



# Long Valley Charter School

*A Non-Profit Public Benefit Corporation*

## REGULAR BOARD MEETING

Wednesday, March 20, 2024 at 5:30 PM

At Long Valley School  
436-965 Susan Drive, Doyle, CA 96109

Teleconference Participation available via Zoom

<https://us02web.zoom.us/j/87481045751?pwd=RmZXV0dvVlQxQ1V0d1B2eTRYmIzZ09>

Teleconference participation is also available at these physical locations:

257 E. Sierra St. Suite C, Portola, CA 96122

995 Paiute Lane, Susanville, CA 96130

### Agenda

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Sherri Morgan, Executive Director/ Superintendent at 530-827-2395 at least 48 hours before the meeting, if possible.

We welcome you to this public meeting. Members of the public may be heard on any business item on the Board's Agenda during consideration of the item. Additionally, members of the public may address the Board on matters that are not on the agenda, but which are within the jurisdiction of the board; these comments can be made during Item V. A person addressing the Board will be limited to three (3) minutes unless the Chairperson of the Board grants a longer or shorter period of time depending upon the number of speakers and the size of the agenda.

**I. Call to order and roll call** Time: PM  
Shaun Giese  Wilma Kominek  Stacy Kirklin  Jason Ingram  Randi Collier

**II. Pledge of Allegiance**

**III. Approval of the Agenda**

**IV. Consent Agenda**

Board Items under the consent agenda are routine and will be enacted by one motion unless any member of the Board or public requests that an item be removed for separate consideration and placed in the regular order of business following approval of the consent agenda.

A. Board Minutes:

1. Regular Meeting 2/21/24

B. Bills & Warrants: 1/1/2024-1/31/24

C. LCOE MOU for Data Sharing Services with LVS and TPC

D. School Calendar for 2024-25

E. MOU with Plumas Charter for ELPAC Assessment Services

F. Renew Go Guardian (computer monitoring tool) through 6/30/2027.

G. Renew Parsec (data analysis) through 6/30/207

**V. Public Comments**

An opportunity for any member of the public to address the Governing Board on any matter **not** on the Agenda, but which is within the jurisdiction of the Board.

**VI. Reports**

- A. Board Members
- B. Executive Director
- C. Finance Report
- D. Program Reports-submitted in writing: Campus Locations, Special Programs, Curriculum, Intervention, Counseling, Adult Education, and Safety.

**VII. Information Items**

- A. Titus Agee – Music CTE Pathway Presentation
- B. Fraudulent Transactions-Update
- C. Healthy Kids Survey Report

**VIII. Action Items**

- A. Discussion and possible action regarding approval of Second Interim Budget.
- B. Discussion and possible action regarding approval of Capacity Limits for the 2024-25 School Year.
- C. Discussion and possible action regarding approval of position control for 2024-25 school year.
- D. Discussion and possible action regarding approval of adding Assistant Principal salary schedule.
- E. Discussion and possible action regarding approval of Parent Code of Conduct at Sport, Co-Curricular, & Extra Curricular Events Policy# 5015.
- F. Discussion and possible action regarding approval of request for assistance for visa sponsorship.
- G. Discussion and possible action regarding approval of updated Fiscal Policy & Procedures #2001.
- H. Discussion and possible action regarding approval of Teacher Competencies.

**IX. Future Items:** Review Homeless Policy; update Reserve Allocations; Employee Agreements for 24-25.

**X** Adjournment: Meeting adjourned at \_\_\_\_\_ PM. The next regular meeting will be held Wednesday, April 17, 2024 at 5:30 PM.

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ZOOM details

Dial in: 1 669 900 6833

Meeting ID: 874 8104 5751

Passcode: L1FzE2 or 906520

**REGULAR BOARD MEETING**

**Wednesday, February 21, 2024 at 5:30 PM**

**At Long Valley School  
436-965 Susan Drive, Doyle, CA 96109  
Minutes**

**I. Call to order and roll call** Time: 5:30PM  
Shaun Giese  Wilma Kominek  Stacy Kirklin  Jason Ingram  Randi Collier

**II. Pledge of Allegiance**

**III. Approval of the Agenda**

MSCU (Ingram/Kominek)

**IV. Consent Agenda**

Board Items under the consent agenda are routine and will be enacted by one motion unless any member of the Board or public requests that an item be removed for separate consideration and placed in the regular order of business following approval of the consent agenda.

- A. Board Minutes:
  - 1. Regular Meeting 1/17/2024
- B. Bills & Warrants: 11/30/23-12/31/23
- C. Accepted donated school supplies from Lassen Family Services.
- D. Anticipated submission of Strong Workforce Program Grant for Agriculture Pathway expansion.

MSCU (Ingram/Kominek)

**V. Public Comments**

An opportunity for any member of the public to address the Governing Board on any matter **not** on the Agenda, but which is within the jurisdiction of the Board.

**VI. Reports**

- A. Board Members
- B. Executive Director
- C. Finance Report-submitted in writing
- D. Program Reports-submitted in writing: Campus Locations, Counseling, Adult Education, Curriculum, Intervention and Safety.

**VII. Information Items**

- A. Joanne Fountain, CEO, Delta Managed Services (DMS)
- B. Western Association of Schools and Colleges (WASC) Self Study Report Presentation
- C. Local Control and Accountability Plan (LCAP) Mid-Year Update
- D. Teacher Competencies

**VIII. Action Items**

- A. Discussion and possible action regarding approval of termination of the edtec agreement effective 6/30/24.

MSCU (Ingram/Kominek)

- B. Discussion and possible action regarding approval of DMS Business Services Agreement for 7/1/24-6/30/26.

MSCU (Kominek/Ingram)

- C. Discussion and possible action regarding approval of Audit Engagement for the year ending 6/30/2024.

MSCU (Ingram/Kirklin)

- D. Discussion and possible action regarding approval of updated Policy 4007-Procurement Procedures for Food Serv.

MSCU (Ingram/Kirklin)

- E. Discussion and possible action regarding approval of updating positions in Doyle to include: (1) change part-time maintenance position to full-time, (2) update salary rate column to “C” for the maintenance position, and (3) add an Assistant Principal position.

MSCU (Ingram/Kominek)

- F. Discussion and possible action regarding approval of Long Valley School self-study accreditation report for the Western Association of Schools and Colleges (WASC).

MSCU (Ingram, Kominek)

- G. Discussion and possible action regarding approval of the CCAP Agreement with Lassen College for dual enrollment.

MSCU (Ingram/Kirklin)

- H. Discussion and possible action regarding approval of 2024 School Safety Plan.

MSCU (Giese/Kirklin)

**IX.** Future Items: Update budget for Community Schools and MTSS grants; Policy on sports/extracurricular/ co-curricular activities; and Arts, Music & Instructional Materials Block Grant.

**X** Adjournment: Meeting adjourned at 6:17PM. The next regular meeting will be held Wednesday, March 20, 2024 at 5:30 PM.

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ZOOM details

Dial in: 1 669 900 6833

Meeting ID: 881 7583 5543

Passcode: u8FJ1y or 241000

**Combined Board Check Register**

School: Long Valley



Month: January 2024

Total Paid By Check: \$ 335,348.21

Total Paid By Credit Card: \$ 2,269.41

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78027	PCS Retirement - Aspire Financial	1/4/2024	Bill #102523a--403b Jane Roper 10/25/23 Bill #111023--403b Yvonne Kielak 11/10/23 Bill #102523--403b Yvonne Kielak 10/25/23 Bill #102523b--403b Josephine Tellp 10/25/23		\$ 426.69
Check	78028	United States Treasury	1/12/2024	Bill #CP1348--EIN 68-0460434 Tax Per. 9/30/2023 Form 941 Balance Due		\$ 1,942.18
Check	78029	EdTec Inc	1/12/2024	Bill #28477--EdTec Monthly Back Office Service - January 2024		\$ 7,083.33
Check	78030	US Bank Corporate Payment System	1/12/2024	Bill #January 2024--Transactions thru 12/20		\$ 14,580.12
Check	78031	Alhambra	1/12/2024	Bill #19699387 122823--Products & other Charges due by 01/20/24		\$ 218.30
Check	78033	AmeriGas	1/12/2024	Bill #3158710655--Services due by 01/20/24 Bill #3158710657--Services due by 01/20/24 Bill #3158710659--Services due by 01/20/24 Bill #3158710662--Services due by 01/20/24		\$ 352.99
Check	78035	C&S Waste Solutions of Lassen Co	1/12/2024	Bill #175560919U037--Frontload 6yd Recycle: 01/01 - 01/31/24		\$ 421.59
Check	78036	C&S Waste Solutions of Lassen Co	1/12/2024	Bill #175560664U037--Disposal Fee & Haul 20YD: 12/01 - 12/31/23		\$ 13.41
Check	78038	City of Susanville	1/12/2024	Bill #121823--Gas & Water Reading: 11/19 - 12/18/23		\$ 240.87
Check	78039	Country Breeze Cleaning	1/12/2024	Bill #December 2023--Once Weekly Cleaning Admin Office November 12/01 - 12/22/23		\$ 580.00
Check	78040	Current Electric & Alarm Inc	1/12/2024	Bill #047861--Monitoring Electronic Fire Alarm System		\$ 165.00
Check	78041	Department of Motor Vehicles	1/12/2024	Bill #8363211--Pull Notice : 12/01 - 12/31/23		\$ 3.00
Check	78042	Ed Staub & Sons Petroleum	1/12/2024	Bill #10181246--Services		\$ 685.26
Check	78043	FGL Environmental	1/12/2024	Bill #390201A--Services due by 01/20/24		\$ 76.00
Check	78045	Frontier	1/12/2024	Bill #121023--Services due by 01/03/24		\$ 783.26
Check	78046	Home Depot Credit Services	1/12/2024	Bill #4252225--Food Services Bill #4932865--Food Services Bill #4845817--Food Services		\$ 173.55
Check	78047	Melissa Huffman	1/12/2024	Bill #122023--Supervision Paperwork & Consultation: December 2023		\$ 800.00
Check	78048	Intermountain Disposal, Inc.	1/12/2024	Bill #123123--Utilities		\$ 76.87
Check	78050	Lassen County Office of Education	1/12/2024	Bill #23/24-201--December Phone bill		\$ 390.00
Check	78051	Liberty Utility CA	1/12/2024	Bill #122723--Electric Charges: 11/17 - 12/19/23		\$ 692.22
Check	78052	Liberty Utility CA	1/12/2024	Bill #122723--Electric Charges : 11/17 - 12/19/23		\$ 108.93
Check	78053	Liberty Utility CA	1/12/2024	Bill #122723--Electric charges: 11/17 - 12/19/23		\$ 107.71
Check	78054	Liberty Utility CA	1/12/2024	Bill #122723--Electric Charges : 11/17 - 12/19/23		\$ 187.65
Check	78055	Liberty Utility CA	1/12/2024	Bill #122723--Electric Charges : 11/17 - 12/19/23		\$ 97.33
Check	78056	Liberty Utility CA	1/12/2024	Bill #122723--Electric Charges : 11/17 - 12/19/23		\$ 86.00
Check	78058	School Pathways Holdings, LLC	1/12/2024	Bill #140-INV5888--PLS Annual Subscription Enrollment True Up: 10/01 - 12/31/23		\$ 59.03

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78059	Sierra Air Inc.	1/12/2024	Bill #183356942--Diagnostic - Commercial & Travel Fee		\$ 179.00
Check	78060	Staples	1/12/2024	Bill #3554467814--Supplies Bill #3554467812--Supplies Bill #3554467815--Supplies Bill #3554467813--Supplies		\$ 2,564.26
Check	78061	Auto Repair by Steve	1/12/2024	Bill #001626--Services; 12/15/23		\$ 225.00
Check	78062	The Mark	1/12/2024	Bill #40174--regular gas Bill #40176--regular gas Bill #40106--regular gas Bill #40178--regular gas Bill #40138--regular gas Bill #40233--regular gas Bill #40209--regular gas Bill #40128--regular gas Bill #40110--regular gas Bill #40210--regular gas Bill #40170--regular gas Bill #40202--regular gas Bill #40221--regular gas Bill #40198--regular gas Bill #40148--regular gas Bill #40218--regular gas Bill #40119--regular gas Bill #40140--regular gas Bill #40217--regular gas Bill #40143--regular gas		\$ 4,613.94
Check	78063	US Foods	1/12/2024	Bill #4271959--Food Services		\$ 2,392.49
Check	78064	Ubeo Business Services	1/12/2024	Bill #4366048--Contract Base Rate Charge for 01/01 - 01/31/24 Bill #4366049--Contract Base Rate Charge for 02/01 - 02/29/24 Bill #4366047--Contract Base Rate Charge for 01/01 - 01/31/24		\$ 486.47
Check	78065	Verizon Wireless	1/12/2024	Bill #9951764414--Services 11/15 - 12/14/23		\$ 399.46
Check	78066	California Department of Taxes and	1/12/2024	Bill #L0024229367--Acct 103-127188 Use Tax 7/1-9/30/23		\$ 928.93
Check	78067	InaCOMP TSG	1/18/2024	Bill #INAQ19944-01--Cameras & Camera Hardware Bill #INAQ19941-01--Cameras & Camera Hardware Bill #INAQ19942--Cameras & Camera Hardware		\$ 33,019.00
Check	78068	AT&T	1/19/2024	Bill #000021053670--Communications: 12/01 - 12/31/23		\$ 68.87
Check	78069	Bonanza Produce Co.	1/19/2024	Bill #03688112--Food Services Bill #03687038--Food Services		\$ 599.75
Check	78070	California Playgrounds	1/19/2024	Bill #110723--Henderson Play Structure Fit system		\$ 24,033.51
Check	78071	CharterSAFE	1/19/2024	Bill #44741--February Premium 2023-2024 - Package Premium & Workers Compensation		\$ 6,260.00
Check	78072	City of Portola	1/19/2024	Bill #010224--Water Sewer Solid Waste & Landfill due by 01/22/24		\$ 81.63
Check	78074	Law Offices of Young, Minney & Co	1/19/2024	Bill #8235--Svcs: 12/15/23		\$ 48.75
Check	78075	Tiffiney Lozano	1/19/2024	Bill #123023--Reimb: Mileage Bill #010124--Reimb: Adobe Software HDMI Cable + Adapter & january Phone Service		\$ 99.56
Check	78076	James Merzon	1/19/2024	Bill #011124--Reimb: 80% of common area		\$ 116.39

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78077	Morning Glory, Inc.	1/19/2024	Bill #396593--Food Services Bill #396610--Food Services		\$ 399.54
Check	78078	NST Engineering, Inc	1/19/2024	Bill #14331--Cylinder Pickup & Concrete Testing		\$ 3,260.00
Check	78079	Plumas Charter School	1/19/2024	Bill #01082024--School Nurse Service & Monthly Flat Rate Fee: January 2024		\$ 450.00
Check	78080	Plumas-Sierra Telecommunication	1/19/2024	Bill #122923--Communications due by 01/21/24		\$ 384.12
Check	78081	Plumas-Sierra Telecommunication	1/19/2024	Bill #122923--Communications due by 01/21/24		\$ 25.00
Check	78083	School Pathways Holdings, LLC	1/19/2024	Bill #140-INV6069--Export Bridge Annual Subscription : 01/01 - 06/30/24		\$ 700.00
Check	78084	Staples	1/19/2024	Bill #3554962244--Supplies Bill #3555382997--Supplies Bill #3554962245--Supplies		\$ 703.85
Check	78086	Trover Constructino Project Manag	1/19/2024	Bill #1113--Construction Management Progress Payment		\$ 8,281.99
Check	78087	US Foods	1/19/2024	Bill #4440526--Food Services		\$ 1,867.64
Check	78088	Modern Building, Inc	1/19/2024	Bill #113023--Job #22021 LVCS Gym Waiver and Release on Progress Payment		\$ 125,956.73
Check	78089	Janesville Elementary School	1/22/2024	Bill #011924--Basketball Tournament 7th and 8th Grade Teams		\$ 180.00
Check	78090	James Merzon	1/26/2024	Bill #February 2024--Lease of Portola Building		\$ 3,666.68
Check	78091	The Hub C.F.C	1/26/2024	Bill #February 2024--Gym Membership for Weekly PE Field Trip with LVS Staff		\$ 80.00
Check	78092	EdTec Inc	1/30/2024	Bill #202903--UPS Postage		\$ 21.26
Check	78093	Amazon Capital Services	1/30/2024	Bill #1PMD-DR4F-QHK4--Supplies Bill #11JG-WYG3-LXY7--Supplies Bill #1FJX-CW6T-KVR1--Supplies Bill #1VNT-MWMY-RGY--Supplies Bill #161Q-6W6D-6NWV--Supplies Bill #1RJL-LNK4-6XHX--Supplies		\$ 1,146.50
Check	78094	Bonanza Produce Co.	1/30/2024	Bill #03689624--Food Services		\$ 259.20
Check	78095	Canon Financial Service, Inc	1/30/2024	Bill #31868343--Contract & Insurance Charge due 02/01/24		\$ 189.20
Check	78096	Department of Justice - Accounting	1/30/2024	Bill #708585--Fingerprint Apps & FBI: December 2023		\$ 39.50
Check	78097	DiPietro & Associates Inc	1/30/2024	Bill #102372--Adult Smart Pads Cartridge HS		\$ 292.79
Check	78098	Dave Farner	1/30/2024	Bill #011124--Snow Removal: 01/11/24		\$ 200.00
Check	78099	Lassen County Office of Education	1/30/2024	Bill #23/24-221--STRS Penalties		\$ 5.66
Check	78104	Plumas-Sierra Rural Electric Coope	1/30/2024	Bill #122923--Utilities: 11/20 - 12/18/23		\$ 3,351.93
Check	78105	SWRCB Accounting Office	1/30/2024	Bill #SM-1043790--Services; 07/01/23 - 06/30/24		\$ 765.00
Check	78106	Staples	1/30/2024	Bill #3555811196--Supplies		\$ 34.74
Check	78107	Stericycle Inc	1/30/2024	Bill #8005848341--Regular Service & Recycling Recovery Fuel & Environmental Surcharge		\$ 127.54
Check	78108	TCSIG	1/30/2024	Bill #011924--Insurance Premium: January 2024		\$ 68,305.50
Check	78109	Board of Regents	1/30/2024	Bill #2386--Public Sector; 04/02/24		\$ 140.00
Check	78110	US Foods	1/30/2024	Bill #4568226--Food Services		\$ 1,163.64
Check	78111	United States Treasury	1/30/2024	Bill #CP220--EIN 68-0460434 Tax Per. 9/30/2023 Form 941 Balance Due		\$ 108.94
Check	78112	US Bank Corporate Payment System	1/30/2024	Bill #February 2024--Transactions thru 1/22		\$ 2,269.34
Check	DB010324	Advs Ed Serv Web	1/3/2024	DB010324		\$ 333.18

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	DB010424	Credit One Bank	1/4/2024	DB010424		\$ 1,459.53
Check	DB010924	Credit One Bank	1/9/2024	DB010924		\$ 250.00
Check	DB012324	Club WPT	1/23/2024	DB012324		\$ 74.97
Check	DB12424	USDA Rural Development	1/24/2024	DB12424		\$ 2,148.00
Check	DB012624	STAMPS.COM Inc	1/26/2024	DB012624		\$ 125.00
Check	DB012924	Credit One Bank	1/29/2024	DB012924		\$ 3.47
Check	DB013124	AT&T FRAUD	1/31/2024	DB013124		\$ 109.47
Credit Card	9515-5946	Leadership Academy	1/22/2024	12/21 - Leadership Academy		\$ 487.50
Credit Card	9515-5946	Southwes	1/22/2024	12/26 - Southwes		\$ 209.90
Credit Card	9515-5946	Embassy Suites	1/22/2024	01/15 - Embassy Suites		\$ 595.63
Credit Card	9515-5946	Embassy Suites	1/22/2024	01/19 - Embassy Suites		\$ 70.45
Credit Card	9515-5946	7-Eleven	1/22/2024	01/22 - 7-Eleven		\$ 42.27
Credit Card	9515-5946	Power Home School	1/22/2024	12/26 - Power Home School		\$ 12.50
Credit Card	9515-5946	Power Home School	1/22/2024	01/08 - Power Home School		\$ 12.50
Credit Card	9515-5946	7-Eleven	1/22/2024	01/10 - 7-Eleven		\$ 5.45
Credit Card	9515-5946	7-Eleven	1/22/2024	01/22 - 7-Eleven		\$ 55.74
Credit Card	9515-5946	Power Home School	1/22/2024	01/22 - Power Home School		\$ 12.50
Credit Card	9515-5946	Theranest Monthly	1/22/2024	01/02 - Theranest Monthly		\$ 30.00
Credit Card	9515-5946	WAL-MART	1/22/2024	12/21 - WAL-MART		\$ 14.15
Credit Card	9515-5946	Diamond Mountain Mini Mart	1/22/2024	12/22 - Diamond Mountain Mini Mart		\$ 32.01
Credit Card	9515-5946	WAL-MART	1/22/2024	01/09 - WAL-MART		\$ 20.17
Credit Card	9515-5946	Calendly	1/22/2024	01/10 - Calendly		\$ 48.00
Credit Card	9515-5946	City of Susanville	1/22/2024	01/11 - City of Susanville		\$ 210.50
Credit Card	9515-5946	BNC Services	1/22/2024	01/18 - BNC Services		\$ 67.52
Credit Card	9515-5946	WAL-MART	1/22/2024	01/19 - WAL-MART		\$ 24.57
Credit Card	9515-5946	Susanville Supermarket	1/22/2024	01/22 - Susanville Supermarket		\$ 9.19
Credit Card	9515-5946	Court House Cafe	1/22/2024	01/22 - Court House Cafe		\$ 62.94
Credit Card	9515-5946	Little Caesars	1/22/2024	01/22 - Little Caesars		\$ 27.58
Credit Card	9515-5946	7-Eleven	1/22/2024	12/26 - 7-Eleven		\$ 53.77
Credit Card	9515-5946	Ntrest Servsafe	1/22/2024	01/09 - Ntrest Servsafe		\$ 5.00
Credit Card	9515-5946	Mathworksheets4kids	1/22/2024	12/21 - Mathworksheets4kids		\$ 12.48
Credit Card	9515-5946	Maverik	1/22/2024	12/26 - Maverik		\$ 36.01
Credit Card	9515-5946	Smith's Food and Drug	1/22/2024	01/22 - Smith's Food and Drug		\$ 43.08
Credit Card	9515-5946	Occupational Health Centers of the Southwest	1/22/2024	01/18 - Concentra		\$ 68.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.



**Combined Board Check Register**

**School: Thompson**

**Month: January 2024**



**Total Paid By Check:** \$ 110,573.61  
**Total Paid By Credit Card:** \$ 2,269.28

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78027	PCS Retirement - Aspire Financial	1/4/2024	Bill #102523a--403b Jane Roper 10/25/23 Bill #111023--403b Yvonne Kielak 11/10/23 Bill #102523--403b Yvonne Kielak 10/25/23 Bill #102523b--403b Josephine Tellp 10/25/23		\$ 426.69
Check	78028	United States Treasury	1/12/2024	Bill #CP1348--EIN 68-0460434 Tax Per. 9/30/2023 Form 941 Balance Due		\$ 1,942.17
Check	78029	EdTec Inc	1/12/2024	Bill #28477--EdTec Monthly Back Office Service - January 2024		\$ 7,083.34
Check	78030	US Bank Corporate Payment System	1/12/2024	Bill #January 2024--Transactions thru 12/20		\$ 14,580.12
Check	78032	All Season Heating and Air Inc	1/12/2024	Bill #23-6506--Monthly Contract of Replacing Filters Bill #23-6471--Serviced inspected and tested 6 furnaces on main building		\$ 1,490.00
Check	78034	C&S Waste Solutions of Lassen Co	1/12/2024	Bill #175561232U037--Frontload 2Yd Recycle: 01/01 - 01/31/24		\$ 247.42
Check	78037	City of Susanville	1/12/2024	Bill #121823--Gas & Water Reading: 11/19 - 12/18/23		\$ 55.65
Check	78038	City of Susanville	1/12/2024	Bill #121823--Gas & Water Reading: 11/19 - 12/18/23		\$ 240.86
Check	78041	Department of Motor Vehicles	1/12/2024	Bill #8363211--Pull Notice : 12/01 - 12/31/23		\$ 3.00
Check	78044	Forest Office Equipment	1/12/2024	Bill #SV006780--Replaced Thermal Cutoff & Thermostat		\$ 797.61
Check	78049	LEAF	1/12/2024	Bill #15810348--Copier Systems due by 01/16/24		\$ 293.80
Check	78050	Lassen County Office of Education	1/12/2024	Bill #23/24-201--December Phone bill		\$ 240.00
Check	78057	School Pathways Holdings, LLC	1/12/2024	Bill #140-INV5889--SIS Annual Subscription Enrollment True Up: 10/01 - 12/31/23		\$ 33.00
Check	78060	Staples	1/12/2024	Bill #3554467814--Supplies Bill #3554467812--Supplies Bill #3554467815--Supplies Bill #3554467813--Supplies		\$ 450.74

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78062	The Mark	1/12/2024	Bill #40174--regular gas Bill #40176--regular gas Bill #40106--regular gas Bill #40178--regular gas Bill #40138--regular gas Bill #40233--regular gas Bill #40209--regular gas Bill #40128--regular gas Bill #40110--regular gas Bill #40210--regular gas Bill #40170--regular gas Bill #40202--regular gas Bill #40221--regular gas Bill #40198--regular gas Bill #40148--regular gas Bill #40218--regular gas Bill #40119--regular gas Bill #40140--regular gas Bill #40217--regular gas Bill #40143--regular gas		\$ 282.46
Check	78065	Verizon Wireless	1/12/2024	Bill #9951764414--Services 11/15 - 12/14/23		\$ 399.46
Check	78066	California Department of Taxes and	1/12/2024	Bill #L0024229367--Acct 103-127188 Use Tax 7/1-9/30/23		\$ 928.93
Check	78067	InaCOMP TSG	1/18/2024	Bill #INAQ19944-01--Cameras & Camera Hardware Bill #INAQ19941-01--Cameras & Camera Hardware Bill #INAQ19942--Cameras & Camera Hardware		\$ 13,396.74
Check	78071	CharterSAFE	1/19/2024	Bill #44741--February Premium 2023-2024 - Package Premium & Workers Compensation		\$ 6,260.00
Check	78073	Current Electric & Alarm Inc	1/19/2024	Bill #047862--Monitoring Electronic Fire Alarm System		\$ 885.00
Check	78074	Law Offices of Young, Minney & Co	1/19/2024	Bill #8235--Svc: 12/15/23		\$ 48.75
Check	78075	Tiffiney Lozano	1/19/2024	Bill #123023--Reimb: Mileage Bill #010124--Reimb: Adobe Software HDMI Cable + Adapter & January Phone Service		\$ 537.29
Check	78077	Morning Glory, Inc.	1/19/2024	Bill #396593--Food Services Bill #396610--Food Services		\$ 279.60
Check	78082	School Pathways Holdings, LLC	1/19/2024	Bill #140-INV6070--Export Bridge Annual Subscription : 01/01 - 06/30/24 Bill #140-INV6055--SIS PLS SP Archiving Agilix Buzz Annual Subscription: 07/01/23 - 06/30/24 Quarterly Invoices		\$ 3,182.64
Check	78084	Staples	1/19/2024	Bill #3554962244--Supplies Bill #3555382997--Supplies Bill #3554962245--Supplies		\$ 561.85
Check	78085	Susanville Sanitary District	1/19/2024	Bill #010324--Sewer Services: 01/01 - 02/29/24		\$ 52.00
Check	78092	EdTec Inc	1/30/2024	Bill #202903--UPS Postage		\$ 21.26
Check	78093	Amazon Capital Services	1/30/2024	Bill #1PMD-DR4F-QHK4--Supplies Bill #11JG-WYG3-LXY7--Supplies Bill #1FJX-CW6T-KVR1--Supplies Bill #1VNT-MWMY-RGY--Supplies Bill #161Q-6W6D-6NWV--Supplies Bill #1RJL-LNK4-6XHX--Supplies		\$ 126.40

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78096	Department of Justice - Accounting	1/30/2024	Bill #708585--Fingerprint Apps & FBI: December 2023		\$ 39.50
Check	78100	Lassen Municipal Utility District	1/30/2024	Bill #011024--Services due by 01/19/24		\$ 1,858.03
Check	78101	Lassen Municipal Utility District	1/30/2024	Bill #011024--Services due by 01/29/24		\$ 55.24
Check	78102	Matthew Lemas CPA & Associates	1/30/2024	Bill #5945--2024 Single Audit of Annual Financial Elements		\$ 14,450.00
Check	78103	Morning Glory, Inc.	1/30/2024	Bill #396721--Food Services		\$ 26.05
Check	78108	TCSIG	1/30/2024	Bill #011924--Insurance Premium: January 2024		\$ 32,276.06
Check	78109	Board of Regents	1/30/2024	Bill #2386--Public Sector; 04/02/24		\$ 140.00
Check	78111	United States Treasury	1/30/2024	Bill #CP220--EIN 68-0460434 Tax Per. 9/30/2023 Form 941 Balance Due		\$ 108.94
Check	78112	US Bank Corporate Payment System	1/30/2024	Bill #February 2024--Transactions thru 1/22		\$ 2,269.35
Check	DB010324	Advs Ed Serv Web	1/3/2024	DB010324		\$ 333.18
Check	DB010424	Credit One Bank	1/4/2024	DB010424		\$ 1,459.54
Check	DB010924	Credit One Bank	1/9/2024	DB010924		\$ 250.00
Check	DB012324	Club WPT	1/23/2024	DB012324		\$ 74.98
Check	DB12424	USDA Rural Development	1/24/2024	DB12424		\$ 2,148.00
Check	DB012624	STAMPS.COM Inc	1/26/2024	DB012624		\$ 125.00
Check	DB012924	Credit One Bank	1/29/2024	DB012924		\$ 3.48
Check	DB013124	AT&T FRAUD	1/31/2024	DB013124		\$ 109.48
Credit Card	9515-5946	Leadership Academy	1/22/2024	12/21 - Leadership Academy		\$ 487.50
Credit Card	9515-5946	Southwes	1/22/2024	12/26 - Southwes		\$ 209.90
Credit Card	9515-5946	Embassy Suites	1/22/2024	01/15 - Embassy Suites		\$ 595.63
Credit Card	9515-5946	Embassy Suites	1/22/2024	01/19 - Embassy Suites		\$ 70.45
Credit Card	9515-5946	7-Eleven	1/22/2024	01/22 - 7-Eleven		\$ 42.26
Credit Card	9515-5946	Power Home School	1/22/2024	12/26 - Power Home School		\$ 12.50
Credit Card	9515-5946	Power Home School	1/22/2024	01/08 - Power Home School		\$ 12.50
Credit Card	9515-5946	7-Eleven	1/22/2024	01/10 - 7-Eleven		\$ 5.44
Credit Card	9515-5946	7-Eleven	1/22/2024	01/22 - 7-Eleven		\$ 55.73
Credit Card	9515-5946	Power Home School	1/22/2024	01/22 - Power Home School		\$ 12.50
Credit Card	9515-5946	Theranest Monthly	1/22/2024	01/02 - Theranest Monthly		\$ 30.00
Credit Card	9515-5946	WAL-MART	1/22/2024	12/21 - WAL-MART		\$ 14.14
Credit Card	9515-5946	Diamond Mountain Mini Mart	1/22/2024	12/22 - Diamond Mountain Mini Mart		\$ 32.00
Credit Card	9515-5946	WAL-MART	1/22/2024	01/09 - WAL-MART		\$ 20.16
Credit Card	9515-5946	Calendly	1/22/2024	01/10 - Calendly		\$ 48.00
Credit Card	9515-5946	City of Susanville	1/22/2024	01/11 - City of Susanville		\$ 210.50
Credit Card	9515-5946	BNC Services	1/22/2024	01/18 - BNC Services		\$ 67.52
Credit Card	9515-5946	WAL-MART	1/22/2024	01/19 - WAL-MART		\$ 24.56
Credit Card	9515-5946	Susanville Supermarket	1/22/2024	01/22 - Susanville Supermarket		\$ 9.18
Credit Card	9515-5946	Court House Cafe	1/22/2024	01/22 - Court House Cafe		\$ 62.94
Credit Card	9515-5946	Little Caesars	1/22/2024	01/22 - Little Caesars		\$ 27.57
Credit Card	9515-5946	7-Eleven	1/22/2024	12/26 - 7-Eleven		\$ 53.77
Credit Card	9515-5946	Nlrest Servsafe	1/22/2024	01/09 - Nlrest Servsafe		\$ 4.99
Credit Card	9515-5946	Mathworksheets4kids	1/22/2024	12/21 - Mathworksheets4kids		\$ 12.47
Credit Card	9515-5946	Maverik	1/22/2024	12/26 - Maverik		\$ 36.00
Credit Card	9515-5946	Smith's Food and Drug	1/22/2024	01/22 - Smith's Food and Drug		\$ 43.07
Credit Card	9515-5946	Occupational Health Centers of the Southwest	1/22/2024	01/18 - Concentra		\$ 68.00

**LASSEN COUNTY OFFICE OF EDUCATION**  
**472-013 Johnstonville Road, North**  
**Susanville, CA 96130**

**MEMORANDUM OF UNDERSTANDING for**  
**DATA SHARING SERVICES**

This Data Sharing Agreement (“Agreement”) is made by and between the Lassen County Office of Education, hereinafter referred to as “LCOE,” and Long Valley School, hereinafter referred to as “LEA,” each being of a “Party” and collectively the “Parties.”

**WHEREAS**, the LCOE and LEA enter into this MOU to facilitate the mutual sharing of data and establish responsibilities between the Parties in order to improve instruction for Lassen County students; and

**WHEREAS**, the Parties are required to protect the privacy of pupil records, and to comply with any applicable privacy statutes, including the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended; “FERPA”); California Education Code § 49073.1; the Student Online Personal Information Protection Act (California Business and Professions Code § 22584; “SOPIA”); California Civil Code § 1798.29; and California Government Code § 6250 et seq.; and

**WHEREAS**, the purpose of this MOU is to set forth the rights and responsibilities of the LCOE and the LEA with respect to data collected or retained by LEA or by the LCOE pursuant to this MOU; and

**WHEREAS**, FERPA and its implementing regulations generally prohibit the disclosure of students’ personally identifiable-information without consent, subject to certain exceptions; and

**WHEREAS**, 34 C.F.R. § 99.31(a)(6) allows for disclosure without parental consent of students’ personally-identifiable information to organizations conducting studies for, or on behalf of, educational agencies or institutions, to improve instruction; and

**WHEREAS**, California law contains similar prohibitions on the disclosure of students’ personally- identifiable information without consent, and contains an identical provision at Education Code § 49076 allowing disclosure without parental consent of students’ personally-identifiable information to organizations conducting studies for, or on behalf of, educational agencies or institutions to improve instruction; and

**WHEREAS**, the purpose of this Agreement is to share data, from the sources detailed in Appendix A, in a manner consistent with FERPA and California law in regard to data necessary to fulfill the purposes of technical assistance and continuous improvement; and

**WHEREAS**, the Parties seek to use the data to improve academic achievement and social/emotional skills of students in Lassen County by allowing access to individual student records consistent with the requirements of FERPA and California law, which will assist the LEA and the LCOE in improving student outcomes and indicators and meeting targets and other goals.

**NOW, THEREFORE, IT IS FURTHER AGREED** as follows:

**1. TERM OF AGREEMENT**

This Agreement shall take effect upon signature by the authorized representative of the LCOE and the LEA and shall renew each academic year unless terminated by either Party, as set forth herein.

**2. DEFINITIONS AND ABBREVIATIONS**

- a. "Disclose" or "disclosure" means to permit access to, or the release, transfer, or other communication of, personally-identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record. (34 C.F.R. § 99.3).
- b. "Education records" includes those records that are directly related to a student; and maintained by an educational agency or institution or by a party acting for the agency or institution, subject to the specific exclusions found in 34 C.F.R. § 99.3. (34 C.F.R. § 99.3).
  - (1) "Personally-identifiable information" includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates. (34 C.F.R. § 99.3).

**3. RESPONSIBILITIES UNDER THE AGREEMENT**

- a. Joint Responsibilities:
  - (1) The Parties shall comply with the provisions of FERPA in all respects. Nothing in this Agreement may be construed to allow any signatory to this Agreement to maintain, use, disclose, or share student education records in a manner not allowed by federal or state law or regulation.
  - (2) The Parties will ensure compliance with California law related to privacy of pupil records, at Education Code §§ 49060 et seq.
  - (3) Any personally-identifiable information exchanged via this Agreement may not be used for purposes outside of the scope of technical assistance and continuous improvement, including linkage to any other datasets.
  - (4) Each Party will identify one point of contact/data custodian who is responsible for processing and responding to data requests from the other Parties.
  - (5) The Parties will ensure that use of personally-identifiable information is used for technical assistance and continuous improvement.

b. Responsibilities of the LCOE:

- (1) The LCOE will collect all data provided by the LEA as identified in Appendix A, and will keep confidential all raw data shared by the LEA.
- (2) The LCOE agrees to maintain all data, both raw and disaggregated, as confidential.
- (3) The LCOE will not share any data received under this Agreement with any other entity, organization, or individual.
- (4) The LCOE will destroy all data received under this Agreement at the termination of this Agreement.

c. Responsibilities of the LEA:

- (1) The LEA agrees to use data shared under this Agreement for no purpose other than technical assistance and continuous improvement.
- (2) The LEA agrees not to share or re-disclose personally-identifiable information received under this Agreement with any other entity, organization, or individual. This does not prohibit the LEA from sharing their students' de-identified aggregate or disaggregate student data consistent with FERPA and California law.
- (3) The LEA agrees to provide the LCOE with data identified in Appendix A to improve instruction.
- (4) The LEA agrees to establish procedures to ensure that all personally-identifiable student information is kept secured and only accessed by personnel who are authorized to have access to said data for the purposes of technical assistance and continuous improvement, and to promptly notify the LCOE of any potential or actual breach of this Agreement.

**4. TERMINATION OF AGREEMENT**

At any time, either Party may give thirty (30) days' written notification of the termination of this Agreement.

**Signatures of Agreeing Parties:**

\_\_\_\_\_  
County Superintendent, Lassen County Office of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEA Superintendent

\_\_\_\_\_  
Date

## **Appendix A: Data Description**

- CALPADS
- SIS (Student Information System)
- Progress Monitoring Data for Academics (to include, but not limited to, MAPS, IReady, Beyond SST, Online intervention programs)
- Culture and Climate Surveys (to include, but not limited to, Kelvin, Wayfinder, or Clayful)

**LASSEN COUNTY OFFICE OF EDUCATION**  
**472-013 Johnstonville Road, North**  
**Susanville, CA 96130**

**MEMORANDUM OF UNDERSTANDING for**  
**DATA SHARING SERVICES**

This Data Sharing Agreement (“Agreement”) is made by and between the Lassen County Office of Education, hereinafter referred to as “LCOE,” and Thompson Peak Charter, hereinafter referred to as “LEA,” each being of a “Party” and collectively the “Parties.”

**WHEREAS**, the LCOE and LEA enter into this MOU to facilitate the mutual sharing of data and establish responsibilities between the Parties in order to improve instruction for Lassen County students; and

**WHEREAS**, the Parties are required to protect the privacy of pupil records, and to comply with any applicable privacy statutes, including the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended; “FERPA”); California Education Code § 49073.1; the Student Online Personal Information Protection Act (California Business and Professions Code § 22584; “SOPIPA”); California Civil Code § 1798.29; and California Government Code § 6250 et seq.; and

**WHEREAS**, the purpose of this MOU is to set forth the rights and responsibilities of the LCOE and the LEA with respect to data collected or retained by LEA or by the LCOE pursuant to this MOU; and

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**WHEREAS**, 34 C.F.R. § 99.31(a)(6) allows for disclosure without parental consent of students’ personally-identifiable information to organizations conducting studies for, or on behalf of, educational agencies or institutions, to improve instruction; and

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**WHEREAS**, the purpose of this Agreement is to share data, from the sources detailed in Appendix A, in a manner consistent with FERPA and California law in regard to data necessary to fulfill the purposes of technical assistance and continuous improvement; and

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- (2) The LCOE agrees to maintain all data, both raw and disaggregated, as confidential.
- (3) The LCOE will not share any data received under this Agreement with any other entity, organization, or individual.
- (4) The LCOE will destroy all data received under this Agreement at the termination of this Agreement.

c. Responsibilities of the LEA:

- (1) The LEA agrees to use data shared under this Agreement for no purpose other than technical assistance and continuous improvement.
- (2) The LEA agrees not to share or re-disclose personally-identifiable information received under this Agreement with any other entity, organization, or individual. This does not prohibit the LEA from sharing their students' de-identified aggregate or disaggregate student data consistent with FERPA and California law.
- (3) The LEA agrees to provide the LCOE with data identified in Appendix A to improve instruction.
- (4) The LEA agrees to establish procedures to ensure that all personally-identifiable student information is kept secured and only accessed by personnel who are authorized to have access to said data for the purposes of technical assistance and continuous improvement, and to promptly notify the LCOE of any potential or actual breach of this Agreement.

**4. TERMINATION OF AGREEMENT**

At any time, either Party may give thirty (30) days' written notification of the termination of this Agreement.

**Signatures of Agreeing Parties:**

\_\_\_\_\_  
County Superintendent, Lassen County Office of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEA Superintendent

\_\_\_\_\_  
Date

## **Appendix A: Data Description**

- CALPADS
- SIS (Student Information System)
- Progress Monitoring Data for Academics (to include, but not limited to, MAPS, IReady, Beyond SST, Online intervention programs)
- Culture and Climate Surveys (to include, but not limited to, Kelvin, Wayfinder, or Clayful)

# Long Valley & Thompson Peak Charter 2024-2025 CALENDAR DRAFT

Doyle Early dismissal days on Fridays and as noted.

175 Student Days  
185 Staff Days

JANUARY '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3 Winter Break  
  
20 Martin Luther King Jr. Day  
19 Days

AUGUST '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5-6 New Teacher Days  
7-13 Teacher Inservice Days  
14 First Day of School for Students  
13 Days

FEBRUARY '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

10 Lincoln's Birthday  
17 President's Day  
18 Days

SEPTEMBER '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2 Labor Day  
  
27 Teacher Inservice  
19 Days

MARCH '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 Teacher Inservice  
17-21 Student Led Conferences (Doyle: early dismissal)  
20 Days

OCTOBER '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 Columbus Day  
21-25 Student Led Conferences (Doyle: early dismissal)  
22 Days

APRIL '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

11 Snow/Emergency Day  
14-21 Spring Break  
15 Days

NOVEMBER '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 Veteran's Day Observed  
25-29 Thanksgiving Break  
15 Days

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23 Snow/Emergency Day  
26 Memorial Day  
30 Last Day of School  
20 Days

DECEMBER '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 Teacher Inservice  
23-31 Winter Break  
14 Days

JUNE '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Last Day for Staff  
19 Juneteenth Holiday

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered between Long Valley Charter School (the LEA providing services “Service Provider”) and Plumas Charter School (the charter school receiving services “Charter”). Service Provider and Charter may be collectively referred to as the “Parties” or individually as a “Party.” This MOU shall be effective as of the date of the last-executed signature below.

### **1. Purpose of MOU**

**Whereas**, Service Provider is willing to contract with Plumas Charter to provide ELPAC Assessments to students enrolled in Plumas Charter;

**Whereas**, Plumas Charter seeks to contract with Service Provider in order for Service Provider’s personnel to provide ELPAC Assessments to students enrolled in Plumas Charter.

### **2. MOU Must be Renewed Annually**

This MOU shall be in effect for the period beginning on 3/1/24 and ending on 6/30/24. This MOU may be renewed at the end of that period by following the “Submission Procedure” set forth in **Section 3** of this MOU. The MOU may be amended at any time by mutual consent of the Parties.

### **3. Submission Procedures**

Unless there is a documented change in a student’s English Proficiency status, all services contracted for under this MOU will run for a period of one school year, from 7/1 to 6/30. Plumas Charter shall submit a written request for services to the Service Provider. The written request shall list each type of ELPAC Assessment requested.

Service Provider shall provide Charter with a written response within 10 Business Days to the request for service (ELPAC Assessment) and will provide an invoice for this service.

### **4. Scope of Services**

The scope of services outlined in this MOU are limited to the administration of the ELPAC Assessment. This MOU may be modified by mutual agreement of the parties. Service Provider and Plumas Charter will mutually develop a schedule specifying the time, day, and location (virtual or in person) of Assessment for each student served under this MOU.

### **5. Service Provider’s Responsibilities**

Service Provider shall have the following responsibilities: Upon confirmation of availability to administer, the Service Provider will administer Initial and Summative ELPAC to any Plumas Charter School students who require this assessment. Service Provider will provide Plumas Charter with any results they may receive.

### **6. Plumas Charter’s Responsibilities**

Plumas Charter shall have the following responsibilities:

- a. Provide Service Provider with copies of all relevant student records;
- b. Provide contact information to assist with scheduling the administration of the ELPAC.
- c. Identify a staff member responsible for coordinating the scheduling for each student.
- d. When necessary, provide a staff member to supervise students being assessed.

#### **7. Payment for Services**

All services shall be billed on a per assessment basis of \$250 per assessment, plus expenses if the assessment is held at Plumas Charter. At the end of each assessment, the Service Provider will provide Plumas Charter with an invoice for services provided and/or offered under this MOU. The invoice will show the specific services provided and/or offered during the billing period, the fees for those services.

Plumas Charter shall process and pay each invoice within thirty (30) days from its receipt.

If a student being served under this MOU is no longer attending Plumas Charter, Plumas Charter shall notify Service Provider of the change in enrollment.

#### **8. Termination**

Either Plumas Charter or Service Provider may terminate this MOU by providing the other party with thirty days (30) written notice except that Service Provider may terminate this MOU by providing Charter with written notice that it is unable or unwilling to provide the requested services pursuant to **Section 3** of this MOU.

Plumas Charter and Service Provider are independent parties to this MOU and each agree that this MOU was not intended to create the relationship of agent, servant, employee, partnership, joint venture or association.

#### **9. Indemnification and Hold Harmless**

Plumas Charter and Service Provider shall each defend, hold harmless and indemnify the other party, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of facilities, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its service hereunder, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the indemnifying party, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

#### **10. Responsibility for Litigation Costs**

In the event of any compliance complaint, due process hearing request, or other litigation based on, arising from, or connected to the provision of services under this MOU, the Parties shall negotiate an agreement specifying how legal costs, including attorney's fees, are to be shared between the Parties.

**11. Meet and Confer**

If a dispute arises regarding any aspect of this MOU, the Parties agree that they shall meet and confer in a good faith effort to amicably resolve their difference prior to initiating any litigation. If the initial attempt to resolve the dispute is not successful, the Parties may, by mutual agreement, participate in alternative dispute resolution.

**12. Execution of MOU Electronically and In Counterparts**

This MOU 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 MOU. A facsimile or scanned version of any party's signature shall be deemed an original signature.

IN WITNESS WHEREOF, the Parties via their respective authorized representatives have executed and entered into this MOU as of the date set next to the signatures below.

Dated: \_\_\_\_\_

By: \_\_\_\_\_

Taletha Washburn  
For Plumas Charter School

Dated: \_\_\_\_\_

By: \_\_\_\_\_

Sherri Morgan  
For Long Valley Charter School

# ORDER FORM

QUOTE # Q-369555  
 DATE 2/27/2024  
 EXPIRATION DATE 7/13/2024



### Bill To

Long Valley Charter School (CA)  
 PO Box 7  
 Doyle, California 96109  
 United States

### Ship To

Long Valley Charter School (CA)  
 436-965 Susan Dr  
 Doyle, California 96109-0007  
 United States

### GoGuardian

Liminex, Inc. dba GoGuardian  
 2030 E Maple Avenue  
 El Segundo, California 90245  
 United States

Thank you for your interest in our products! This order form (“**Order Form**”) identifies the GoGuardian products you have selected for subscription (“**Licensed Product(s)**”), the term of your initial subscription(s) to the Licensed Product(s) (“**Initial Term**”), the number of licenses included in your base subscription(s) (“**Licenses**”), as well as the fees associated with your base subscription(s), any Licenses you add to your subscription(s) during the Initial Term, and support and professional services related to the Licensed Product(s).

This Order Form, once executed by authorized representatives of Liminex, Inc. dba GoGuardian (“**GoGuardian**”) on behalf of itself and its family of company Affiliates including Pear Deck, Inc. (“**Pear Deck**”), Edulastic (formally - Snapwiz, Inc. doing business as Edulastic, “**Edulastic**”), and Zorro Holdco LLC dba TutorMe (“**TutorMe**”), and the organization listed below (“**School**,” “**you**” or “**your**”), and together with the Liminex Product Terms of Service and End User License Agreement available at <https://www.goguardian.com/policies/eula> (for Liminex), <https://www.peardeck.com/terms-of-service> (for Pear Deck), <http://edulastic.com/terms-of-service> (for Edulastic), and <https://tutorme.com/policies/eula> (for TutorMe) (the “**Terms**” and, together with this Order Form, the “**Agreement**”), forms a binding contract. All capitalized terms not defined in this Order Form have the meaning given to them in the Terms. In the event of any conflict between this Order Form and the Terms, the terms set forth in this Order Form will prevail, but solely with respect to this Order Form. We do not agree to any other terms, including without limitation any terms on your School’s purchase order.

1 year

QTY	PART #	DESCRIPTION	START DATE	END DATE	UNIT PRICE	EXTENDED
423	GG-TCR1Y-000001	GoGuardian Teacher with Video Conferencing	6/14/2024	6/13/2025	\$9.18	\$3,883.14
423	GG-BCN1Y-000001	GoGuardian Beacon - Core	6/14/2024	6/13/2025	\$5.97	\$2,525.31
<b>1 year TOTAL (USD):</b>						<b>\$6,408.45</b>

3 year

QTY	PART #	DESCRIPTION	START DATE	END DATE	UNIT PRICE	EXTENDED
423	GG-TCR3Y-000001	GoGuardian Teacher with Video Conferencing	6/14/2024	6/13/2027	\$27.54	\$11,649.42
423	GG-BCN3Y-000001	GoGuardian Beacon - Core	6/14/2024	6/13/2027	\$17.90	\$7,571.70
<b>3 year TOTAL (USD):</b>						<b>\$19,221.12</b>

### Additional Notes:

(MShea 02/26/24) quote options sent to customer



# ORDER FORM



QUOTE # Q-369555  
DATE 2/27/2024  
EXPIRATION DATE 7/13/2024



Add-on Licenses. If during the Initial Term or during any Renewal Term, you would like to expand your base subscription(s) to include additional Licenses, please contact GoGuardian so that we can send you an additional Order Form for those 'add-on' Licenses ("**Add-Ons**"). If we do not hear from you and you deploy additional Licenses, we will send you an Order Form and invoice your Organization for subscriptions to the Add-Ons you use. Add-Ons, once deployed, will be rolled into your base subscription, and, collectively, are referred to as the "**Subscription**."

## RENEWAL SUBSCRIPTION TERM

Following the Initial Term, your Subscription (including any Add-Ons during the previous term) will automatically renew on an annual basis for successive 12-month periods (each, a "**Renewal Term**," and together with the Initial Term, the "**Term**") at our then-current fees (including an Innovation Increase as defined below) for such Subscription, unless you provide us with written notice of cancellation or written intent not to renew at least sixty (60) days prior to the end of the then-current Term. Your cancellation will take effect as of the last day of your then-current Term and you will not be charged for the upcoming Renewal Term. You will not be entitled to receive a refund or credit of any subscription fees paid for your then-current Term even if you elect not to use the Subscription for the remainder of that Term.

## RENEWAL FEES

We are dedicated to improving the Licensed Products on an ongoing basis through continued innovation in research and development. For this reason, following the Initial Term, the Subscription Fee-Per License Price for each Licensed Product will be subject to an automatic fee increase equal to 5% above the Subscription Fee-Per License Price you paid for the Licensed Product in the previous term ("**Innovation Increase**"). Order Forms and invoicing for Renewal Terms will reflect the Innovation Increase and your renewal subscription fees will be calculated using the increased fees for the number of Licenses included in your Subscription. You agree to pay the Subscription Fees, reflecting the Innovation Increase, due for each Renewal Term as described herein, unless you decide not to renew the Subscription with GoGuardian in accordance with this Order Form.

## PAYMENT

Full payment of the Total Base Subscription Fees for Initial Term is required before access to the Subscription is provided for the Initial Term. Your Organization is responsible for all payment of fees associated with any Add-Ons. Payment for all fees, including any fees for Add-Ons, is due within thirty (30) days of invoice date. Payment of the applicable Total Base Subscription Fees (including fees for any Add-Ons) for each Renewal Term is also due up front in full in advance of each Renewal Term, Your School is responsible for all taxes and duties unless expressly included in this Order Form.

Signature:

\_\_\_\_\_

Name:

\_\_\_\_\_

Title:

\_\_\_\_\_

Email:

\_\_\_\_\_

Accounts Payable Name:

\_\_\_\_\_

Accounts Payable Email:

\_\_\_\_\_

PO Number (Optional):

\_\_\_\_\_

Additional Notes (requests for delayed invoicing, etc.):

\_\_\_\_\_

## Service Order

Client		Parsec Education, Inc	
<i>Client Legal Name ("Client")</i>	Long Valley Charter School and Thompson Peak Charter	<i>Company Name</i>	Parsec Education Inc.
<i>Primary Contact, Title</i>	Ms. Sherri Morgan	<i>Primary Contact</i>	Babatunde Ilori
<i>Billing / Payment Address</i>	PO Box 7	<i>Billing Address</i>	PO Box 286 Fresno, CA, 93708
<i>City / State / Zip</i>	Doyle, CA 96109-0007	<i>City / State / Zip</i>	Fresno, CA 93721
<i>E-mail</i>	smorgan@longvalleycs.org	<i>E-mail</i>	babatunde@parseceducation.com
<i>Phone</i>	(530) 827-2395	<i>Phone</i>	(559) 753-4529

## Description of Services and Fees

Services	Fees	
License(s) and Services(s):  <input type="checkbox"/> Parsec STANDARD  <input checked="" type="checkbox"/> Parsec PREMIUM  <i>Premium-Only Add-Ons</i> <input type="checkbox"/> Customized Dashboard <input type="checkbox"/> Street Data Approach to LCAP <input type="checkbox"/> Charter Renewal Support <input type="checkbox"/> Student Champion Report <input type="checkbox"/> Exception Report  <input type="checkbox"/> Parsec REAL  <input type="checkbox"/> Parsec ACADEMY  Additional Services (no package required)  <input type="checkbox"/> General Professional Development <input type="checkbox"/> Keynote Conference Speaker <input type="checkbox"/> Additional Consultation	<b>Effective Date:</b>	7/1/24
	<b>Termination Date:</b>	6/30/27
	<b>Enrollment Count:</b>	423
	Parsec PREMIUM	\$16,500
	<b>Annual Subtotal:</b>	<b>\$16,500</b>
	<b>Discounts (include description):</b>	
	<i>Enrollment Discount</i>	-\$5,116
	<b>Subtotal:</b>	<b>\$11,384</b>
	<i>3 Year Contract</i>	-1,138.40
<b>Annual Total:</b>	<b>\$10,245.60</b>	
<b>3-Year Total</b>	<b>\$30,736.80</b>	
<i>Notes:</i>		

## Explanation of Services

### Parsec STANDARD

- Onboarding
  - 1x onboarding meeting (2 hrs, virtual) - intro to the platform

- Platform
  - Standard Analytics Platform
    - State assessment analysis tool
    - Trend analysis reports
    - County, school, district comparison
    - Longitudinal overview reports
    - Student group analysis reports
    - Growth analysis reports
    - Dataquest Data
  - State assessment presentation ready reports
    - English, Spanish, and Hmong translations available
    - User-friendly online viewing platform (public or password protected)
    - Compare up to 4 report simultaneously
    - High quality data visualization
    - Full-screen presentation mode capabilities

## Parsec PREMIUM

- Onboarding
  - 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
- Consulting
  - 3 x data insights meetings (2 hrs, virtual)
  - 1 x presentation (e.g.: board meeting; staff meeting; cabinet meeting, etc.)
- Platform
 

*This includes the Standard platform features PLUS:*

  - Premium Analytics Platform
    - Cloud-based Data Warehouse
    - Individualized Student Data
    - CA School Dashboard Filters
    - Dashboards:
      - Student Enrollment
        - Historical Enrollment Analysis
        - Percentage Breakdown
      - State Assessment
        - Overall
        - Claim Areas
        - Distance From Standard
        - Trend Analysis
        - Spread Analysis
        - Enrollment Length
        - Growth Model
      - Local Assessment
        - Overall
        - By Race/Ethnicity
        - By Student Group
        - Trend Analysis
        - Growth Analysis
        - Correlation Analysis (3rd-6th)
        - Correlation Analysis (MS & HS)
      - Graduation Rate
        - Overall
        - Bty Outcome
        - Student List
      - ELPAC/CAST
        - Overall
        - Trend
        - Student List
  - Presentation Ready Reports
    - Student Status Certificates
      - 1 x year
      - Measure student achievement
    - Student Growth Certificates
      - 1 x year
      - Measure student growth
    - Multiple Measures Report-
      - 3 x year
      - View your student's state and local assessments in a single report - with a deep dive in their local assessment trends
      - *Note: Attendance and discipline may be added to this report with an SIS integration and custom pricing*

- Network
  - Receive complimentary access to Parsec's network improvement communities. Anticipating to launch Fall 2024.
  - Access for one participant to the District network
  - Access for one participant to the Principal network

### Parsec PREMIUM Add-On Services:

Note: Must have Parsec Premium package to purchase these services

- **Customized Dashboard**
  - Custom dashboards to meet your organization's needs
- **Street Data Approach to LCAP**
  - 4 x ½ day sessions (in-person)
  - Supports in evaluating the effectiveness of actions outlined in the Local Control Accountability Plan (LCAP) or School Plan for Student Achievement (SPSA)
- **Charter Renewal Support**
  - Partner with our data analysts to prepare for your charter renewal
- **Student Champion Report**
  - A comprehensive report for teachers and principals to reflect and review on their prior year's performance
  - Note: Currently only available to customers using Aeries and PowerSchool for their SIS
- **Exception Report**
  - Detect potential errors in your SIS data, and present them in an easy to use dashboard.

### Parsec REAL

Provides rich qualitative feedback through recorded video interviews and powerful analysis capability. Uncover new insights that inspire action.

- Platform
  - Video Surveys
  - Templated Prompts
  - Customized Prompts
  - Admin Dashboard
  - Insights Search
  - Insights Report
  - Insights "Real"
  - Data Integration and Implementation
- Onboarding
  - NEW PARTNERS: 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
  - RENEWING PARTNERS: 1 x annual review + plan for upcoming year meeting
- Consulting
  - NEW PARTNERS: Street Data Capacity Building (½ day, in-person)
  - RENEWING PARTNERS: Street Data Capacity Building OR ½ day of on-site consulting  
*Street data capacity building focused on deep listening will equip participants with the skills to practice deep listening, enabling them to connect more meaningfully with students, colleagues, and the educational community at large.*

### Parsec ACADEMY

- Platform
  - Full access to Parsec Academy features.
- Onboarding
  - NEW PARTNERS: 1 x onboarding meeting (2 hrs, virtual) - intro to the platform
  - RENEWING PARTNERS: 1 x annual review + plan for upcoming year meeting
- Consulting
  - NEW PARTNERS: One full day of training for all active users- includes power standards, overview of parsec academy, and grade level collaboration time.
    - Receive 1 set of power standards books per teacher in attendance
  - RENEWING PARTNERS: Onboard new staff or go deeper into high quality PLC/improvement science/instructional practices
- Network: Access to the monthly network for one teacher per school

## Agreement

The Service Order, along with the Terms and Service attached as "Exhibit A" and Parsec Privacy Policy found here: <https://www.parseceducation.com/pages/privacy-policy> and the Acceptable Use Policy found here: <https://www.parseceducation.com/pages/acceptable-use-policy>, constitute the entire "Agreement" by and between the Client and Parsec.

## Authorization

EACH PARTY ACKNOWLEDGES THAT IT HAS READ THIS AGREEMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS, AND THAT THE PERSON SIGNING ON ITS BEHALF HAS BEEN AUTHORIZED TO DO SO. THE PERSON EXECUTING THIS AGREEMENT ON CLIENT'S BEHALF REPRESENTS THAT HE OR SHE HAS THE AUTHORITY TO BIND CLIENT TO THESE TERMS AND CONDITIONS.

By signing below, the parties hereto ACCEPT AND AGREE to this Agreement as of the Effective Date above .

Client Signature:	Print Name, Title:	Date:
Parsec Education Signature:	Print Name, Title: Babatunde Ilori, CEO	Date:

**LONG VALLEY CHARTER SCHOOL**  
**Executive Director’s Report**  
 March 2024

**ENROLLMENT**

School	Enrollment		
	Prior Month 2/14/24	Current 3/11/24	Growth/(Loss)
Long Valley School	271	269	-2
Thompson Peak Charter	162	158	-4
Total	433	427	-6

The process for re-enrollment and new enrollments begins on 3/25/24. The team is preparing enrollment packets to send home.

**BACK OFFICE-edtec**

Errors continue. Thankfully El is spending the time to review every detail to try to catch and correct.

**OPEN STAFF POSITIONS**

Part-time paraeducator for Portola  
 Part-time paraeducator for Doyle

**CONSTRUCTION**

USDA is visiting the Doyle campus for a tour of the construction site on 3/20/24. Great progress with the frame is being made and we are expecting the roof to be added soon. Modern received a quote for the basketball courts—to remove and create a new court. I’ve not seen the quote yet, but they’ve verbally noted it is for \$89,000.

**REPORTING**

There have been several reports due to the state and federal government during this last month. CALPADS is the state reporting system for demographic information and is directly linked to our revenue. Reporting is generated from our student information system, then we download those reports and backup reports and review each for accuracy. We find errors or irregularities and work to repair them. This effort requires many hands as person responsible for each area must be part of the review since they have the most knowledge. This whole process happens 5x per year and when we push the “certify” button, we are relieved and joyous! Another large report is to the federal government: Civil Rights Data Collection. This report is due every two years and requires reporting on student demographics, staff, coursework, and discipline.

<b>Long Valley Charter</b>											
<b>Income Statement</b>											
<b>As of Jan FY2024</b>											
	<b>Actual</b>			<b>YTD</b>	<b>Budget</b>						
	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Actual YTD</b>	<b>Approved Budget v1</b>	<b>1st Interim</b>	<b>2nd Interim</b>	<b>1st Interim vs. 2nd Interim</b>	<b>2nd Interim Remaining</b>	<b>% 2nd Interim Spent</b>	
<b>SUMMARY</b>											
<b>Revenue</b>											
LCFF Entitlement	263,028	274,264	244,412	1,596,037	3,000,913	2,972,600	3,447,166	474,566	1,851,129	46%	
Federal Revenue	6,410	29,242	28,750	122,155	331,783	317,959	319,489	1,530	197,334	38%	
Other State Revenues	-	21,806	53,058	94,154	491,652	846,009	854,477	8,468	760,323	11%	
Local Revenues	8,338	1,353	4,559	35,164	15,000	37,000	40,000	3,000	4,836	88%	
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	
<b>Total Revenue</b>	<b>277,776</b>	<b>326,665</b>	<b>330,779</b>	<b>1,847,510</b>	<b>3,839,348</b>	<b>4,173,568</b>	<b>4,661,132</b>	<b>487,564</b>	<b>2,813,622</b>	<b>40%</b>	
<b>Expenses</b>											
Compensation and Benefits	254,484	267,619	385,954	1,666,045	2,965,036	2,864,528	2,924,990	(60,462)	1,258,944	57%	
Books and Supplies	21,205	19,128	12,970	257,866	231,500	297,900	324,900	(27,000)	67,034	79%	
Services and Other Operating Expenditures	45,720	46,836	43,550	412,934	580,801	747,671	804,676	(57,005)	391,742	51%	
Depreciation	-	-	-	-	18,000	18,000	18,000	-	18,000	0%	
Other Outflows	7,005	10,218	5,416	41,984	60,489	36,000	36,000	-	(5,984)	117%	
<b>Total Expenses</b>	<b>328,415</b>	<b>343,802</b>	<b>447,890</b>	<b>2,378,829</b>	<b>3,855,825</b>	<b>3,964,099</b>	<b>4,108,565</b>	<b>(144,467)</b>	<b>1,729,737</b>	<b>58%</b>	
<b>Operating Income</b>	<b>(50,639)</b>	<b>(17,137)</b>	<b>(117,111)</b>	<b>(531,318)</b>	<b>(16,477)</b>	<b>209,469</b>	<b>552,566</b>	<b>343,097</b>	<b>1,083,885</b>		
<b>Fund Balance</b>											
Beginning Balance (Unaudited)					4,116,999	3,911,161	3,911,161				
Operating Income					(16,477)	209,469	552,566				
<b>Ending Fund Balance</b>					<b>4,100,522</b>	<b>4,120,630</b>	<b>4,463,727</b>				
Fund Balance as a % of Expenses					106%	104%	109%				

<b>Long Valley Charter</b>											
<b>Income Statement</b>											
<b>As of Jan FY2024</b>											
		<b>Actual</b>			<b>YTD</b>	<b>Budget</b>					
		<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Actual YTD</b>	<b>Approved Budget v1</b>	<b>1st Interim</b>	<b>2nd Interim</b>	<b>1st Interim vs. 2nd Interim</b>	<b>2nd Interim Remaining</b>	<b>% 2nd Interim Spent</b>
<b>REVENUE</b>											
<b>LCFF Entitlement</b>											
8011	Charter Schools General Purpose Entitlement - State Aid	244,412	244,412	244,412	1,444,997	2,610,906	2,736,835	3,178,204	441,369	1,733,207	45%
8012	Education Protection Account Entitlement	-	11,236	-	22,473	46,248	46,248	52,760	6,512	30,287	43%
8096	Charter Schools in Lieu of Property Taxes	18,616	18,616	-	128,567	343,759	189,517	216,203	26,685	87,636	59%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>263,028</b>	<b>274,264</b>	<b>244,412</b>	<b>1,596,037</b>	<b>3,000,913</b>	<b>2,972,600</b>	<b>3,447,166</b>	<b>474,566</b>	<b>1,851,129</b>	<b>46%</b>
<b>Federal Revenue</b>											
8181	Special Education - Entitlement	-	-	-	-	32,993	25,000	25,000	-	25,000	0%
8220	Child Nutrition Programs	-	28,967	-	28,967	57,810	60,945	60,945	-	31,978	48%
8291	Title I	-	-	26,525	26,525	-	56,162	57,700	1,538	31,175	46%
8292	Title II	-	-	-	2,157	-	7,480	7,472	(8)	5,315	29%
8294	Title IV	-	275	2,225	5,000	-	10,000	10,000	-	5,000	50%
8295	Title V REAP/RLIS	-	-	-	-	-	25,036	25,036	-	25,036	0%
8296	Other Federal Revenue	6,410	-	-	59,506	240,980	133,336	133,336	-	73,830	45%
<b>SUBTOTAL - Federal Revenue</b>		<b>6,410</b>	<b>29,242</b>	<b>28,750</b>	<b>122,155</b>	<b>331,783</b>	<b>317,959</b>	<b>319,489</b>	<b>1,530</b>	<b>197,334</b>	<b>38%</b>
<b>Other State Revenue</b>											
8381	Special Education - Entitlement (State)	-	-	53,058	53,058	103,313	86,834	86,834	-	33,776	61%
8520	Child Nutrition - State	-	21,806	-	21,806	-	-	-	-	(21,806)	
8550	Mandated Cost Reimbursements	-	-	-	-	6,441	6,422	6,422	-	6,422	0%
8560	State Lottery Revenue	-	-	-	-	57,117	60,139	68,607	8,468	68,607	0%
8590	All Other State Revenue	-	-	-	19,290	324,782	692,614	692,614	-	673,324	3%
<b>SUBTOTAL - Other State Revenue</b>		<b>-</b>	<b>21,806</b>	<b>53,058</b>	<b>94,154</b>	<b>491,652</b>	<b>846,009</b>	<b>854,477</b>	<b>8,468</b>	<b>760,323</b>	<b>11%</b>
<b>Local Revenue</b>											
8660	Interest	36	37	4,559	19,486	5,000	25,000	25,000	-	5,514	78%
8699	All Other Local Revenue	7,540	1,316	-	13,956	10,000	12,000	15,000	3,000	1,044	93%
8999	Uncategorized Revenue	762	-	-	1,722	-	-	-	-	(1,722)	
<b>SUBTOTAL - Local Revenue</b>		<b>8,338</b>	<b>1,353</b>	<b>4,559</b>	<b>35,164</b>	<b>15,000</b>	<b>37,000</b>	<b>40,000</b>	<b>3,000</b>	<b>4,836</b>	<b>88%</b>
<b>Fundraising and Grants</b>											
<b>SUBTOTAL - Fundraising and Grants</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUE</b>		<b>277,776</b>	<b>326,665</b>	<b>330,779</b>	<b>1,847,510</b>	<b>3,839,348</b>	<b>4,173,568</b>	<b>4,661,132</b>	<b>487,564</b>	<b>2,813,622</b>	<b>40%</b>



**Long Valley Charter**  
**Income Statement**  
**As of Jan FY2024**

		Actual			YTD	Budget					
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	1st Interim	2nd Interim	1st Interim vs. 2nd Interim	2nd Interim Remaining	% 2nd Interim Spent
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	73,446	71,190	156,919	532,759	913,417	897,029	899,417	(2,388)	366,658	59%
1103	Teacher - Substitute Pay	-	-	14,044	14,044	-	-	-	-	(14,044)	
1200	Certificated Pupil Support Salaries	8,090	5,462	4,106	43,107	34,722	42,632	82,649	(40,017)	39,542	52%
1300	Certificated Supervisor & Administrator Salaries	23,929	23,929	23,929	164,637	297,081	285,376	285,376	-	120,739	58%
<b>SUBTOTAL - Certificated Salaries</b>		<b>105,465</b>	<b>100,581</b>	<b>198,999</b>	<b>754,548</b>	<b>1,245,220</b>	<b>1,225,037</b>	<b>1,267,442</b>	<b>(42,405)</b>	<b>512,894</b>	<b>60%</b>
<b>Classified Salaries</b>											
2100	Classified Instructional Aide Salaries	40,044	34,917	45,748	192,334	286,050	325,009	284,992	40,017	92,658	67%
2101	Classified Stipends	-	-	-	-	3,117	3,608	3,608	-	3,608	0%
2200	Classified Support Salaries	15,055	14,048	11,698	84,038	216,542	191,130	191,130	-	107,091	44%
2300	Classified Supervisor & Administrator Salaries	3,340	3,340	3,340	23,378	39,291	40,077	40,077	-	16,699	58%
2400	Classified Clerical & Office Salaries	15,357	12,429	9,458	81,322	143,129	119,773	157,253	(37,481)	75,931	52%
2999	Payroll Temporary Holding Account	1,569	1,442	1,547	9,090	-	-	-	-	(9,090)	
<b>SUBTOTAL - Classified Salaries</b>		<b>75,365</b>	<b>66,175</b>	<b>71,791</b>	<b>390,162</b>	<b>688,130</b>	<b>679,597</b>	<b>677,060</b>	<b>2,536</b>	<b>286,898</b>	<b>58%</b>
<b>Employee Benefits</b>											
3100	STRS	19,286	18,573	37,710	147,233	237,837	233,982	242,081	(8,099)	94,848	61%
3300	OASDI-Medicare-Alternative	7,198	6,508	8,240	40,549	70,698	69,752	70,173	(421)	29,624	58%
3400	Health & Welfare Benefits	44,754	73,373	65,587	314,019	506,692	616,817	628,013	(11,196)	313,995	50%
3500	Unemployment Insurance	87	80	123	2,236	9,667	16,487	16,886	(399)	14,650	13%
3600	Workers Comp Insurance	2,329	2,329	3,504	17,299	23,201	22,856	23,334	(478)	6,035	74%
<b>SUBTOTAL - Employee Benefits</b>		<b>73,654</b>	<b>100,863</b>	<b>115,163</b>	<b>521,335</b>	<b>1,031,686</b>	<b>959,894</b>	<b>980,487</b>	<b>(20,593)</b>	<b>459,152</b>	<b>53%</b>
<b>Books &amp; Supplies</b>											
4300	Materials & Supplies	7,038	4,895	2,602	125,743	79,500	120,000	135,000	(15,000)	9,257	93%
4330	Office Supplies	1,535	1,841	2,202	18,978	22,000	22,440	28,000	(5,560)	9,022	68%
4410	Classroom Furniture, Equipment & Supplies	6,009	-	-	26,684	17,500	25,500	30,000	(4,500)	3,316	89%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	27,192	17,500	30,000	30,000	-	2,808	91%
4710	Student Food Services	6,094	12,343	8,167	55,862	93,000	96,900	96,900	-	41,038	58%
4720	Other Food	530	49	-	3,408	2,000	3,060	5,000	(1,940)	1,592	68%
<b>SUBTOTAL - Books and Supplies</b>		<b>21,205</b>	<b>19,128</b>	<b>12,970</b>	<b>257,866</b>	<b>231,500</b>	<b>297,900</b>	<b>324,900</b>	<b>(27,000)</b>	<b>67,034</b>	<b>79%</b>
<b>Services &amp; Other Operating Expenses</b>											
5200	Travel & Conferences	7,485	1,728	951	24,345	17,500	22,950	28,000	(5,050)	3,655	87%
5300	Dues & Memberships	37	669	795	6,572	15,000	15,300	15,300	-	8,728	43%
5400	Insurance	-	-	-	-	-	49,054	-	49,054	-	
5450	Insurance - Other	3,931	3,931	7,737	28,267	48,092	-	49,054	(49,054)	20,787	58%
5500	Operations & Housekeeping	4,965	4,362	1,762	36,567	50,000	51,000	51,000	-	14,433	72%
5535	Utilities - All Utilities	4,543	7,688	7,958	35,450	59,000	60,180	65,000	(4,820)	29,550	55%
5605	Equipment Leases	2,303	759	676	7,465	10,200	10,404	11,000	(596)	3,535	68%
5610	Rent	3,667	3,667	3,667	26,127	42,500	43,350	43,350	-	17,223	60%
5615	Repairs and Maintenance	1,305	1,857	353	11,852	20,000	20,400	20,400	-	8,548	58%
5631	Debt Service & Deferred Maintenance Reserve	-	-	-	-	-	-	34,579	(34,579)	34,579	0%

<b>Long Valley Charter</b>											
<b>Income Statement</b>											
<b>As of Jan FY2024</b>											
		<b>Actual</b>			<b>YTD</b>	<b>Budget</b>					
		<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Actual YTD</b>	<b>Approved Budget v1</b>	<b>1st Interim</b>	<b>2nd Interim</b>	<b>1st Interim vs. 2nd Interim</b>	<b>2nd Interim Remaining</b>	<b>% 2nd Interim Spent</b>
5800	Other Services & Operating Expenses	-	-	-	78	-	-	-	-	(78)	
5803	Accounting Fees	-	6,900	500	7,800	13,800	12,240	12,240	-	4,440	64%
5809	Banking Fees	73	80	100	553	-	-	-	-	(553)	
5812	Business Services	7,083	7,083	7,083	49,583	73,800	85,000	85,000	-	35,417	58%
5815	Consultants - Instructional	-	1,200	700	13,461	10,000	15,300	15,300	-	1,839	88%
5820	Consultants - Non Instructional - Custom 1	1,275	2,025	2,184	25,784	75,000	76,500	76,500	-	50,716	34%
5824	District Oversight Fees	-	-	-	18,388	30,009	30,321	35,161	(4,841)	16,773	52%
5830	Field Trips Expenses	2,066	-	-	2,742	2,500	2,550	5,000	(2,450)	2,258	55%
5836	Fingerprinting	153	91	43	814	1,000	1,020	1,020	-	206	80%
5845	Legal Fees	2,669	1,316	49	10,617	6,000	9,000	15,000	(6,000)	4,383	71%
5857	Payroll Fees	339	345	336	2,253	1,800	2,000	3,600	(1,600)	1,347	63%
5861	Prior Yr Exp (not accrued)	-	-	-	1,883	-	-	1,883	(1,883)	(0)	100%
5863	Professional Development	144	-	-	29,430	22,000	36,000	36,000	-	6,570	82%
5875	Staff Recruiting	-	205	140	560	2,700	2,754	2,754	-	2,194	20%
5887	Technology Services	-	-	-	41,901	7,000	45,000	45,000	-	3,099	93%
5893	Transportation - Student	2,781	700	4,855	15,622	40,000	40,000	35,000	5,000	19,378	45%
5899	Miscellaneous Operating Expenses	-	-	-	254	-	83,791	84,935	(1,144)	84,681	0%
5900	Communications	860	2,142	3,516	13,925	30,000	30,600	30,600	-	16,675	46%
5910	Communications - Internet / Website Fees	-	-	-	76	-	-	-	-	(76)	
5915	Postage and Delivery	41	90	146	563	2,900	2,958	2,000	958	1,437	28%
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>45,720</b>	<b>46,836</b>	<b>43,550</b>	<b>412,934</b>	<b>580,801</b>	<b>747,671</b>	<b>804,676</b>	<b>(57,005)</b>	<b>391,742</b>	<b>51%</b>
	<b>Capital Outlay &amp; Depreciation</b>										
6900	Depreciation	-	-	-	-	18,000	18,000	18,000	-	18,000	0%
	<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>18,000</b>	<b>18,000</b>	<b>18,000</b>	<b>-</b>	<b>18,000</b>	<b>0%</b>
	<b>Other Outflows</b>										
7438	Long term debt - Interest	10,740	505	10,740	21,985	60,489	36,000	36,000	-	14,015	61%
7999	Uncategorized Expense	(3,735)	9,713	(5,324)	19,999	-	-	-	-	(19,999)	
	<b>SUBTOTAL - Other Outflows</b>	<b>7,005</b>	<b>10,218</b>	<b>5,416</b>	<b>41,984</b>	<b>60,489</b>	<b>36,000</b>	<b>36,000</b>	<b>-</b>	<b>(5,984)</b>	<b>117%</b>
	<b>TOTAL EXPENSES</b>	<b>328,415</b>	<b>343,802</b>	<b>447,890</b>	<b>2,378,829</b>	<b>3,855,825</b>	<b>3,964,099</b>	<b>4,108,565</b>	<b>(144,467)</b>	<b>1,729,737</b>	<b>58%</b>

**Long Valley Charter  
Monthly Cash Forecast  
As of Jan FY2024**

	2023-24													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast		
<b>Beginning Cash</b>	<b>2,586,188</b>	<b>2,565,098</b>	<b>2,587,396</b>	<b>2,447,703</b>	<b>2,582,188</b>	<b>2,317,862</b>	<b>2,663,806</b>	<b>2,340,763</b>	<b>2,222,129</b>	<b>2,276,986</b>	<b>2,402,353</b>	<b>2,511,881</b>			
<b>REVENUE</b>															
LCFF Entitlement	135,784	189,887	255,649	233,013	263,028	274,264	244,412	184,240	343,959	398,937	362,903	489,023	3,447,166	72,068	
Federal Revenue	-	-	-	57,753	6,410	29,242	28,750	61,642	18,276	30,776	37,069	18,276	319,489	31,293	
Other State Revenue	-	-	-	19,290	-	21,806	53,058	156,604	135,418	135,418	149,321	135,418	854,477	48,142	
Other Local Revenue	56	3,789	54	17,014	8,338	1,353	4,559	(411)	1,312	1,312	1,312	1,312	40,000	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE</b>	<b>135,840</b>	<b>193,676</b>	<b>255,703</b>	<b>327,070</b>	<b>277,776</b>	<b>326,665</b>	<b>330,779</b>	<b>402,075</b>	<b>498,966</b>	<b>566,443</b>	<b>550,605</b>	<b>644,030</b>	<b>4,661,132</b>	<b>151,503</b>	
<b>EXPENSES</b>															
Certificated Salaries	30,162	100,800	108,560	109,980	105,465	100,581	198,999	91,343	105,388	105,388	105,388	105,388	1,267,442	-	
Classified Salaries	13,985	28,808	72,210	61,828	75,365	66,175	71,791	52,204	58,674	58,674	58,674	58,674	677,060	-	
Employee Benefits	7,231	74,369	125,400	24,654	73,654	100,863	115,163	115,813	101,192	98,160	98,160	45,826	980,487	-	
Books & Supplies	13,740	55,636	101,293	33,894	21,205	19,128	12,970	13,407	13,407	13,407	13,407	13,407	324,900	-	
Services & Other Operating Expenses	80,007	60,105	73,396	63,320	45,720	46,836	43,550	63,779	52,176	52,176	52,176	52,176	804,676	119,260	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	12,000	1,500	1,500	1,500	1,500	18,000	-	
Other Outflows	12,255	2,543	2,273	2,273	7,005	10,218	5,416	(17,984)	3,000	3,000	3,000	3,000	36,000	-	
<b>TOTAL EXPENSES</b>	<b>157,380</b>	<b>322,261</b>	<b>483,132</b>	<b>295,949</b>	<b>328,415</b>	<b>343,802</b>	<b>447,890</b>	<b>330,562</b>	<b>335,336</b>	<b>332,304</b>	<b>332,304</b>	<b>279,970</b>	<b>4,108,565</b>	<b>119,260</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(21,540)</b>	<b>(128,584)</b>	<b>(227,428)</b>	<b>31,121</b>	<b>(50,639)</b>	<b>(17,137)</b>	<b>(117,111)</b>	<b>71,513</b>	<b>163,629</b>	<b>234,139</b>	<b>218,301</b>	<b>364,060</b>	<b>552,566</b>	<b>32,243</b>	
Revenues - Prior Year Accruals	11,686	100,955	19,585	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	13	54,021	16,796	113,754	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	(21,383)	(2,700)	(9,583)	-	(564,962)	1,240	(194,776)	12,000	1,500	1,500	1,500	1,500	-	-	
Due To (From)	-	-	-	-	-	-	-	(32,745)	(4,093)	(4,093)	(4,093)	(4,093)	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	(32,101)	(4,013)	(4,013)	(4,013)	(4,013)	-	-	
Accounts Payable - Current Year	(15,709)	(7,601)	49,780	(21,495)	(5,855)	(11,645)	(7,356)	(42,994)	(7,859)	(7,859)	(7,859)	(7,859)	-	-	
Summerholdback for Teachers	1,384	2,208	11,156	11,106	9,320	5,312	(3,800)	-	-	-	-	-	-	-	
Loans Payable (Long Term)	24,458	4,000	-	-	347,810	368,174	-	-	-	-	-	-	-	-	
Other Liabilities	-	-	-	-	-	-	-	(94,307)	(94,307)	(94,307)	(94,307)	(94,307)	-	-	
<b>Ending Cash</b>	<b>2,565,098</b>	<b>2,587,396</b>	<b>2,447,703</b>	<b>2,582,188</b>	<b>2,317,862</b>	<b>2,663,806</b>	<b>2,340,763</b>	<b>2,222,129</b>	<b>2,276,986</b>	<b>2,402,353</b>	<b>2,511,881</b>	<b>2,767,169</b>			

<b>Long Valley Charter</b>				
<b>Balance Sheet</b>				
<b>As of Jan FY2024</b>				
		<b>Long Valley Charter</b>	<b>Thompson Peak Charter</b>	<b>Total</b>
		<b>Jan FY2024</b>	<b>Jan FY2024</b>	<b>Jan FY2024</b>
<b>ASSETS</b>				
	Cash Balance	2,341,455	1,027,472	3,368,927
	Accounts Receivable	118,047	27,910	145,957
	Other Current Assets	(420)	7,595	7,175
	Other Assets	205,039	28,780	233,819
	Fixed Assets, Net	5,127,048	320,922	5,447,970
	Due From Others	50	-	50
	<b>TOTAL ASSETS</b>	<b>7,791,220</b>	<b>1,412,678</b>	<b>9,203,897</b>
<b>LIABILITIES &amp; EQUITY</b>				
	Accounts Payable	72,375	(27,454)	44,921
	Due to Others	49,117	29,141	78,258
	Deferred Revenue	281,296	6,651	287,947
	Current Loans and Other Payables	86,894	40,020	126,913
	Long-Term Loans and Other Liabilities	3,659,683	2,667	3,662,350
	Beginning Net Assets	3,911,161	1,986,233	5,897,394
	Net Income (Loss) to Date	(269,305)	(624,580)	(893,886)
	<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>7,791,220</b>	<b>1,412,677</b>	<b>9,203,897</b>

<b>Thompson Peak Charter</b>										
<b>Income Statement</b>										
<b>As of Jan FY2024</b>										
	<b>Actual</b>			<b>YTD</b>	<b>Budget</b>					
	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Actual YTD</b>	<b>Approved Budget v1</b>	<b>1st Interim</b>	<b>2nd Interim</b>	<b>1st Interim vs. 2nd Interim</b>	<b>2nd Interim Remaining</b>	<b>% 2nd Interim Spent</b>
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	133,975	194,329	133,975	943,775	2,081,987	2,075,094	1,984,315	(90,780)	1,040,540	48%
Federal Revenue	4,964	-	15,533	22,997	337,871	277,151	282,226	5,075	259,229	8%
Other State Revenues	-	-	33,885	53,175	320,058	396,549	391,737	(4,812)	338,562	14%
Local Revenues	526	8,783	2,978	28,477	10,000	25,000	34,416	9,416	5,939	83%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>139,465</b>	<b>203,112</b>	<b>186,371</b>	<b>1,048,424</b>	<b>2,749,915</b>	<b>2,773,794</b>	<b>2,692,694</b>	<b>(81,100)</b>	<b>1,644,270</b>	<b>39%</b>
<b>Expenses</b>										
Compensation and Benefits	233,179	258,431	58,164	1,229,615	1,973,044	2,012,546	2,017,708	(5,162)	788,094	61%
Books and Supplies	10,968	3,107	2,074	142,931	91,250	191,032	185,303	5,729	42,372	77%
Services and Other Operating Expenditures	29,280	27,741	47,119	251,455	344,412	434,499	414,073	20,426	162,618	61%
Depreciation	-	-	-	-	13,000	13,000	13,000	-	13,000	0%
Other Outflows	8,052	10,122	5,417	48,756	29,385	21,619	32,000	(10,381)	(16,756)	152%
<b>Total Expenses</b>	<b>281,479</b>	<b>299,401</b>	<b>112,775</b>	<b>1,672,758</b>	<b>2,451,090</b>	<b>2,672,696</b>	<b>2,662,084</b>	<b>10,611</b>	<b>989,327</b>	<b>63%</b>
<b>Operating Income</b>	<b>(142,014)</b>	<b>(96,289)</b>	<b>73,596</b>	<b>(624,334)</b>	<b>298,825</b>	<b>101,098</b>	<b>30,609</b>	<b>(70,489)</b>	<b>654,944</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					2,027,842	1,570,779	1,986,233			
Operating Income					298,825	101,098	30,609			
<b>Ending Fund Balance</b>					<b>2,326,667</b>	<b>1,671,877</b>	<b>2,016,842</b>			
Fund Balance as a % of Expenses					95%	63%	76%			

<b>Thompson Peak Charter</b>											
<b>Income Statement</b>											
<b>As of Jan FY2024</b>											
		<b>Actual</b>			<b>YTD</b>	<b>Budget</b>					
		<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Actual YTD</b>	<b>Approved Budget v1</b>	<b>1st Interim</b>	<b>2nd Interim</b>	<b>1st Interim vs. 2nd Interim</b>	<b>2nd Interim Remaining</b>	<b>% 2nd Interim Spent</b>
<b>REVENUE</b>											
<b>LCFF Entitlement</b>											
8011	Charter Schools General Purpose Entitlement - State Aid	133,975	133,975	133,975	789,831	1,605,260	1,729,658	1,654,586	(75,072)	864,755	48%
8012	Education Protection Account Entitlement	-	7,178	-	14,356	32,064	32,064	30,606	(1,458)	16,250	47%
8096	Charter Schools in Lieu of Property Taxes	-	53,176	-	139,588	444,663	313,373	299,123	(14,250)	159,535	47%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>133,975</b>	<b>194,329</b>	<b>133,975</b>	<b>943,775</b>	<b>2,081,987</b>	<b>2,075,094</b>	<b>1,984,315</b>	<b>(90,780)</b>	<b>1,040,540</b>	<b>48%</b>
<b>Federal Revenue</b>											
8181	Special Education - Entitlement	-	-	-	-	21,076	21,456	21,456	-	21,456	0%
8220	Child Nutrition Programs	-	-	-	-	40,080	16,032	15,303	(729)	15,303	0%
8291	Title I	-	-	13,033	13,033	-	30,892	31,725	833	18,692	41%
8292	Title II	-	-	-	-	-	4,363	4,359	(4)	4,359	0%
8294	Title IV	-	-	2,500	5,000	-	10,000	10,000	-	5,000	50%
8295	Title V REAP/RLIS	-	-	-	-	-	-	4,975	4,975	4,975	0%
8296	Other Federal Revenue	4,964	-	-	4,964	276,715	194,408	194,408	-	189,444	3%
<b>SUBTOTAL - Federal Revenue</b>		<b>4,964</b>	<b>-</b>	<b>15,533</b>	<b>22,997</b>	<b>337,871</b>	<b>277,151</b>	<b>282,226</b>	<b>5,075</b>	<b>259,229</b>	<b>8%</b>
<b>Other State Revenue</b>											
8381	Special Education - Entitlement (State	-	-	33,885	33,885	68,793	64,128	61,212	(2,916)	27,327	55%
8550	Mandated Cost Reimbursements	-	-	-	-	4,988	4,986	4,986	-	4,986	0%
8560	State Lottery Revenue	-	-	-	-	39,579	41,695	39,799	(1,896)	39,799	0%
8590	All Other State Revenue	-	-	-	19,290	206,698	285,740	285,740	-	266,450	7%
<b>SUBTOTAL - Other State Revenue</b>		<b>-</b>	<b>-</b>	<b>33,885</b>	<b>53,175</b>	<b>320,058</b>	<b>396,549</b>	<b>391,737</b>	<b>(4,812)</b>	<b>338,562</b>	<b>14%</b>
<b>Local Revenue</b>											
8660	Interest	36	37	2,978	14,358	5,000	17,000	17,000	-	2,642	84%
8699	All Other Local Revenue	-	8,746	-	12,668	5,000	8,000	17,416	9,416	4,748	73%
8999	Uncategorized Revenue	490	-	-	1,450	-	-	-	-	(1,450)	
<b>SUBTOTAL - Local Revenue</b>		<b>526</b>	<b>8,783</b>	<b>2,978</b>	<b>28,477</b>	<b>10,000</b>	<b>25,000</b>	<b>34,416</b>	<b>9,416</b>	<b>5,939</b>	<b>83%</b>
<b>Fundraising and Grants</b>											
<b>SUBTOTAL - Fundraising and Grants</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL REVENUE</b>		<b>139,465</b>	<b>203,112</b>	<b>186,371</b>	<b>1,048,424</b>	<b>2,749,915</b>	<b>2,773,794</b>	<b>2,692,694</b>	<b>(81,100)</b>	<b>1,644,270</b>	<b>39%</b>

<b>Thompson Peak Charter</b>											
<b>Income Statement</b>											
<b>As of Jan FY2024</b>											
		<b>Actual</b>			<b>YTD</b>	<b>Budget</b>					
		<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Actual YTD</b>	<b>Approved Budget v1</b>	<b>1st Interim</b>	<b>2nd Interim</b>	<b>1st Interim vs. 2nd Interim</b>	<b>2nd Interim Remaining</b>	<b>% 2nd Interim Spent</b>
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100	Teachers Salaries	77,071	77,740	(10,354)	375,050	626,226	599,532	599,532	-	224,482	63%
1103	Teacher - Substitute Pay	2,000	7,138	(9,138)	0	-	-	-	-	(0)	
1200	Certificated Pupil Support Salaries	8,090	5,462	4,106	43,107	42,438	42,632	82,649	(40,017)	39,542	52%
1300	Certificated Supervisor & Administrator Salaries	20,062	20,062	20,062	136,842	283,166	239,198	239,198	-	102,356	57%
<b>SUBTOTAL - Certificated Salaries</b>		<b>107,222</b>	<b>110,402</b>	<b>4,676</b>	<b>554,999</b>	<b>951,830</b>	<b>881,362</b>	<b>921,379</b>	<b>(40,017)</b>	<b>366,379</b>	<b>60%</b>
<b>Classified Salaries</b>											
2100	Classified Instructional Aide Salaries	20,242	17,130	(8,284)	61,593	108,485	210,347	170,330	40,017	108,737	36%
2200	Classified Support Salaries	7,182	6,803	6,160	46,371	153,079	76,467	76,467	-	30,095	61%
2300	Classified Supervisor & Administrator Salaries	3,340	3,340	3,340	23,378	39,291	40,077	40,077	-	16,699	58%
2400	Classified Clerical & Office Salaries	13,021	10,799	7,902	65,625	79,171	98,873	98,873	-	33,247	66%
2900	Classified Other Salaries	6,886	6,886	7,430	41,861	-	75,748	75,748	-	33,888	55%
2999	Payroll Temporary Holding Account	1,383	1,358	1,538	8,283	-	-	-	-	(8,283)	
<b>SUBTOTAL - Classified Salaries</b>		<b>52,053</b>	<b>46,316</b>	<b>18,086</b>	<b>247,112</b>	<b>380,027</b>	<b>501,512</b>	<b>461,495</b>	<b>40,017</b>	<b>214,383</b>	<b>54%</b>
<b>Employee Benefits</b>											
3100	STRS	20,479	20,055	893	97,590	181,799	168,340	175,983	(7,643)	78,394	55%
3300	OASDI-Medicare-Alternative	5,436	5,075	1,297	26,570	42,874	51,145	48,664	2,481	22,094	55%
3400	Health & Welfare Benefits	45,583	74,178	29,582	284,001	292,481	383,346	383,346	-	99,345	74%
3500	Unemployment Insurance	77	75	126	2,044	6,659	10,246	10,246	-	8,202	20%
3600	Workers Comp Insurance	2,329	2,329	3,504	17,299	15,982	16,594	16,594	-	(704)	104%
<b>SUBTOTAL - Employee Benefits</b>		<b>73,904</b>	<b>101,713</b>	<b>35,403</b>	<b>427,504</b>	<b>641,187</b>	<b>629,673</b>	<b>634,835</b>	<b>(5,162)</b>	<b>207,331</b>	<b>67%</b>
<b>Books &amp; Supplies</b>											
4300	Materials & Supplies	1,768	2,385	261	56,722	50,000	85,000	85,000	-	28,278	67%
4330	Office Supplies	1,249	377	1,136	12,291	7,500	15,000	15,000	-	2,709	82%
4410	Classroom Furniture, Equipment & Supplies	6,064	-	-	62,124	30,000	60,000	65,000	(5,000)	2,876	96%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	-	-	10,000	-	10,000	-	
4710	Student Food Services	1,851	345	496	9,067	2,000	16,032	15,303	729	6,236	59%
4720	Other Food	35	-	181	2,728	1,750	5,000	5,000	-	2,272	55%
<b>SUBTOTAL - Books and Supplies</b>		<b>10,968</b>	<b>3,107</b>	<b>2,074</b>	<b>142,931</b>	<b>91,250</b>	<b>191,032</b>	<b>185,303</b>	<b>5,729</b>	<b>42,372</b>	<b>77%</b>
<b>Services &amp; Other Operating Expenses</b>											
5200	Travel & Conferences	4,938	543	3,505	21,842	10,750	13,005	25,000	(11,995)	3,158	87%
5300	Dues & Memberships	156	412	486	6,636	16,000	16,320	8,000	8,320	1,364	83%
5450	Insurance - Other	3,931	3,931	7,737	28,267	-	42,934	42,934	-	14,667	66%
5500	Operations & Housekeeping	245	400	2,498	6,412	15,000	15,300	15,000	300	8,588	43%
5535	Utilities - All Utilities	1,473	1,825	3,163	12,374	23,000	23,460	23,460	-	11,086	53%
5605	Equipment Leases	1,322	842	1,091	7,343	15,550	15,861	12,000	3,861	4,657	61%
5610	Rent	-	-	-	-	-	27,540	-	27,540	-	
5615	Repairs and Maintenance	2,981	2,034	421	9,812	8,000	8,160	12,000	(3,840)	2,188	82%
5631	Debt Service & Deferred Maintenance Reserve	-	-	-	-	-	-	28,045	(28,045)	28,045	0%
5800	Other Services & Operating Expenses	-	-	-	66	-	2,000	2,000	-	1,934	3%

<b>Thompson Peak Charter</b>											
<b>Income Statement</b>											
<b>As of Jan FY2024</b>											
		<b>Actual</b>			<b>YTD</b>	<b>Budget</b>					
		<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Actual YTD</b>	<b>Approved Budget v1</b>	<b>1st Interim</b>	<b>2nd Interim</b>	<b>1st Interim vs. 2nd Interim</b>	<b>2nd Interim Remaining</b>	<b>% 2nd Interim Spent</b>
5803	Accounting Fees	-	6,900	14,950	22,250	13,800	12,240	16,000	(3,760)	(6,250)	139%
5809	Banking Fees	73	80	100	553	-	-	-	-	(553)	
5812	Business Services	7,083	7,083	7,083	49,583	73,800	85,000	85,000	-	35,417	58%
5815	Consultants - Instructional	-	1,200	3,183	14,886	5,000	15,000	15,000	-	114	99%
5820	Consultants - Non Instructional - Custom 1	225	700	733	1,858	48,500	45,000	15,000	30,000	13,142	12%
5824	District Oversight Fees	-	-	-	-	20,820	20,751	19,843	908	19,843	0%
5830	Field Trips Expenses	640	-	-	640	1,000	1,020	1,020	-	380	63%
5836	Fingerprinting	153	91	43	482	750	765	765	-	283	63%
5845	Legal Fees	2,669	46	49	4,923	6,000	9,180	9,180	-	4,257	54%
5857	Payroll Fees	338	340	336	2,246	3,000	3,060	3,060	-	814	73%
5861	Prior Yr Exp (not accrued	-	-	-	1,883	-	-	1,883	(1,883)	(0)	100%
5863	Professional Development	2,798	-	-	28,303	22,000	35,000	35,000	-	6,697	81%
5875	Staff Recruiting	-	205	140	345	2,700	1,020	1,020	-	675	34%
5887	Technology Services	-	-	-	22,561	5,000	30,000	30,000	-	7,439	75%
5893	Transportation - Student	-	428	89	1,365	1,000	1,020	2,000	(980)	635	68%
5900	Communications	240	643	1,367	6,118	9,000	9,180	9,180	-	3,062	67%
5910	Communications - Internet / Website Fees	-	-	-	76	-	-	-	-	(76)	
5915	Postage and Delivery	15	38	146	631	1,650	1,683	1,683	-	1,052	37%
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>29,280</b>	<b>27,741</b>	<b>47,119</b>	<b>251,455</b>	<b>344,412</b>	<b>434,499</b>	<b>414,073</b>	<b>20,426</b>	<b>162,618</b>	<b>61%</b>
	<b>Capital Outlay &amp; Depreciation</b>										
6900	Depreciation	-	-	-	-	13,000	13,000	13,000	-	13,000	0%
	<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>13,000</b>	<b>13,000</b>	<b>13,000</b>	<b>-</b>	<b>13,000</b>	<b>0%</b>
	<b>Other Outflows</b>										
7438	Long term debt - Interest	10,740	505	10,740	21,985	29,385	21,619	32,000	(10,381)	10,015	69%
7999	Uncategorized Expense	(2,688)	9,617	(5,323)	26,771	-	-	-	-	(26,771)	
	<b>SUBTOTAL - Other Outflows</b>	<b>8,052</b>	<b>10,122</b>	<b>5,417</b>	<b>48,756</b>	<b>29,385</b>	<b>21,619</b>	<b>32,000</b>	<b>(10,381)</b>	<b>(16,756)</b>	<b>152%</b>
	<b>TOTAL EXPENSES</b>	<b>281,479</b>	<b>299,401</b>	<b>112,775</b>	<b>1,672,758</b>	<b>2,451,090</b>	<b>2,672,696</b>	<b>2,662,084</b>	<b>10,611</b>	<b>989,327</b>	<b>63%</b>



<b>Thompson Peak Charter</b>														
<b>Monthly Cash Forecast</b>														
<b>As of Jan FY2024</b>														
<b>2023-24</b>														
<b>Actuals &amp; Forecast</b>														
	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Forecast</b>	<b>Remaining</b>
	<b>Actuals</b>	<b>Actuals</b>	<b>Actuals</b>	<b>Actuals</b>	<b>Actuals</b>	<b>Actuals</b>	<b>Actuals</b>	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>	<b>Forecast</b>	<b>Balance</b>
<b>Beginning Cash</b>	<b>1,617,537</b>	<b>1,541,917</b>	<b>1,388,021</b>	<b>1,211,899</b>	<b>1,231,172</b>	<b>1,095,657</b>	<b>972,263</b>	<b>1,027,449</b>	<b>1,058,497</b>	<b>1,166,633</b>	<b>1,240,650</b>	<b>1,325,557</b>		
<b>REVENUE</b>														
LCFF Entitlement	74,431	134,254	141,153	131,657	133,975	194,329	133,975	142,493	228,022	169,831	169,831	280,509	1,984,315	49,854
Federal Revenue	-	-	-	2,500	4,964	-	15,533	55,587	39,164	49,892	51,929	39,164	282,226	23,493
Other State Revenue	-	-	-	19,290	-	-	33,885	60,351	58,755	58,755	67,607	58,755	391,737	34,337
Other Local Revenue	56	2,642	54	13,438	526	8,783	2,978	28	1,478	1,478	1,478	1,478	34,416	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>74,487</b>	<b>136,896</b>	<b>141,207</b>	<b>166,885</b>	<b>139,465</b>	<b>203,112</b>	<b>186,371</b>	<b>258,459</b>	<b>327,420</b>	<b>279,956</b>	<b>290,845</b>	<b>379,907</b>	<b>2,692,694</b>	<b>107,684</b>
<b>EXPENSES</b>														
Certificated Salaries	26,474	99,439	104,942	101,844	107,222	110,402	4,676	74,855	72,881	72,881	72,881	72,881	921,379	-
Classified Salaries	11,368	26,909	48,206	44,174	52,053	46,316	18,086	42,877	42,877	42,877	42,877	42,877	461,495	-
Employee Benefits	6,285	61,828	124,563	23,808	73,904	101,713	35,403	49,096	49,096	47,028	47,028	15,083	634,835	-
Books & Supplies	12,425	65,259	28,847	20,250	10,968	3,107	2,074	15,241	15,241	3,963	3,963	3,963	185,303	-
Services & Other Operating Expenses	32,125	33,205	37,941	44,044	29,280	27,741	47,119	32,524	32,524	32,524	32,524	32,524	414,073	-
Capital Outlay & Depreciation	-	-	-	-	-	-	-	8,667	1,083	1,083	1,083	1,083	13,000	-
Other Outflows	14,610	6,009	2,273	2,273	8,052	10,122	5,417	(24,768)	2,003	2,003	2,003	2,003	32,000	-
<b>TOTAL EXPENSES</b>	<b>103,287</b>	<b>292,650</b>	<b>346,773</b>	<b>236,393</b>	<b>281,479</b>	<b>299,401</b>	<b>112,775</b>	<b>198,491</b>	<b>215,705</b>	<b>202,359</b>	<b>202,359</b>	<b>170,413</b>	<b>2,662,084</b>	<b>-</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(28,800)</b>	<b>(155,754)</b>	<b>(205,565)</b>	<b>(69,508)</b>	<b>(142,014)</b>	<b>(96,289)</b>	<b>73,596</b>	<b>59,968</b>	<b>111,715</b>	<b>77,597</b>	<b>88,486</b>	<b>209,494</b>	<b>30,609</b>	<b>107,684</b>
Revenues - Prior Year Accruals	7,865	38,529	12,102	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	7	-	-	89,147	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	3,031	3,031	3,031	3,031	3,031	3,031	-
Fixed Assets	(18,883)	-	-	-	-	(19,242)	(13,397)	8,667	1,083	1,083	1,083	52,605	-	-
Due To (From)	-	-	-	-	-	-	-	(19,427)	(2,428)	(2,428)	(2,428)	(2,428)	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	(11,256)	(1,407)	(1,407)	(1,407)	(1,407)	-	-
Accounts Payable - Current Year	(12,196)	(45,046)	10,500	(7,207)	(492)	(12,943)	(7,123)	-	-	-	-	-	-	-
Summerholdback for Teachers	1,322	4,375	6,842	6,842	6,992	5,081	2,109	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	(2,249)	(281)	(281)	(281)	(281)	-	-
Loans Payable (Long Term)	-	4,000	-	-	-	-	-	(4,000)	-	-	-	-	-	-
Other Liabilities	(24,935)	-	-	-	-	-	-	(3,685)	(3,577)	(3,577)	(3,577)	(3,577)	-	-
<b>Ending Cash</b>	<b>1,541,917</b>	<b>1,388,021</b>	<b>1,211,899</b>	<b>1,231,172</b>	<b>1,095,657</b>	<b>972,263</b>	<b>1,027,449</b>	<b>1,058,497</b>	<b>1,166,633</b>	<b>1,240,650</b>	<b>1,325,557</b>	<b>1,582,993</b>		

<b>Thompson Peak Charter</b>				
<b>Balance Sheet</b>				
<b>As of Jan FY2024</b>				
		<b>Long Valley Charter</b>	<b>Thompson Peak Charter</b>	<b>Total</b>
		<b>Jan FY2024</b>	<b>Jan FY2024</b>	<b>Jan FY2024</b>
<b>ASSETS</b>				
	Cash Balance	2,341,455	1,027,472	3,368,927
	Accounts Receivable	118,047	27,910	145,957
	Other Current Assets	(420)	7,595	7,175
	Other Assets	205,039	28,780	233,819
	Fixed Assets, Net	5,127,048	320,922	5,447,970
	Due From Others	50	-	50
	<b>TOTAL ASSETS</b>	<b>7,791,220</b>	<b>1,412,678</b>	<b>9,203,897</b>
<b>LIABILITIES &amp; EQUITY</b>				
	Accounts Payable	72,375	(27,454)	44,921
	Due to Others	49,117	29,141	78,258
	Deferred Revenue	281,296	6,651	287,947
	Current Loans and Other Payables	86,894	40,020	126,913
	Long-Term Loans and Other Liabilities	3,659,683	2,667	3,662,350
	Beginning Net Assets	3,911,161	1,986,233	5,897,394
	Net Income (Loss) to Date	(269,305)	(624,580)	(893,886)
	<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>7,791,220</b>	<b>1,412,677</b>	<b>9,203,897</b>

## March Portola Board Update

Portola Student Count by Location		
Plumas Unified SD students	Other Students	Total Student
63	10	73

- Five students visited UNR and TMCC in conjunction with Mrs. Sherman to view their campuses.
- A student performed in SWEET's production of Bad Auditions for Bad Actors as a leading role.
- The HSA performed a science experiment on thermal energy.



LVS Doyle  
February Board Report  
3/7/2024

\*On February 3<sup>rd</sup>, Mrs. Mary, Mrs. Janice, Ms. Apao, Mrs. Grant, Ms. Nicole, and Mr. Landerman attended the SEL Educator's Seminar put on by Lassen County Office of Education.

\*Students in grades TK-4<sup>th</sup> celebrated the one hundredth day of school on February 7<sup>th</sup>.



\*February 12<sup>th</sup> -16<sup>th</sup> student council coordinated a school wide spirit week. Tuesday-Wednesday-Thursday-Valentine's Day colors, Friday-school colors, spirit gear, or PJ's



CRAZY Hair Day

\*TK - 2<sup>nd</sup> students enjoyed studying volcanoes.



### Upcoming Events

- Third Quarter Assembly- March 14<sup>th</sup>
- Student Led Conferences March 18<sup>th</sup> - 22<sup>nd</sup>
- Geography Bowl Competition
- Chess Club Begins

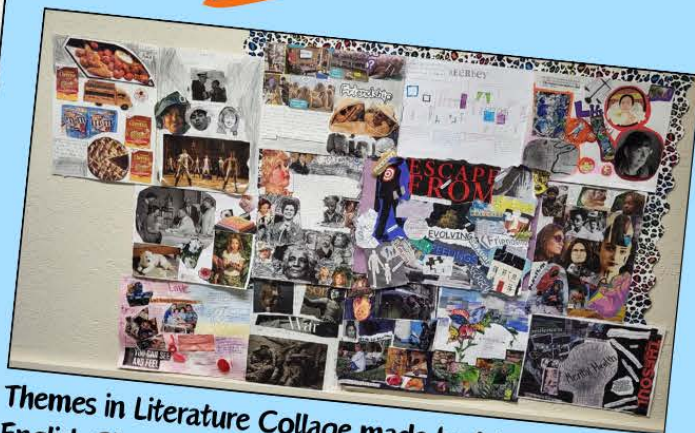


# Thompson Peak Charter School



Our 3rd-8th grade students enjoyed a field trip to the Lassen County Office of Education Fine Arts Festival.

**FUN**



Themes in Literature Collage made by Mrs. Camp's English Class.

## Enrollment

TK-2: 17  
 3-5: 22  
 6-8: 46  
 9-12: 70  
 HSA: 4  
 Total: 159

We expect to be at full-capacity by the end of March!

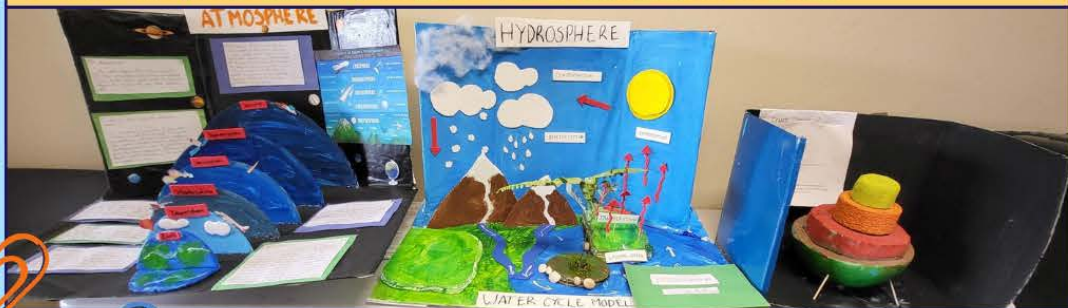


Ms. Delbecq and Ms. Kirklin celebrating Dr. Seuss Week as Thing 1 and Thing 2!

High school students took a tour of University of Nevada's campus in Reno!



## Projects made by some of Mrs. Harkness's students



We love project based learning at TPC!



# Special Programs Administrator Report

March 2024

## Counseling

Campus	Gen Ed	IEP/504s
Doyle	16	5
Portola	7	0
Susanville	20	4
<i>Total</i>	52	

## English Learners

Long Valley - 3  
Thompson Peak - 0

## Foster Youth

Long Valley - 2  
Thompson Peak - 0

## 504s

LVS	4
TPC	10

## Homeless Students

Long Valley - 7  
Thompson Peak - 2

## SPED

Campus	Total #	Speech Only	New Students	Initial Assessments	IEP Mtgs. Held	% of SPED Students/School
Doyle	31	13	0	0	9	15%
Portola	11	7	0	3	2	
Susanville	22	2	1	0	2	13%

## **Curriculum and Instruction Administrator**

Kelly Wynn

Board Report – March 20, 2024

- ❖ Substituting in various grades as needed at Long Valley School – Doyle
- ❖ Working on A-G Project Based Learning (PBL) ELA courses for English 11 & 12<sup>th</sup>, Integrated Math I and Integrated Math II w/Supports
- ❖ Finalized and submitted LVS Self-Study for visit set for April 8-10, 2024
- ❖ Collaborated on finalized 2023/24 LCAP mid-year update report for TPC & LVS
- ❖ Collaborated on finalized School Accountability Report Card (SARC) for TPC & LVS



**Long Valley Charter Schools  
Intervention Administrator Board Report  
March Board Report 2024**

**Teacher Competency Framework**

Over the past month, I worked in creating a comprehensive Teacher Competency handbook for Long Valley Charter. This handbook aims to provide a clear understanding of the observation and evaluation process, offering forms for goal setting and walkthroughs. I've dedicated time to developing and refining these walkthrough forms, ensuring they align with the specific needs and goals of the Teacher Competency Framework. Additionally, I've contributed to crafting language for the Special Education (SPED) competencies, aiming to enhance the overall effectiveness of the evaluation process.

**Essential Standards**

In working through the newly adopted California math framework, we are focusing on identifying the standards essential for mastery and those that serve as building blocks for future skills. The goal is to highlight the critical standards for students to master at their grade level in mathematics, as well as to identify the standards that build foundational skills necessary for long-term success in the subject. To show this we are creating a summary page or "snapshot" for each essential standard. The snapshot will serve as a valuable tool for teachers as it contains essential questions, criteria for success for the standard, and benchmark assessments to make sure students are achieving mastery of what is expected for their grade level.



## Board Reports

March 2024

### Counseling

Hi, here is what is happening in Counseling this month. We have several events planned, some of them I am still working on, but here is a quick list.

- March 6<sup>th</sup>-ASVAB testing – Susanville, no interest from the other two campuses this year
- ASVAB Interpretation Session – 3/27
- Fire Science Presentation - Doyle 3/13, Susanville - 3/18
- FAFSA Presentation to 11<sup>th</sup> Grade – Doyle - 3/12, Susanville - 3/13. Portola needs to be rescheduled; it was cancelled due to weather
- Cal Grant Application with LCC/Scholarship Workshop – Susanville - 3/20, Doyle - 3/21, also graduation meeting for Doyle. I will work with Portola students individually
- 8<sup>th</sup> Grade to Truckee Meadows Community College (TMCC)- End of March? - Pending for all three campuses
- 8<sup>th</sup> Grade to Feather River College (FRC) - April 24<sup>th</sup> - Pending for all three campuses
- Reg To Go event with LCC- End of March- Pending for two campuses
- College Visits- We had students from all three campuses tour TMCC/UNR on Feb. 29<sup>th</sup>, it was a big success. We had 18 students attend, we had much more interest, but transportation limited
- College Visits High School -Shasta College/Simpson University - 3/28 - Pending
- Coming Soon-High School-CSU-Chico/Butte Community College
- Coming Soon- Day in the Mountains- Portola Campus

Thank you for your interest in our Counseling Program. Have a nice evening.



Mrs. K. Sherman  
College/Career Counselor



## Board Report

March 2024

Adult School

Our Adult School is rolling along nicely, we have added more students this month. Our current students are still with us and earning credits weekly. Here is what is happening in our Adult School program.

- Enrollment increased with four new students, two in Westwood and two in Susanville.
- Total population for all campuses is 22 students. This is an increase in students served from last year at 15. We are growing every year.
- We are getting ready for our next round of updates on 3/31.
- All campuses are still running smoothly.
- Some teachers will be attending the CAEP (California Adult Education Program) Conference in May to get updated information on serving our adult population.
- Some teachers will be attending the CASAS (Data Conference) in June for more training on our Data System and future expected reporting.

Thank you for your interest in our Adult School Program. Have a nice evening.



Mrs. K. Sherman  
Adult School Coordinator

Facilities Inspection Tool  
Report

March 12, 2024			
Sites	Portola	Susanville	Doyle
Category	G = Good, P= Poor, N/A=Not Applicable		
Gas Leaks	G	G	G
Heating/Cooling Systems		G	G
Windows/Doors/	G	G	P- Shop Rolling Door Latch Broken
Gates/Fences	N/A	N/A	G
Interior Surfaces	G	G	P-Ceiling tiles in multiple rooms need replaced/Boys & girls bathroom needs new stalls replaced/room 2 carpet ripped, <b>Portable 4 Light Cover Broken, Kithchen Floor Tiles Broken</b>
Hazardous Materials	G	G	G
Structural Damage	G	G	<b>P Ramp have been ordered!</b>
Fire Safety	G	G	G
Electrical	G	G	G
Pest/Vermin Infestation	G	G	G
Sinks and Drinking Fountains	G	G	G
Restrooms	G	G-ADA Work in Progress estimated completion 2/23	G
Sewer System	G	G	G
Roofs	G	P-Missing shingles need replacement,repair during ada update	P-Stained Roofing tiles in (H.S., 2nd/3rd, 3/4, Mrs. B's, Library, K, Cafeteria, 7/8, 5/6) <b>Shop Roof is showing wear.</b>
Playground/ Schoolyard	N/A	N/A	P-Cracks in Asphalt, Wooden sand retaining beams rottings, Ball wall needs removal "Waiting on USDA Constuction project" Cracked Slide needs to be repaired.
Covid Safety	G	G	G
Overall Cleanliness	G	G	G
Notes	Does not include the house next to the new building in portola.		
Newly added items are highlighted in yellow.			



**I feel safe in my school (In School Only):**

Strongly Agree – 15%	Disagree – 8%
Agree – 38%	Strongly Disagree – 0%
Neither disagree nor agree – 38%	

**I try hard to make sure that I am good at my schoolwork:**

Strongly Agree – 43%	Disagree – 0%
Agree – 43%	Strongly Disagree – 0%
Neither disagree nor agree – 14%	

**School Boredom**

	<u>7<sup>th</sup></u>	<u>9<sup>th</sup></u>	<u>11<sup>th</sup></u>
Low	14%		
Medium	79%		
High	7%		

**Value of School**

	<u>7<sup>th</sup></u>	<u>9<sup>th</sup></u>	<u>11<sup>th</sup></u>
Low	93%		
Medium	7%		
High	0%		

**Vaped tobacco, nicotine or marijuana**

	<u>7<sup>th</sup></u>	<u>9<sup>th</sup></u>	<u>11<sup>th</sup></u>
0 days	100%		
1 or 2 days	0		
3 to 9 days	0		
10 to 19 days	0		
20 to 30 days	0		

**Areas of Concern**

**Chronic Sad or Hopeless Feelings, Past 12 months**

	<u>7<sup>th</sup></u>	<u>9<sup>th</sup></u>	<u>11<sup>th</sup></u>
No	79%		
Yes	21%		

**Seriously Considered Attempting Suicide, Past 12 months**

	<u>7<sup>th</sup></u>	<u>9<sup>th</sup></u>	<u>11<sup>th</sup></u>
No	86%		
Yes	14%		

**It was hard for me to get excited about anything.**

	<u>7<sup>th</sup></u>	<u>9<sup>th</sup></u>	<u>11<sup>th</sup></u>
Not at all true	79%		
A little true	7%		
Pretty much true	14%		
Very much true	0%		

**School violence victimization (in school only):**

**During the past 12 months, how many times have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?**

	<u>7<sup>th</sup></u>	<u>9<sup>th</sup></u>	<u>11<sup>th</sup></u>
0 times	54%		
1 time	15%		
2-3 times	15%		
4 or more times	15%		

**During the past 12 months, how many times on school property have you carried any other weapon (such as a knife or club)?**

	<u>7<sup>th</sup></u>	<u>9<sup>th</sup></u>	<u>11<sup>th</sup></u>
0 times	85%		
1 time	8%		
2-3 times	0%		
4 or more times	8%		

**Parent Survey (8 respondents; 7 - In Person Model Only, 1 - Remote Model Only)**

**Areas of Strength**

**School promptly responds to my phone calls, messages or emails:**

Strongly Agree – 67%	Disagree – 0%
Agree – 33%	Strongly Disagree – 0%
	Don't know/NA – 0%

**School actively seeks the input of parents before making important decisions:**

Strongly Agree – 67%	Disagree – 0%
Agree – 33%	Strongly Disagree – 0%
	Don't know/NA – 0%

**School has clean and well-maintained facilities and properties:**

Strongly Agree – 60%	Disagree – 0%
Agree – 40%	Strongly Disagree – 0%
	Don't know/NA – 0%

**Areas of Concern**

**School staff take parent concerns seriously.**

Strongly Agree – 50%	Disagree – 0%
Agree – 33%	Strongly Disagree – 17%
	Don't know/NA – 0%

**Served on a school committee:**

No – 100%  
Yes – 0%

**Staff Survey (13 respondents – 9 In-School Model, 4 Remote model)**

**Areas of Strength**

**Overall length of employment in position:**

Less than 1 year – 8%  
1 to 2 years – 8%  
3 to 5 years – 33%  
6 to 10 years – 25%  
Over 10 years – 25%

**This school emphasizes helping students academically when they need it:**

Strongly agree – 45%	Disagree – 0%
Agree – 55%	Strongly Disagree – 0%

**Adults who work at this school really care about every student:**

Strongly agree – 45%	Disagree – 0%
Agree – 45%	Strongly Disagree – 9%



**Areas of Concern**

**Disruptive student behavior is a problem:**

Insignificant problem – 0%                      Moderate problem – 40%  
Mild problem – 40%                              Severe problem – 20%

**Student depression or Other Mental Health Issues are a Problem**

Insignificant problem – 20%                      Moderate problem – 10%  
Mild problem – 60%                              Severe problem – 10%

**Areas to Focus On**

**Providing support services – meeting the social, emotional and developmental needs of youth:**

Yes – 64%  
No – 36%

**Thompson Peak Charter**

**Elementary Survey – Results not available at this time**

**Secondary Survey [21 respondents]**  
7<sup>th</sup>, 9<sup>th</sup> & 11<sup>th</sup> graders were eligible to take the survey.  
The results are not grade level specific due to number of respondents.

**Areas of Strength**

**School Performance, Engagement & Supports  
Grades, Past 12 months**

Mostly A's                      10%  
A's and B's                      38%  
Mostly B's                      10%  
B's and C's                      29%  
Mostly C's                      0  
C's and D's                      5%  
Mostly D's                      5%  
Mostly F's                      5%

**Absences, Past 30 days**

I did not miss any days of school in the past 30 days	52%
1 day	14%
2 days	16%
3 or more days	14%

**Caring relationships – There is a teacher or some other adult from my school who listens to me when I have something to say:**

Not at all true – 0	Pretty much true – 38%
A little true – 24%	Very much true – 38%

**Caring relationships – There is a teacher or some other adult from my school who believes that I will be a success:**

Not at all true – 0	Pretty much true – 29%
A little true – 24%	Very much true – 48%

**School connectedness – Avg reporting “Agree” or “Strongly Agree” – 72%**

**I feel safe in my school:**

Strongly Agree – 30%	Strongly Disagree – 0
Agree – 60%	Disagree – 0
Neither disagree nor agree – 10%	

**Perceived Safety at School:**

Very Safe – 60%	Unsafe – 0
Safe – 20%	Very unsafe - 0
Neither safe nor unsafe – 20%	

**Any current use and daily use – Cigarettes**

Any – 0%  
Daily (20 or more days) – 0%

**Any current use and daily use – Smokeless tobacco**

Any – 5%  
Daily (20 or more days) – 5%

**Any current use and daily use – vape products**

Any – 10%

Daily (20 or more days) – 5%

**Areas of Concern:**

**I help decide school activities or rules:**

Not at all true – 57%

A little true – 19%

Pretty much true – 14%

Very much true – 10%

**Chronic Sad or Hopeless Feelings, Past 12 months**

No 70%

Yes 30%

**Seriously Considered Attempting Suicide, Past 12 months**

No 80%

Yes 20%

**Parent Survey - 10 respondents (4 - In School Model, 6- Remote Model Only)**

*\*Responses left blank if less than 5 respondents*

**Areas of Strength**

**Student is motivated to complete schoolwork.**

Strongly agree – 90%

Disagree – 0

Agree – 10%

Strongly Disagree – 0

Not sure/NA – 0

**School promptly responds to my phone calls, messages, or emails.**

Strongly agree – 90%

Disagree – 0

Agree – 10%

Strongly Disagree – 0

Not sure/NA – 0

**School encourages me to be an active partner with the school in educating my child.**

Strongly agree – 90%

Disagree – 0

Agree – 10%

Strongly Disagree – 0

Not sure/NA – 0

**School actively seeks the input of parents before making important decisions.**

Strongly agree – 80%	Strongly Disagree – 0
Agree – 20%	Disagree – 0
Not sure/NA – 0	

**School staff treat parents with respect.**

Strongly agree – 90%	Strongly Disagree – 0
Agree – 10%	Disagree – 0
Not sure/NA – 0	

**My child is receiving adequate instruction from teachers to support assigned work.**

Strongly agree – 90%	Strongly Disagree – 0
Agree – 0	Disagree – 10
Not sure/NA – 0	

**Areas of Concern**

**Served on a school committee**

No – 100%
Yes – 0

**Staff Survey – Results not available at this time.**

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: Long Valley  
(continued) \_\_\_\_\_  
CDS #: 18-75036-6010763  
Charter Approving Entity: Fort Sage Unified  
County: Lassen  
Charter #: 2067  
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

**Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

**Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
1. LCFF Sources										
State Aid - Current Year	8011	2,736,834.93	-	2,736,834.93	1,444,997.00	-	1,444,997.00	3,178,203.60	-	3,178,203.60
Education Protection Account State Aid - Current Year	8012	46,248.00	-	46,248.00	22,473.00	-	22,473.00	52,760.00	-	52,760.00
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	189,517.37	-	189,517.37	128,567.00	-	128,567.00	216,202.57	-	216,202.57
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		2,972,600.30	-	2,972,600.30	1,596,037.00	-	1,596,037.00	3,447,166.17	-	3,447,166.17
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290	-	98,678.00	98,678.00	-	33,682.00	33,682.00	-	100,208.00	100,208.00
Special Education - Federal	8181, 8182	-	25,000.00	25,000.00	-	-	-	-	25,000.00	25,000.00
Child Nutrition - Federal	8220	-	60,945.00	60,945.00	-	28,967.01	28,967.01	-	60,945.00	60,945.00
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	133,336.00	133,336.00	-	59,506.00	59,506.00	-	133,336.00	133,336.00
Total, Federal Revenues		-	317,959.00	317,959.00	-	122,155.01	122,155.01	-	319,489.00	319,489.00
3. Other State Revenues										
Special Education - State	StateRevSE	-	173,668.00	173,668.00	-	53,058.00	53,058.00	-	86,834.00	86,834.00
All Other State Revenues	StateRevAO	149,893.78	609,281.00	759,174.78	19,290.00	21,805.91	41,095.91	179,386.68	588,256.00	767,642.68
Total, Other State Revenues		149,893.78	782,949.00	932,842.78	19,290.00	74,863.91	94,153.91	179,386.68	675,090.00	854,476.68
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	37,000.00	-	37,000.00	33,183.67	1,980.59	35,164.26	37,750.00	2,250.00	40,000.00
Total, Local Revenues		37,000.00	-	37,000.00	33,183.67	1,980.59	35,164.26	37,750.00	2,250.00	40,000.00
5. TOTAL REVENUES										
		3,159,494.08	1,100,908.00	4,260,402.08	1,648,510.67	198,999.51	1,847,510.18	3,664,302.85	996,829.00	4,661,131.85
<b>B. EXPENDITURES</b>										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	717,755.33	255,594.95	973,350.28	474,257.51	72,545.45	546,802.96	643,821.61	255,594.95	899,416.56
Certificated Pupil Support Salaries	1200	38,368.96	4,263.22	42,632.18	39,987.85	3,119.53	43,107.38	70,382.59	12,266.62	82,649.21
Certificated Supervisors' and Administrators' Salaries	1300	191,427.65	93,948.40	285,376.05	136,211.32	28,426.08	164,637.40	191,427.65	93,948.40	285,376.05
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		947,551.94	353,806.57	1,301,358.50	650,456.68	104,091.06	754,547.74	905,631.85	361,809.97	1,267,441.82
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	189,630.98	208,843.81	398,474.79	95,027.01	97,306.81	192,333.82	139,042.35	149,558.00	288,600.35
Non-certificated Support Salaries	2200	132,143.25	58,986.40	191,129.65	68,928.35	15,110.09	84,038.44	132,143.25	58,986.40	191,129.65
Non-certificated Supervisors' and Administrators' Sal.	2300	40,077.05	-	40,077.05	23,378.25	-	23,378.25	40,077.05	-	40,077.05
Clerical and Office Salaries	2400	119,772.50	-	119,772.50	81,321.88	-	81,321.88	157,253.30	-	157,253.30
Other Non-certificated Salaries	2900	-	-	-	9,089.60	-	9,089.60	-	-	-
Total, Non-certificated Salaries		481,623.78	267,830.21	749,453.99	277,745.09	112,416.90	390,161.99	468,515.95	208,544.40	677,060.35
3. Employee Benefits										
STRS	3101-3102	143,897.42	104,662.05	248,559.47	131,041.88	16,191.20	147,233.08	135,890.68	106,190.70	242,081.39

PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	50,583.72	25,619.21	76,202.93	30,237.94	10,311.11	40,549.05	45,050.03	25,123.00	70,173.02
Health and Welfare Benefits	3401-3402	461,941.29	191,887.24	653,828.53	315,805.50	(1,786.96)	314,018.54	436,126.02	191,887.24	628,013.26
Unemployment Insurance	3501-3502	12,419.68	5,380.20	17,799.88	1,854.28	381.66	2,235.94	11,505.48	5,380.20	16,885.68
Workers' Compensation Insurance	3601-3602	17,150.11	7,459.64	24,609.75	14,645.73	2,653.00	17,298.73	15,874.38	7,459.64	23,334.03
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		685,992.22	335,008.34	1,021,000.56	493,585.33	27,750.01	521,335.34	644,446.60	336,040.78	980,487.37
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	-	-	-	-	-
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	130,440.00	12,000.00	142,440.00	127,767.30	16,953.07	144,720.37	140,050.00	22,950.00	163,000.00
Noncapitalized Equipment	4400	30,464.00	25,036.00	55,500.00	47,516.93	6,358.58	53,875.51	48,483.44	11,516.56	60,000.00
Food	4700	3,060.00	96,900.00	99,960.00	6,648.24	52,621.82	59,270.06	9,845.00	92,055.00	101,900.00
Total, Books and Supplies		163,964.00	133,936.00	297,900.00	181,932.47	75,933.47	257,865.94	198,378.44	126,521.56	324,900.00
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	22,950.00	-	22,950.00	23,963.68	381.10	24,344.78	27,440.00	560.00	28,000.00
Dues and Memberships	5300	15,300.00	-	15,300.00	6,486.82	85.00	6,571.82	15,147.00	153.00	15,300.00
Insurance	5400	49,053.84	-	49,053.84	28,267.00	-	28,267.00	49,053.84	-	49,053.84
Operations and Housekeeping Services	5500	105,162.00	6,018.00	111,180.00	71,354.75	662.77	72,017.52	109,500.00	6,500.00	116,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	69,819.00	4,335.00	74,154.00	44,139.49	1,304.84	45,444.33	104,994.00	4,335.00	109,329.00
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	324,975.52	76,500.00	401,475.52	214,009.16	27,713.38	241,722.54	377,893.09	76,500.00	454,393.09
Communications	5900	33,558.00	-	33,558.00	14,564.22	-	14,564.22	32,600.00	-	32,600.00
Total, Services and Other Operating Expenditures		620,818.36	86,853.00	707,671.36	402,785.12	30,147.09	432,932.21	716,627.93	88,048.00	804,675.93
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)</b>										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	18,000.00	-	18,000.00	-	-	-	18,000.00	-	18,000.00
Total, Capital Outlay		18,000.00	-	18,000.00	-	-	-	18,000.00	-	18,000.00
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	15,610.08	-	15,610.08	21,985.25	-	21,985.25	36,000.00	-	36,000.00
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		15,610.08	-	15,610.08	21,985.25	-	21,985.25	36,000.00	-	36,000.00
<b>8. TOTAL EXPENDITURES</b>		2,933,560.39	1,177,434.12	4,110,994.50	2,028,489.94	350,338.53	2,378,828.47	2,987,600.77	1,120,964.71	4,108,565.48
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		225,933.70	(76,526.12)	149,407.58	(379,979.27)	(151,339.02)	(531,318.29)	676,702.08	(124,135.71)	552,566.37
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	-	-	-	-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-	-	-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		225,933.70	(76,526.12)	149,407.58	(379,979.27)	(151,339.02)	(531,318.29)	676,702.08	(124,135.71)	552,566.37

F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	3,911,161.08	-	3,911,161.08	3,911,161.08	-	3,911,161.08	3,911,161.08	-	3,911,161.08
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		3,911,161.08	-	3,911,161.08	3,911,161.08	-	3,911,161.08	3,911,161.08	-	3,911,161.08
2. Ending Fund Balance, June 30 (E + F.1.c.)		4,137,094.77	(76,526.12)	4,060,568.66	3,531,181.81	(151,339.02)	3,379,842.79	4,587,863.16	(124,135.71)	4,463,727.45
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-		(151,339.02)	(151,339.02)		(124,135.71)	(124,135.71)
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789			-			-			-
Unassigned/Unappropriated Amount	9790	4,137,094.77	(76,526.12)	4,060,568.66	3,531,181.81	-	3,531,181.81	4,587,863.16	-	4,587,863.16

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

Charter School Name: Long Valley  
(continued)  
CDS #: 18-75036-6010763  
Charter Approving Entity: Fort Sage Unified  
County: Lassen  
Charter #: 2067  
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
<b>1. LCFF/Revenue Limit Sources</b>						
State Aid - Current Year	8011	3,178,203.60	0.00	3,178,203.60	3,134,619.09	3,209,674.95
Education Protection Account State Aid - Current Year	8012	52,760.00	0.00	52,760.00	52,000.00	52,000.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	216,202.57	0.00	216,202.57	213,088.20	213,088.20
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		3,447,166.17	0.00	3,447,166.17	3,399,707.29	3,474,763.15
<b>2. Federal Revenues</b>						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	100,208.00	100,208.00	100,208.00	100,208.00
Special Education - Federal	8181, 8182	0.00	25,000.00	25,000.00	29,355.47	28,932.61
Child Nutrition - Federal	8220	0.00	60,945.00	60,945.00	62,163.90	63,407.18
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	133,336.00	133,336.00	0.00	0.00
Total, Federal Revenues		0.00	319,489.00	319,489.00	191,727.37	192,547.79
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	0.00	86,834.00	86,834.00	101,962.12	100,493.37
All Other State Revenues	StateRevAO	179,386.68	588,256.00	767,642.68	498,542.24	503,446.58
Total, Other State Revenues		179,386.68	675,090.00	854,476.68	600,504.35	603,939.95
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	37,750.00	2,250.00	40,000.00	17,000.00	17,000.00
Total, Local Revenues		37,750.00	2,250.00	40,000.00	17,000.00	17,000.00
<b>5. TOTAL REVENUES</b>		<b>3,664,302.85</b>	<b>996,829.00</b>	<b>4,661,131.85</b>	<b>4,208,939.01</b>	<b>4,288,250.89</b>
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	643,821.61	255,594.95	899,416.56	917,404.89	935,752.99
Certificated Pupil Support Salaries	1200	70,382.59	12,266.62	82,649.21	84,302.19	85,988.24
Certificated Supervisors' and Administrators' Salaries	1300	191,427.65	93,948.40	285,376.05	291,083.57	247,097.84
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		905,631.85	361,809.97	1,267,441.82	1,292,790.66	1,268,839.07
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	139,042.35	149,558.00	288,600.35	294,372.36	300,259.81
Non-certificated Support Salaries	2200	132,143.25	58,986.40	191,129.65	194,952.24	198,851.29
Non-certificated Supervisors' and Administrators' Sal.	2300	40,077.05	0.00	40,077.05	40,878.59	41,696.16
Clerical and Office Salaries	2400	157,253.30	0.00	157,253.30	169,463.31	172,852.58
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		468,515.95	208,544.40	677,060.35	699,666.50	713,659.83

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	135,890.68	106,190.70	242,081.39	246,923.02	242,348.26
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	45,050.03	25,123.00	70,173.03	72,269.95	72,993.14
Health and Welfare Benefits	3401-3402	436,126.02	191,887.24	628,013.26	663,332.47	688,270.14
Unemployment Insurance	3501-3502	11,505.48	5,380.20	16,885.68	16,885.68	16,686.18
Workers' Compensation Insurance	3601-3602	15,874.38	7,459.64	23,334.03	23,909.49	23,789.99
OPEB, Allocated	3701-3702	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
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		644,446.60	336,040.78	980,487.37	1,023,320.60	1,044,087.71
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	140,050.00	22,950.00	163,000.00	138,560.00	141,331.20
Noncapitalized Equipment	4400	48,483.44	11,516.56	60,000.00	56,610.00	57,742.20
Food	4700	9,845.00	92,055.00	101,900.00	103,938.00	106,016.76
Total, Books and Supplies		198,378.44	126,521.56	324,900.00	299,108.00	305,090.16
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	27,440.00	560.00	28,000.00	28,560.00	29,131.20
Dues and Memberships	5300	15,147.00	153.00	15,300.00	15,606.00	15,918.12



Insurance	5400	49,053.84	0.00	49,053.84	50,034.92	51,035.62
Operations and Housekeeping Services	5500	109,500.00	6,500.00	116,000.00	118,320.00	120,686.40
Rentals, Leases, Repairs, and Noncap. Improvements	5600	104,994.00	4,335.00	109,329.00	111,515.58	113,745.89
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	377,893.09	76,500.00	454,393.09	325,501.83	333,558.37
Communications	5900	32,600.00	0.00	32,600.00	33,252.00	33,917.04
Total, Services and Other Operating Expenditures		716,627.93	88,048.00	804,675.93	682,790.33	697,992.64
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	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
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	18,000.00	0.00	18,000.00	18,000.00	18,000.00
Total, Capital Outlay		18,000.00	0.00	18,000.00	18,000.00	18,000.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	36,000.00	0.00	36,000.00	15,922.00	16,240.44
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		36,000.00	0.00	36,000.00	15,922.00	16,240.44
<b>8. TOTAL EXPENDITURES</b>		2,987,600.77	1,120,964.71	4,108,565.48	4,031,598.09	4,063,909.85
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		676,702.08	(124,135.71)	552,566.37	177,340.92	224,341.04

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	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		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		676,702.08	(124,135.71)	552,566.37	177,340.92	224,341.04
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	3,911,161.08	0.00	3,911,161.08	4,463,727.45	4,641,068.37
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		3,911,161.08	0.00	3,911,161.08	4,463,727.45	4,641,068.37
2. Ending Fund Balance, June 30 (E + F.1.c.)		4,587,863.16	(124,135.71)	4,463,727.45	4,641,068.37	4,865,409.40
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	0.00	(124,135.71)	(124,135.71)		
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		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00		
Unassigned/Unappropriated Amount	9790	4,587,863.16	0.00	4,587,863.16	4,641,068.37	4,865,409.40

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: Thompson Peak Charter  
(continued) \_\_\_\_\_  
CDS #: 18-64196-0135756  
Charter Approving Entity: Susanville Elementary  
County: Lassen  
Charter #: 2066  
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

**Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

**Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
<b>1. LCFF Sources</b>										
State Aid - Current Year	8011	1,729,657.77	-	1,729,657.77	789,831.00	-	789,831.00	1,654,585.75	-	1,654,585.75
Education Protection Account State Aid - Current Year	8012	32,064.00	-	32,064.00	14,356.00	-	14,356.00	30,606.00	-	30,606.00
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	313,372.69	-	313,372.69	139,587.79	-	139,587.79	299,123.15	-	299,123.15
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		2,075,094.46	-	2,075,094.46	943,774.79	-	943,774.79	1,984,314.90	-	1,984,314.90
<b>2. Federal Revenues</b>										
No Child Left Behind/Every Student Succeeds Act	8290	-	45,255.00	45,255.00	-	18,033.00	18,033.00	-	51,059.00	51,059.00
Special Education - Federal	8181, 8182	-	21,456.00	21,456.00	-	-	-	-	21,456.00	21,456.00
Child Nutrition - Federal	8220	-	16,032.00	16,032.00	-	-	-	-	15,303.00	15,303.00
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	194,408.00	194,408.00	-	4,964.00	4,964.00	-	194,408.00	194,408.00
Total, Federal Revenues		-	277,151.00	277,151.00	-	22,997.00	22,997.00	-	282,226.00	282,226.00
<b>3. Other State Revenues</b>										
Special Education - State	StateRevSE	64,128.00	-	64,128.00	-	33,885.00	33,885.00	-	61,212.00	61,212.00
All Other State Revenues	StateRevAO	46,680.60	285,740.00	332,420.60	19,290.00	-	19,290.00	174,784.68	155,740.00	330,524.68
Total, Other State Revenues		110,808.60	285,740.00	396,548.60	19,290.00	33,885.00	53,175.00	174,784.68	216,952.00	391,736.68
<b>4. Other Local Revenues</b>										
All Other Local Revenues	LocalRevAO	25,000.00	-	25,000.00	29,764.18	-	29,764.18	34,416.00	-	34,416.00
Total, Local Revenues		25,000.00	-	25,000.00	29,764.18	-	29,764.18	34,416.00	-	34,416.00
<b>5. TOTAL REVENUES</b>										
		2,210,903.05	562,891.00	2,773,794.05	992,828.97	56,882.00	1,049,710.97	2,193,515.58	499,178.00	2,692,693.58
<b>B. EXPENDITURES</b>										
<b>1. Certificated Salaries</b>										
Certificated Teachers' Salaries	1100	499,285.33	100,246.20	599,531.53	337,270.51	37,779.42	375,049.93	499,285.33	100,246.20	599,531.53
Certificated Pupil Support Salaries	1200	38,368.96	4,263.22	42,632.18	39,987.85	3,119.53	43,107.38	70,382.59	12,266.62	82,649.21
Certificated Supervisors' and Administrators' Salaries	1300	148,451.35	90,746.63	239,197.98	108,415.86	28,426.08	136,841.94	145,249.58	93,948.40	239,197.98
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		686,105.63	195,256.05	881,361.68	485,674.22	69,325.03	554,999.25	714,917.50	206,461.22	921,378.72
<b>2. Non-certificated Salaries</b>										
Non-certificated Instructional Aides' Salaries	2100	157,350.85	52,996.50	210,347.35	46,627.77	14,965.24	61,593.01	117,333.81	52,996.41	170,330.22
Non-certificated Support Salaries	2200	71,876.00	4,590.60	76,466.60	43,704.84	2,666.48	46,371.32	71,876.00	4,590.60	76,466.60
Non-certificated Supervisors' and Administrators' Sal.	2300	40,077.05	-	40,077.05	23,378.25	-	23,378.25	40,077.05	-	40,077.05
Clerical and Office Salaries	2400	95,192.50	3,680.00	98,872.50	65,625.31	-	65,625.31	95,192.50	3,680.00	98,872.50
Other Non-certificated Salaries	2900	37,874.13	37,874.13	75,748.26	50,143.70	-	50,143.70	75,748.26	-	75,748.26
Total, Non-certificated Salaries		402,370.53	99,141.23	501,511.76	229,479.87	17,631.72	247,111.59	400,227.62	61,267.01	461,494.63

<b>3. Employee Benefits</b>										
STRS	3101-3102	131,046.50	37,293.90	168,340.40	84,420.48	13,169.24	97,589.72	136,549.24	39,434.09	175,983.33
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative Health and Welfare Benefits	3301-3302	40,729.88	10,415.31	51,145.19	24,176.80	2,393.16	26,569.96	40,983.72	7,680.61	48,664.33
Unemployment Insurance	3401-3402	306,468.08	76,878.37	383,346.45	242,611.62	41,389.52	284,001.14	312,453.98	70,892.35	383,346.34
Workers' Compensation Insurance	3501-3502	8,227.52	2,018.90	10,246.42	1,858.62	185.45	2,044.07	8,374.52	1,871.80	10,246.32
OPEB, Allocated	3601-3602	13,062.27	3,532.17	16,594.44	13,401.81	3,897.00	17,298.81	13,381.74	3,212.74	16,594.48
OPEB, Active Employees	3701-3702	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3751-3752	-	-	-	-	-	-	-	-	-
	3901-3902	-	-	-	-	-	-	-	-	-
<b>Total, Employee Benefits</b>		<b>499,534.25</b>	<b>130,138.65</b>	<b>629,672.90</b>	<b>366,469.33</b>	<b>61,034.37</b>	<b>427,503.70</b>	<b>511,743.20</b>	<b>123,091.60</b>	<b>634,834.80</b>
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	-	-	-	-	-
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	87,250.00	12,750.00	100,000.00	57,196.99	11,815.84	69,012.83	61,750.00	38,250.00	100,000.00
Noncapitalized Equipment	4400	70,000.00	-	70,000.00	62,124.29	-	62,124.29	65,000.00	-	65,000.00
Food	4700	5,000.00	16,032.00	21,032.00	2,749.19	9,045.08	11,794.27	5,000.00	15,303.00	20,303.00
<b>Total, Books and Supplies</b>		<b>162,250.00</b>	<b>28,782.00</b>	<b>191,032.00</b>	<b>122,070.47</b>	<b>20,860.92</b>	<b>142,931.39</b>	<b>131,750.00</b>	<b>53,553.00</b>	<b>185,303.00</b>
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	13,005.00	-	13,005.00	21,770.40	71.32	21,841.72	24,750.00	250.00	25,000.00
Dues and Memberships	5300	16,320.00	-	16,320.00	6,550.71	85.00	6,635.71	7,760.00	240.00	8,000.00
Insurance	5400	42,934.00	-	42,934.00	28,267.00	-	28,267.00	42,934.00	-	42,934.00
Operations and Housekeeping Services	5500	38,760.00	-	38,760.00	18,785.60	-	18,785.60	38,460.00	-	38,460.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	51,561.00	-	51,561.00	17,154.99	-	17,154.99	52,045.00	-	52,045.00
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend. Communications	5800	247,555.94	13,500.00	261,055.94	173,132.49	5,584.37	178,716.86	182,271.15	54,500.00	236,771.15
	5900	10,863.00	-	10,863.00	6,824.73	-	6,824.73	10,863.00	-	10,863.00
<b>Total, Services and Other Operating Expenditures</b>		<b>420,998.94</b>	<b>13,500.00</b>	<b>434,498.94</b>	<b>272,485.92</b>	<b>5,740.69</b>	<b>278,226.61</b>	<b>359,083.15</b>	<b>54,990.00</b>	<b>414,073.15</b>
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)</b>										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	13,000.00	-	13,000.00	-	-	-	13,000.00	-	13,000.00
<b>Total, Capital Outlay</b>		<b>13,000.00</b>	<b>-</b>	<b>13,000.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>13,000.00</b>	<b>-</b>	<b>13,000.00</b>
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	21,618.90	-	21,618.90	21,985.25	-	21,985.25	32,000.00	-	32,000.00
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
<b>Total, Other Outgo</b>		<b>21,618.90</b>	<b>-</b>	<b>21,618.90</b>	<b>21,985.25</b>	<b>-</b>	<b>21,985.25</b>	<b>32,000.00</b>	<b>-</b>	<b>32,000.00</b>
<b>8. TOTAL EXPENDITURES</b>		<b>2,205,878.25</b>	<b>466,817.93</b>	<b>2,672,696.18</b>	<b>1,498,165.06</b>	<b>174,592.73</b>	<b>1,672,757.79</b>	<b>2,162,721.47</b>	<b>499,362.82</b>	<b>2,662,084.30</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>5,024.80</b>	<b>96,073.07</b>	<b>101,097.87</b>	<b>(505,336.09)</b>	<b>(117,710.73)</b>	<b>(623,046.82)</b>	<b>30,794.11</b>	<b>(184.82)</b>	<b>30,609.29</b>
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	96,073.07	(96,073.07)	-	-	-	-	(184.82)	184.82	-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>96,073.07</b>	<b>(96,073.07)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(184.82)</b>	<b>184.82</b>	<b>-</b>

<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		101,097.87	0.00	101,097.87	(505,336.09)	(117,710.73)	(623,046.82)	30,609.29	(0.00)	30,609.29
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	1,986,233.00	-	1,986,233.00	1,986,233.00	-	1,986,233.00	1,986,233.00	-	1,986,233.00
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		1,986,233.00	-	1,986,233.00	1,986,233.00	-	1,986,233.00	1,986,233.00	-	1,986,233.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,087,330.87	0.00	2,087,330.87	1,480,896.91	(117,710.73)	1,363,186.18	2,016,842.29	(0.00)	2,016,842.29
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-		(117,710.73)	(117,710.73)		(0.00)	(0.00)
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	133,634.81		133,634.81			-	133,104.21		133,104.21
Unassigned/Unappropriated Amount	9790	1,953,696.06	0.00	1,953,696.06	1,480,896.91	-	1,480,896.91	1,883,738.08	-	1,883,738.08

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

Charter School Name: Thompson Peak Charter  
(continued) \_\_\_\_\_  
CDS #: 18-64196-0135756 \_\_\_\_\_  
Charter Approving Entity: Susanville Elementary \_\_\_\_\_  
County: Lassen \_\_\_\_\_  
Charter #: 2066 \_\_\_\_\_  
Fiscal Year: 2023-24 \_\_\_\_\_

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	1,654,585.75	0.00	1,654,585.75	1,760,261.98	1,883,000.95
Education Protection Account State Aid - Current Year	8012	30,606.00	0.00	30,606.00	32,064.00	33,024.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	299,123.15	0.00	299,123.15	313,372.69	322,755.11
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		1,984,314.90	0.00	1,984,314.90	2,105,698.67	2,238,780.06
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	51,059.00	51,059.00	51,059.00	51,059.00
Special Education - Federal	8181, 8182	0.00	21,456.00	21,456.00	22,954.50	24,048.00
Child Nutrition - Federal	8220	0.00	15,303.00	15,303.00	16,352.64	17,179.08
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	194,408.00	194,408.00	0.00	0.00
Total, Federal Revenues		0.00	282,226.00	282,226.00	90,366.14	92,286.08
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	61,212.00	61,212.00	64,128.00	66,048.00
All Other State Revenues	StateRevAO	174,784.68	155,740.00	330,524.68	381,827.52	309,360.85
Total, Other State Revenues		174,784.68	216,952.00	391,736.68	445,955.52	375,408.85
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	34,416.00	0.00	34,416.00	16,000.00	16,000.00
Total, Local Revenues		34,416.00	0.00	34,416.00	16,000.00	16,000.00
5. TOTAL REVENUES		2,193,515.58	499,178.00	2,692,693.58	2,658,020.33	2,722,475.00
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	499,285.33	100,246.20	599,531.53	611,522.16	623,752.60
Certificated Pupil Support Salaries	1200	70,382.59	12,266.62	82,649.21	84,302.19	85,988.24
Certificated Supervisors' and Administrators' Salaries	1300	145,249.58	93,948.40	239,197.98	243,981.94	199,054.18
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		714,917.50	206,461.22	921,378.72	939,806.29	908,795.02
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	117,333.81	52,996.41	170,330.22	173,736.82	177,211.56
Non-certificated Support Salaries	2200	71,876.00	4,590.60	76,466.60	77,995.93	79,555.85
Non-certificated Supervisors' and Administrators' Sal.	2300	40,077.05	0.00	40,077.05	40,878.59	41,696.16
Clerical and Office Salaries	2400	95,192.50	3,680.00	98,872.50	100,849.95	102,866.95
Other Non-certificated Salaries	2900	75,748.26	0.00	75,748.26	77,263.23	78,808.49
Total, Non-certificated Salaries		400,227.62	61,267.01	461,494.63	470,724.52	480,139.01

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	136,549.24	39,434.09	175,983.33	179,503.00	173,579.85
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	40,983.72	7,680.61	48,664.33	49,637.62	49,908.16
Health and Welfare Benefits	3401-3402	312,453.98	70,892.35	383,346.34	402,513.65	414,410.38
Unemployment Insurance	3501-3502	8,374.52	1,871.80	10,246.32	10,246.32	10,046.82
Workers' Compensation Insurance	3601-3602	13,381.74	3,212.74	16,594.48	16,926.37	16,667.21
OPEB, Allocated	3701-3702	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
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		511,743.20	123,091.60	634,834.80	658,826.96	664,612.42
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	61,750.00	38,250.00	100,000.00	90,300.00	92,106.00
Noncapitalized Equipment	4400	65,000.00	0.00	65,000.00	20,000.00	20,400.00
Food	4700	5,000.00	15,303.00	20,303.00	21,452.64	22,381.08
Total, Books and Supplies		131,750.00	53,553.00	185,303.00	131,752.64	134,887.08
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00

Travel and Conferences	5200	24,750.00	250.00	25,000.00	25,500.00	26,010.00
Dues and Memberships	5300	7,760.00	240.00	8,000.00	8,160.00	8,323.20
Insurance	5400	42,934.00	0.00	42,934.00	43,792.68	44,668.53
Operations and Housekeeping Services	5500	38,460.00	0.00	38,460.00	39,229.20	40,013.78
Rentals, Leases, Repairs, and Noncap. Improvements	5600	52,045.00	0.00	52,045.00	53,085.90	54,147.62
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend. Communications	5800	182,271.15	54,500.00	236,771.15	214,902.89	221,308.37
	5900	10,863.00	0.00	10,863.00	11,080.26	11,301.87
Total, Services and Other Operating Expenditures		359,083.15	54,990.00	414,073.15	395,750.93	405,773.38
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	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
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	13,000.00	0.00	13,000.00	13,000.00	13,000.00
Total, Capital Outlay		13,000.00	0.00	13,000.00	13,000.00	13,000.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	32,000.00	0.00	32,000.00	32,640.00	33,292.80
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		32,000.00	0.00	32,000.00	32,640.00	33,292.80
<b>8. TOTAL EXPENDITURES</b>		2,162,721.47	499,362.82	2,662,084.30	2,642,501.34	2,640,499.71
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		30,794.11	(184.82)	30,609.29	15,518.99	81,975.29

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(184.82)	184.82	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(184.82)	184.82	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		30,609.29	(0.00)	30,609.29	15,518.99	81,975.29
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,986,233.00	0.00	1,986,233.00	2,016,842.29	2,032,361.28
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		1,986,233.00	0.00	1,986,233.00	2,016,842.29	2,032,361.28
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,016,842.29	(0.00)	2,016,842.29	2,032,361.28	2,114,336.56
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	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		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	133,104.21	0.00	133,104.21	132,125.07	132,024.99
Unassigned/Unappropriated Amount	9790	1,883,738.08	0.00	1,883,738.08	1,900,236.21	1,982,311.58

**LONG VALLEY CHARTER SCHOOL  
BOARD RECOMMENDATION FORM**

AGENDA ITEM:      Action Item B-Enrollment Capacity

SUMMARY:

The schools’ charters state:

The enrollment capacity level is set by the Long Valley Charter School Board of Directors.

The Governing Board also approved Policy 6018 on Admissions Procedures which provides further guidelines for enrollment. We annually designate the periods for re-enrollment, open enrollment, and lottery drawing (if needed).

ENROLLMENT CAPACITY

School	Enrollment 3/11/24	Enrollment Capacity for 2023-24	Enrollment Capacity for 2024-25
LVS-Doyle	196	217	203
LVS-Portola	73*	104	85
Thompson Peak	158	175	180

\*We have agreed to the Plumas Unified limit of 75 PUSD students.

While the above represents overall capacity, individual teachers and classrooms have limits.

I’m reducing the maximum roster size for IS Teachers at the resource centers as we ask staff to provide more interventions and direct instruction. Rosters would now be set to 23 and with a maximum of 26 when necessary; for teachers with less than the established roster size, additional assignments to support the resource center (such as helping with student meal service, developing coursework, etc.).

Doyle classrooms have the following limits by grade level; these are the anticipated classes in 2024-25 based on current students.

Grades/Classes	Limit	Grades/Classes	Limit
TK/K	20	6/7	25
1	20	7/8	25
2	20	IS TK-8	15
3/4	25	IS High School	28
4/5	25		

DIRECTOR’S RECOMMENDATION:

Approve as Presented       Disapprove

This action item concerns:

Long Valley School       Thompson Peak Charter

**LONG VALLEY CHARTER SCHOOL  
BOARD RECOMMENDATION FORM**

AGENDA ITEM:      Consent Agenda D: Adding an Assistant Principal Salary Schedule

SUMMARY:

We added the role of Assistant Principal last month; we need to add a column to our salary schedule for this role. Here is my recommendation along with the current Principal/ Site Administrator column.

Step	DRAFT: Assistant Principal: 210 Days	Principal / Site Admin/ Program Admin/ <i>Business Manager</i> -210 Days*
1	\$ 69,800.30	\$ 74,800.30
2	\$ 71,510.74	\$ 76,510.74
3	\$ 73,255.68	\$ 78,255.68
4	\$ 75,034.07	\$ 80,034.07
5	\$ 76,849.06	\$ 81,849.06
6	\$ 78,701.68	\$ 83,701.68
7	\$ 80,588.81	\$ 85,588.81
8	\$ 82,515.67	\$ 87,515.67
9	\$ 84,479.12	\$ 89,479.12
10	\$ 86,483.34	\$ 91,483.34
11	\$ 88,312.97	\$ 93,312.97
12	\$ 90,179.18	\$ 95,179.18

DIRECTOR’S RECOMMENDATION:

Approve as Presented       Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter



**LONG VALLEY CHARTER SCHOOL  
BOARD RECOMMENDATION FORM**

AGENDA ITEM:      Consent Agenda F: Request for Visa Sponsorship Assistance

SUMMARY:

For this school year, we hired Nikki Apao as a teacher; she is on a visa from the Philippines. We are anxious to have her here another school year as permitted with her current visa. In order to stay with us, she must renew her agreement with Greenheart, her sponsor. When I spoke to sponsors as we were working to locate a candidate, everyone of them suggested that most schools assist with at least half of the cost.

Nikki's renewal fees are \$1,180. I am recommending assistance of 50% of that amount or \$590.00.

DIRECTOR'S RECOMMENDATION:

Approve as Presented       Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter

## Sherri Morgan

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**To:** Katie Campbell  
**Subject:** RE: Request for Assistance with Visa Sponsor Program Renewal

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**From:** Nikki Apao <[napao@longvalleycs.org](mailto:napao@longvalleycs.org)>  
**Sent:** Sunday, March 3, 2024 4:32 PM  
**To:** Sherri Morgan <[SMorgan@longvalleycs.org](mailto:SMorgan@longvalleycs.org)>  
**Cc:** Misty Brussatoi <[mbrussatoi@longvalleycs.org](mailto:mbrussatoi@longvalleycs.org)>  
**Subject:** Request for Assistance with Visa Sponsor Program Renewal

Dear Ms. Sherri Morgan and Esteemed Members of the School Board,

I hope this letter finds you well. I am writing to seek assistance with the renewal of my visa sponsor program for the upcoming school year, 2024-2025.

As you may be aware, my visa sponsor is Greenheart, and I am grateful for their support in facilitating my educational journey here at Long Valley School-Doyle Campus. However, I am facing a challenge with the renewal process due to financial constraints.

The invoice provided by Greenheart for the program renewal amounts to \$1,900. I am pleased that the school has generously offered to provide me with insurance coverage, thus eliminating the need for me to purchase insurance through Greenheart. Consequently, I will be refunded \$720 from the total invoice amount.

Despite this refund, the remaining balance of \$1,180 poses a significant financial burden for me. Therefore, I am reaching out to you to consider providing financial assistance to cover the program fee. Any support you can offer would be greatly appreciated and will directly impact my ability to participate in this valuable opportunity. Ensuring the continuation of my visa sponsor program is crucial for my academic progress and personal development.

I am committed to contributing positively to our school community and maximizing the opportunities afforded to me through this program. With your support, I am confident that I can continue to thrive academically and make meaningful contributions to our school.

I kindly ask for your consideration and assistance in this matter. I am attaching the invoice from Greenheart for the program renewal fee. If there are any additional documents or information required from my end to facilitate this process, please do not hesitate to let me know.

Thank you for your attention to this request. I look forward to your favorable response and the opportunity to continue my educational journey with your support.

Warm regards,

Nikki Apao  
(775) 460-1312



# Invoice Net

Invoice no.: 1019510      Date: 2024-02-27      Cust.no.: 38872      Page: 1

Student  
Nikki Martee Apao

Invoice address:  
Greenheart Direct

School

Your ref.

Our ref.

Item	Description			Amount
3030	TeachUSA - Program Renewal/Extension	1	1 900,00	1 900,00
<p>Outside Community Supply, article 9(2) (e) 6th VAT-directive</p> <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;"><b>To pay in USD</b>      1 900,00</p>				

**Bank details**

Unless otherwise stated, invoice must be paid in full upon receipt of invoice.  
All payments should be made in USD to the following account:

**For International Wire Transfer:**

Beneficiary: CET Management UK Limited  
Barclays Bank  
1st Floor, 3 Hardman Street  
Manchester M3 3HF, UK  
SWIFT Code: BARCGB22  
**USD Account No: 79017299 Sort Code: 20-55-58**  
**IBAN: GB82BARC20555879017299**

**PAYMENT MUST INCLUDE ALL BANK CHARGES AND TRANSFER COSTS.**

Alternatively, payment can be made online via <https://buy.stripe.com/14kg285Fo10f8qQdQQ>.

**Terms & Conditions:**

The amounts covered by this invoice are subject to adjustment for errors of calculation, omission of claimable items and to compensate CET Management for changes in relevant exchange rates.

**Address:**

CET Management UK Ltd  
Ashfield House  
12 Ashfield Road  
Cheadle  
SK8 1PB, UK

**Phone:**

+44 (0)1252 625001

**Company no.:**

Organization # 03423974

**Web address:**

[www.cetmanagement.org](http://www.cetmanagement.org)

Any checkbook, debit card or credit card is to remain on school property unless expressly required for a particular purchase (e.g. trip to Office Depot, CCSA Conference) by the Executive Director or designee. Any debit card or credit card must bear the names of both the School and Executive Director. If a debit card or credit card is issued to another administrator these same rules shall apply.

## PROCEDURE

### **Approving Purchases**

- a. Any desired purchase must be approved by the Executive Director or designee, as evidenced by:
  1. Purchase Requisition approved online
  2. Other written evidence of approval.
- b. Documented evidence of authorized approval must be obtained prior to purchase – reimbursements will not be acceptable unless specifically exempted by the Executive Director or Board from this reimbursement policy.
- c. For purchases under \$10,000, only approval of the Executive Director is necessary. The Executive Director may seek Board approval for unusual purchases of any dollar amount at their discretion.
- d. Purchases of curriculum and learning materials within the budget approved by the Board may be approved by the Executive Director in any amount.
- e. For purchases of \$10,000 and above for purchases other than curriculum and learning materials, Board approval is required prior to purchase.
- f. Once the Executive Director or designee has approved the purchase, School purchasing staff shall
  - a) create a Purchase Order in the online system and deliver the signed Purchase Order to the vendor, OR
  - b) in situations where the online system is infeasible (airplane tickets, etc.) purchase the item directly, in either case using the most efficient and cost-effective manner, utilizing competitive bid procedures where required by law or otherwise deemed appropriate and in the best interests of the school.
- g. If the item is purchased directly by the Executive Director, a receipt must be obtained at the time of purchase and provided to BOP as set forth in “Travel and Expense Reimbursement Policy” below.
- h. Regularly recurring expenditures exceeding \$10,000 (rent, etc.) require only initial Board approval – item must be identified as a recurring expenditure to Board. Such recurring expenditures are otherwise exempt from Board and Executive Director pre-approval and Purchase Requisition requirements
- i. A Warrant Report will be included in each month’s Board packet as a consent agenda item, listing all non-payroll warrants paid in the prior fiscal period.

### **Approving Purchases When Executive Director is Unavailable**

- a. Administrative Assistant will forward purchase requisition email to Business Services Manager
- b. Business Services Manager will review the payables for coding and contents
- c. Business Services Manager will email the list to the School Board Clerk
- d. School Board Clerk will review and email approval to Business Services Manager
- e. Business Services Manager will enter approval by School Board Clerk and date into the payables system

### **Invoicing & Receipt**

School Staff deliver copies of all original receipts the school designee, who will then deliver copies to BOP as part of the ongoing AP batch processing, retaining the original at the school as backup documentation.

	Teacher Competency	Guiding "I can" Statement	Strategic Plan Alignment	CSTP Alignment
	<b>1 Facilitating Student Learning</b>	<b>Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.</b>		<b>CSTP #3, 4</b>
	<b>1.1 Curriculum and Planning</b>			
1.1a	Organizing curriculum to facilitate student understanding of the subject matter.	I can organize the topics, concepts, and skills that students will learn throughout a course or academic year to facilitate student understanding of the subject matter.	Priority 1	
1.1b	Well-designed and planned instruction and adjusting instruction to fit the diverse needs of the learner.	I can design instruction with clearly defined learning objectives or outcomes. The objectives will articulate what students are expected to know or be able to do by the end of a lesson or a course providing various levels of support that is designed to meet the needs of diverse learning.	Priority 1	
1.1c	Developing and sequencing long-term and short-term instructional plans to support student learning.	I can create a comprehensive, well-sequenced set of long-term and short-term instructional plans that effectively support student learning.	Priority 2	
	<b>1.2 Instructional Delivery</b>			<b>CSTP #1</b>
1.2a	Engaging students in learning by connecting subject matter to meaningful, real-life contexts	I can connect the subject matter to meaningful, real-life contexts that resonate with my students' experiences, enabling them to see the practical applications and relevance of what they are learning.	Priority 1	
1.2b	Promoting critical thinking through inquiry, problem solving and reflection	I can facilitate critical thinking in my students by designing and implementing inquiry-based activities, problem-solving tasks, and reflection opportunities that challenge them to analyze, evaluate, and apply their knowledge and experiences.	Priority 2	
1.2c	Monitoring student learning and adjusting instruction	I can systematically monitor my students' learning by collecting and analyzing assessment data, observing their progress, and actively seeking feedback. I use this information to adapt and refine my instruction to meet their individual and collective needs, fostering a more effective and engaging learning environment.	Priority 2	
	<b>1.3 Management of Learning Environment</b>			<b>CSTP #2</b>
1.3a	Implement routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn	I can establish and maintain a positive learning environment by implementing clear routines, procedures, norms, and behavioral supports. I communicate expectations effectively, reinforce positive behavior, and provide necessary interventions to ensure that all students can learn in a safe, respectful, and inclusive educational setting.	Priority 3	
1.3b	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	I can create a caring community within my educational setting where each student is treated fairly and respectfully. I prioritize social development by promoting positive social skills, empathy, and responsibility, both through my own actions and by providing opportunities for students to build positive relationships and learn from one another.	Priority 3	
1.3c	Effective instructional time to optimize learning	I can manage instructional time effectively by planning, organizing, and utilizing classroom time to optimize learning. I set clear learning objectives, engaging activities, and engagement strategies to create a focused and productive learning environment that supports student achievement.	Priority 1	
	<b>2 Assessing and Reporting Student Learning Outcomes</b>	<b>Teachers monitor, assess, record and report student learning.</b>		<b>CSTP #5</b>
2.1	Progress monitoring through variety of assessments to inform instruction	I can effectively monitor student progress through a variety of assessments, continuously analyzing data to inform my instruction. I use assessment results to make informed decisions about how to adjust my teaching to better meet the individual and collective needs of my students, promoting their ongoing learning and growth.	Priority 2	
2.2	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	I can use assessment data to establish clear learning goals and to plan, differentiate, and modify instruction to meet the diverse needs of my students. I continuously analyze assessment results to make informed decisions that guide my teaching, ensuring that all students have the opportunity to achieve their learning objectives.	Priority 2	
2.3	Using assessment information to share timely and comprehensible feedback with students and their families	I can use assessment information to provide timely and comprehensible feedback to my students and their families. I communicate assessment results in a clear and constructive manner, offering actionable recommendations for improvement and strategies for continued learning, thereby promoting a collaborative and supportive educational experience.	Priority 2	
	<b>3 Professional responsibilities</b>	<b>Teachers develop and reflect as a professional educator</b>		<b>CSTP #6</b>
3.1	Reflecting on teaching practice in support of student learning	I can engage in regular and thoughtful reflection on my teaching practice to support student learning by analyzing my instructional methods, materials, and interactions in order to identify areas for improvement, ultimately fostering a more effective and engaging learning environment.	Priority 1	
3.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development	I can establish clear professional goals and engage in continuous and purposeful professional growth and development to assess my teaching practices, identify areas for improvement, and actively seek out opportunities for learning and skill enhancement.	Priority 1	
3.3	Working with families to support student learning	I can collaborate with families to support student learning by actively engaging with parents and caregivers, communicating regularly, and sharing information about student progress to mastery learning.	Priority 3	
3.4	Demonstrating professional responsibility, integrity, and ethical conduct	I can consistently demonstrate professional responsibility, integrity, and ethical conduct. I uphold high ethical standards, prioritize the well-being and best interests of students, maintain confidentiality, and promote fairness, respect, and equity within the educational community.	Priority 3	
	<b>Resources</b>			
	<a href="https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf">https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf</a>			
	<a href="https://www.winginstitute.org/quality-teachers-competencies">https://www.winginstitute.org/quality-teachers-competencies</a>			
	<a href="https://files.eric.ed.gov/fulltext/ED567059.pdf">https://files.eric.ed.gov/fulltext/ED567059.pdf</a>			
	Educator Effectiveness, Observation & Practice. FRAMEWORK FOR EVALUATION: Classroom Teacher. Educator Effectiveness			
	<a href="https://files.eric.ed.gov/fulltext/ED519336.pdf">https://files.eric.ed.gov/fulltext/ED519336.pdf</a>			
	Microsoft Word - FTEM Updated Michigan 08312017.docx (marzanocenter.com)			
	<a href="#">ED561318.pdf</a>			
	<a href="https://www.marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf">https://www.marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf</a>			
	Randall, Craig, 2023. <i>Trust-Based Observations, Maximizing Teaching and Learning Growth</i> .			
	<a href="https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf">https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf</a>			

# TC.1 Facilitating Student Learning

Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.

## 1.1 Curriculum and Planning

	Developing	Proficient	Exemplary
<b>1.1a Organizing curriculum to facilitate student understanding of the subject matter</b>	<ul style="list-style-type: none"> <li>-I organize the curriculum with a basic structure, but the sequence may not always be entirely logical or coherent.</li> <li>-I make use of a selection of learning resources, primarily drawing from textbooks and traditional materials, while exploring opportunities for innovation.</li> <li>-I am working on differentiation and am progressively addressing diverse learning needs in the classroom.</li> <li>-I occasionally introduce critical thinking activities and aim to further integrate them consistently into the curriculum to enhance students' problem-solving skills and analytical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>-I effectively organize the curriculum in a logical sequence, ensuring that concepts build upon one another which provides a clear structure for students to follow.</li> <li>-I select appropriate learning resources that align with the curriculum and enhance student understanding.</li> <li>-I differentiate instruction, offering scaffolded learning experiences to meet diverse student needs.</li> <li>-I incorporate inquiry-based and critical thinking activities to encourage students to think beyond.</li> </ul>	<ul style="list-style-type: none"> <li>-I have a deep understanding of the subject matter and organize it in a highly logical and coherent sequence.</li> <li>-I choose a wide range of effective and diverse learning resources, including cutting-edge materials, technology, and real-world applications, to enrich unit plans and lessons.</li> <li>-I effortlessly differentiate instruction to accommodate diverse learning styles, abilities, and interests.</li> <li>-I consistently incorporate inquiry-based and critical thinking activities, encouraging students to analyze, evaluate, and apply their knowledge.</li> </ul>
<b>1.1b Well-designed and planned instruction and adjusting instruction to fit the diverse needs of the learner.</b>	<ul style="list-style-type: none"> <li>-I create lesson plans that generally align with essential guidelines but may lack depth or creativity.</li> <li>-I have learning objectives are present but might not always be clearly defined.</li> <li>-I recognize the importance of addressing diverse needs but may struggle to implement effective or differentiated strategies.</li> </ul>	<ul style="list-style-type: none"> <li>-I create detailed lesson plans that align closely with essential standards.</li> <li>-I have clear and specific learning objectives are consistently present in lessons.</li> <li>-I consistently differentiate instruction to address diverse learning styles and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>-I design comprehensive, innovative, and highly engaging lesson plans that are aligned to essential standards.</li> <li>-I have learning objectives that are not only clear but are also designed with student participation.</li> <li>-I excel in differentiating instruction, seamlessly accommodating diverse learning styles, abilities, and backgrounds.</li> </ul>
<b>1.1c Developing and sequencing long-term and short-term instructional plans to support student learning.</b>	<ul style="list-style-type: none"> <li>-I draft short and long-term plans and units that generally follow the curriculum and essential standards guidelines.</li> <li>-I can sequence lessons, however, it may sometimes be somewhat disjointed, and there may be instances where transitions between topics or units lack continuity.</li> <li>-I have activities and resources selected but often rely heavily on textbooks or provided materials and may not consistently engage and challenge students effectively.</li> </ul>	<ul style="list-style-type: none"> <li>-I develop comprehensive short and long-term plans and units that align closely with curriculum concepts and essential standards to support student learning.</li> <li>-I have transitions between topics and units are smooth, ensuring a coherent learning experience.</li> <li>-I use activities and resources that incorporate a wide range of instructional materials and strategies, effectively enhancing student engagement and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-I design short and long-term plans and units that are not only aligned with curriculum concepts and essential standards but also infused with innovation and creativity to ensure student learning.</li> <li>-I have a seamless integration between topics and units, promoting a cohesive and meaningful learning journey.</li> <li>-I utilize diverse and cutting-edge activities and resources, consistently differentiating instruction to meet the needs of all students, maximizing their engagement and learning.</li> </ul>

## 1.2 Instructional Delivery

Developing	Proficient	Exemplary
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# TC.1 Facilitating Student Learning

Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.

1.3 Management of Learning Environment				
	Developing	Proficient	Exemplary	
<b>1.2a Engaging students in learning by connecting subject matter to meaningful, real-life contexts</b>	<ul style="list-style-type: none"> <li>-I make occasional attempts to relate subject matter to real-life contexts but may struggle to do so consistently.</li> <li>-I provide basic examples and scenarios that students can relate to, but may not deeply engage students.</li> <li>-I use examples or anecdotes to connect students to the topic or unit, but they are not always seamlessly integrated into the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-I consistently incorporate real-life contexts into my lessons, making subject matter more relevant and engaging.</li> <li>-I provide practical examples and scenarios that students can relate to, making abstract concepts more tangible.</li> <li>-I skillfully integrate real-world applications (PBL) into the units and lessons, helping students see the practical value of what they are learning.</li> </ul>	<ul style="list-style-type: none"> <li>-I seamlessly integrate subject matter into meaningful, real-life contexts throughout lessons and unit plans to create a dynamic and immersive learning experience.</li> <li>-I utilize a wide array of strategies, such as hands-on projects, community involvement, and authentic problem-solving, to make learning highly relevant.</li> <li>-I consistently connect lessons to the world outside the classroom, integrating real-world experiences and inspiring students by demonstrating how their learning directly impacts their lives and the world around them, fostering deep understanding and a passion for learning.</li> </ul>	
	<b>1.2b Promoting critical thinking through inquiry, problem solving and reflection</b>	<ul style="list-style-type: none"> <li>-I am beginning to introduce opportunities for critical thinking in my lesson but may not do so consistently.</li> <li>-I occasionally use open-ended questions to stimulate inquiry but may not provide sufficient guidance to help students develop higher-order thinking skills.</li> <li>-I incorporate straightforward problem-solving activities with limited complexity.</li> </ul>	<ul style="list-style-type: none"> <li>-I consistently incorporate critical thinking into lessons by posing open-ended questions and encouraging students to explore diverse perspectives.</li> <li>-I create a classroom environment where inquiry, problem-solving, and reflection are integral to the learning process, enhancing students' ability to think critically and independently.</li> <li>-I use problem-solving activities that challenge students to apply their knowledge and skills to real-world situations, fostering creativity and analytical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>-I consistently engage students in rigorous inquiry, complex problem-solving, and reflective practices.</li> <li>-I skillfully facilitate discussions that encourage students to analyze, synthesize, and evaluate information from various sources.</li> <li>-I design problem-solving tasks that are intricate, requiring students to apply knowledge in innovative ways and collaborate effectively.</li> </ul>
	<b>1.2c Monitoring student learning and adjusting instruction.</b>	<ul style="list-style-type: none"> <li>-I seek to support student understanding by occasionally checking for comprehension during lessons, often relying on traditional methods such as asking a few basic questions.</li> <li>-I may not consistently use formative assessments to gauge learning progress, which leads me to often assuming that students understand the material.</li> <li>-I provide assistance individually or in small groups during instruction to students, but struggle to adapt my teaching strategies often resorting to repeating the same instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-I routinely use a variety of formative assessment methods to monitor student learning during lessons, such as quizzes, polls, or class discussions to monitor student learning and make adjustments as needed.</li> <li>-I am skilled at interpreting assessment data, promptly identifying areas where students may struggle, and adjusting my lessons by providing additional support, alternative approaches, and materials to enhance student understanding.</li> <li>-I actively seek student feedback and adjust my teaching methods based on input, creating a dynamic and responsive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>-I employ a wide range of formative assessments and ongoing observations to continuously monitor student learning, gaining deep insights into individual and collective progress.</li> <li>-I proactively anticipate potential misconceptions or challenges and adjust my instructional plans accordingly, providing targeted support or enrichment as needed.</li> <li>-I foster a culture of continuous improvement, collaboratively analyzing data with students and colleagues to refine instruction and ensure all learners reach their fullest potential.</li> </ul>

# TC.1 Facilitating Student Learning

Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.

## 1.3a Implement routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can

- I establish classroom routines and procedures but may not consistently enforce them.
- I respond to disruptive behavior but struggle with setting and communicating clear behavioral norms, leading to inconsistencies in behavior expectations.
- I recognize the importance of positive behavior supports, they may not have a fully developed system in place, and interventions may be reactive rather than proactive.

- I establish and consistently enforce classroom routines and procedures that contribute to a well-organized, respectful, and engaging learning environment.
- I communicate and model clear behavioral norms, creating a positive and predictable atmosphere for students.
- I implement proactive strategies for positive behavior support, such as class meetings, behavior charts, or rewards systems, to foster a culture of respect and responsibility.

- I seamlessly integrated routines, procedures, norms, and supports for positive behavior, creating an optimal environment for learning.
- I involve students in shaping norms and expectations, promoting a sense of ownership and accountability.
- I have a well-developed and multifaceted system of positive behavior supports that includes preventative measures, intervention strategies, and ongoing monitoring.
- I am skilled in addressing challenging behaviors with empathy and consistency, ensuring that all students can learn and thrive in a supportive and respectful climate.

## 1.3b Promoting social development and responsibility within a caring community where each student is treated fairly and

- I model fair and respectful behavior.
- I demonstrate a commitment to fairness and respect in communications with students about language and behavior.
- I seek to understand cultural perceptions of a caring community.
- I have students participate in occasional community building activities, designed to promote caring, fairness, and respect.

- I consistently foster social development and responsibility by establishing clear classroom norms that emphasize fairness, respect, and accountability.
- I actively model and promote positive social interactions, conflict resolution, and empathy among students.
- I create a caring community where students feel valued and supported, and they actively involve students in decision-making processes and community-building activities.
- I incorporate cultural awareness to develop a positive classroom climate and promptly addresses issues of fairness and respect, facilitating open discussions and problem-solving when conflicts arise.

- I excel in promoting social development and responsibility, creating a classroom environment where fairness, respect, and responsibility are deeply ingrained in the culture.
- I consistently model and reinforce positive social behaviors, nurturing empathy, compassion, and inclusivity, while also supporting students in taking leadership in developing a caring community that is responsive to the diverse cultural norms and identities of all students.
- I empower students to take on leadership roles, make meaningful contributions, and actively participate in decision-making processes, fostering a sense of ownership and belonging within the caring community.

## 1.3c Effective use of instructional time to optimize learning

- I pace instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.
- While I have some students complete learning activities in the time allotted, I may occasionally struggle to keep all students engaged and on task, resulting in lost instructional minutes.

- I effectively manage instructional time, keeping lessons well-paced and engaging throughout, while minimizing disruptions and transitions to maximize the amount of time students spend actively learning.
- I have students participating in and completing a variety of learning activities, ensuring students are actively engaged in their learning and meeting the lesson or unit objectives.

- I use instructional time to optimize learning, consistently delivering lessons that are engaging, purposeful, and highly efficient.
- I value every minute as an opportunity for student growth and prioritize the use of instructional time to its fullest potential, resulting in consistently high levels of student engagement and achievement.



# TC.2 Assessing and Reporting Student Learning Outcomes

Teachers monitor, assess, record and report student learning.

	Developing	Proficient	Exemplary
<b>2.1 Progress monitoring through variety of assessments to inform instruction.</b>	<ul style="list-style-type: none"> <li>-I use basic assessments, such as quizzes and tests, primarily for grading purposes and may not consistently use assessment data to adjust instruction.</li> <li>-I may not fully understand or apply formative assessment strategies to gauge student progress during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-I employ a variety of assessment types, including formative assessments, summative assessments, and performance assessments to adapt instruction accordingly.</li> <li>-I effectively use formative assessments to gauge student understanding in real-time, adjusting my teaching strategies to address misconceptions or provide additional support.</li> <li>-I involve students in the assessment process, promoting reflection and goal-setting.</li> </ul>	<ul style="list-style-type: none"> <li>-I excel in using a wide range of assessments, tailored to diverse learning needs and styles, constantly gauging student progress and adjusting instruction in the moment.</li> <li>-I seamlessly integrate assessments into lessons to gauge student understanding in real-time, adjusting my teaching strategies to address misconceptions or provide additional support.</li> <li>-I actively involve students in the assessment process, promoting self-assessment, reflection, and goal-setting.</li> </ul>
<b>2.2 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</b>	<ul style="list-style-type: none"> <li>-I use assessment data to set learning goals but may not consistently align them with the specific needs of their students.</li> <li>-I rely on standardized assessments or teacher-generated tests without considering other forms of data to report on student growth and progress.</li> <li>-I review and monitor additional assessment data with colleagues to identify learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>-I use assessment data to establish clear and specific learning goals that are closely aligned with students' needs.</li> <li>-I draw on various assessment sources, including formative, summative, and performance assessments, to gain a comprehensive understanding of student progress.</li> <li>-I plan instruction with colleagues using assessment data to differentiating content, materials, and/or strategies to address individual and group learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>-I excel in using assessment data to establish highly detailed and customized learning goals that are individualized for each student.</li> <li>-I employ a wide range of assessment methods, including self-assessments and peer assessments, to provide a holistic view of student learning.</li> <li>-I collaborate with colleagues to analyze assessment data across multiple sources, providing a comprehensive view of student progress and allowing for targeted interventions and enrichment.</li> </ul>
<b>assessment information to share timely and comprehensible feedback with students and their families</b>	<ul style="list-style-type: none"> <li>-I provide students and families feedback through assessed work and required assessments.</li> <li>-I communicate with families about student progress, strengths, and needs at reporting periods, and will contact families as needs arise regarding struggling students or behavior issues.</li> </ul>	<ul style="list-style-type: none"> <li>-I provide timely feedback to both students and their families, which includes explanations of strengths and areas for improvement.</li> <li>-I provide opportunities for comprehensible and timely two-way communications with families to share student assessment, progress, raise issues and/or concerns, and guide family support.</li> </ul>	<ul style="list-style-type: none"> <li>-I excel in providing timely and comprehensive feedback to both students and their families which is informative but also constructive, motivating students to take ownership of their learning and strive for continuous improvement.</li> <li>-I engage families through a variety of ongoing, clear communications regarding individual student progress, both academically and behaviorally. Additionally, I provide guidance on ways to offer and monitor support.</li> </ul>

# TC.3 Professional responsibilities

## Teachers develop and reflect as a professional educator

	Developing	Proficient	Exemplary
<b>3.1 Reflecting on teaching practice in support of student learning</b>	<ul style="list-style-type: none"> <li>-I am beginning to engage in reflection on my teaching practice, and consult with colleagues to consider how best to support teacher and student learning.</li> <li>-I am beginning to identify how to make changes to instructional strategies based on my reflections but may need guidance or support to put into practice.</li> </ul>	<ul style="list-style-type: none"> <li>-I regularly engage in reflection on my teaching practice, and collaborate with colleagues to improve student learning and engagement.</li> <li>-I consider a variety of factors, including student engagement, assessment data, and make meaningful adjustments to my instructional strategies based on my reflections.</li> </ul>	<ul style="list-style-type: none"> <li>-I excel in reflective practice, consistently and systematically evaluating my teaching to support student learning, and actively seek feedback from colleagues, mentors, and students, using it to inform teaching practices.</li> <li>-I make intentional and impactful changes to my instructional strategies, always striving for continuous improvement.</li> </ul>
<b>professional goals and engaging in continuous and purposeful professional growth and</b>	<ul style="list-style-type: none"> <li>-I set professional goals that take into account self-assessment of my teaching practice.</li> <li>-I expand my knowledge and skills through Professional Learning Communities and district provided professional development.</li> </ul>	<ul style="list-style-type: none"> <li>-I actively establish clear and specific professional goals that align with my teaching practices, focuses on improving student learning and district goals.</li> <li>-I select and engage in professional development beyond Professional Learning Communities that are directly related to my professional goals, allowing for meaningful skill enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>-I set and adjust authentic professional goals that are connected to improving my instructional practices and their impact on student learning both within and beyond the classroom.</li> <li>-I actively choose and participate in professional development opportunities that extend beyond Professional Learning Communities, directly aligning with my professional goals which enables me to meaningfully enhance my skills and exemplify effective teaching practices.</li> </ul>
<b>3.3 Working with families to support student learning</b>	<ul style="list-style-type: none"> <li>-I communicate with families primarily through routine channels, such as parent-teacher conferences or report cards.</li> <li>-I acknowledge the importance of the family's role in student learning by seeking information about cultural norms of families represented in the school, and welcome family involvement at classroom/school events.</li> </ul>	<ul style="list-style-type: none"> <li>-I actively engage with families, establishing open lines of communication and building positive relationships.</li> <li>-I support families contribution to the classroom and/or the school by initiating family involvement in the learning process through activities like family workshops, homework support, or volunteer opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>-I excel in working and communicating collaboratively with families, fostering a strong sense of partnership in supporting student learning.</li> <li>-I provide opportunities and support for families to actively participate in the classroom and/or school by initiating and sustaining family engagement programs that promote home-school partnerships, such as parent advisory councils or family literacy initiatives.</li> </ul>
<b>3.4 Demonstrating professional responsibility, integrity, and ethical conduct</b>	<ul style="list-style-type: none"> <li>-I demonstrate awareness of and commitment to upholding state education codes, district policies, and ethical responsibilities, although may still seek clarification on some complex issues.</li> <li>-I take initial responsibility for students' academic outcomes, showing a growing sense of ownership in my students' progress.</li> <li>-I model appropriate behavior for students and colleagues, recognizing the importance of setting a professional example within the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>-I demonstrate an awareness and commitment to upholding state education codes, district policies, and ethical responsibilities.</li> <li>-I continually assess and adapt my teaching methods to meet their diverse needs of my students, showing a growing sense of ownership in their progress.</li> <li>-I recognize the profound importance of setting a professional example within the school environment and strive to be a positive role model, demonstrating respect, kindness, and professionalism in all interactions.</li> </ul>	<ul style="list-style-type: none"> <li>-I demonstrate a deep awareness of and unwavering commitment to upholding state education codes, district policies, and ethical responsibilities.</li> <li>-I maintain a high standard of personal integrity and commitment to student learning and the profession in all circumstances.</li> <li>-I contribute to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.</li> </ul>

Teacher Competency		Guiding "I can" Statement	Strategic Plan	CSTP
<b>1 Facilitating Student Learning</b>		<b>Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.</b>		<b>CSTP #3, 4</b>
<b>1.1 Curriculum and Planning</b>		<b>Classroom and Independent Study</b>		
1.1a	Organizing curriculum to facilitate student understanding of the subject matter.	I can organize the topics, concepts, and skills that students will learn throughout a course or academic year to facilitate student understanding of the subject matter.	Priority 1	
1.1b	Well-designed and planned instruction and adjusting instruction to fit the diverse needs of the learner.	I can design instruction with clearly defined learning objectives or outcomes. The objectives will articulate what students are expected to know or be able to do by the end of a lesson or a course providing various levels of support that is designed to meet the needs of diverse learning.	Priority 1	
1.1c	Developing and sequencing long-term and short-term instructional plans to support student learning.	I can create a comprehensive, well-sequenced set of long-term and short-term instructional plans that effectively support student learning.	Priority 2	
<b>1.2 Instructional Delivery</b>				CSTP #1
1.2a	Engaging students in learning by connecting subject matter to meaningful, real-life contexts	I can connect the subject matter to meaningful, real-life contexts that resonate with my students' experiences, enabling them to see the practical applications and relevance of what they are learning.	Priority 1	
1.2b	Promoting critical thinking through inquiry, problem solving and reflection	I can facilitate critical thinking in my students by designing and implementing inquiry-based activities, problem-solving tasks, and reflection opportunities that challenge them to analyze, evaluate, and apply their knowledge and experiences.	Priority 2	
1.2c	Monitoring student learning and adjusting instruction	I can systematically monitor my students' learning by collecting and analyzing assessment data, observing their progress, and actively seeking feedback. I use this information to adapt and refine my instruction to meet their individual and collective needs, fostering a more effective and engaging learning environment.	Priority 2	
<b>1.3 Management of Learning Environment</b>				CSTP #2
1.3a	Implement routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn	I can establish and maintain a positive learning environment by implementing clear routines, procedures, norms, and behavioral supports. I communicate expectations effectively, reinforce positive behavior, and provide necessary interventions to ensure that all students can learn in a safe, respectful, and inclusive educational setting.	Priority 3	
1.3b	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	I can create a caring community within my educational setting where each student is treated fairly and respectfully. I prioritize social development by promoting positive social skills, empathy, and responsibility, both through my own actions and by providing opportunities for students to build positive relationships in their learning pathway.	Priority 3	
1.3c	Effective instructional time to optimize learning	I can manage instructional time effectively by planning, organizing, and utilizing time either 1-1 or in a small group to optimize learning. I set clear learning objectives, engaging activities, and engagement strategies to create a focused and productive learning environment that supports student achievement.	Priority 1	
<b>2 Assessing and Reporting Student Learning Outcomes</b>		<b>Teachers monitor, assess, record and report student learning.</b>		<b>CSTP #5</b>
2.1	Progress monitoring through variety of assessments to inform instruction and/or learning plans	I can effectively monitor student progress through a variety of assessments, continuously analyzing data to monitor student learning. I use assessment results to make informed decision about how to personalize learning to eliminate gaps in students' potential and their performance, promoting their ongoing learning and growth.	Priority 2	
2.2	Using assessment data to establish learning goals and to plan, differentiate, and modify learning plans	I can use assessment data to inform the development of learning goals and monitor their progress toward their goals. I continuously analyze assessment results to ensure that learning goals reflect key concepts, skills and application to meet the individual needs of my students, promoting their ongoing learning and growing.	Priority 2	
2.3	Using assessment information to share timely and comprehensible feedback with students and their families	I can use assessment information to provide timely and comprehensible feedback to my students and their families. I communicate assessment results in a clear and constructive manner, offering actionable recommendations for improvement and strategies for continued learning, thereby promoting a collaborative and supportive educational experience.	Priority 2	
<b>3 Professional responsibilities</b>		<b>Teachers develop and reflect as a professional educator</b>		<b>CSTP #6</b>
3.1	Reflecting on teaching practice in support of student learning	I can engage in regular and thoughtful reflection on my teaching practice to support student learning by analyzing my instructional methods, materials, and interactions in order to identify areas for improvement, ultimately fostering a more effective and engaging learning environment.	Priority 1	
3.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development	I can establish clear professional goals and engage in continuous and purposeful professional growth and development to assess my teaching practices, identify areas for improvement, and actively seek out opportunities for learning and skill enhancement.	Priority 1	
3.3	Working with families to support student learning	I can collaborate with families to support student learning by actively engaging with parents and caregivers, communicating regularly, and sharing information about student progress to mastery learning.	Priority 3	
3.4	Demonstrating professional responsibility, integrity, and ethical conduct	I can consistently demonstrate professional responsibility, integrity, and ethical conduct. I uphold high ethical standards, prioritize the well-being and best interests of students, maintain confidentiality, and promote fairness, respect, and equity within the educational community.	Priority 3	
<b>Resources</b>				
<a href="https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf">https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf</a>				
<a href="https://www.winginstitute.org/quality-teachers-competencies">https://www.winginstitute.org/quality-teachers-competencies</a>				
<a href="https://files.eric.ed.gov/fulltext/ED567059.pdf">https://files.eric.ed.gov/fulltext/ED567059.pdf</a>				
Educator Effectiveness, Observation & Practice. FRAMEWORK FOR EVALUATION: Classroom Teacher. Educator Effectiveness				
<a href="https://files.eric.ed.gov/fulltext/ED519336.pdf">https://files.eric.ed.gov/fulltext/ED519336.pdf</a>				
<a href="https://www.marzano-center.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf">Microsoft Word - FTEM Updated Michigan 08312017.docx (marzano-center.com)</a>				
<a href="https://www.marzano-center.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf">ED561318.pdf</a>				
<a href="https://www.marzano-center.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf">https://www.marzano-center.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf</a>				
Randall, Craig, 2023. <i>Trust-Based Observations, Maximizing Teaching and Learning Growth.</i>				
<a href="https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf">https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf</a>				

# TC.1 Facilitating Student Learning

Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.

## 1.1 Curriculum and Planning

	Developing	Proficient	Exemplary
<b>1.1a Organizing curriculum to facilitate student understanding of the subject matter</b>	<ul style="list-style-type: none"> <li>-I organize the learning plan with a basic structure, but the sequence may not always be entirely logical or coherent.</li> <li>-I make use of a selection of learning resources, primarily drawing from textbooks and traditional materials, while exploring opportunities for innovation.</li> <li>-I am working on differentiation and am progressively addressing diverse learning needs in the classroom.</li> <li>-I occasionally introduce critical thinking activities and aim to further integrate them consistently into the learning plans to enhance students' problem-solving skills and analytical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>-I effectively organize the learning plan in a logical sequence, ensuring that concepts build upon one another which provides a clear structure for students to follow.</li> <li>-I select appropriate learning resources that align with the curriculum to enhance student understanding.</li> <li>-I differentiate as needed, offering scaffolded learning experiences to meet diverse student needs.</li> <li>-I incorporate inquiry-based and critical thinking activities to encourage students to think beyond.</li> </ul>	<ul style="list-style-type: none"> <li>-I have an understanding of the subject matter and organize the learning plan in a highly logical and coherent sequence.</li> <li>-I choose a wide range of effective and diverse learning resources, including cutting-edge materials, technology, and real-world applications, to enrich plans.</li> <li>-I effortlessly differentiate instruction to accommodate diverse learning styles, abilities, and interests.</li> <li>-I consistently incorporate inquiry-based and critical thinking activities, encouraging students to analyze, evaluate, and apply their knowledge.</li> </ul>
<b>1.1b Well-designed and planned instruction and adjusting instruction to fit the diverse needs of the learner.</b>	<ul style="list-style-type: none"> <li>-I create learning plans that generally align with essential guidelines but may lack depth or creativity.</li> <li>-I have learning objectives present in my learning plans but might not always be clearly defined.</li> <li>-I recognize the importance of addressing diverse needs but may struggle to implement effective or differentiated strategies.</li> </ul>	<ul style="list-style-type: none"> <li>-I create detailed learning plans that align closely with essential standards.</li> <li>-I include clear and specific learning objectives that are consistently present in my learning plans.</li> <li>-I consistently differentiate to address diverse learning styles and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>-I design comprehensive, innovative, and highly engaging learning plans that are aligned to essential standards.</li> <li>-I include learning objectives in my learning plans that are not only clear but are also designed with student participation.</li> <li>-I excel in differentiating, seamlessly accommodating diverse learning styles, abilities, and backgrounds.</li> </ul>
<b>1.1c Developing and sequencing long-term and short-term instructional plans to support student learning.</b>	<ul style="list-style-type: none"> <li>-I draft short and long-term plans and units that generally follow the curriculum and essential standards guidelines.</li> <li>-I can sequence lessons, however, it may sometimes be somewhat disjointed, and there may be instances where transitions between topics or units lack continuity.</li> <li>-I have activities and resources selected but often rely heavily on textbooks or provided materials and may not consistently engage and challenge students effectively.</li> </ul>	<ul style="list-style-type: none"> <li>-I develop comprehensive short and long-term plans and units that align closely with curriculum concepts and essential standards to support student learning.</li> <li>-I have transitions between topics and units are smooth, ensuring a coherent learning experience.</li> <li>-I use activities and resources that incorporate a wide range of instructional materials and strategies, effectively enhancing student engagement and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-I design short and long-term plans and units that are not only aligned with curriculum concepts and essential standards but also infused with innovation and creativity to ensure student learning.</li> <li>-I have a seamless integration between topics and units, promoting a cohesive and meaningful learning journey.</li> <li>-I utilize diverse and cutting-edge activities and resources, consistently differentiating instruction to meet the needs of all students, maximizing their engagement and learning.</li> </ul>
<b>1.2 Instructional Delivery</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>

# TC.1 Facilitating Student Learning

Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.

<p><b>1.2a Engaging students in learning by connecting subject matter to meaningful, real-life contexts</b></p>	<ul style="list-style-type: none"> <li>-I make occasional attempts to relate subject matter to real-life contexts but may struggle to do so consistently.</li> <li>-I provide basic examples and scenarios that students can relate to, but may not deeply engage students.</li> <li>-I use examples or anecdotes to connect students to the topic or unit, but they are not always seamlessly integrated into the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-I consistently incorporate real-life contexts into lesson plans, making subject matter more relevant and engaging.</li> <li>-I provide practical examples and scenarios that students can relate to, making abstract concepts more tangible.</li> <li>-I skillfully integrate real-world applications (PBL) into the units and lessons, helping students see the practical value of what they are learning.</li> </ul>	<ul style="list-style-type: none"> <li>-I seamlessly integrate subject matter into meaningful, real-life contexts throughout lessons and unit plans to create a dynamic and immersive learning experience.</li> <li>-I utilize a wide array of strategies, such as hands-on projects, community involvement, and authentic problem-solving, to make learning highly relevant.</li> <li>-I consistently connect lessons to the world outside the classroom, integrating real-world experiences and inspiring students by demonstrating how their learning directly impacts their lives and the world around them, fostering deep understanding and a passion for learning.</li> </ul>
<p><b>1.2b Promoting critical thinking through inquiry, problem solving and reflection</b></p>	<ul style="list-style-type: none"> <li>-I am beginning to introduce opportunities for critical thinking in my learning plans but may not do so consistently.</li> <li>-I occasionally use open-ended questions to stimulate inquiry but may not provide sufficient guidance to help students develop higher-order thinking skills.</li> <li>-I incorporate straightforward problem-solving activities with limited complexity.</li> </ul>	<ul style="list-style-type: none"> <li>-I consistently incorporate critical thinking into learning plans by posing open-ended questions and encouraging students to explore diverse perspectives.</li> <li>-I create a classroom environment where inquiry, problem-solving, and reflection are integral to the learning process, enhancing students' ability to think critically and independently.</li> <li>-I use problem-solving activities that challenge students to apply their knowledge and skills to real-world situations, fostering creativity and analytical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>-I consistently engage students in rigorous inquiry, complex problem-solving, and reflective practices in my learning plans.</li> <li>-I skillfully facilitate discussions that encourage students to analyze, synthesize, and evaluate information from various sources.</li> <li>-I design problem-solving tasks that are intricate, requiring students to apply knowledge in innovative ways and collaborate effectively.</li> </ul>
<p><b>1.2c Monitoring student learning and adjusting instruction.</b></p>	<ul style="list-style-type: none"> <li>-I seek to support student understanding by occasionally checking for comprehension during lessons, often relying on traditional methods such as asking a few basic questions.</li> <li>-I occasionally use formative assessments to gauge learning progress, which leads me to often assuming that students understand the material.</li> <li>-I provide assistance individually or in small groups during instruction to students, but struggle to adapt my strategies often resorting to repeating the same instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-I routinely use a variety of formative assessment methods to monitor student learning during lessons, such as quizzes, polls, or class discussions to monitor student learning and make adjustments as needed.</li> <li>-I am skilled at interpreting assessment data, promptly identifying areas where students may struggle, and adjusting my lessons by providing additional support, alternative approaches, and materials to enhance student understanding.</li> <li>-I actively seek student feedback and adjust my teaching methods based on input, creating a dynamic and responsive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>-I employ a wide range of formative assessments and ongoing observations to continuously monitor student learning, gaining deep insights into individual and collective progress.</li> <li>-I proactively anticipate potential misconceptions or challenges and adjust my learning plans accordingly, providing targeted support or enrichment as needed.</li> <li>-I foster a culture of continuous improvement, collaboratively analyzing data with students and colleagues to refine instruction and ensure all learners reach their fullest potential.</li> </ul>

<p>1.3 Management of Learning Environment</p>		
<p>Developing</p>	<p>Proficient</p>	<p>Exemplary</p>

# TC.1 Facilitating Student Learning

Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.

<p><b>1.3a Implement routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can</b></p>	<p>-I establish routines and procedures but may not consistently enforce them.</p> <p>-I respond to disruptive behavior but struggle with setting and communicating clear behavioral norms, leading to inconsistencies in behavior expectations.</p> <p>-I recognize the importance of positive behavior supports, they may not have a fully developed system in place, and interventions may be reactive rather than proactive.</p>	<p>-I establish and consistently enforce routines and procedures that contribute to a well-organized, respectful, and engaging learning environment.</p> <p>-I communicate and model clear behavioral norms, creating a positive and predictable atmosphere for students.</p> <p>-I implement proactive strategies for positive behavior, such as behavior charts or reward systems, to foster a culture of respect and responsibility.</p>	<p>-I seamlessly integrated routines, procedures, norms, and supports for positive behavior, creating an optimal environment for learning.</p> <p>-I involve students in shaping norms and expectations, promoting a sense of ownership and accountability.</p> <p>-I have a well-developed and multifaceted system of positive behavior supports that includes preventative measures, intervention strategies, and ongoing monitoring.</p> <p>-I am skilled in addressing challenging behaviors with empathy and consistency, ensuring that all students can learn and thrive in a supportive and respectful climate.</p>
<p><b>1.3b Promoting social development and responsibility within a caring community where each student is treated fairly and</b></p>	<p>-I model fair and respectful behavior.</p> <p>-I demonstrate a commitment to fairness and respect in communications with students about language and behavior.</p> <p>-I seek to understand cultural perceptions of a caring community.</p> <p>-I have students participate in occasional community building activities, designed to promote caring, fairness, and respect.</p>	<p>-I actively model and promote positive social interactions, conflict resolution, and empathy among students.</p> <p>-I consistently foster social development and responsibility by establishing clear norms that emphasize fairness, respect, and accountability.</p> <p>-I create a caring community where students feel valued and supported, and they actively involve students in decision-making processes and community-building activities.</p> <p>-I incorporate cultural awareness to develop a positive classroom climate and promptly addresses issues of fairness and respect, facilitating open discussions and problem-solving when conflicts arise.</p>	<p>-I excel in promoting social development and responsibility, creating a learning environment where fairness, respect, and responsibility are deeply ingrained in the culture.</p> <p>-I consistently model and reinforce positive social behaviors, nurturing empathy, compassion, and inclusivity, while also supporting students in taking leadership in developing a caring community that is responsive to the diverse cultural norms and identities of all students.</p> <p>-I empower students to take on leadership roles, make meaningful contributions, and actively participate in decision-making processes, fostering a sense of ownership and belonging within the caring community.</p>
<p><b>1.3c Effective use of instructional time to optimize learning</b></p>	<p>-I pace instruction and/or learning plans with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.</p> <p>-While I have some students complete learning activities in the time allotted, I may occasionally struggle to keep all students engaged and on task, resulting in lost instructional minutes during 1-1 or small group instruction time.</p>	<p>-I effectively develop instructional plans, keeping lessons well-paced and engaging throughout, while minimizing disruptions and transitions to maximize the amount of time students spend actively learning.</p> <p>-I have students participating in and completing a variety of learning activities, ensuring students are actively engaged in their learning and meeting the learning plan goals.</p>	<p>-I develop learning plans to optimize learning, consistently delivering lessons that are engaging, purposeful, and highly efficient.</p> <p>-I value every minute as an opportunity for student growth and prioritize the use of instructional time whether it be 1-1 or small group to its fullest potential, resulting in consistently high levels of student engagement and achievement in their learning goals.</p>

# TC.2 Assessing and Reporting Student Learning Outcomes

Teachers monitor, assess, record and report student learning.

	Developing	Proficient	Exemplary
<b>2.1 Progress monitoring through variety of assessments to inform learning plans.</b>	<ul style="list-style-type: none"> <li>-I use assessments primarily for grading purposes and may not consistently use assessment data to adjust learning plans.</li> <li>-I may lack depth and variety, limiting my ability to capture a comprehensive view of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>-I use assessments to regularly monitor student progress and adapt learning plans accordingly.</li> <li>-I am skilled at analyzing assessment data to identify trends, areas of improvement, and individualized learning needs, ensuring that learning plans are responsive and effective.</li> </ul>	<ul style="list-style-type: none"> <li>-I integrate a wide range of assessments into lessons and/or learning plans, constantly gauging student progress and adjusting learning plans as needed.</li> <li>-I demonstrate a deep understanding of assessment best practices, ensuring that learning plans are continuously refined to meet the evolving needs of all students.</li> </ul>
<b>2.2 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</b>	<ul style="list-style-type: none"> <li>-I use assessment data to set learning goals but may not consistently align them with the specific needs of their students.</li> <li>-I rely on standardized assessments or teacher-generated tests without considering other forms of data to report on student growth and progress.</li> <li>-I review and monitor additional assessment data with colleagues to identify learning needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>-I use assessment data to establish clear and specific learning goals that are closely aligned with students' needs.</li> <li>-I draw on various assessment sources, including formative, summative, and performance assessments, to gain a comprehensive understanding of student progress.</li> <li>-I plan instruction with colleagues using assessment data to differentiating content, materials, and/or strategies to address individual and group learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>-I excel in using assessment data to establish highly detailed and customized learning goals that are individualized for each student.</li> <li>-I employ a wide range of assessment methods, including self-assessments and peer assessments, to provide a holistic view of student learning.</li> <li>-I collaborate with colleagues to analyze assessment data across multiple sources, providing a comprehensive view of student progress and allowing for targeted interventions and enrichment.</li> </ul>
<b>2.3 Using assessment information to share timely and comprehensible feedback with students and families</b>	<ul style="list-style-type: none"> <li>-I provide students and families feedback through assessed work and required assessments.</li> <li>-I communicate with families about student progress, strengths, and needs at reporting periods, and will contact families as needs arise regarding struggling students or behavior issues.</li> </ul>	<ul style="list-style-type: none"> <li>-I provide timely feedback to both students and their families, which includes explanations of strengths and areas for improvement.</li> <li>-I provide opportunities for comprehensible and timely two-way communications with families to share student assessment, progress, raise issues and/or concerns, and guide family support.</li> </ul>	<ul style="list-style-type: none"> <li>-I excel in providing timely and comprehensive feedback to both students and their families which is informative but also constructive, motivating students to take ownership of their learning and strive for continuous improvement.</li> <li>-I engage families through a variety of ongoing, clear communications regarding individual student progress, both academically and behaviorally. Additionally, I provide guidance on ways to offer and monitor support.</li> </ul>

# TC.3 Professional responsibilities

## Teachers develop and reflect as a professional educator

	Developing	Proficient	Exemplary
<b>3.1 Reflecting on teaching practice in support of student learning</b>	<ul style="list-style-type: none"> <li>-I am beginning to engage in reflection on my teaching practice, and consult with colleagues to consider how best to support teacher and student learning.</li> <li>-I am beginning to identify how to make changes to instructional strategies based on my reflections but may need guidance or support to put into practice.</li> </ul>	<ul style="list-style-type: none"> <li>-I regularly engage in reflection on my teaching practice, and collaborate with colleagues to improve student learning and engagement.</li> <li>-I consider a variety of factors, including student engagement, assessment data, and make meaningful adjustments to my instructional strategies based on my reflections.</li> </ul>	<ul style="list-style-type: none"> <li>-I excel in reflective practices, consistently and systematically evaluating my teaching to support student learning, and actively seek feedback from colleagues, mentors, and students, using it to inform teaching practices.</li> <li>-I make intentional and impactful changes to my instructional strategies, always striving for continuous improvement.</li> </ul>
<b>professional goals and engaging in continuous and purposeful professional growth and</b>	<ul style="list-style-type: none"> <li>-I set professional goals that take into account self-assessment of my teaching practice.</li> <li>-I expand my knowledge and skills through Professional Learning Communities and district provided professional development.</li> </ul>	<ul style="list-style-type: none"> <li>-I actively establish clear and specific professional goals that align with my teaching practices, focuses on improving student learning and district goals.</li> <li>-I select and engage in professional development beyond Professional Learning Communities that are directly related to my professional goals, allowing for meaningful skill enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>-I set and adjust authentic professional goals that are connected to improving my instructional practices and their impact on student learning both within and beyond the classroom.</li> <li>-I actively choose and participate in professional development opportunities that extend beyond Professional Learning Communities, directly aligning with my professional goals which enables me to meaningfully enhance my skills and exemplify effective teaching practices.</li> </ul>
<b>3.3 Working with families to support student learning</b>	<ul style="list-style-type: none"> <li>-I communicate with families primarily through routine channels, such as parent-teacher conferences or report cards.</li> <li>-I acknowledge the importance of the family's role in student learning by seeking information about cultural norms of families represented in the school, and welcome family involvement at classroom/school events.</li> </ul>	<ul style="list-style-type: none"> <li>-I actively engage with families, establishing open lines of communication and building positive relationships.</li> <li>-I support families contribution to the classroom and/or the school by initiating family involvement in the learning process through activities like family workshops, homework support, or volunteer opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>-I excel in working and communicating collaboratively with families, fostering a strong sense of partnership in supporting student learning.</li> <li>-I provide opportunities and support for families to actively participate in the classroom and/or school by initiating and sustaining family engagement programs that promote home-school partnerships, such as parent advisory councils or family literacy initiatives.</li> </ul>
<b>3.4 Demonstrating professional responsibility, integrity, and ethical conduct</b>	<ul style="list-style-type: none"> <li>-I demonstrate awareness of and commitment to upholding state education codes, district policies, and ethical responsibilities, although may still seek clarification on some complex issues.</li> <li>-I take initial responsibility for students' academic outcomes, showing a growing sense of ownership in my students' progress.</li> <li>-I model appropriate behavior for students and colleagues, recognizing the importance of setting a professional example within the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>-I demonstrate an awareness and commitment to upholding state education codes, district policies, and ethical responsibilities.</li> <li>-I continually assess and adapt my teaching methods to meet their diverse needs of my students, showing a growing sense of ownership in their progress.</li> <li>-I recognize the profound importance of setting a professional example within the school environment and strive to be a positive role model, demonstrating respect, kindness, and professionalism in all interactions.</li> </ul>	<ul style="list-style-type: none"> <li>-I demonstrate a deep awareness of and unwavering commitment to upholding state education codes, district policies, and ethical responsibilities.</li> <li>-I maintain a high standard of personal integrity and commitment to student learning and the profession in all circumstances.</li> <li>-I contribute to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.</li> </ul>