: Lifelong Learning in the Natural Environment, Environmental Interpretation, Supervision & Administration, Program Development, Leadership, Contemporary Leisure, Service-Learning

- Connect students to the importance of natural resources and the role effective interpretation can play in stewardship efforts.
- Apply a variety of hands on activities to help students develop effective communication skills in an array of modalities and media; including both static and interactive elements.
- Instill a sense of wonder and engage students in place-based activity modules as well as service-learning experiences.
- Implement, evaluate, and adapt curriculum as needed as a means of ensuring a sound presentation of concepts.
- Correlate learned skills with prospective career paths.
- Plan and deliver critical thinking, problem solving, and active-learning activities designed to meet course goals and the required student learning outcomes.
- Evaluate student work according to course, program and institutional student learning outcomes. Hold individuals accountable for demonstrating course content proficiency and utilize a variety of assessment techniques to measure student learning.
- Promote a collaborative and active learning environment that encourages students to challenge themselves. Help students recognize that they can meet their educational goals.
- Know and abide by the policies, regulations and procedures specific to CSU Fresno.

Fresno County Superintendent of Schools, Fresno CA **August 2015 to Present**

Scout Island Instructor

- Instruct student groups in outdoor science modules in a place-based setting.
- Adapt to unique learning opportunities in an outdoor realm, while still maintaining the integrity of the curriculum.
- Instill a sense of wonder and engage students in the importance of environmental stewardship.
- Evaluate, adapt, and implement curriculum to Common Core and Next Generation Science Standards. Ensure a sound presentation of concepts.
- Share and incorporate best practices on current activity modules.
- Required to know and abide by the policies, regulations and procedures specific to FCOE.

Sierra Foothill Conservancy, Prather CA **Feb 2008 to June 2018**

Associate Director, Education and Outreach Director, Education Program Manager

- Responsible for aspects of organizational systems management, including but not limited to human resources; OSHA compliance; implementation of Land Trust Alliance policies; finance, budget and grant administration.
- Provide direction, supervision, training, and support, to staff, volunteers, and interns.
- Responsible for outreach communications including the website, eNewsletter, online Event Calendar, and the program registration process.
- Cultivate and maintain positive working relationships with state and federal agencies, community partners, educational entities, members and volunteers.
- Manage and evaluate the design, development, and coordination of youth programs. Recruit and train volunteers to implement programs. Adapt curriculum to Common Core and Next Generation Science Standards.
- Write and administer grant funding specific to education and stewardship programs.
- Implement the UC California Naturalist course. Duties include curriculum development, instruction, planning field days, recruiting guest speakers, counsel and advise students on appropriate capstone projects.
- Mentor interns. Develop student-specific goals and objectives for the term of service; implement training, provide continuous opportunities for development and growth; evaluate progress and offer new direction.

Heald College, Fresno CA **July 2010 to April 2015**

Adjunct Instructor: Environmental Science and Mathematics

- Instructed courses in environmental science and mathematics in the general education program.
- Know and abide by the policies, regulations and procedures specific to Heald college.
- Participated in student counseling activities including tutoring, progress evaluation, and the development of strategies for student success.
- Communicated regularly with students outside of class. Instructors were required to contact all absent students and advise them of missed or upcoming assignments. Also provided out of class support to students needing help with their assignments.
- Planned and delivered critical thinking, problem solving, and active-learning activities designed to meet course goals and the required student learning outcomes.

- Evaluated student work according to course, program and institutional student learning outcomes. Held individuals accountable for demonstrating course content proficiency and utilized a variety of formative and summative assessment techniques to measure student learning.
- Promoted a collaborative and active learning environment that encouraged students to challenge themselves. Helped students recognize that they can meet their educational goals.
- Partnered with the Learning Resource Center, Student Services, and the Advising staff on support plans for students in need of academic or personal assistance.

Honors and Certifications

Service-Learning Research Fellowship — **November 2019**
California State University, Fresno

Phi Kappa Phi – Honor Society — **March 2019**
California State University, Fresno

Morpho Institute Educator Academy Scholarship Recipient — **February 2019**
Morpho Institute Educator Academy in the Amazon Rainforest

DISCOVERe Mobile Technology Program Certification — **January 2019**
California State University, Fresno

Advanced Online and Blended Teaching Certification — **September 2018**
California State University, Fresno

Service-Learning Faculty Development Grant — **September 2018**
California State University, Fresno

Community Hero — **June 2016**
California State University, Fresno
College of Health and Human Services: Department of Recreation Administration

Certified Interpretive Guide — **May 2016**
National Association of Interpretation

California Naturalist – Instructor — **August 2014**
University of California, Division of Agriculture and Natural Resources

California Naturalist - Certificated — **July 2014**
University of California, Division of Agriculture and Natural Resources

Parthenon Recipient and Teacher of the Year Nominee — **April 2012**
Heald College, Fresno

Leadership Fresno Graduate — **June 2010**
City of Fresno Chamber of Commerce

President's Award: — **September 2010**
Exemplary Contributions to Community Service & Service-Learning
California State University, Fresno

Affiliations

California Association for Environmental Education - Member — **July 2020 - present**

The Morpho Institute – Advisory Council — **January 2020 - present**

National Association for Interpretation - Member — **May 2016 - present**

California Naturalist – Member — **July 2014 - present**
University of California, Division of Agriculture and Natural Resources

Leadership Fresno - Alumni — **June 2010 - present**
City of Fresno Chamber of Commerce

References

Chris Fiorentino
Director of the Jan and Bud Richter Center for Community Engagement and Service-Learning at CSU, Fresno
chrisf@mail.fresnostate.edu
559-278-8848

Dr. Samuel Lankford
CSU Fresno Recreation Administration Department Chair
slankford@csufresno.edu
559-278-2624

Dr. Lupe Jaime-Mileham
Senior Director of Early Care and Education at Fresno County Superintendent of Schools
ljaime@fcoe.org
Phone: (559) 497-3846

Mary Kate McKenna
Deputy Executive Director, Mendocino Coast Healthcare Foundation
ed@mchfoundation.org
707-961-4671

Fresno Unified School District

Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

o Lead Developer ✓Director/Principal o On-site Financial Manager o Other _____

Legal Name (First/Middle/Last): Keshia Thomas

Other Names Used (i.e. Maiden/Former Married): _____

Address: 1005 W. Kearney Blvd.

City: Fresno State: CA Zip Code: 93706

Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
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Signature: [signature]	
Name: Keshia Thomas	Date: 10/7/2020

Keshia Thomas
1005 W Kearney Blvd
Fresno, Ca. 93706
559-960-2292

SUMMARY OF EXPERIENCE

President of Fresno Unified School District Board of Trustees1
Director of community economic development program
Program Director of workforce program
Experience in teaching Algebra I, Geometry, Algebra II, CAHSEE Math, English, and Science
Developed and implemented a Careers Program for high school students
Journeyman Cashier
Licensed cosmetologist

PROFESSIONAL EXPERIENCE

Saint Rest Economic Development Corporation **Executive Director**	2019 to Present	Fresno
Career Development Center **Consultant / Program Director**	2010 to Present	Fresno
McLane High School **Algebra Instructor**	2015 to 2018	Fresno
Carter G. Woodson Public Charter School **CAHSEE Instructor/Vice Principal**	2012 to 2015	Fresno
New Millennium Institute of Education Fresno **Algebra and Geometry Instructor/ Director of Careers**	2010 to 2012	Fresno
Fresno Unified School District **Algebra and Geometry Instructor**	2006 to 2010	Fresno
New Millennium Institute of Education **Algebra and Geometry Instructor**	2005 to 2006	Fresno
Von's Grocery Store **Cashier / Supervisor**	1995 to 2005	Fresno

EDUCATION

National University — Fresno
Bachelor of Art **2005**
Masters Degree in Education **2012**
Administrative Credential **2015**

ORGANIZATIONS AND AFFILIATIONS

I also sit on the Board of The Center for Advanced Research and Technology, Daily Charter school, Central Valley New Market Tax Credit, and the Mary Ella Brown Parks and recreation. I am also a member of the Women's Democratic Club, National Women's Political Caucus, West Fresno Democratic Club, Kennedy Club and Chair of the Youth and Young Adults committee of Black Women Organized for Political Action (BOWAPA), and Assistant Director of FMBC Homeless Ministry.

Board Member Information

Fresno Unified School District
Request for Current or Prospective Board Member Information

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate the specific knowledge and expertise that you would bring to the board.

Authorization to release Information

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Signature: Jami Haimel Dela Cerda

Name: Jami Haimel Dela Cerda

Position on the Board: Member

Date: 10/6/20

Jami Hamel De La Cerda M.S. SpEd

1. I was invited to participate on the GCA board by Mr. Robert Golden. We share a passion for education, diversity and embracing all children. I am the founder/CEO of Diamond Learning Center, Inc. Robert has spent many hours volunteering in our learning center, in classes from Sport Talk to Music to Personal Social Communication.
2. GCA represents diversity, inclusion, and Universal Design. Terms and frameworks that the Special Education world has embraced for years. I look forward to observing and experiencing student success.
3. I have severed on the following boards: Advisory for First Five of California, Advisory for KYJO, Advisory for Break the Barriers and Advisory for Central California Down Syndrome Association of Central California.
4. I believe the role is to be honest, open, embrace the mission of the charter and strive to make the mission and vison the reality.
5. I bring experience as a business owner, special education teacher, Adjunct Professor: Graduation studies special education, Teacher Mentor, and undergraduate education. My greatest role is as a Proud Mom of 3 Kings. My unique experience is navigating and advocating for the most basic of educational rights and writing curriculum for my son Elijah, who has Down Syndrome.

Jami L. Hamel De La Cerda M.S. SpEd

1717 W. Ellery Way, Fresno, CA 93711
(559) 907-9899

EMPLOYMENT EXPERIENCE

2015 – Present **FOUNDER / CEO**
ISE PUBLISHING, INC
Published: Am I Invisible? – Children's book –Author Samuel De La Cerda

2013 - Present **ADJUNCT PROFESSOR / EDUCATION CONSULTANT/MENTOR**
FRESNO PACIFIC UNIVERSITY
School of Education
Special Education Graduate Studies
3/2013 Course re-write School of Education Graduate Studies

2012 – Present **ADJUNCT PROFESSOR**
CALIFORNIA STATE UNIVERSITY, FRESNO
Adjunct Professor School of Education and Human Development
Department of Literacy, Early, Bilingual and Special Education.

2009 – Present **FOUNDER / PRESIDENT**
Gems for L.I.F.E.
Professional Development, Assistance and Support Serving Individuals with Intellectual Disabilities Birth through Adulthood and their families.

2001 – Present **FOUNDER / CEO**
DIAMOND LEARNING CENTER, INC.
Professional Development and Educational Services for Individuals with Intellectual Disabilities Birth through Adulthood. Behavioral, Vocational, Paid employment and Academic Life Skill Development. Advocacy and Support DLC serves as an Internship site for California State University Fresno.

005 – 2014 **FOUNDER / PRESIDENT**
CENTERS FOR LIFELONG LEARNING, Inc.
Professional Development and Educational Serves for Individuals with Intellectual Disabilities Birth through Adulthood and their families.

998 – 2005 **SPECIAL EDUCATION TEACHER**
FRESNO COUNTY OFFICE OF EDUCATION – Special Education Adult Transition Program
Develop and Implement curriculum for 18-22 year old students with moderate to severe physical and/or intellectual disabilities.

998 – 2002 **SPECIAL EDUCATION TEACHER** **Home Instruction**
Develop and implement educational strategies for students with moderate to severe disabilities and are unable to attend school regularly due to medical concerns.

- Nominated for "Teacher of the Year", Central Unified School District.

EDUCATION

National University, Fresno, CA – Masters of Science, Special Education
Professional Clear / Single Subject Credential, Social Science
Mild / Moderate Education Specialist Credential
Moderate / Severe Education Specialist Credential
Cross Cultural Language Development
California State University, Fresno
Bachelor of Arts Degree, Anthropology – Culture and Human Behavior\

AFFILIATIONS

International Association of Special Education – Member
Council for Exceptional Children International – Member
CA – California Council for Exceptional Children – Member
Council of Administrators of Special Education – Member
Division of Career Development and Transition – Member
Division of International Special Education & Services – Member
Division for Learning Disabilities - Member
The Association of the Gifted - Member
Autism Society of America - Member
Special Olympics – Volunteer, Coach, Coordinator
Down syndrome Association of Central Cal – Past Advisory Board Member & Volunteer
Fresno Women's Network – Member
Division for Early Childhood – Member
Free Wheel Project – Advocacy - Sponsor
Community Connections – Past Board Member
U Turns Allowed – Sponsor
Break the Barriers – Sponsor
KYJO Keeping Youth Moving Forward – Past Board Member

RECOGNITIONS

Top 10 Stories of Hope – Focus Forward Magazine - 2016
Top 10 Professional Women Business award – Marjorie Mason Center
City of Fresno Disability Advisory Commission Achievement Award – 2014
Mark Golden Award – Division of Career Development and Transitions – Division of International Counsel for Exceptional Children - 2013
Business of the Year – Marjaree Mason Center – 2012
Down Syndrome Association of Central California Founders Award – 2012
Poverello House – Recognition of Volunteerism Award – 2012, 2011
Down Syndrome Association of Central California – Volunteer of the Year DLC 2012, 2011
Fresno County Board of Supervisors – Proclamation – 2012, 2011
County of Fresno – Certificate of Recognition –Celebration of Learning Event -2009
Spirit of Philanthropy Award – 2007
Speaking Engagements

Fresno Unified School District
Request for Current or Prospective Board Member Information

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☑ Yes ☐ No

Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

2. Explain why you wish to serve on the board.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

4. Describe your understanding of the appropriate role of a public charter school board member.

5. Indicate the specific knowledge and expertise that you would bring to the board.

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature:	
Name: Bard M. De Vore	
Position on the Board: Member	Date: 10/8/20

Dr. Brad De Vore

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

   - I am a founder and was asked to sit on the Board By the CEO, Robert Golden.

2. Explain why you wish to serve on the board.

   - I want to uphold the mission and vision of GCA and ensure that the board stays true to the task at hand, serving as a catalyst for change in the lives of the students that attend GCA.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

   - I served as the president of the Clovis High Football Boosters. THe experience lends itself to this opportunity.

4. Describe your understanding of the appropriate role of a public charter school board member.

   - Setting direction
   - Establishing an effective and efficient structure
   - Providing support
   - Ensuring accountability
   - Providing community leadership as advocates for children, the school district and public schools.

5. Indicate the specific knowledge and expertise that you would bring to the board.

   - Educational knowledge and over 23 years of experience as an educator and coach in the Central Valley.

Clovis, CA 93612 • (559) 355-7575 • barddoc@pacbell.net

PROFESSIONAL SUMMARY

Innovative Academic leaders focused on engaging with students and educators to meet students needs and support student success. Committed to providing empowering leadership through clear and open communication. Known for consistently supporting students and staff as an educational advocate. Motivational in team building, culture improving and performance-increasing initiatives. Demonstrates versatility in leadership approaches to acquire active participation in collaborative activities.

SKILLS

Relationship building and management Alternative education specialist
At-risk youth
Student-centered learning
Middle school, secondary and Adult education Student engagement
Online learning tools
Data collection and analysis
Classroom Management
Curriculum Development
Student records management
Instructional leadership
Program development and management Strategic Planning

WORK HISTORY

Teacher 08/2002 - Current

Fresno Unified School District - Fresno, CA

JE Young Academic Academy 2009-Current Teacher with HOUSSE credentialing in all subject areas and electives, Alternative Education specialist, 504 Coordinator (2009-2012), assisted in developing and delivering alternative education services to students on comprehensive high school campuses throughout Fresno Unified School District.

Edison High School 2005-2009 English Teacher, Assistant Varsity Basketball Coach, Varsity Golf Coach, Assistant Track Coach, Announcer for Football and boys and girls Basketball.

Scandinavian Middle School 2002-2005 English Teacher, Athletic Director, Coach, Department Head, TSA Guidance Learning Coordinator (2004-2005), Developed and implemented before and after school programs. Responsible for creating and maintaining the programs budget. Assess students' strengths and weaknesses regularly to provide appropriate strategies for addressing learning needs.

Adjunct Professor

National University - Fresno, CA 09/2010 - Current

Instruct students using on-line lectures, discussions and Blackboard Collaborate live video sessions for Teacher Education courses and Masters in Education courses.

Work with graduate students on development of their Masters Professional Development Quest Portfolio. Define and articulate learning outcomes, including rubrics to improve student learning. Track student assignments, discussion board posts and test scores by using online database to provide real-time progress monitoring.

Chairperson

Western Association Of Schools And Colleges (WASC) - Burlingame, CA 08/2013 - Current

Lead accreditation teams to determine Accreditation Status of schools based on WASC criterion. Produce and deliver a detailed report outlining accreditation terms and justifications for findings and a final presentation to the school visited as well as stakeholders and community members.

Founding Board Member

Golden Charter Academy - Fresno, CA 10/2019 - Current

Offered expertise on employee and business development plans to enhance implementation and routine oversight.

Crafted business plans that identified long term company goals and also detailed smaller goals to keep organization on track.

Focused teams on developing innovative and cutting-edge approaches at all levels with effective resource allocation and strategic planning.

Summer School Principal

Fresno Unified School District - Fresno, CA 06/2018 - 06/2019

Interviewed, hired, supervised and assisted all school employees and offered feedback through positive methods.

Oversaw administrative functions for Summer School Sessions.

Built productive relationships with parents of students facing difficult situations at school or at

home. **Committee Member**

Western Association Of Schools And Colleges - Burlingame, CA Served as a team member during WASC visits. 08/2011 - 08/2013

Assisted in determining WASC accreditation status through a detailed report that outlined findings and evidence in support of accreditation recommendation provided by the WASC visiting committee.

Adjunct Professor

University Of Phoenix - Fresno, CA 08/2010 - 06/2016

Instructed students using lectures, discussions and demonstrations in the area of Action research, Writing, Language development, critical thinking and Literature.

Employed variety of teaching techniques to encourage student engagement and cater to diverse learning modalities.

Teacher

Fresno County Office Of Education - Fresno, CA 08/1992 - 06/2002

Observed and evaluated students' performance, behavior, social development and physical health. Kept students on-task with proactive behavior modification and positive reinforcement strategies. Teacher of the year nominee, 1999 and 2002

Specialized in at-risk youth

Administration And Policy

Pepperdine University - Malibu, CA

EDUCATION

06/2008

Doctor of Education: Educational Leadership,

Dissertation: Attitudes & Perceptions of High School Career and Technical Education in California's Central Valley
Received the Pepperdine Presidents Fellowship
Graduated magna cum laude

Master of Arts: Cross-Cultural Education W/Single Subject Cred.
National University - Fresno **Bachelor of Arts**: English 05/2002

California State University - Fresno - Fresno, CA 05/1997

ACCREDITATIONS

California Administrative Services Credential Tiers 1 and 2.
California Clear Single-Subject Teaching Credential
CLAD Certification
National Coaching Certification

PROFESSIONAL MEMBERSHIPS

Phi Delta Kappa
ACSD
CTA

Fresno Unified School District
Request for Current or Prospective Board Member Information

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By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

2. Explain why you wish to serve on the board.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

4. Describe your understanding of the appropriate role of a public charter school board member.

5. Indicate the specific knowledge and expertise that you would bring to the board.

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature:	
Name: Robert Golden	
Position on the Board: President Of The Board	Date: 10/10/2020

Robert Golden

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
    - I am the president and CEO of Golden Charter Academy. I established the beginning Structural process and inquired the involvement of our current standing Board Members

2. Explain why you wish to serve on the board.
    - I have always strived to be an inspiration to my community. Serving on the School Board will allow me to further assist underserved communities and ensuring they receive the necessary programs and resources.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
    - I have not served as a Board Member previously, however decision making and team management was my primary roll as a team captain on the Pittsburg Steelers team.

4. Describe your understanding of the appropriate role of a public charter school board member.
    - The roll of a School Board Member is to oversee academic programs and to discuss and maintain financial stability of the charter. Setting Direction and establishing an effective and efficient structure. While simultaneously providing support and ensuring accountability, along with providing community leadership as advocates for children, the school district and public schools.

5. Indicate the specific knowledge and expertise that you would bring to the board.
    - Having served in leadership and organizational rolls in sports for 6 years, I have experience in encouraging, managing, and coordinating groups of individuals towards a common goal. I am passionate in my mission to inspire powerful young

minds, with my experience and exposure; I believe I will be able to motivate and assist In preparing our board to execute our goals and developing programs for our parents, students and staff.

UNIVERSITY OF ARIZONA, TUCSON – 2018
BACHELOR OF GENERAL STUDIES; SOCIAL & HUMAN UNDERSTANDING.

ROBERT D. GOLDEN SR.

1719 L Street Fresno, Ca 93721 559-999-4887 Robert@goldencharteracademy.org

RESUME ADDENDUM PAGE 2 OF 2 EXCELLENCE SKILLS & COMMUNITY SERVICE:

EXCELLENCE SKILLS:

- Leading & Developing Teams
- Motivator
- Multi-Tasking
- Teaching
- Public Speaking
- Effective Communicator
- Radio & Television Broadcast
- Media

COMMUNITY SERVICE:

Believe & Achieve Football Clinic: 2013-Present:
Robert Golden host a free football clinic at Fresno State stadium for children throughout the San Joaquin Valley. It is a clinic where kids get to learn from current and former NFL Players, as well as Collegiate athletes. Each year, the camp averages over 500 free participants.

Robert Golden Health & Fitness: 2016-2017
Robert Golden put together a free health & fitness training class for his under privilege community in Fresno CA. Robert had 5 trainers from 5 different gyms come together with a game plan to train over 50 individuals to promote health & Fitness.

Robert Golden Diabetes Awareness Walk: 2017-Present
After Robert lost his dad, and high school coach to the deadly disease of diabetes, he wanted to bring awareness to his community. Robert host an annual diabetes awareness walk every year at his alma mater, Edison High School, Fresno CA.

References upon Request

Dicks Sporting Goods NO BULLYING: 2018

Robert 2018 offseason he promoted No Bullying in Fresno Unified School District. Robert spoke to multiple schools in Fresno Unified about anti-bullying. He partnered with Dicks Sporting Goods for his NO Bullying Campaign. Robert was able to take bullied kids in low income neighborhoods on a shopping spree at Dicks Sporting Goods.

References upon Request

Fresno Unified School District
Request for Current or Prospective Board Member Information

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By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board. *I was made aware of the Golden Charter Academy's wish to create a charter school by Dr. Brad Huff. I was asked to sit on the Board by Robert Golden, the co-founder of GCA and the initiator of the charter school.*

2. Explain why you wish to serve on the board. *I have spent almost 40 years in public school education, including 20 years in administration. I work as an educational consultant in my retirement. I have also been active on several local boards. For that reason, I have the experience to help this school be successful.*

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. *I have never served on a board of a school district, but I served as a superintendent of two school districts (American Union: 2006-2010; Madera Unified: 2013-2017) for a total of eight years and, in that capacity, I served as the Secretary of the Board. I also have experience serving in non-profit boards, including the Valley Cultural Coalition, the Girl Scouts of Central California South, and the Fresno Chaffee Zoo.*

4. Describe your understanding of the appropriate role of a public charter school board member. *The role of a public charter school board member is to oversee the financial operations of the charter school to ensure that the school is being operating in a legal and economically-feasible manner, and to set policies for the charter school that are consistent with the 16 elements of the charter and provide maximum educational benefit for all the charter school students.*

5. Indicate the specific knowledge and expertise that you would bring to the board. *As mentioned previously, I have almost 40 years in public school employment, including 4 years as a part-time custodian, 15 years as a classroom teacher, and 20 years in administration, including eight years in the Superintendent's chair. I was an administrator in three of the largest LEA's in the valley—Madera Unified, Fresno Unified, and the Fresno County Office of Education. As an educational consultant, I consult for SchoolWorks, Inc., so I have extensive knowledge of the school facilities funding process. I regularly assist in school facility assessments for districts throughout the state. I have an extensive network of professionals inside and outside of education who I work with to improve educational outcomes for students.*

Authorization to release Information

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Signature:

Name: Edward C. González

Position on the Board: Board Chair | Date: 10/1/20

Edward C. González, Ed.D.
2117 W. San Jose Ave.
Fresno, CA 93711
(559) 977-7487
edward.edgeconsulting@gmail.com

EDUCATION:

2017-2020	Doctorate in Educational Leadership, CSU Fresno
1997-2002	Professional Clear Administrative Credential, CSU Fresno
1997-1999	Master of Arts in Educational Leadership, CSU Fresno
1981-1982	Multiple Subjects Credential, CSU Fresno
1975-1981	Bachelor of Arts in Political Science, CSU Fresno

EMPLOYMENT:

2019-Curr	Senior Advisor and Board Chair, Golden Charter Academy
2017-Curr	Founder and Senior Consultant, Edge Consulting and Educational Services
2017-Curr	Facilities Consultant, SchoolWorks, Inc.
2013-2017	Superintendent, Madera Unified School District
2012-2013	Administrator of Dropout Prevention, Fresno County Office of Education
2010-2012	Associate Superintendent, Department of Prevention and Intervention, Fresno Unified School District
2006-2010	Superintendent/Principal, American Union Elementary School District
2004-2006	Principal, John Adams Elementary School, Madera Unified School District
1998-2004	Principal, Martin Luther King, Jr. Middle School, Madera Unified School District
1997-1998	Vice Principal, Martin Luther King, Jr. Middle School, Madera Unified School District
1982-1997	Teacher, Madera Unified School District

HONORS:

2015 (Dec)	*District Administration* magazine - Subject of feature article ("What Could $500 Buy?") regarding innovative Professional Development in Madera Unified School District
2014 (Sep)	Sole K-12 public school representative selected to participate in the "Skills Initiative," a German Embassy-sponsored program highlighting Vocational Education in Germany
2009	Fresno County Office of Education - "Tech Savvy" Superintendent
2005	Association of California School Administrators (ACSA) Region IX Award Recipient - Diversity
2003 (Nov)	*School Library Journal* - National Administrator of the Year (inaugural award)
2003 (Nov)	*School Library Journal* - Subject of feature article ("Ultimate Advocate: A Principal transforms a failing school by investing in its Media Specialist")
1992-2000	Five-time nominee for *Who's Who Among America's Teachers*
1995	Madera Unified Distinguished Teacher Representative: Ripperdan School
1991	Madera Unified Distinguished Teacher Representative: Dixieland School

PROFESSIONAL ORGANIZATIONS:

2015 - 2016	Stanford University Executive Program for Educational Leaders (EPEL), inaugural cohort
2014 – 2017	Association of California School Administrators (ACSA), Urban Education Committee
2013 – 2017	Madera County Coalition
2013 – 2017	Madera Compact committee
2013 – 2017	Madera County Interagency Council

2013 - 2017	California Association of Latino School Administrators (CALSA)
2013 – 2017	Association of Mexican American Educators (AMAE) – Madera Chapter
2005 - 2017	Association of California School Administrators (ACSA), Region IX
2013 - 2015	UC Davis Center for Applied Policy in Education (CAP-Ed), Advisory Board
2013	Youth Court Fresno County, Steering Committee
2013	The Children's Movement, Work Group
2011-2013	Stop Hate and Respect Everyone (SHARE), Steering Committee
2010-2013	California Institute for School Improvement (CISI), Board of Directors
2012	Graduation Task Force, Fresno Unified School District
2010-2012	Fresno County Interagency Council for Children and Families, Board of Directors and Executive Committee member
2008-2010	Central Valley Educational Coalition (CVEC), Fresno County Representative
2006–2010	Central Valley Educational Leadership Institute (CVELI), Executive Leadership Committee
2007-2008	California Technology Assistance Project (CTAP), Administrative Representative for Fresno County

NON-PROFIT/GOVERNMENT/COMMUNITY SERVICE ORGANIZATIONS:

2019 – Curr	Golden Charter Academy, Board of Directors
2016 – Curr	Central California Latino Giving Circle, member
2014 – Curr	Fresno Chaffee Zoo Corporation, Board of Directors
2014 – 2020	Girl Scouts of Central California South, Board of Directors
2011 – 2018	Valley Cultural Coalition (VCC), Board of Directors
2016 – 2017	WYE Madera County (High-Speed Rail Advocacy Council), member
2011 – 2013	The Fencepost Project (Foster, Homeless, and Expelled Youth), Founder and Director
2010 – 2013	Youth Leadership Institute (YLI), Advisory Board
2011 – 2012	CREATE for the Westside, Advisory Board
1991 – 2007	Second Take Choral Ensemble, singer, composer, and performer

NOTEWORTHY PRESENTATIONS

2016 (Jan)	"Pursuing the Dream" – Keynote Speaker at MLK Celebration, Madera, CA
2015 (Jan)	"A Life of Service" – Keynote Speaker at Court-Appointed Special Advocates (CASA) Annual Awards Dinner, Fresno, CA
2011 (Feb)	"Disproportionality in Discipline in Fresno Unified School District" – Presented at the Commission on Civil Rights, Washington D.C.
2004 (Dec)	"Making Library/Media Centers the Hub of the Curriculum" – Presented at the California School Boards Association (CSBA) Annual Conference, San Francisco, CA
1998 (Jan)	"The Life of Martin Luther King, Jr." – Keynote Speaker at MLK Celebration, Madera, CA

REFERENCES

Scott Barton, Executive Director
Fresno Chaffee Zoo
894 W. Belmont Ave.
Fresno, CA 93728
(559) 313-6486 – Cell
(559) 498-5915 - Office

Robert Frausto, Superintendent
Kerman Unified School District
151 S. First St.
Kerman, CA 93630
(559) 842-2000 – Office

(559) 232-8504 – Cell

Todd Lile, Superintendent
Madera Unified School District
1902 Howard Road.
Madera, CA 93637
(559) 675-4500 Ext. 220 – Office
(559) 285-8677 - Cell

Dr. Cecilia Massetti, Superintendent
Madera County Superintendent of Schools
1105 S. Madera Ave.
Madera, CA 93637
(559) 662-6220 - Office
(559) 978-4426 – Cell

Jim Yovino, Superintendent
Fresno County Superintendent of Schools
1111 Van Ness Ave.
Fresno, CA 93704
(559) 930-5412 – Cell
(559) 265-3090 – Office

Julia Copeland, Executive Director
Youth Orchestras of Fresno
5627 N. Figarden Ave., Suite 201
Fresno, CA 93722
(812) 320-3885 – Cell
(559) 275-6694 – Office

Carles Beckett, Director of Human Resources (Retired)
Madera Unified School District
1902 Howard Road
Madera, CA 93637
(559) 706-6304 – Cell

Dr. Julia O'Kane, Superintendent (Retired)
Madera Unified School District
1902 Howard Road
Madera, CA 93637
(559) 706-0626 – Cell

Fresno Unified School District
Request for Current or Prospective Board Member Information

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By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☐ Yes ☐ No

Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

2. Explain why you wish to serve on the board.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

4. Describe your understanding of the appropriate role of a public charter school board member.

5. Indicate the specific knowledge and expertise that you would bring to the board.

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
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- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: G Bradley Huff	
Name: G. Bradley Huff	
Position on the Board: One Year Member	Date:

Written Response to Questions of Prospective Board Members of a New Charter School

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

In approximately August, 2017 I was contacted by CJ Jones, founder of the Hand in Hand Mentor Program in between 10 and 20 Fresno Unified schools. He asked me if I had experience founding charter schools. I said I did and agreed to meet with him. He explained his vision of founding a charter school to serve the disadvantaged students in West Fresno. Because of my 15 years teaching at Edison High School, I am well acquainted with West Fresno and immediately told CJ I would help him found a charter school.

2. Explain why you wish to serve on the board.

With my extensive experience founding, running, and advising charter schools, I was pleased when I was asked by Robert Golden to serve on the founding board for one year to help the school achieve its mission and vision. In addition, I have a strong science education background and wish to encourage the success of the partnership with the Fresno Chaffee Zoo, which is unique in the United States.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I served on the Board of KIPP Academy, Fresno until I became Project Director for Valley Arts & Science Academy and, briefly on the board of Valley Arts & Science Academy. I served on the Board of California Odyssey of the Mind.

4. Describe your understanding of the appropriate role of a public charter school board member.

The members of a public school board are charged with overseeing the proper operation of the school including approval of staff members submitted by the administration, overseeing the financial health of the school, and insuring that the curriculum, instruction, credentials of staff meet state requirements and support the mission and vision of the school.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I was the founding Head of School of University High School and worked closely with the board. I served on the board of KIPP Academy, Fresno for approximately 2 years until my work for Valley Arts & Science Academy constituted a conflict of interest. I founded Valley Arts & Science Academy and served briefly on the board. I serve as Chair of WASC Visiting Committees, mostly being assigned to charter schools, and have reviewed their school reports including the role of their boards. I have presented at conferences of the California School Boards Association and attended sessions on charter school boards.

Brad Huff
1637 West Morris, Fresno, CA 93711
559.412.4450 home; 559.930.1786 cell; bradh@csufresno.edu

EDUCATION

PhD, MA, Physics, University of Washington, Seattle, WA
MAT, Physical Science and Mathematics Education, Harvard University
AB, Physics, Hamilton College, Clinton NY

California Single Subject Clear Credentials in Physical Science and Mathematics
New York State Permanent Credentials in Physical Science and Mathematics

RELEVANT PROFESSIONAL EXPERIENCE

Vice President for Educational Programs – StudentNest, Fresno, CA
Consultant – Measurement, Inc. reviewing test items for CAASSP
Consultant – California Department of Education, Sacramento, CA, several assignments including reviewing of instructional materials and assessing test items
Instructor/Part Time – Heald College, Fresno, CA
Instructor/Part Time – San Joaquin Valley College, Fresno, CA
Coordinator – MSTI CSET Science Workshops at Fresno State, Fresno, CA
Visiting Committee Chair – Western Association of Schools and Colleges
Project Director – Valley Arts & Science Academy, Fresno, CA
Consultant – charter schools in the Central Valley of California
Academy for Civic and Entrepreneurial Leadership (ACEL) – Fresno
New Spirit Charter Academy – Fresno
Ivy League Academy of Avenal - Avenal
Board Member – KIPP Academy, Fresno – Fresno
Founding Head of School – University High School, Fresno, CA
Reader and Consultant – Advanced Placement Program/Mathematics – Calculus AB and BC
Physics Consultant – American Board for Certification of Teacher Excellence
Coordinator/Developer – California Department of Education, Golden State Examination in Physics
Science Coordinator/Curriculum Specialist – Fresno County Office of Education, Fresno, CA also serving as California State Director, Odyssey of the Mind, Director of Regional Science, Mathematics and Engineering Fair, Director of Science Olympiad Regional Competition
Teacher on Special Assignment at Edison High School for the District Department of Curriculum and Instruction – Fresno Unified School District
Assistant Professor of Physics, Mathematics, and Education - State University of New York at Geneseo
Research Associate, Department of Physics – University of Pittsburgh, Pittsburgh, PA
Assistant Professor of Physics – Hamilton College, Clinton, NY
Head Teaching Assistant and Pre-Doctoral Lecturer – Department of Physics, University of

Washington, Seattle, WA
Teaching Assistant, Department of Physics – Rutgers, the State University, New Brunswick, NJ
Master, The Pingry School, Elizabeth, NJ
Teaching Intern – Wayland Junior High School, Wayland, MA as part of the Harvard Graduate School of Education Master of Arts in Teaching Program

PROFESSIONAL AFFILIATIONS

Phi Delta Kappa
American Association of Physics Teachers
National Science Teachers Association
National Council of Teachers of Mathematics
California Science Teachers Association
California Mathematics Council

HONORS

Administrator of the Year, California Science Teachers Association
Margaret Nicholson Outstanding Service Award, California Science Teachers Association
Guest lecturer on creativity and education for gifted and talented students sponsored by the Odyssey of the Mind Program, Shanghai, China
Teacher of the Year, California Association for the Gifted
Physics Teaching Resource Agent, American Association of Physics Teachers
Phi Delta Kappa, Harvard University Chapter

REFERENCES

Dr. Carol Fry Bohlin, Kremen School of Education and Human Development, CSU Fresno carolb@csufresno.edu, 559-278-0237

Chander Joshi, CEO, StudentNest, 2121 Merced Street, Fresno CA cjoshi@studentnest.com 916-505-3508

Dr. John Walkup, Department of Physics, CSU Fresno jwalkup@csufresno.edu 559-278-7741

Fresno Unified School District
Request for Current or Prospective Board Member Information

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate the specific knowledge and expertise that you would bring to the board.

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: Ruth F. Quinto	
Name: Ruth F. Quinto	
Position on the Board: Board Member at Large	Date:10/20/2020

Golden Charter Academy – Inquiry Responses – Ruth F. Quinto

1. **Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.**

I first heard of Golden Charter Academy through its founder Mr. Robert Golden. Mr. Golden is a model of integrity, loyalty, and dedication. He, along with Dr. Ed Gonzalez invited me to serve on the Board for the Golden Charter Academy.

2. **Explain why you wish to serve on the board.**

Golden Charter Academy's unique partnership with the Fresno Chaffee Zoo is a fantastic collaboration and a stimulating concept. I believe in high quality charter schools that provide an innovative educational experience to underserved children. Given my background, experience, and propensity to serve, I believe I can contribute in a meaningful way to the Charter School's intended purpose.

3. **Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

Currently and for the past eight years, I have served as a Board Trustee for Community Medical Centers. Community Medical Centers is governed by a volunteer board of trustees made up of local civic leaders and physicians. The Board serves as the ultimate decision-making authority for this nonprofit organization. They develop our strategic plan, which is executed by our administrative leadership team. The administration team oversees day-to-day operations, including management of our more than 7,700 employees.

From 2003 through 2010, I served on the Board for my alma mater, San Joaquin Memorial High School. San Joaquin Memorial is a private Catholic high school with a current enrollment of 500+ students. They offer students a diverse and challenging curriculum designed to provide a thorough college preparatory education rooted in the Catholic faith. SJM's administration and staff inspire students to achieve academic excellence and deep spiritual growth by embedding faith, learning, and service into their rigorous college prep environment.

4. **Describe your understanding of the appropriate role of a public charter school board member.**

Charter school board members provide the strategic vision for the school, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight. The Governing Board formulates policies and procedures, delegate's administration of the policies and procedures to the Executive Director and reviews operations and activities on a regular basis.

5. **Indicate the specific knowledge and expertise that you would bring to the board.**

As described in the attached resume, I recently served as the CFO and Deputy Superintendent for Fresno Unified School District for the past 15 years. During my tenure, the fiscal oversight of all district sponsored charter schools fell under my purview of responsibility. Additionally, I was instrumental in assisting University High School attain their Charter School Facilities Grant from the state of California, working closely with the Dean of Education at Fresno State, along with UHS' Head of School in order to design, execute and implement the memorandum of understanding as the foundational three-party agreement required given UHS' location on the campus of Fresno State.

RUTH F. QUINTO
2130 W. VIA CIPRESSI ♦ FRESNO, CALIFORNIA 93711
(559) 970-5629 ♦ ruthquinto99@gmail.com

IMPACT STATEMENT

An innovative and resilient CPA and CFO seeking a board position in which my financial expertise and professional skill sets in finance, healthcare and education coalesce to provide strategic thought leadership and inspire resource equity.

PROFESSIONAL SUCCESSES

Financial turnaround of Fresno Unified School District

Upon appointment in 2005, the district was on the brink of insolvency and facing an impending state takeover. Through my leadership, the district transformed fiscally and has remained on strong financial footing with 14 straight years of balanced budgets, positive certifications, clean audits and strong financial reserves.

Creating and executing a fiscally responsible capital improvement plan

While I was directly responsible for district facilities, I led the development and implementation of the first ever district-wide Facilities Master Plan which was invested in data analytics, community forums, and educational and facilities' needs assessments. In 2010, the first bond measure passed with a 76% approval rate. From 2010 to 2020, the district completed $1 billion in capital projects over three bond measures.

Planning, directing and organizing a $1.5 billion budget

Fresno Unified is the third largest school district in the State of California with an annual operating budget of over $1 billion, and a total budget of $1.5 billion when combined with capital program related funds and internal service funds.

Maintaining Fresno Unified's credit rating during the significant economic downturn

Unlike many districts and municipalities in the State of California, the district's credit rating was never downgraded during the Great Recession. In fact, despite the current unprecedented global economic crisis Fresno Unified's credit rating was recently affirmed by Moody's Investor Service with no change to the district's Stable economic outlook.

Innovative healthcare partnership with all district labor partners

In 2005, the district's unsustainable health and welfare benefits structure was a major factor in the district's financial insolvency. Bringing together representatives from all bargaining units representing the district's 30,000 covered lives, as the Chair, I implemented the district's Joint Health Management Board responsible for all aspects of plan design. JHMB actively integrates and analyzes data, promoting effective and strategic decision making. From 2006 to 2019, the health fund outperformed the state's annual average cost trend for medical spending by $240 million.

PUBLIC REFERENCES

In a recent case study by Michael Fullan, reports, "Fresno Unified underwent a solid transition from a dysfunctional system to a more coherent and energized one," further noting that, "Fresno is one of the most fiscally sound districts in the entire country."

In its most recent report, Moody's Investors Services praised the district's "stable and strong management team, with prudent fiscal practices and a consistent track record of outperforming budget." Most recently, Moody's affirmed a solid Aa3 rating and Stable outlook.

Considered an expert in the field by state and national educational policy leaders, effectively cultivating relationships with state and national educational policy leaders, such as Karen Staph-Walters, Executive Director at the State Board of Education, Robert Carlson, Director at the Council of Great City Schools, and Jonathan Travers, Partner at Educational Resource Strategies.

COMMUNITY BOARD INVOLVEMENT

Community Medical Centers – Corporate Board of Trustees

January 2013 through Present (8 years), Fresno California
Community Medical Centers is governed by a volunteer board of trustees made up of local civic leaders and physicians. The Board serves as the ultimate decision-making authority for this nonprofit organization. They develop our strategic plan, which is executed by our administrative leadership team. The administration team oversees day-to-day operations, including management of our more than 7,700 employees.

Fresno Unified Joint Health Management Board

Chair, Management Representative
2005 through 2020 (15 years) Fresno, California
Labor and Management Health Board entrusted with co-managing the district's health and welfare benefits.

PROFESSIONAL EXPERIENCE

Chief Financial Officer and Deputy Superintendent – 15 years
Fresno Unified School District

2005 – 2020
Responsibilities included comprehensive and district-wide fiscal policy guidance and advice to the Superintendent and to the Board of Education. Planed, organized and directed district-wide: Fiscal and Accounting; Treasury Management; the Budget Office; Benefits and Risk Management including Chair of the district's Joint Health Management Board; the Office of State and Federal including the Local Control and Accountability Plan; and, the Grants and Management Office. Additionally, during the first seven years of my tenure, all operational services were under my direct purview of responsibility including: Facilities; Maintenance; Transportation; Student Nutrition Services; and, Purchasing, including the Warehouse.

City Controller – 4 years
City of Fresno

2001 – 2005
Responsibilities included comprehensive and City-wide fiscal policy guidance and advice including Treasury Management to the Mayor, City Manager and City Council.

City of Moreno Valley
City Controller and Assistant Treasurer – 4 years

1997 –2001
Responsibilities included comprehensive and City-wide fiscal policy guidance and advice including Treasury Management to the City Manager and City Council.

Certified Public Accounting – 8 years

1990 –1997
Total of eight years, including six with national CPA firm McGladrey & Pullen, LLP (currently RSM McGladrey). Increased scope and experience including specialization in auditing publicly traded banks and other financial institutions.

HONORS & AWARDS

2020 100 Notable Women
League of Women Voters – Fresno
Selected by the League of Women Voters of Fresno as one of "100 Notable Women" in the Fresno community from 1920 through 2020 who have distinguished themselves by elective office, public service, and/or groundbreaking achievements as part of the League's Suffrage Centennial, celebrating the adoption of the 19th Amendment of the Constitution giving women the right to vote.

2017 Excellence in Financial Management
Council of the Great City Schools
The Council of the Great City Schools recognizes school districts for reaching the highest standards in finance management, accountability and fiscal control and for enhancing, safeguarding and protecting the financial integrity of the district.

2015 Administrator of the Year - Region IX
Association of California School Administrators
Demonstrated exceptional performance in promoting the success of all students through articulating, implementing and stewarding a vision of sustained leadership through advocacy, nurturing and overall exceptional management.

2009 Administrator of the Year
Active Mother's Association in Education (AMA)
Local, state and national recognition for dedication, commitment and success in making a significant impact in the lives of the students of Fresno Unified and the Central Valley.

2004 Top Ten Professional Women of the Year
Marjaree Mason Center
A prestigious award honoring ten local professional women and paying tribute to them for serving as role models and giving back to their community, all while making significant strides in their given field.

2002 Latiñas Beyond Boundries Award for Government
Central California Chamber of Commerce
Awarded to hispanic women paying tribute to their heritage while honoring them for serving as latiña role models while making significant contributions in their respective professions.

2000 Outstanding Leader
City of Moreno Valley Organization Development Steering Committee
Strong leadership and support for the employees of the City and a demonstrated a commitment to their professional growth.

EDUCATION

California State University, Fresno
BACHELOR of SCIENCE
Business Administration ~ Accounting Option
May, 1990

CERTIFICATION

California Board of Accountacy
CERTIFIED PUBLIC ACCOUNTANT
May, 1994
(currently inactive)

Fresno Unified School District
Request for Current or Prospective Board Member Information

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By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☑ Yes ☐ No

Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

2. Explain why you wish to serve on the board.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

4. Describe your understanding of the appropriate role of a public charter school board member.

5. Indicate the specific knowledge and expertise that you would bring to the board.

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

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- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature:	
Name: Keshia Thomas	
Position on the Board: Vice Chair	Date: 10/7/2020

1.) Indicate how you became aware of the charter school and the opportunity to serve as a member of its
board, including who invited you to sit on the board.

A: I am a founding member of Golden Charter Academy.

2.) Explain why you wish to serve on the board.

A: I am passionate about education of students.

3.
Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

A: I have worked on multiple school boards including Fresno Unified, New Millennium Charter, Dailey Charter, and CART. I have extensive knowledge on Board member duties and have served on the board of a charter school before.

4. Describe your understanding of the appropriate role of a public charter school board member.

A:

- primary duties are to ensure that: The academic programs are successful
- the board should discuss the financial stability & academic standing of the charter
- taking the steps to reach out to constituents and parents of students to make sure that all their needs are being met by the charter
    - solve any disputes that may occur

5. Indicate the specific knowledge and expertise that you would bring to the board.

A: Years od service on boards. Development of career programs at schools. I have been a teacher, a principal, an administrator of a charter school, and am currently a FUSD board member. I am also a parent of a high school student.

Keshia Thomas
1005 W Kearney Blvd
Fresno, Ca. 93706
559-960-2292

SUMMARY OF EXPERIENCE

President of Fresno Unified School District Board of Trustees1
Director of community economic development program
Program Director of workforce program
Experience in teaching Algebra I, Geometry, Algebra II, CAHSEE Math, English, and Science
Developed and implemented a Careers Program for high school students
Journeyman Cashier
Licensed cosmetologist

PROFESSIONAL EXPERIENCE

Saint Rest Economic Development Corporation **Executive Director**	2019 to Present	Fresno
Career Development Center **Consultant / Program Director**	2010 to Present	Fresno
McLane High School **Algebra Instructor**	2015 to 2018	Fresno
Carter G. Woodson Public Charter School **CAHSEE Instructor/Vice Principal**	2012 to 2015	Fresno
New Millennium Institute of Education Fresno **Algebra and Geometry Instructor/** **Director of Careers**	2010 to 2012	Fresno
Fresno Unified School District **Algebra and Geometry Instructor**	2006 to 2010	Fresno
New Millennium Institute of Education **Algebra and Geometry Instructor**	2005 to 2006	Fresno
Von's Grocery Store **Cashier / Supervisor**	1995 to 2005	Fresno

EDUCATION

National University		Fresno
Bachelor of Art	**2005**	
Masters Degree in Education	**2012**	
Administrative Credential	**2015**	

ORGANIZATIONS AND AFFILIATIONS

I also sit on the Board of The Center for Advanced Research and Technology, Daily Charter school, Central Valley New Market Tax Credit, and the Mary Ella Brown Parks and recreation. I am also a member of the Women's Democratic Club, National Women's Political Caucus, West Fresno Democratic Club, Kennedy Club and Chair of the Youth and Young Adults committee of Black Women Organized for Political Action (BOWAPA), and Assistant Director of FMBC Homeless Ministry.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021 **AGENDA ITEM B-14**

AGENDA SECTION: B
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Present and Discuss the 2021/22 Strategic Budget Development

ITEM DESCRIPTION: At the January 20, 2021, Board of Education meeting the 2021/22 Governor's Proposed Budget and the district's preliminary strategic budget development was discussed. On February 03, 2021, staff and the Board will continue budget development discussions including the following:

- Updated information regarding the 2021/22 Governor's Proposed Budget
- The specific impact to Fresno Unified School District
- The budget goals in connection with the Board adopted policies

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Kim Kelstrom
Executive Officer

DIVISION: Administrative Services
PHONE NUMBER: (559) 457-6226

CABINET APPROVAL: Santino Danisi
Interim Chief Financial Officer

SUPERINTENDENT APPROVAL:

Agenda Item B-14

Fresno Unified School District

2021/22 Strategic Budget Development Review and Planning Phase I

Board of Education

February 03, 2021

Outline

- Financial Reporting Timelines
- 2021/22 Governor's Proposed Budget Highlights and Impacts
- Review of 2020/21
  - Budget and Priorities
  - Staffing Parameters
- School Site Allocations
- Upcoming Budget Discussions

3 Financial Reporting Timelines

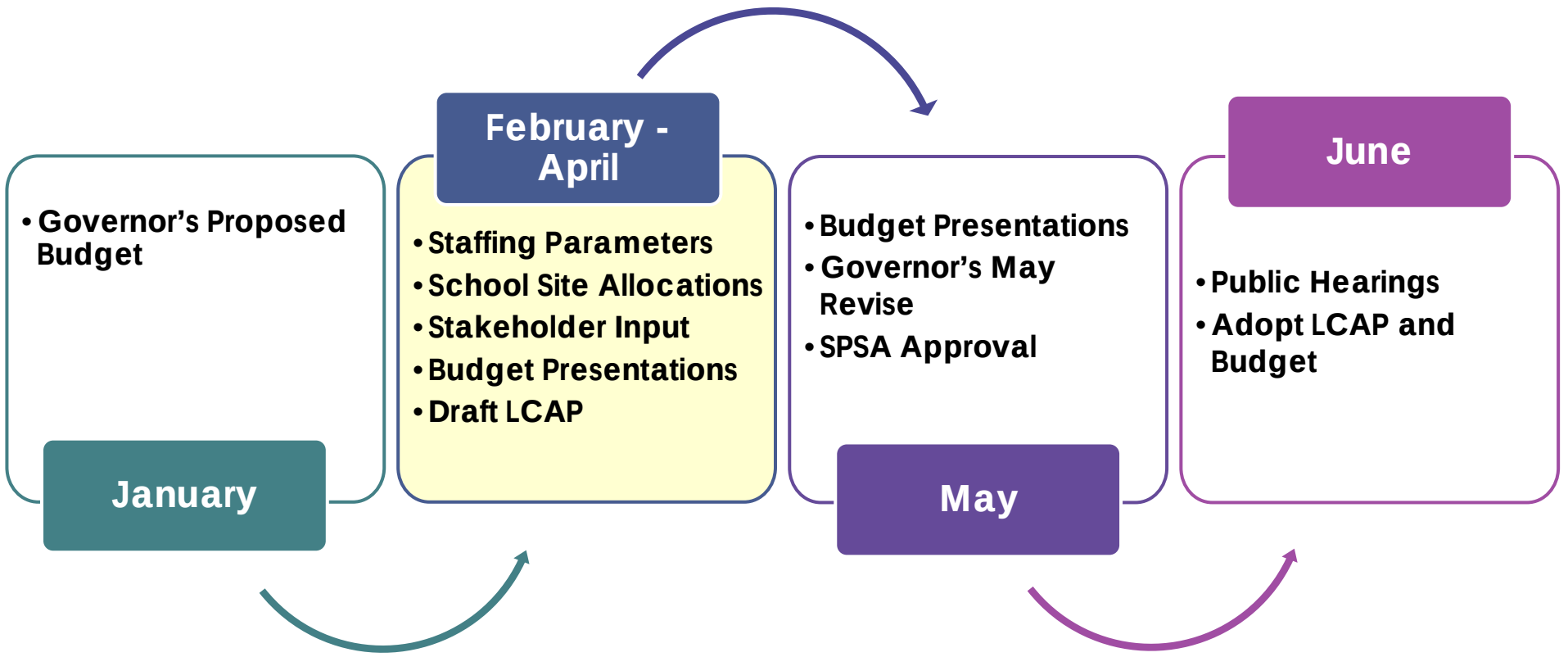
State Financial Reports

- Adopted Budget – June 30
- First Interim – December 15
- Second Interim – March 15
- Unaudited Actuals – September 15
- Independent Audit – December 15

Local Financial Reports

- First Budget Revision – typically by October 15
  - Recognize actual beginning balances and carryover
- Other Budget Revisions as necessary
  - Usually accompany Interim Reports

Strategic Budget Development Process



2021/22 Governor's Proposed Budget– Impacts to Fresno Unified

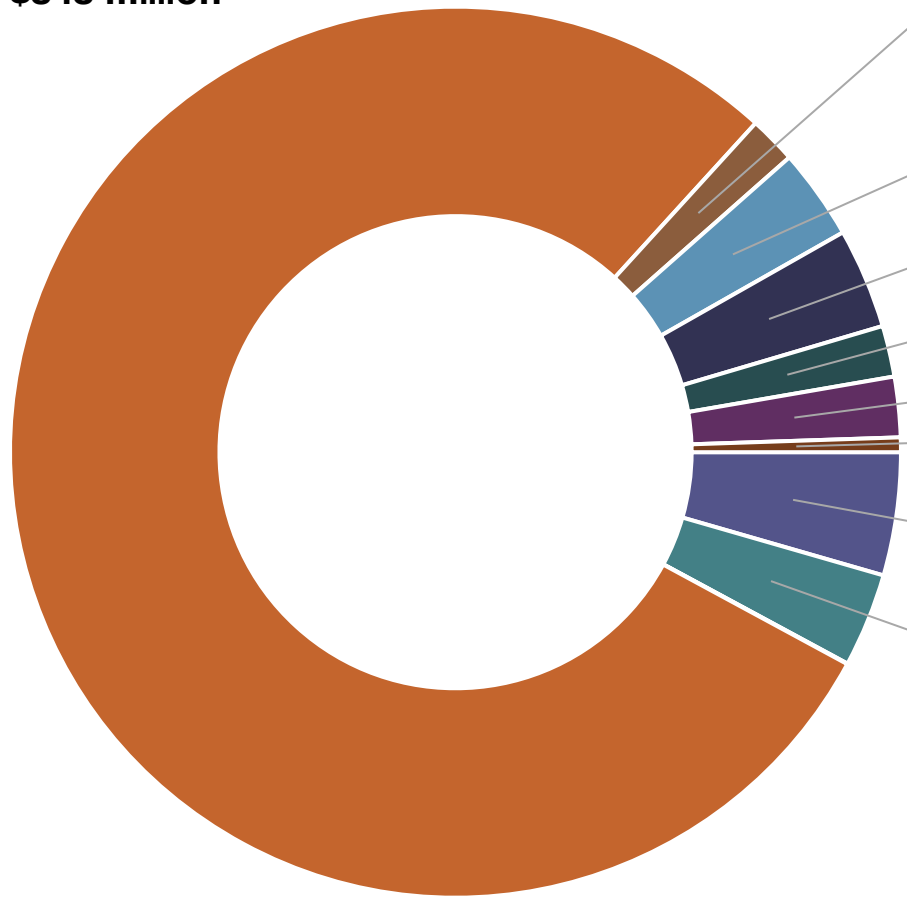
- **LCFF** – 3.84% or **$25.6 million** for LCFF, 1.5% for all other State programs, including **$600,000** Special Education
- **STRS/PERS** – **$1.7 million** additional costs
- **Health/Welfare & Liability** – **$5.3 million** additional costs
- **In-Person Instruction Grants** – estimated between **$31.2 million** and **$41.6 million**
- **Expanded Learning Time/Academic Learning Grants** – estimated at **$54 million,** spending deadline of June 2022

2021/22 Governor's Proposed Budget– Impacts to Fresno Unified

- Special Education Early Intervention – **$300 million**
- Transitional and Full Day Kindergarten Expansion – **$500 million***
- Educator Investments – **$315 million***
  - Educator Effectiveness – *$250 million*
  - Social Emotional Professional Development – *$50 million*
  - California Early Math Initiative – *$8 million*
  - Learning Loss Professional Development – *$7 million*
- Teacher Pipeline Grants – **$225 million***
  - Golden Teacher Grant Program – *$100 million*
  - Teacher Residency Program – *$100 million*
  - Classified School Employees Credentialing Program – *$25 million*
- Community Schools - **$265 million***

2021/22 Proposed Grants -
$300 million ongoing and $1.3 billion one-time*

2020/21 Unrestricted/Restricted General Fund Budget – $1.075 billion



Direct Site Support $18 million

Other Support $35 million

Maintenance $39 million

Transportation $20 million

Utilities $24 million

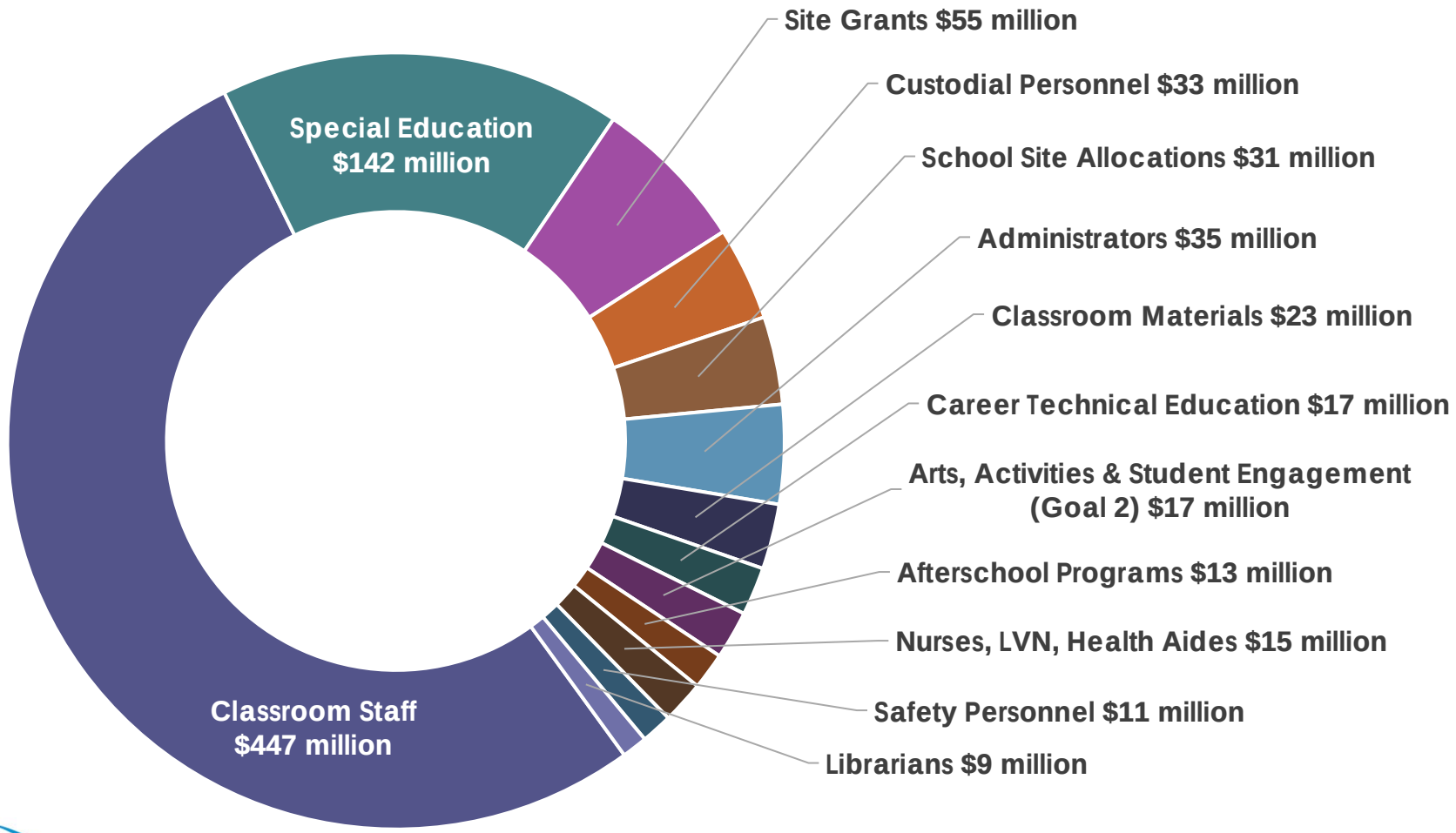
Transfers Out $6 million

One-Time Covid-19 & Capital Projects $48 million

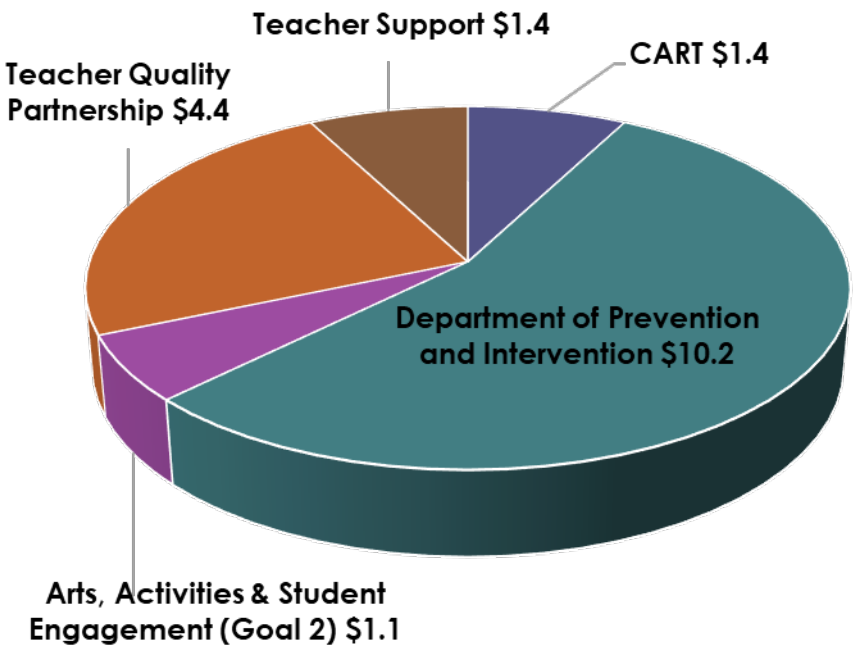
Central Admin $37 million

Total Support: $227 million

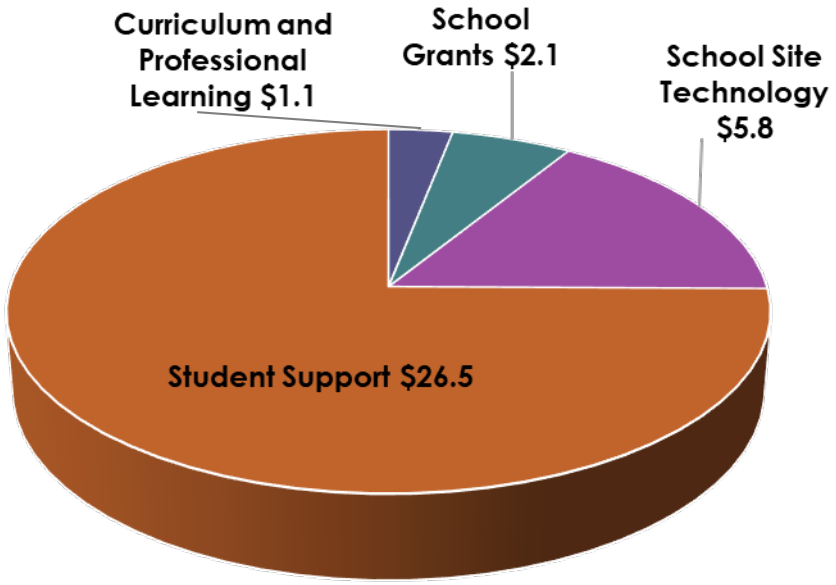
2020/21 School Sites – $848 million



2020/21 Other/Direct Site Supports
(in millions)



Total Direct Site Supports - $18.5 million



Total Other Supports - $35.5 million

2020/21 Elementary School Staffing

Description	Elementary School Baseline Staffing
Classroom Teachers	**TK to 3rd Grade = 1 teacher to 24 students** **4th to 6th Grade = 1 teacher to 29 students** **7th and 8th Grade = 1 teacher to 29 students** Elimination of combination classes in TK-6th grade where sufficient permanent classrooms are available
Additional Teachers	Designated Schools = 1 additional certificated FTE
Classroom Aides	Kindergarten classrooms = 2 to 3 (6-hour aides)
Custodial	3 to 5 FTE based on school square footage
Clerical	Office Manager Office Assistant(s) = 1 to 2 FTE Library Technician
Health Care Professionals	Registered Nurse (1 to 3 days/week) Licensed Vocational Nurse or Health Assistant (2 to 4 days/week) Staffing based on student medical support needs
Administration	Principal 1 to 2 Vice Principals

2020/21 Middle School Staffing

Description	Middle School Baseline Staffing
Classroom Teachers	**1 teacher to 29 students**
Additional Teachers	Middle School Redesign =1 to 8 certificated FTE Transition Teacher = 1 FTE Campus Culture = 0.4 FTE
Safety	Campus Safety Assistants = 2 to 3 FTE
Custodial	4 to 7 FTE based on square footage
Clerical	Office Manager Office Assistant = 1 to 2 FTE Attendance Records Assistant Library Technician
Health Care Professionals	Registered Nurse (2 to 3 days/week) Licensed Vocational Nurse or Health Assistant (2 to 3 days/week) Staffing based on student medical support needs
Administration	Principal 1 to 2 Vice Principals Guidance Learning Advisor (GLA) Counselor 1 to 1.6 FTE

2020/21 High School Staffing

Description	High School Baseline Staffing
Classroom Teachers	**1 teacher to 29 students**
Additional Teachers	Professional Learning Updraft System "PLUS" Teams = 2 to 3 FTE Targeted Improvement Actions = 5 to 7 FTE Librarian
Safety	School Resource Officer and Probation Officers Campus Safety Assistants = 6 to 7
Custodial	6 to 15 FTE based on square footage 2 FTE based on Physical Education
Clerical	Office Manager, Registrar, Assistant Registrar and Financial Technician Office Assistant = 1 to 5 FTE Attendance Records Assistant = 2 FTE Library Technician
Health Care Professionals	Registered Nurse Licensed Vocational Nurse = .75 to 1.5 FTE (based on medical support needs)
Administration	Principal Vice Principals = 2 to 5 FTE Counselors = 2 to 10 FTE Campus Culture Director and Athletic Director

School Site Allocations – Phase I

Recommended Allocations for 2021/22

- Allocated based on enrollment and count of disadvantaged students
- Prioritized by each School Site Council (SSC)
- Planned for in the School Plan for Student Achievement (SPSA) - $34.3 million
  - Title I – $6.7 million (Governor's proposed COLA applied)
  - LCFF – $25.6 million (Governor's proposed COLA applied)
  - One-time school opening support – $2.0 million
    - Allocated to support schools as students return to classroom instruction

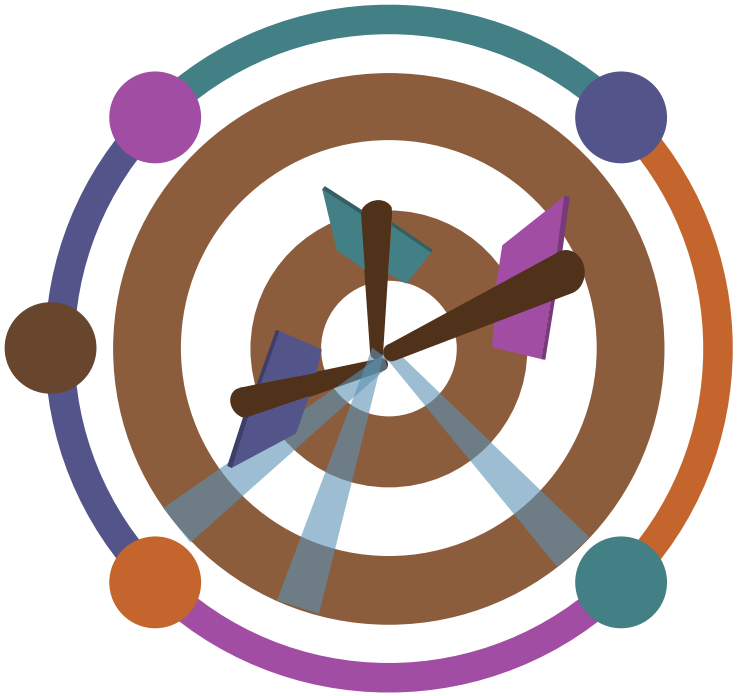
Additional School Site Allocations

- Instructional Supplies and Library Funds – $4.6 million (est.)
- Extra Curricular and Co-Curricular – $15.5 million (est.)

2021/22 Strategic Budget Development

Guiding Strategic Budget Development Principles

- Extensive Student Programs
- Competitive Employee Compensation
- Prudent Fiscal Responsibility



- Addressing Learning Loss
- Response to impacts of pandemic

Upcoming Budget Discussions

- Board Presentations – LCAP and Budget
  - February through May
- Board Update on LCAP Outreach
  - March 10, 2021
- Governor's May Revise
  - May 2021
- Public Hearings and Adoption of LCAP and Budget
  - June 2021

Fresno Unified School District
Board Agenda Item

Board Meeting Date: February 03, 2021

AGENDA ITEM B-15

AGENDA SECTION: B
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss/Ratify
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Opportunity for Public Disclosure and Ratification of the 2020-2021 Negotiated Collective Bargaining Agreement between Fresno Unified School District and California School Employees Association and its Fresno Chapter 143

ITEM DESCRIPTION: In accordance with Government Code 3547.5, all major provisions of collective bargaining agreements are to be presented at a public meeting of the public-school employer before the employer enters into written agreement with an exclusive representative. Included in the Board binders is a copy of the Tentative Agreement between Fresno Unified School District and California School Employees Association and its Fresno Chapter 143.

FINANCIAL SUMMARY: The estimated cost is included in the disclosure agreement.

PREPARED BY: Brian Christensen,
Administrator,

DIVISION: Human Resources
PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog,
Chief of Human Resources/Labor Relations

SUPERINTENDENT APPROVAL:

Paul Idsvoog

TENTATIVE AGREEMENT

California School Employees Association (CSEA) and its Fresno Food Service Chapter #143
and the Fresno Unified School District (District)
for the 2020-2021 Reopener Contract Negotiations

December 10, 2020

ARTICLE 9: FRINGE BENEFITS

Status Quo

ARTICLE 11—HOLIDAYS

1. Scheduled Holidays:

FUSD agrees to provide all eligible employees in the Food Services Unit with the following paid holidays:

New Year's Day
Martin Luther King Day
Lincoln's Birthday
Washington's Birthday
Spring Vacation Day ~~(One-half [1/2] day)~~
Memorial Day
Independence Day
Labor Day
~~*Admissions Day~~
Veteran's Day
Thanksgiving Day (The Thursday proclaimed by the President and the following Friday)
Christmas Eve ~~(One-half [1/2] day)~~
Christmas Day

~~***NOTE**: School Days Only employees who work Admission Day will be granted one (1) additional day of pay, and that will be provided in their monthly salary computation. All others will have half (1/2) of Admission Day added to the spring vacation and one (1) half-day (1/2) added to the Christmas Eve holiday, making them full-day holidays.~~

Balance of Article 11 to remain the same.

ARTICLE 23 – SALARY

For the ~~2019 – 2020~~ **2020 – 2021** school year ~~a three percent ongoing (3%) increase to the 2018 – 2019 salary schedule will be added effective July 1, 2019, for all bargaining unit members effective with the first warrant of the 2019 – 2020 contract pay year for~~ **The salary schedule shall remain status quo from the 2019-2020 school year as a result of the economic uncertainty caused by the COVID-19 pandemic. If any other Union/Association in FUSD receives a general, across-the-board salary schedule increase, then the rate of pay will be**

increased to reflect that same percentage increase to the salary schedule for all bargaining unit members employed on the date this agreement is ratified by both parties.

~~In addition to the salary schedule increase set forth above, all bargaining unit members employed in the 2018-2019 school year shall receive a one-time, off-schedule payment of one and a half percent (1.5%) of base salary based on the 2018-2019 salary schedule.~~

Salary payments shall be electronically deposited to banking institutions of employee's choice for all employees hired after January 1, 2020.

Compensation shall be reportable to CalPERS consistent with CalPERS regulations (such as, for example, 2 CCR § 571 for "special compensation") for both classic (non-PEPRA) and new (PEPRA) members. Payments that do not meet the requirements under CalPERS regulations to be considered pensionable shall be non-pensionable.

Balance of Article 23 to remain the same.

ARTICLE 28 –VACATION ALLOWANCE

Duration of Employment		12-Month Employee	10-Month Employee
*****Prior to July 1	1 Month	1.0	1.0
"	2 Months	2.0	2.0
"	3 Months	2.5	2.5
"	4 Months	3.5	3.5
"	5 Months	4.5	4.5
"	6 Months	5.0	5.0
"	7 Months	6.0	6.0
"	8 Months	7.0	7.0
"	9 Months	7.5	7.5
"	10 Months	8.5	8.5
"	10½ Months	---	---
"	11 Months	9.5	---
"	12 Months	10.0	---
1 - 3 years******		10.0	9.5
4 - 10 years		15.0	12.5
11 - 14 years		18.0	15.0
15 + years		20.0	16.5

***** For vacation computation purposes, a month shall be construed as more than one-half (½) of the normal working days of the regular classified employee's work month.

****** For longevity vacation allowance computation purposes, a year shall be construed as seventy-five (75%) or more of the normal work year.

In all cases vacation is advanced in the current school year. For example, in order for a twelve (12) month employee to be entitled to fifteen (15) days of vacation, the employee must have completed three (3) years and has begun the fourth (4^{th}) year of employment.

~~Food Services employees~~ (School Days Only **Employees**) shall receive earned vacation pay on January 31^{st} and the balance of earned vacation on June 30^{th}.

Nutrition Service Managers shall receive the balance of their earned vacation pay on their regularly scheduled end of month pay in June.

Balance of Article 28 to remain the same.

APPENDIX A
FOOD SERVICE UNIT SALARY
POSITION - GRADE/STEP - HOURLY

~~For the school year 1996-1997, the monthly salaries for Traditional and Modified-Traditional managers were computed as follows:~~

~~School Days~~	~~180~~
~~Opening-Closing~~	~~2~~
~~Workshops~~	~~1~~
~~Holidays~~	~~11~~
~~Vacation~~	~~8~~
~~Institute~~	~~1~~
~~Total Paid Days~~	~~203~~

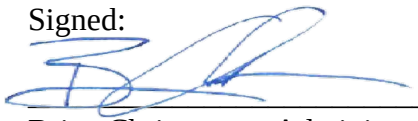
~~A total of 203 paid days at eight (8) hours per day equals 1624 hours, and 1624 hours at the appropriate hourly rate equals an annual salary.~~

~~Managers with earned vacation in excess of eight (8) days receive vacation pay at year-end for the vacation days in excess of eight (8).~~

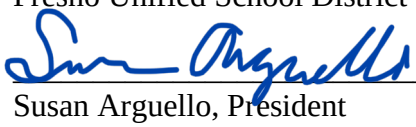
ALL OTHER TERMS AND CONDITIONS OF THE 2018-2021 AGREEMENT NOT MODIFIED BY THIS TENTATIVE AGREEMENT SHALL REMAIN STATUS QUO.

This Tentative Agreement is subject to ratification by both parties.

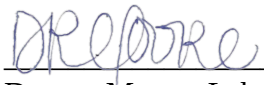
Signed:



Brian Christensen, Administrator, Human Resources/Labor Relations — December 10, 2020 — Date
Fresno Unified School District



Susan Arguello, President — December 10, 2020 — Date
CSEA and its Chapter #143



Denesa Moore, Labor Relations Representative — December 10, 2020 — Date
California School Employees Association

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

SCHOOL DISTRICT: Fresno Unified School District

BARGAINING UNIT: Classified School Employee Association 143

PERIOD OF AGREEMENT: July 1, 2020 through June 30, 2021

DATE OF PUBLIC MEETING: February 3, 2021

Government Code Section 3547.5: Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.

The superintendent of the school district and chief business official shall certify in writing that the costs incurred by the school district under the agreement can be met by the district during the term of the agreement. This certification shall be prepared in format similar to that of the reports required pursuant to Sections 42130 and 42131 of the Education Code and shall itemize any budget revision necessary to meet the costs of the agreement in each year of its term.

If a school district does not adopt all the revisions to its budget needed in the current fiscal year to meet the costs of a collective bargaining agreement, the county superintendent of schools shall issue a qualified or negative certification for the district on the next interim report pursuant to Section 42131 of the Education Code.

Intent of the Legislation: To insure the members of the public are informed of the major provisions of a collective bargaining agreement BEFORE it becomes binding on the school district; make available to the public and governing board, a copy of the proposed agreement prior to the day of the meeting.

STATUS OF BARGAINING UNIT/EMPLOYEE AGREEMENTS

Indicate whether Bargaining Units are settled or not settled.

	SETTLED or NOT SETTLED	NUMBER OF FULL TIME EQUIVALENT POSITIONS
Fresno Teachers Association - (FTA)	settled	4051
CSEA -125	settled	2425
CSEA-143	settled	354
MANAGEMENT	settled	801
SEIU	settled	663
SUPERVISORY/CONFIDENTIAL	settled	90
TRADES - (IAMAW)	not settled	32
TRADES-(FTA)	settled	114
FASTA	settled	1209

The proposed agreement covers the period beginning July 1, 2020 and ending June 30, 2021

TOTAL COST INCREASE OF PROPOSED AGREEMENT IN PRESENT AND FUTURE YEARS

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the CURRENT and TWO SUBSEQUENT fiscal years.

TYPE OF COMPENSATION	Current FY: 2020/21	FY 2021/22	FY 2022/23	CUMULATIVE COST CURRENT YEAR & TWO SUBSEQUENT YEARS
Salary Cost Increase	$ -	$ -	$ -	$ -
Benefit Cost Increase	$ -	$ -	$ -	$ -
Other Compensation Costs		$ -	$ -	$ -
TOTAL COST OF SETTLEMENT	$ -	$ -	$ -	$ -
Total % Increase	0.00%	0.00%	0.00%	
Cost of 1% Increase	$ -			

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

SOURCE OF FUNDING

1) Identify the source(s) of funding for the CURRENT year.

Not Applicable

2) If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in the next TWO SUBSEQUENT years? (i.e., What will allow the district to afford this contract?)

Not Applicable

3) If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effect in meeting obligations.)

Not Applicable

4) What contingency language is included in the proposed agreement? Include specific areas identified. (i.e., reopeners, applicable fiscal years, and specific contingency language)

Not Applicable

5) Will this agreement create, increase, or decrease deficit financing in the current or two subsequent year(s)? Deficit Financing is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Not Applicable

6) Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievances procedures, etc.

Not Applicable

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

OTHER PROVISIONS

OTHER COMPENSATION: Off-schedule stipends, bonuses, etc.

The January 1, 2021 minimum wage will apply to any steps on the salary schedule below the $14.00 hourly rate effective January 1, 2021. Estimated increase included in the Adopted Budget.

NON-COMPENSATION: Grievance procedures, staff development days, teacher prep times, etc.

Salary payment shall be electronically deposted to banking institutions of employee's choice for all employees hired after July 1, 2020. Perfect Attendance will exclude floating holidays, approved vacation, jury duty, bereavement leave, union business, military leave, catastrophic leave donated by employee, perfect attendance hours, and personal necessity.

IMPACT ON CURRENT FISCAL YEAR

Determine the impact of the proposed agreement on the General Fund budget in the CURRENT year.

RECOMMENDED RESERVES 2.00%	Column 1	Column 2	Column 1 minus Column 2
REVENUE/EXPENDITURES and OTHER USES/SOURCES	Board Approved Budget After Settlement	Board Approved Budget Before Settlement	Total Impact On the Budget
Operating Revenues	$ 1,109,745,806	$ 1,109,745,806	$ -
Operating Expenditures	1,060,941,379	1,060,941,379	-
Operating Surplus / (Deficit)	48,804,427	48,804,427	-
Other Sources & Transfers In	7,385,329	7,385,329	-
Other Uses & Transfers Out	(8,856,409)	(8,856,409)	-
Change in Fund Balance	47,333,347	47,333,347	-
Beginning Balance	152,182,965	152,182,965	-
Ending Balance	199,516,312	199,516,312	-
Total Reserve Amounts	199,516,312	199,516,312	-
Nonspendable/Restricted/Committed/Assigned	77,678,586	77,678,586	-
Reserve for Economic Uncertainties	121,837,726	121,837,726	-
Unassigned/Unappropriated	-	-	-
Total Fund Balance	199,516,312	199,516,312	-
Total Unrestricted Reserves	121,837,726	121,837,726	-
State Recommended Reserves	$ 21,395,956	$ 21,395,956	$ -

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

CERTIFICATIONS

The above information summarizes the financial implications of the proposed agreement. This information will be publicly disclosed in accordance with the requirements of AB2756 before being submitted to the Governing Board for ratification.

In accordance with the requirements of the Government Code Sections 3547.5, the Superintendent and Chief Business Official hereby certify that the District can meet the costs incurred under the proposed Collective Bargaining Agreement.

District Superintendent (Signature)	Date
Chief Business Official (Signature)	01/07/2021
Santino Danisi Interim Chief Financial Officer	Date

In accordance with the requirements of the Education Code Section 42142, I hereby certify that any budget revisions that are necessary to fulfill the terms of the agreement in the current year will be submitted to the county superintendent within 45 days of the adoption of this Collective Bargaining Agreement. I further acknowledge that if the necessary budget revisions are not adopted, the county superintendent shall issue a qualified or negative certification for the District on the next interim report pursuant to Government Code Section 3547.5(c).

Chief Business Official (Signature)	01/07/2021
Santino Danisi Interim Chief Financial Officer	Date