

Charter Renewal Petition for

# Sierra Expeditionary Learning School



Submitted to the  
Tahoe Truckee Unified School District  
Spring 2019

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## AFFIRMATIONS

Sierra Expeditionary Learning School (“SELS”) will follow any and all federal, state, and local laws and regulations that apply to SELS, including but not limited to:

- Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or students assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of SELS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend SELS, and who submit a timely application, unless SELS receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to SELS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in a public random drawing shall be provided as described in Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of SELS in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)].
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at SELS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves SELS without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. SELS shall, upon request,

provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- SELS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- SELS shall on a regular basis consult with parents and teachers regarding SELS's education programs. [Ref. California Education Code Section 47605(c)]
- SELS shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- SELS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- SELS shall comply with all applicable portions of the Elementary and Secondary Education Act.
- SELS shall comply with the Public Records Act.
- SELS shall comply with the Family Educational Rights and Privacy Act.
- SELS shall comply with the Ralph M. Brown Act.
- SELS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- SELS shall comply with Article 5.5 (sections 51745–51749.3) of Chapter 5 of Part 28 of the Education Code and implementing regulations adopted thereafter for the purpose of implementing short-term independent study.

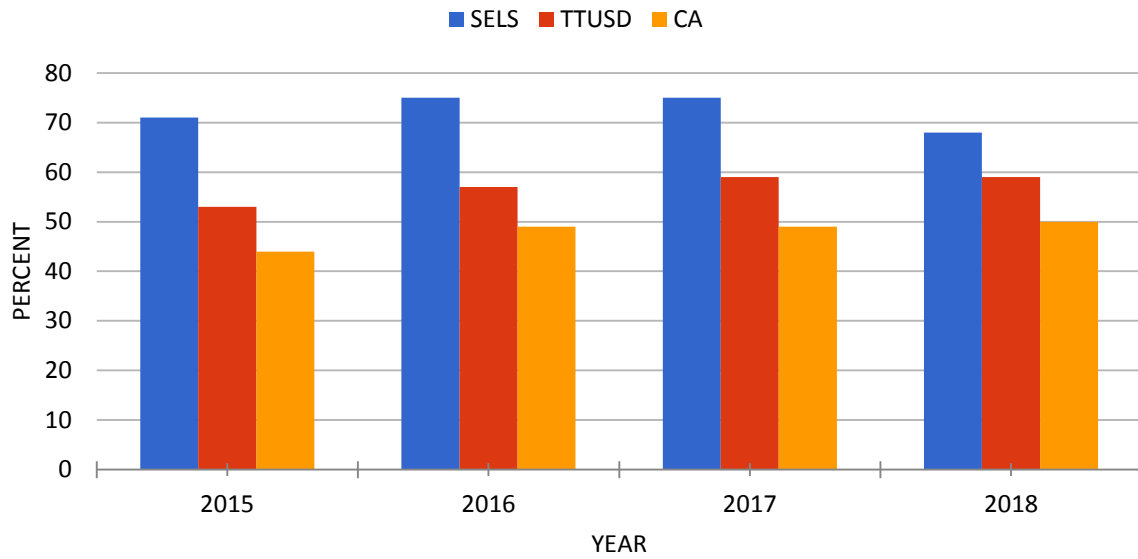
## **A. Introduction**

### Charter Renewal

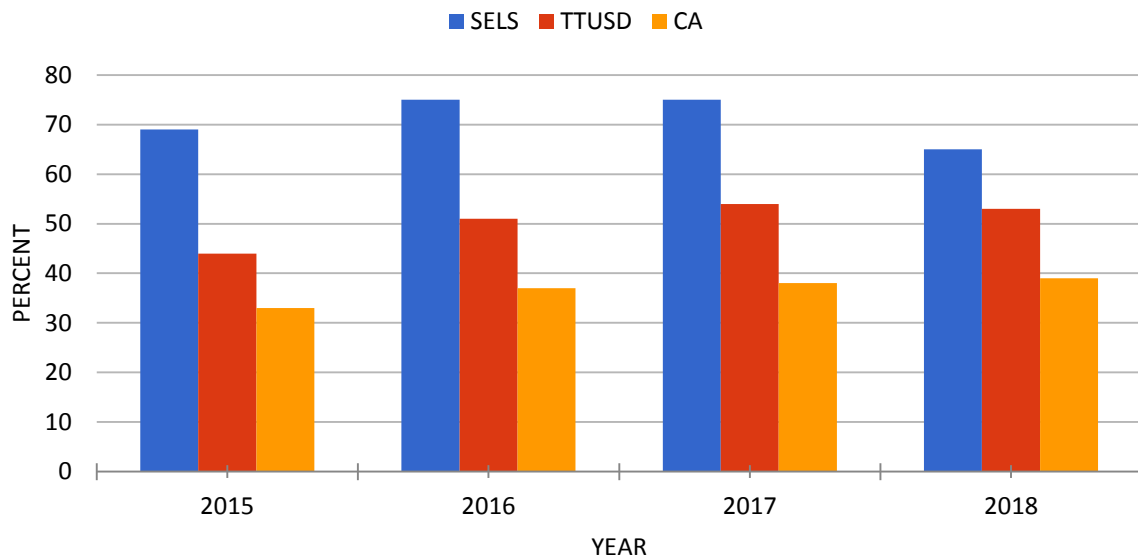
SELS has exceeded the minimum criteria for renewal by meeting the requirements for renewal set forth in Education Code Section 47607(b). The following shall serve as documentation confirming that SELS exceeds the statutory criteria required :

- SELS has consistently passed yearly audits, and is fiscally sound. Besides a 25% budget reserve, SELS has another 25-30% in cash reserves.
- SELS has exceeded in all of the past four years both district and state test scores for all groups of pupils served by SELS. (Education Code Section 47607(b)(1))

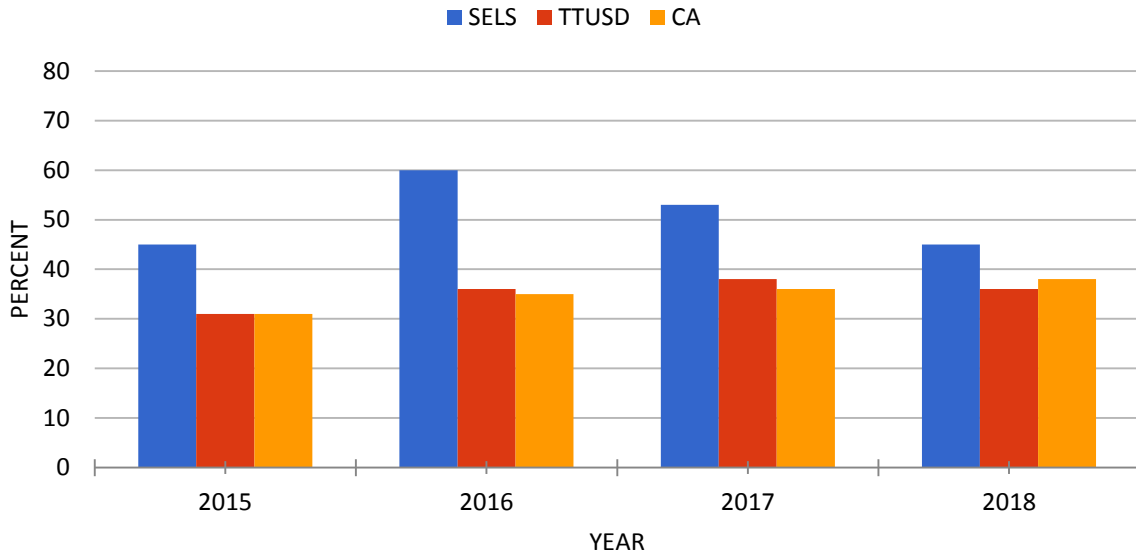
### ELA CAASPP Results: All Students At/Above Benchmarks



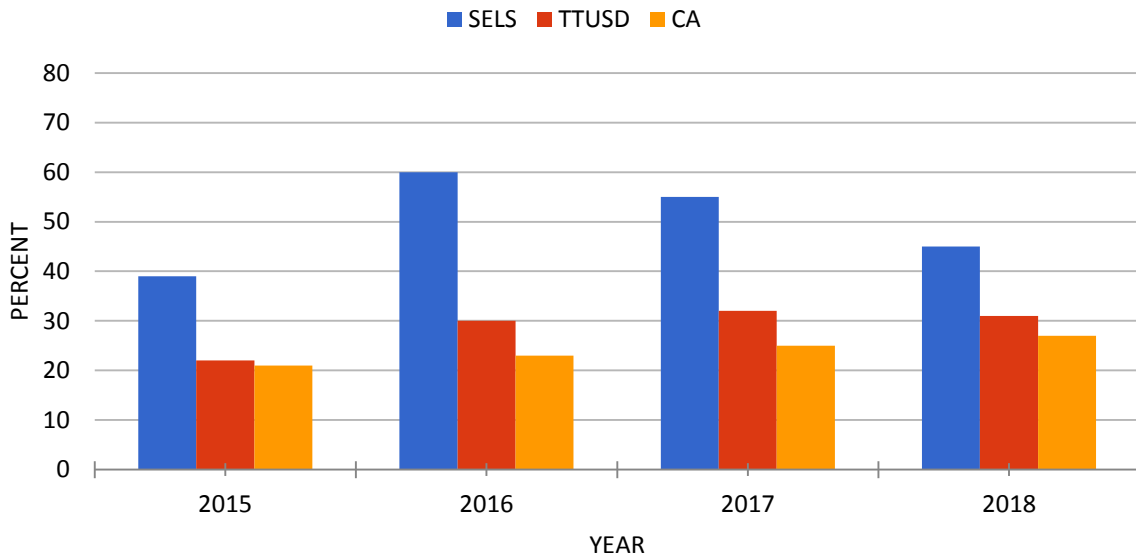
### Math CAASPP Results: All Students At/Above Benchmarks



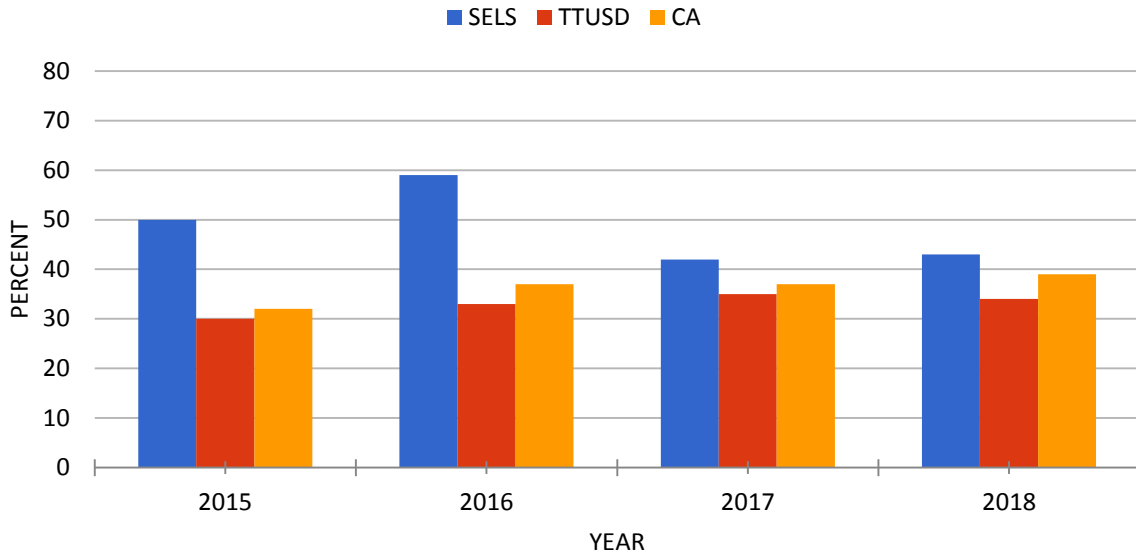
### ELA CAASPP Results: Low-Income Students At/Above Benchmarks



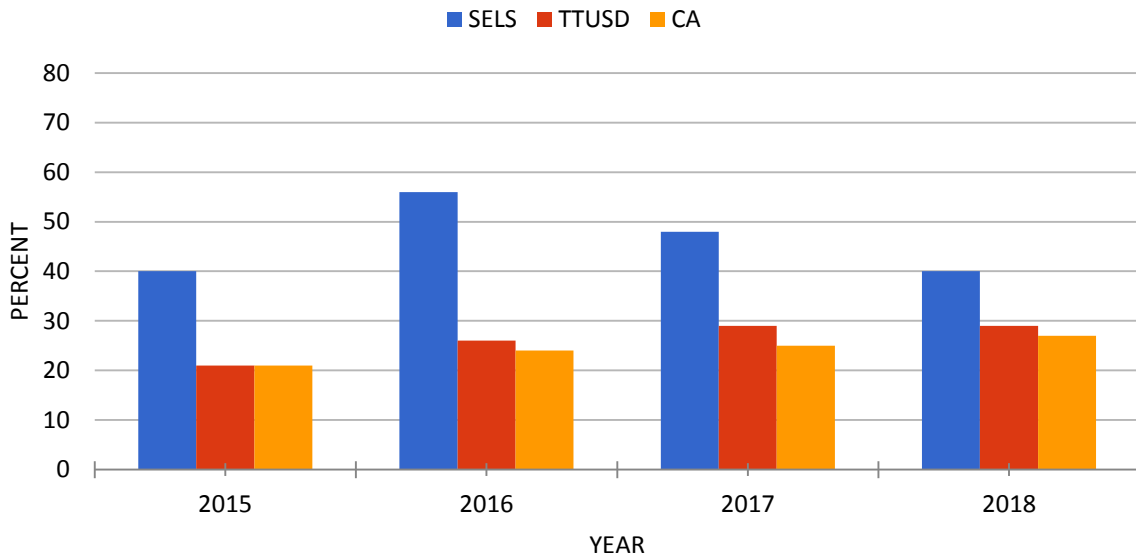
### Math CAASPP Results: Low-Income Students At/Above Benchmarks



### ELA CAASPP Results: Latino Students At/Above Benchmarks



### Math CAASPP Results: Latino Students At/Above Benchmarks





## **B. Educational Program**

**Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.**

**A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.**

### **--California Education Code Section 47605(b)(5)(A)(i)(ii)**

The Truckee Charter School Foundation, a nonprofit California corporation dba Sierra Expeditionary Learning School, is the renewing entity and will be referred to in this document as SELS. SELS is an independent charter located within the boundaries of the Tahoe Truckee Unified School District (“TTUSD” or the “District”). SELS began its operations in the fall of the school year 2010-2011 with 64 students in K-5 and expanded over three years to approximately 212 students in grades K-8. SELS works in partnership with the District to offer a quality alternative educational choice for families and to ensure positive outcomes for students. SELS is aligned with and supports all of the District’s goals:

- Goal #1: Diverse and Rigorous Programming
- Goal #2: Outstanding Student Achievement
- Goal #3: Quality Staff
- Goal #4: Effective Leadership and Culture
- Goal #5: Fiscal Accountability

### **MISSION**

The mission of SELS is to inspire a diverse group of learners to achieve academic excellence while developing a strong sense of character and community. Our goal is to preserve each child's natural curiosity and love of learning.

We believe:

- Interdisciplinary learning expeditions, developed from state standards, promote learning through authentic experiences that encourage critical thinking and social responsibility.

- Diverse classrooms, multi-year teachers, and engaging teaching strategies cultivate a safe environment for individual learning and self-discovery.
- High expectations for character and behavior create a school culture exemplified by physical and emotional safety, accountability, compassion, integrity, and respect.
- Shared school traditions and celebrations support reflection, personal growth and a sense of belonging within the school community.
- Multiple means of assessment, including portfolios and student-led conferences, along with academic and character reports, hold students, teachers, and staff accountable for the highest quality of work.
- Multicultural studies and a foreign language component instill tolerance and broad worldviews while fostering an appreciation for local and global diversity.
- A diverse school population reflective of our community promotes intercultural understanding and respect for individual differences and similarities.
- Physical fitness, outdoor activities, and visual and performing arts are an integral part of students' daily lives.

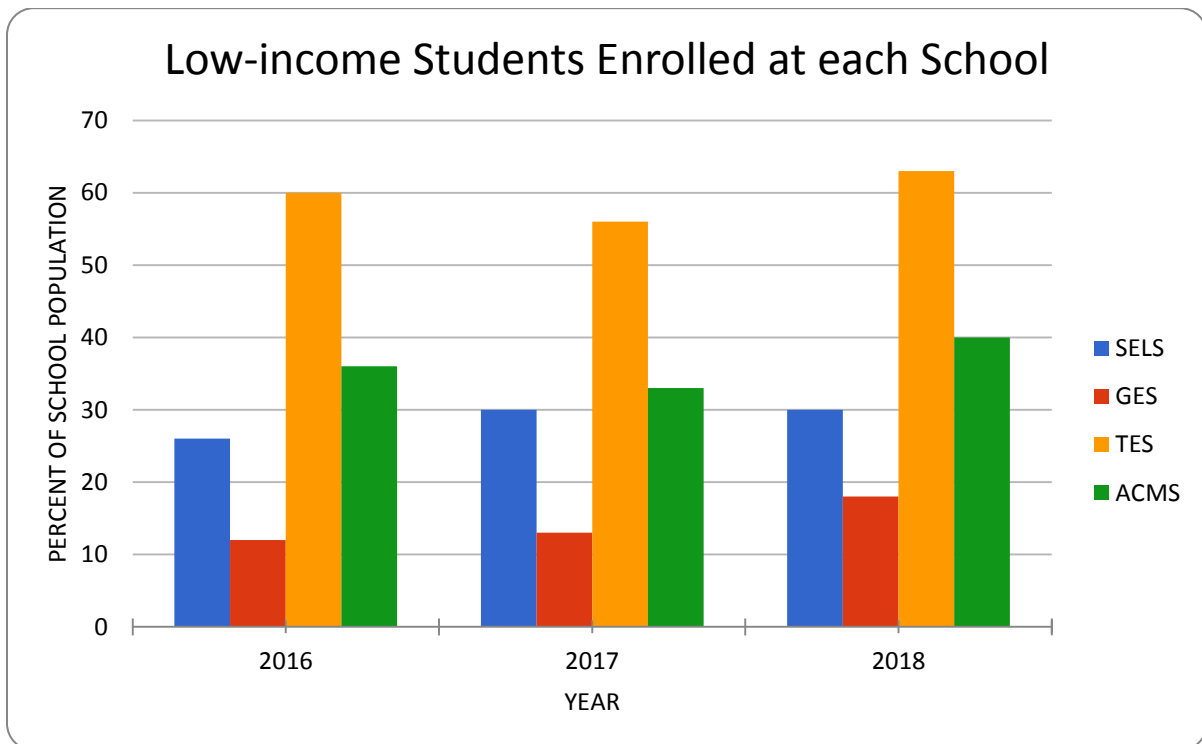
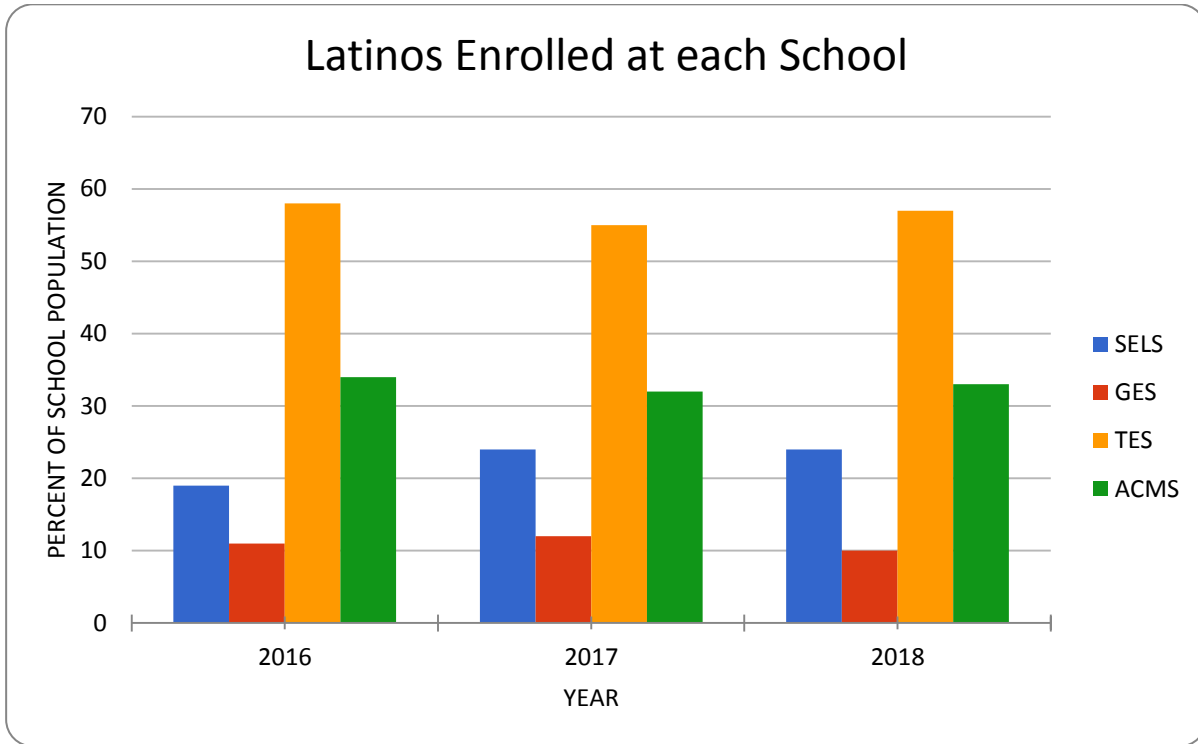
## **TARGET POPULATION**

### **“Whom the school is attempting to educate” Education Code 47605(b)(5)(A)**

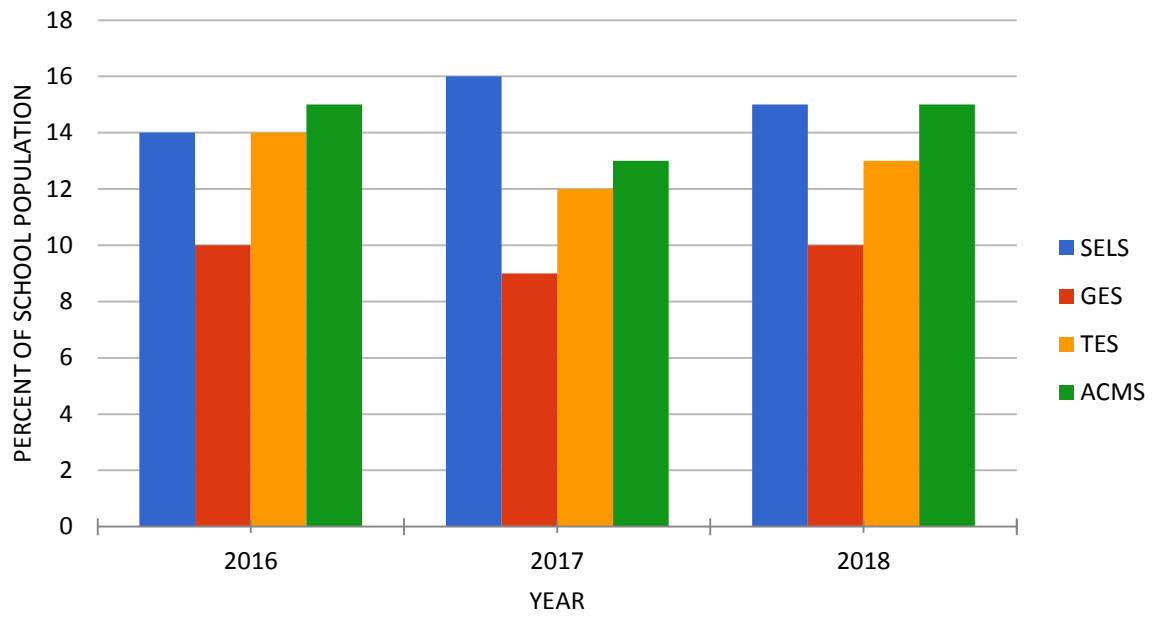
SELS is nonsectarian in its programs, admission policies, employment practices and all other operations. SELS does not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics nor shall it charge tuition. We strive to have a student population that reflects our community, by extensively outreaching both in English and Spanish via district-wide kindergarten previews, public meetings, flyers, our website, school newsletters and bulletins, and (if needed) radio announcements. In particular, we focus our efforts on providing culturally competent outreach and information to English Learner families. Our target population is any K-8 student who will benefit from an integrated academic program that fosters academic achievement and character growth while instilling a love of learning and a sense of community.

SELS is committed to providing a safe and culturally competent learning environment that is accessible to all families. We honor, respect, and value diversity and have designed our education program to promote cross-cultural understanding and appreciation.

SELS's student demographics compare to the District's student demographics as follows:



## SPED Students Enrolled at each School



## **AN EDUCATION FOR THE 21st CENTURY**

### **What It means to “Be an Educated Person in the 21st Century” Education Code 47605(b)(5)(A)**

We recognize that the world is rapidly changing. The 21st century will require us to think differently and not just adapt, but also transform. As we increase our understanding of human intelligence and behavior, we know more about how we can learn effectively, and the value of learning throughout life. It is the goal of SELS to awaken a love of learning in young people, and give them the ability and desire to carry on learning throughout life. We recognize that an educated person in the 21st century needs to be literate, competent in the core academic disciplines as outlined in California’s Content Standards and Common Core State Standards, and a reflective lifelong learner. An educated person needs to have a strong sense of self and realization of his or her own gifts and talents and possess the following abilities:

- Creativity—think creatively, work creatively with others and implement innovations
- Critical Thinking—reason effectively, use systems thinking, analyze and solve problems
- Communication—communicate clearly and collaborate with others
- Adaptability—adapt to change and be flexible
- Initiative—manage goals and time, work independently, and be self-directed learners
- Accountability—prioritize, set and meet goals, and achieve results
- Leadership—guide, lead others, and be responsible to others
- Information—accessing and applying information technology effectively

At SELS, we are committed to ensuring all of our students acquire these abilities so they are able to thrive in a changing world and be contributors to the community. We place a strong emphasis on the relationship between the school and the home, recognizing the critical role of families in fostering children's education. We see ourselves as allies of the family, mentoring and supporting parent's efforts to guide the intellectual and emotional development of their children. When afforded respect, fairness, kindness, discipline, and appropriate instruction, we believe every child is capable of achieving his or her potential to the fullest. A primary SELS goal is to enable students to become self-motivated, competent, lifelong learners.

## **EDUCATIONAL PHILOSOPHY AND PRACTICES**

### **“How learning best occurs” Education Code 47605(b)(5)(A)**

We believe learning best occurs in a safe yet stimulating environment, where challenge and support help children discover their abilities, values, and passions. Our learning program is built on the belief that given appropriately nourishing experiences, all children can learn, but not in the same way, nor equally well from the same sources. We believe that all learners possess an innate and unique creativity that can be developed given the appropriate environment, allowing for the joy of knowledge and self-expression and the thrill of exploration. SELS curriculum and

teaching styles allow flexibility and scaffolding to accommodate the individuality of learners and to evolve as our community and the world around us evolves.

We believe that a sustained love of discovery is the foundation of lifelong learning. The creativity and enthusiasm for discovery that is natural in young children is nurtured and expanded throughout the educational experience. Real learning takes place when active participants make personal connections to the skills and knowledge available to them. Motivation is the key to building this connected learning. The root of motivation is linking new skills and knowledge with personal interests and needs. Students will be challenged, taught as individuals, learn about historical and contemporary world problems in a safe, kind environment, and will develop the tools necessary to shape and improve the world of tomorrow.

SELS is part of a national network called EL Education, which has over 160 schools nationwide, serves 47,000+ students with 4,000+ teachers in 30 states and the District of Columbia. As an EL Education School, SELS is committed to the following ten design principles:

1. **The Primacy of Self-Discovery**—Learning happens best through challenges and requisite support. Students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can achieve their goals.
2. **The Having of Wonderful Ideas**—Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide important ideas to consider, time to experiment, and time to make sense of what is observed.
3. **The Responsibility for Learning**—Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring**—Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
5. **Success and Failure**—All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. **Collaboration and Competition**—Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
7. **Diversity and Inclusion**—Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
8. **The Natural World**—A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
9. **Solitude and Reflection**—Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
10. **Service and Compassion**—We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others. One primary function of an Expeditionary Learning school is to prepare students with the attitudes and skills to learn from and be of service.

## **CURRICULUM AND INSTRUCTIONAL DESIGN**

SELS offers a hands-on EL Education curriculum that adheres to the current California State Standards, the Common Core State Standards (“CCSS”), and the Next Generation Science Standards. The goal of EL Education is to foster academic achievement and character growth while instilling a love of learning and a sense of community. EL Education has been recognized nationally as an innovative, research-based, school improvement model and has been credited with producing high performing public schools. A national leader in education innovation, EL Education has been recognized by former President Obama, former Secretary of Education Arne Duncan, and the Bill and Melinda Gates Foundation for its positive impact on national education reform.

The EL Education model emphasizes *Five Core Practices* within its schools. These core practices work in concert and support of one another to promote high achievement through active learning, character growth, and teamwork, and help frame how schools implement the ten design principles:

1. **Curriculum:** Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high quality work to authentic audiences beyond the classroom.

2. **Instruction:** In EL Education schools, teachers use active pedagogy to help students become engaged and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.
3. **Assessment:** Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from state testing. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Standards-based learning targets drive achievement.
4. **Culture and Character:** EL Education schools build shared beliefs, traditions, and rituals in order to create a school culture which is characterized by a climate of physical and emotional safety, a sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.
5. **Leadership:** EL Education schools build professional communities that focus on student achievement and continuous improvement. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration.

EL Education schools achieve success in these Core Practice areas by providing schools with an extensive professional development program. SELS has been able to deepen and strengthen its program by working closely with an EL Education School Designer and participating in numerous conferences, seminars, and school site visits.

### **Instructional Methods**

Active pedagogy is at the core of the instructional methods used at SELS. Students are engaged in their learning by using teaching protocols that promote critical thinking, reflection, and participation. Keeping ALL learners involved, raising their confidence, and maintaining high expectations has led to the creation of rigorous classrooms with a culture of quality.

Much of the learning at SELS is framed around Learning Expeditions, which are in-depth, multi-disciplinary investigations of a rich, compelling topic. Learning expeditions are built using California, Common Core State Standards, and NGSS as the foundation and Guiding Questions as the long-term objective. Learning Targets help direct the learning and teaching embedded in the learning expeditions and broken down into case studies, learning experiences, and ultimately daily lesson plans. Formative and Summative Assessments provide feedback on student learning and help teachers adjust curriculum and pacing as needed. Additionally, each expedition has fieldwork components, uses community experts, develops a culminating “Product”, and generally incorporates service to the community. The following provides an explanation of the above terminology:

- Assessment:
  - Summative: assessment OF learning; the individual or small group assignments are marked by the instructor; used to evaluate whether learning targets have been met
  - Formative: assessment FOR learning; on-going evaluations/observations by instructor to assess class and individual progress; used to differentiate, adjust instruction and/or learning targets
- Guiding Question(s): the overarching question(s) which frame and direct the Expedition



- Products: culminating pieces of work resulting from either projects or entire expedition; must be presented to audience; often includes service to community
- Projects: investigations of topics within a case study
- Learning Targets: goals set by instructor to guide teaching and learning process; developed in conjunction with curriculum standards

One example of a Learning Expedition, in which the Sixth Grade crew explored the relationship between California’s geology and its ecology, is attached in Appendix A.

### **Crew**

One of the foundational mottos for EL Education is: “We are crew, not passengers.” In adhering to this motto, “crew” is used to reference both individual classrooms and the entire school community. We strive to instill a sense of responsibility, participation, and cooperation among individuals, the student body, the school community, and the greater Truckee community. This motto represents our commitment to inclusion and action in the service of self and others.

### **Character and Academic Traits**

In our commitment to character and community building, we focus on six character traits, using the acronym “SIERRA.” These traits (explained in detail later) are a foundational piece of our school culture.

**S. – Strength**

**I. – Integrity**

**E. – Empathy**

**R. – Respect**

**R. – Responsibility**

**A. – Adventure**

Teachers hold high expectations for all students. In order for all students to succeed, produce high quality work, and meet the standards, teachers use instructional practices that ensure that all students are thinking and participating; that promote equity and provide multiple pathways for achievement; and that ensure that all students acquire the background knowledge needed to succeed.

## **CURRICULUM OVERVIEW**

The Expeditionary Learning framework focuses on high achievement through active learning, character growth, and teamwork. It emphasizes project-based learning, reading and writing across the disciplines, inquiry-based science, math and social studies, and learning in and through the arts. Literacy is central and reading and writing are integrated throughout the curriculum. Character development and teamwork are not just emphasized, but embedded in school structures, practices, and rituals and integrated into the academic program. Utilizing an engaging, relevant curriculum, the mission of SELS is met through attention to academics and life skills; the body through physical education, exploration, and health; and the spirit through awareness of self and our connection to the world. Opening in 2010 allowed SELS to begin with CCSS as a focus. All curriculum is designed using CCSS and CA State Standards, and will adjust to match any future changes in state and federal curricular requirements. The following sections provide more detail on core curricular areas:

### **English Language Arts (ELA)**

The ELA curriculum is teacher developed using CCSS. SELS has adopted various programs and/or curriculum to more effectively reach every student: Daily 5/CAFE; 6 + 1 Writing Traits; Rigby leveled reading books; Step up to Writing; and The Learning Headquarters Writing Program. The goal is to develop learners who are effective communicators and are lifelong readers and writers. The curriculum is literature rich, in both fiction and non-fiction. Comprehensive skills, grammar, vocabulary, and dramatization are integrated within the literature program in alignment with the CCSS. Communication skills include speaking and writing and expand into presentation skills, using modern technological tools when appropriate.

### **Mathematics**

SELS purchased mathematics curriculum: *Bridges* for elementary student and *College Preparatory Mathematics* for middle school students. Both curricula are CCSS developed and aligned, and CPM is used throughout TTUSD. Students engage in exploring, conjecturing, justifying, and communicating their understanding of mathematical concepts. Students also engage in activities that teach them to use mathematics as a tool for reasoning and problem solving in purposeful ways.

### **Science and Health**

Students are taught science standards that are aligned with the Next Generation Science Standards. The standards form the outline for one of each year's expeditions and emphasize hands-on experimentation, functional knowledge of scientific phenomena, and a working knowledge of the scientific method. Our approach to science takes students beyond the factual approach (of reading, reciting, drilling, and testing science) to actual inquiry-based fieldwork using the scientific process, experts, and real-world problems. Students focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Students add the integrated science process skills of identifying variables, data tables, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing and implementing investigations. This

process approach lets students experience the excitement of science as well as to better understand facts and concepts, as well as seeing the connections to their lives and communities.

### **Social Studies and Community Service**

Social Studies are taught in alignment with the California State Standards. The social studies standards form the outline for one of each year's expeditions and encourage students to discover and experience their responsibilities and rights as members of our democratic community. Students understand historical processes, the accompanying cultural shifts, and the positive/negative outcomes of the decisions we make as individuals and communities, large and small. There is a strong emphasis on community service as students apply their understanding of and their contributions to the world around them.

### **Technology**

Technology is used to support learning through individual and group discovery and seeking solutions to real-life challenges in alignment with the California State Standards. SELS has equipped classrooms with effective technology tools, including document cameras, projectors, teacher and student computers, Smart Boards, iPads/iPods, listening/recording equipment. All students 4th-8th grade have individual chromebooks, and students in K-3rd grade share classroom sets of laptops and tablets. SELS provides students with technological skills which help them be more effective learners and provide them with necessary job/life skills. These skills are aligned with the California State Standards.

### **Serving Academically Low Achieving Students**

Students are continually being assessed as learners. If identified, low achieving students are provided differentiated curriculum and, as needed, other modifications. When initial efforts are not sufficient, Student Support Teams (SSTs) are formed and meetings are held to develop plans to ensure student success.

### **Serving Academically High-Achieving Students**

SELS's curriculum focuses on project-based learning, critical thinking, and collaborative processes. These strategies lend themselves to pushing all students to excel and create high quality work. High achieving students, once identified, are encouraged to push their academic envelopes, to develop projects and ideas above and beyond the Learning Targets. They are guided in this process with additional resources and teacher time. Additionally, SELS fosters advanced 21<sup>st</sup> Century educational skills by requiring presentations through various mediums and varying audiences.

### **SERVING ENGLISH LEARNERS**

SELS meets all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. SELS has policies in place to assure proper placement, evaluation, and communication regarding ELs

and the rights of students and parents. The EL Coordinator works with students every day, conducts outreach, and organizes/facilitates parent meetings.

### **Home Language Survey**

SELS will administer the home language survey upon a student's initial enrollment in SELS (on enrollment forms).

### **ELPAC Testing**

All students who indicate that their home language is other than English are tested using the new English Language Proficiency Assessments for California within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between January 1 and February 25 until re-designated as fluent English proficient. ELPAC results are stored by the EL site coordinator and used for monitoring student progress and program evaluation.

SELS notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

### **Reclassification Procedures**

SELS enables students initially identified as English Learners to be reclassified and exit specialized program services and participate without further language assistance as Initial Fluent English Proficient (I-FEP) students. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

## English Learner Program Overview

We honor, respect, and value diversity and have designed our curriculum to promote cross-cultural understanding and appreciation. We recognize that to be culturally competent we need to attain the knowledge, skills and attitudes to effectively support and educate diverse populations. We view cultural competency as a process, not an endpoint, in which we see ourselves *becoming* culturally competent rather than *being* culturally competent. We are committed to growing and expanding our ability to offer a culturally competent school program by continuing to implement the following components into our school structure:

1. Educate staff and administration about the impacts of language and culture on education.
2. Provide trainings so that educators welcome and embrace English Learners.
3. Create educational structures that support learning for English Learners.
4. Build accountability, assessment and ownership for serving English Learners into the life of SELS.

SELS works closely with TTUSD to best support the needs of English Learners (EL) by designating an English Learner Coordinator to assist with the wide span of responsibilities required to effectively serve our English Learners. The EL Coordinator is involved in the identification, assessment, placement, re-classification and monitoring of the English Learners. An annual MOU and fee for services is contracted between TTUSD and SELS to determine the level of coaching and staff support the TTUSD English Learner Program Coordinator will provide to SELS's EL Coordinator.

SELS's small size allows our EL Coordinator the freedom to work with students individually and in small groups, generally in a push-in setting, though sometimes with pull-out instruction. In these settings, the EL Coordinator has individual student learning plans which are addressed approximately 30 minutes every day. In addition, all students participate in Spanish Language instruction. Since Spanish is the dominant second language in Truckee, it is an excellent opportunity for native Spanish Speakers to model learning another language and culture to native English Speakers. SELS has a large presence at Truckee's *Dia de los Meurtos* celebration, and occasionally has a Spanish speaking section of every other Friday's all-school Community Meeting. We will continue to explore ways to best serve English Learners and may adopt a different EL program in years to come.

The goal of the SELS's EL program is to utilize high quality instructional programs and services for English learners that allow them, as quickly as possible, to achieve academic success at the same challenging grade level standards as native-English-speaking students while developing English language fluency. SELS meets all requirements of federal and state law to provide equal access to the curriculum for English Learners, and is dedicated to providing EL students with an exceptional education and transitioning them to English proficiency as soon as possible. However, SELS also recognizes the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum as it focuses on building lifelong learners and community engagement.

Students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction and EL students will not be assigned to special education because of their lack of English proficiency.

### **Parent Involvement**

SELS is committed to promoting strong parent, family, and community support for our English Learners. We strive to provide meaningful involvement and to actively promote the development of parent and community leaders who can learn more about our school, become involved in the education of their children, and advocate effectively for English Learners. SELS will translate all materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

SELS formed an English Learner Advisory Committee (ELAC) to address the effectiveness of the ELD program. The group consists of the EL Coordinator and EL students' parent and meets quarterly, providing a mechanism for public participation in the ELD program.

### **Monitoring and Evaluation of Program Effectiveness**

The evaluation for the program effectiveness for ELs at SELS will include:

- Determining adequate yearly progress through adherence to SELS-adopted academic benchmarks by language proficiency level and years in program.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

1 The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

## **SERVING STUDENTS WITH SPECIAL NEEDS**

### **Overview**

SELS complies with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”). SELS adheres to the policies, procedures, and requirements of the TTUSD as well as the SELPA. SELS is categorized as a public school of the District in accordance with Education Code Section 47641(b). SELS complies with all state and federal laws related to the provision of special education instruction and related services and shall utilize appropriate SELPA forms.

SELS is solely responsible for its compliance with Section 504 and the ADA. All facilities of SELS are accessible for all students with disabilities in accordance with the ADA. The SELS facility and curriculum does not present physical barriers that could limit an eligible student’s full participation in the educational and extracurricular programs offered by SELS.

## **Section 504**

SELS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation and/or related services by the School under Section 504. SELS has written policies that outline the requirements for identifying and serving students with a 504 accommodation plan. The SELS Assistant Principal serves as the 504 Coordinator and works directly with the site Principal. The 504 team is assembled by the Assistant Principal and includes the parent(s)/guardian(s), the student (as appropriate), and qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will also include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent(s) or guardian(s) of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the SELS professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary. If needed, all 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The 504 Coordinator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **Services for Students under the "IDEA"**

SELS provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA") and the MOU between SELS and TTUSD. SELS shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, SELS reserves the right, in the future, to make written verifiable assurances that SELS shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, SELS seeks services from the District for special education students enrolled in SELS in the same manner as is provided to students in other District schools. SELS will follow the District and SELPA policies and procedures, and shall use SELPA forms, in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. SELS will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. SELS will request an annual meeting with the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that SELS and the District have an ongoing mutual understanding of District protocol, and to facilitate ongoing compliance.

As long as SELS functions as a public school of the District for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), SELS shall comply with the MOU with the District, which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of SELS and to the District. A summary of the relationship follows the language and intent of Education Code Section 47646 and 20 U.S.C. 1413 as follows:

- The District retains the special education funds for the students of SELS.
- The District provides services to the students of SELS in the same manner as other students of the District.



**Assessment**

The District shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments, and tri-annual assessments, in accordance with the District's general practice and procedure and applicable laws. SELS shall not conduct unilateral independent assessments.

**Individualized Education Plan ("IEP")**

Responsibility for arranging necessary IEP meetings shall be allocated in accordance with the District's general practice and procedure and applicable law. SELS shall be responsible for having the designated representative of SELS in attendance at the IEP meetings in addition to representatives who are knowledgeable about the general education program at SELS.

Decisions regarding eligibility, goals/objectives, program, placement, and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include the designated representative of SELS (or designee) and the designated representative of the District (or designee) unless otherwise required by law. Services and placements shall be provided to all eligible SELS students in accordance with the policies, procedures, and requirements of the District and of the Local Plan for Special Education.

To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than SELS staff, the District shall provide and/or arrange for such services in the same manner that it would be legally obligated to provide to the students at its other TTUSD schools. District services shall include consultative services by District staff to SELS staff in the same manner that District staff consults with staff at other District schools.

**Funding**

As stated above, SELS has elected the status of any other public school in the District for the purposes of special education services and funding, and the District agrees to provide special education services for SELS consistent with the services it provides at its public schools. Consistent with this division of responsibility, so long as SELS remains a public school of the District for purposes of providing special education services, the District shall retain all state and federal special education funding allocated for SELS students through the SELPA.

**Discipline**

SELS shall follow the requirements of state and federal law in regard to the suspension or expulsion of special education students, including but not limited to the requirement that a manifestation determination be made prior to any change of placement.

**Student Records**

Confidential student records will be located at the special education central office. TTUSD records are organized and tracked through the use of the Special Education Information System (SEIS).

## **Professional Development**

Special education staff will participate in all relevant professional development activities. Additionally, SELS staff will participate in the ongoing staff development activities provided by the District's Special Education Department.

## **C. Outcomes/Standards**

**Governing Law:** The measurable pupil outcomes identified for use by the charter school.

**“Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.—**

**California Education Code Section 47605(b)(5)(B)**

In alignment with the SELS mission and values, we are committed to providing all students with an excellent, high-quality education and meeting the following overall student goals:

1. To develop critical thinkers and problem solvers.
2. To support students in becoming effective and confident communicators - able to write and speak with clarity, accuracy, and precision.
3. To build strong literacy skills and language development by focusing on the core academic subjects through an integrated curriculum.
4. To instill tolerance and broad worldviews while fostering an appreciation for local and global diversity.
5. To enable all students to become self-motivated, competent, lifelong learners, by addressing students’ emotional, social, cognitive, physical and reflective learning systems.
6. Prepare students to be productive citizens in the 21st century through a flexible and evolving instructional program based on research.
7. Provide a variety of extended and enrichment learning opportunities for its students.

All of these goals will enable all students to become self-motivated, competent, lifelong learners because they provide a solid foundation in academic content knowledge from which the students can build upon by continuing their education through college and beyond.

## **Metrics aligned to LCFF State Priorities**

LCFF requires districts to create annual goals in the LCAP and set expected annual measurable objectives (EAMOs) to monitor progress toward those goals. Progress must be based on identified metrics, which may be quantitative or qualitative. There are specific required elements for measuring progress within the eight priority areas. LEAs may also include a variety of locally

determined metrics when creating their LCAP. SELS 2018-19 LCAP is available on the website: <http://truckeecharterschool.org/wp-content/uploads/2016/01/LCAP-18-19.pdf>. This document provides more detail on annual goals as related to the below metrics.

**Metrics required for each LCFF State Priority are:**

□ **Priority 1: Basic Services**

- a. *Percentage of properly credentialed teachers: 100%*
- b. *Student access to standards-aligned instructional materials: all instructional materials are standards-aligned and all students have access to these materials*
- c. *Facilities in good repair. TTUSD keeps facilities in good repair and are quick to respond to any needs which arise.*

□ **Priority 2: Implementation of State Standards**

- a. *Implementation of the academic content and performance standards adopted by the state board: all content and performance standards have been adopted by SELS.*
- b. *How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency: all EL students are fully integrated into all classrooms and taught using same standards-aligned curriculum; those EL students in the ELD program are provided additional instruction in language proficiency.*

□ **Priority 3: Parent Involvement**

- a. *Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site: parents are highly involved in school activities, classrooms, and fieldwork; surveys and focus groups solicit parent feedback as needed.*
- b. *How the school district will promote parental participation in programs for unduplicated pupils: SELS has built a culture of parent involvement and participation through outreach and inclusion; the ELD Coordinator works closely with the EL parent community to address their needs and increase inclusion in programs and events.*
- c. *How the school district will promote parental participation in programs for individuals with exceptional needs: SELS has built a culture of parent involvement and participation through outreach and inclusion; the Resource Teacher works closely with the families of students with exceptional needs to address their needs and increase inclusion in programs and events.*

□ **Priority 4: Pupil Achievement**

- a. *Statewide Assessments: see graphs at beginning of document.*
- b. ~~Academic Performance Index~~ **(Suspended by CA State Board of Education, July 2017)**
- c. *Percentage of pupils who have successfully completed A-G or CTE course requirements: N/A*

- d. *Percentage of English learners making progress toward English proficiency as measured by state language proficiency assessment: 100%*
- e. *English learner reclassification rate: 100%*
- f. *Percentage who pass AP exam with score of 3 or higher: N/A*
- g. *Participation and demonstration of college preparedness (eg EAP): N/A*

□ **Priority 5: Pupil Engagement**

- a. *School attendance rates: each year are above 98% attendance.*
- b. *Chronic absenteeism rates: very low, averaging less than 3% per year.*
- c. *Middle school dropout rates: 0%*
- d. *High school dropout rates: N/A*
- e. *High school graduation rates: N/A*

□ **Priority 6: School Climate**

- a. *Pupil suspension rates: each year less than 2% per year.*
- b. *Pupil expulsion rates: 0%*
- c. *Other local measures, including survey of pupils, parents and teachers on the sense of school safety and connectedness: surveys consistently indicate high levels of satisfaction from all sampled populations: students, parents, and staff.*

□ **Priority 7: Course Access**

- a. *Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable: see Section B: Educational Program*
- b. *Programs and services developed and provided to unduplicated pupils: see Section B: Educational Program*
- c. *Programs and services developed and provided to students with exceptional needs: see Section B: Educational Program*

□ **Priority 8: Other pupil outcomes:**

- 1. *Pupil outcomes if available in the subject areas described in 51210 and 51220(a)(i) as applicable: all students assessed regularly through formative and summative methods; state test scores (highlighted at beginning of document) reflect high levels of student outcomes.*

SELS educational program has thus far been very successful. In addition to excellent CAASPP test results (highlighted at the beginning of the document), two other mechanisms reflect SELS successful program: internal assessments and EL Education's Implementation Review.

1. National Blue Ribbon Schools Program: the National Blue Ribbon Schools Program is a United States government program created in 1982 to honor schools that have achieved high

levels of student achievement (like SELS) or made significant improvements in closing the achievement gap among student subgroups.

- Approximately 300 public schools receive this award annually, of which about 10% are charter schools.

2. EL Education's Implementation Review: each spring, an EL Education School Designer ranks the SELS program on an in-depth, very precise rubric of 26 Power Practices.

- SELS is the highest scoring EL Education school in the West Region.
- SELS annually ranks in the top five overall in EL Education's national network of approximately 165 schools.
- Overall rating on a 5 point rubric: 4.3

### **Other Program Accomplishments**

SELS educational program has embedded an element of service to the community, from the classroom to the school to the town to the world. Expeditions are required to incorporate "products", tangible/concrete representations of learning which are shared with an audience. Many of these products also incorporate a service component. Below is a brief summary of several service products:

- *The Geology of California: 4.5 Billion Years in the Making*: this 25 minute documentary was written, shot, compiled, and edited by 6th graders. About 200 people showed up to the premier showing at the Resort at Squaw Creek. In 2012, the documentary took First Prize in Educational Shorts at the Yosemite Film Festival. It is available online with free access to anyone.
- The 4th/5th grade combination class has worked collaboratively with the Donner Summit Historical Society on three occasions to investigate, design, and produce interpretive signs. With funding from Truckee Rotary (where students presented their cause/need), three new interpretive signs now provide public education for the McIver Dairy on Donner Pass Rd and the petroglyphs near China Wall on old Highway 40.
- The 2nd/3rd grade combination class established relationships with some residents at the Truckee Senior Center. Over several visit, SELS students interviewed the residents, drew portraits, and created an historical anthology to share with the center's residents.
- The Kindergarten crew surveyed the student population about options, then designed and built balance beams, a playhouse, and a gaga pit for our campus.
- The 6th grade crew produced an iBook on the geology of California, with sections on Coastal Ecology, Earthquakes, and Volcanoes. This book is also available online free to all.

## **D. Methods of Assessment**

**Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.—California Education Code Section 47605(b)(5)(C)**

SELS provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their attainment of the long-term learning targets as described in Charter Elements A and B. All assessment tools are aligned to the pupil outcomes, the California standards as needed, and the Common Core State Standards. Assessment methods are both formative and summative and incorporate opportunities for students to demonstrate social and emotional growth, in addition to academic achievement. The fundamental expectations of the assessment process are to engage, support, and hold students accountable.

### **Assessments *for* Learning (Formative)**

Formative assessments (for example, diagnostic tests, teacher observation, etc.) are used to evaluate and refocus instruction. Based on the assessment feedback, teaching is differentiated and curriculum modified to respond to the needs of underachieving students, high-achieving students, special education students, and English Learners.

#### *Teachers...*

- Provide students with a clear and understandable vision of the learning targets
- Use examples of strong and weak work
- Offer regular descriptive feedback
- Teach students to self-assess and set goals
- Design lessons to focus on one aspect of quality at a time
- Teach students focused revision
- Engage students in reflecting on, tracking, and sharing their learning
- Keep ongoing records to document student progress and guide instruction

Source: Rick Stiggins' Seven AFL Strategies, Assessment Training Institute  
(<http://www.assessmentinst.com>)

#### *Students...*

- Articulate learning targets
- Analyze models to describe what reaching the target does and does not look like
- Analyze models to identify strategies for meeting the learning targets
- Make use of descriptive feedback from peers or teachers
- Assess their own work (or work of peers) to determine the distance between their current understanding and the target, and to identify next steps
- Revise for one aspect of quality at a time
- Reflect on their work to examine improvement over successive drafts, to think about their own learning and to set goals for improvement

### **Assessments *of* Learning (Summative)**

Summative assessments consist of quizzes, tests, performances, oral evaluations, community evaluations (e.g., internships, community projects, peer review), portfolios, and required state tests.

#### *Teachers...*

- Create a set of targets with an intentional distribution of types and outcomes (e.g., knowledge, skill, reasoning; subject area content and skills, literacy, craftsmanship, character)
- Select appropriate methods to assess learning (e.g., essays for critical thinking about content, multiple-choice tests for facts, and performance-based assessments for application of knowledge)
- Design high-quality assessments to measure progress toward long-term and supporting learning targets for expeditions, investigations, learning experiences, and lessons

### **Communicating Assessment Results**

Assessment data will be collected over time and used formally several times throughout the year to engage teachers and students in reflection on student achievement. A bi-yearly report, including the results of standardized testing and other measures of student success (i.e.: portfolios, progress reports) will be presented to the SELS's Board and (if asked) the TTUSD Board of Trustees to demonstrate progress toward achieving student performance standards. Families receive Progress Reports on students' success bi-yearly (January and June), and middle school students also receive progress updates quarterly (Oct and March).

### **Standardized State Tests**

SELS participates in the new California Assessment of Student Performance and Progress (CAASPP) using Smarter Balanced assessments. These assessments are used to monitor and guide our educational program. Teachers and school leaders collect data to analyze student achievement, assess teaching practices, and modify classroom instruction. Data is then be used to monitor and address achievement gaps in subgroups of student population.

### **Portfolios**

SELS uses a portfolio system in which students collect and display their learning. Portfolios are built throughout the school year and students participate in a "passage" process every year they change teachers. During "Passages" students use their portfolios to share with a group of community members their accomplishments and long-term academic growth. At that time, student portfolio work is displayed, viewed, and evaluated using rubrics. Observers identify where and how students have met outcomes/standards. This process adds a layer of accountability for students as they work to publicly communicate their understanding of specific content and performance standards.

### **Rubrics**

SELS uses standards-based rubrics for summative assessments. The use of this system has been/is well articulated with parents and students, with the goal of clarity of both expectations and level of accomplishment. All students learn to reflect on their work, to examine improvement over successive drafts, and to set goals for continued growth.

SELS uses a 4 point rubric; each score is in reference to a specific standard being assessed:

- 4 – Exemplary
- 3 – Proficient
- 2 – Developing
- 1 – Beginning

Participation, behavior, and extra credit are not included in the academic assessment of whether a student has met a given standard. Realizing that character assessment is also a valuable piece of information, students are evaluated according to school-wide character traits and “Habits of Work.”

### **SIERRA Norms (character traits)**

Our disciplinary objective is to help students develop a positive attitude towards self-awareness and control, and to better understand what constitutes socially acceptable behavior and how their actions impact others. Since character education is a fundamental component of SELS, we will continually be addressing behaviors and actions through the teaching and learning of school-wide character traits, spelled out with the acronym SIERRA. We focus on two components of character education: 1) social/relational traits; and 2) HOWs (Habits of Work).

#### **1. Social/Relational explanation:**

**S.** – Strength: possessing an inner reservoir of confidence provides students with the power to make decisions, to persevere, and to do what they know is the correct choice and/or action, if not always the popular one.

**I.** – Integrity: maintaining congruence between your values, actions, and words is vital to developing self-confidence and trusting relationships.

**E.** – Empathy: having an understanding of others’ feelings, abilities, and situations helps students better comprehend why people are acting or responding as they are. This understanding can help develop avenues of compassion, responsibility, and service.

**R.** – Respect: treating people well demonstrates knowledge of and appreciation for the rights of others, proper social conventions, and a willingness to participate in creating a culture built on safety and trust.

**R.** – Responsibility: developing the internal mechanisms that externally honor SELS’s values and culture is crucial to creating a civil and well-functioning school community.

**A.** – Adventure: understanding that risk taking is an important aspect to development and growth, and that the ability to confront personal boundaries (whether academically, physically, or emotionally) opens many avenues for student development.

#### **2. HOWs (Habits of Work) explanation:**

Habits of Work learning targets support students’ academic success and reflect the character traits of the school as they relate to performance (e.g., “I can advocate for myself”, “I can maintain focus in class”, “I can complete quality work on time”). They support student learning and college readiness, and aid students in developing study skills, time-management skills, perseverance, self-awareness, initiative, and the ability to seek feedback and assistance.



**S.** – Strength: I can do my best even when challenged.

**I.** – Integrity: I can produce quality work that is my own.

**E.** – Empathy: I can give and take academic suggestions in an honest and thoughtful way.

**R.** – Respect: I can honor crew learning time.

**R.** – Responsibility: I can be organized, efficient, and prepared in all my work.

**A.** – Adventure: I can take academic risks.

SELS uses the acronym SIERRA as both a teaching and learning tool and as a reminder of the cultural qualities to which the program strives. We ask parents/guardians to help develop these qualities in their children, and when volunteering at school activities to help all students in the community learn and honor the values we believe are important to developing a vibrant school culture and excellent students/community members.

#### **Remediation and Intervention Plan**

Students who do not meet the standards at the “proficient” level or higher participate in a variety of remediation activities, ranging from before/after school assistance to intensive intervention strategies (i.e., flexible ability-based grouping, push-in/pull-out support, tutoring and parent support). Determinations for remediation and intervention are varied, including teacher recommendation, formative/summative assessments, DRA reading scores, and HOWs scores. Teachers consult with the student and parents to develop a greater understanding of the student’s needs and the potential resources to address those needs. Students who do not show progress after a designated time are recommended to Student Support Teams (SSTs), in accordance with TTUSD practices. The SST consists of, at a minimum, the student's teacher, the Assistant Principal, at least one parent/guardian, and, as needed, the Director, Counselor, and any specialists (Resource, Psychologist, etc.). The SST will create a remediation plan to address the student's needs. If the SST determines a child might have a special need, the student will be referred to TTUSD Special Education services for evaluation.

#### **Promotion/Retention Plan**

Students in K-1 must meet the long-term academic standards in order for promotion to be recommended. If benchmarks are not met at a “proficient” or “above” level at these young ages retention may be warranted. Above 1<sup>st</sup> grade, research generally indicates retention lacks effectiveness. Thus, every effort is made through on-going assessments and interventions to respond effectively to students’ needs. When a student has met the standards, established by the teacher, at a “proficient” or “above” level, promotion will be recommended. If a student has not met the standards, several options will be considered, one of which would be retention.

In addition, SELS students demonstrate their depth of understanding every two years in elementary and every year in middle in the portfolio “Passages” process, described above. Participating in this process and meeting the established criteria at a high level, also contribute to the decision as to promotion or retention.

Ultimately, there is close communication between the teacher, student, parents or caregivers, and administration in regards to student status and advancement. SELS holds itself to high standards while keeping families informed and involved in their child’s education.

## **E. Governance**

**Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.**

**—California Education Code Section 47605(b)(5)(D)**

### **Non Profit Public Benefit Corporation**

SELS is a directly funded independent charter school operated by Truckee Charter School Foundation (dba Sierra Expeditionary Learning School), a California Nonprofit Public Benefit Corporation, pursuant to California law.

SELS operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and SELS. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of SELS, which is operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SELS as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix B, please find the Truckee Charter School Foundation Articles of Incorporation.

SELS, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. SELS acknowledges that it is subject to audit by the District and that if the District seeks an audit of SELS, the District shall assume all costs of such audit.

Members of SELS's governing board, any administrators, managers, or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards, and the District's policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any existing applicable statutes or regulations applicable to charter schools.

### **Sierra Expeditionary Learning School:**

- Collaborates with the Tahoe Truckee Unified School District.
- Is operated as an independent 501(c)(3) tax-exempt California nonprofit public benefit corporation
- Is governed by its Board of Directors, as defined by the California Corporations Code.
- Operates in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation, which will be maintained to align with the charter.
- Operates a public school and does not charge tuition.
- Encourages diversity in its programs, policies, and practices.

- Does not discriminate in any programs, policies and practices based upon race, ethnicity, religion, gender, gender identity, gender expression, nationality, sexual orientation, or disability or any other characteristic described in Education Code Section 220.
- Is nonsectarian in its programs, admission policies, employment practices, and all other operations.

### **Board of Directors**

SELS's Board of Directors shall not be less than three (3) or more than eleven (11) members. Each member shall serve for a two (2) year term and until a successor is elected. A member whose term has expired may be elected to a succeeding term, as set forth in the Bylaws. The members of the Board of Directors are elected according to the provisions of the Bylaws. SELS recruits qualified and appropriate candidates for the Board from education, nonprofit, community, business, and legal organizations so that the current Board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and school while maintaining a unifying and passionate commitment to the vision and mission of SELS.

Please see Appendix C for current SELS Board Member biographies.

The Governing Board of TTUSD may appoint a representative to the SELS Board in accordance with Education Code Section 47604(b).

SELS's Board meetings are open to the public. Meetings are scheduled and posted at the SELS campus and on the SELS website. Interested persons may sign up for email notification.

The Board may establish an executive committee and other special purpose committees as deemed necessary. The SELS Board of Directors will comply with the Brown Act. SELS maintains in effect general liability and board errors and omissions insurance policies.

### **Role, Responsibilities, and Obligations of the Board of Directors**

#### *Board Members' Code of Conduct*

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board Members.

1. Members must have loyalty to the mission and vision of SELS and avoid conflicts caused by loyalties to staff, other organizations, and any personal interests.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
  - a. There will be no self-dealing or business by a member with the organization. Members will annually disclose their involvement with other organizations, with vendors, or any associations that might be or might reasonably be seen as being in conflict.
  - b. When the Board is to decide upon an issue about which a member has an unavoidable conflict of interest, that member shall abstain without comment from not only the vote but also from deliberation.

- c. Board Members will not use their Board position to obtain employment in the organization for themselves, family members, or close associates. Any Board Member applying for employment must first resign from the Board.
3. Board Members may not attempt to exercise individual authority over the organization.
  - a. Members' interaction with the Director or with staff must recognize the lack of authority vested in individuals except when explicitly Board authorized.
  - b. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any Board Member to speak for the Board except to repeat explicitly stated Board decisions.
  - c. Except for participation in Board deliberation about whether reasonable interpretation of Board policy has been achieved by the Director, members will not express individual judgments of performance of employees of the school.
4. Members will respect the confidentiality appropriate to issues of a sensitive nature.
5. Members will be properly prepared for Board deliberation.

#### *Board of Directors Responsibilities*

The Board of Directors of SELS is responsible for:

- Legal and fiscal well-being of the organization and the school.
- Hiring and evaluating the SELS Director. Other staff will be retained as the Director and the Board determine it to be necessary.
- Approving and monitoring the implementation of the organization's policies.
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Regularly measuring both student and staff performance.
- Encouraging active involvement of students, parents/guardians, grandparents, and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.

The Board may initiate and carry on any program or activity or may otherwise act in a manner that is not in conflict with or inconsistent with or preempted by any law and that is not in conflict with the purposes for which the school is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of SELS any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the

adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

### **Site Director**

SELS, as the nonprofit operating the charter school, is responsible for overseeing the operations of the charter school. Under the policies established by the Board of Directors of SELS, the Director is responsible for day-to-day management issues. The Director coordinates all campus-level planning and decision making that involves the school's professional staff, parents/guardians, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the Director, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors.

The Director is the Board's only link to the operational organization. All authority over and accountability of staff is considered to be the responsibility of the Director. Accordingly:

1. The Board will not give direction to persons who report directly or indirectly to the Director.
2. The Board will not formally evaluate any staff member other than the Director.

### **Delegation to the Director**

The Board will instruct the Director through written policies that prescribe the organizational ends to be achieved and describe organizational conditions and actions to be avoided. The Board will support any reasonable interpretation of those policies by the Director. Accordingly:

1. The Board will develop policies instructing the Director to achieve defined end results for identified recipients at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called Ends policies.
2. The Board will develop policies which limit the latitude the Director may exercise in choosing the organizational means to achieve the ends. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Expectations policies.
3. As long as the Director uses any reasonable interpretation of the Board's Ends and Executive Expectations policies, the Director is authorized to establish all further policies, make all decisions, establish all practices and develop all activities the Director deems appropriate to

achieve the Board's Ends policies. The Director is not authorized to commit the Board to any course of action in areas reserved for the Board.

4. The Board may change its Ends and Executive Expectations policies at any time, thereby shifting the boundary between Board and Director domains. By doing so, the Board changes the latitude of choice given to the Director. However, as long as any Board-specified delegation of authority is in place, the Board will respect and support any reasonable interpretation of its policies, even though Director's choices may not be the choices the Board or its members may have made.

## **F. Employee Qualifications**

**Governing Law: The qualifications to be met by individuals to be employed by the school.**

**—California Education Code Section 47605(b)(5)(E)**

SELS seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true to our mission, we seek to provide exceptional instruction for our students. We will employ staff that have knowledge or expertise in the guiding philosophy of the school and who support the principles of EL Education.

We expect all educators to have:

- Motivation necessary to learn and implement the school program and EL Education ideologies
- A clearly articulated philosophy of education, teaching and learning
- Demonstrated they are multi-faceted, life-long learners
- Collaborative experience
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement and responsibility
- An inquiry-minded approach to education

### **School Director Qualifications**

The SELS Board of Directors recruits, hires and supervises the primary administrator (Director). One of the most important roles of the Board of Directors is recruiting and supporting a dynamic administrator who can provide vision and leadership to SELS. The administrator acts as the bridge between the Board and the staff of the organization and is designated to act on behalf of the Board to implement its decisions. On an ongoing basis the Board evaluates and provides feedback on the performance of the administrator in carrying out the decisions of the board and other assigned responsibilities. A formal evaluation and review of the Director's performance is provided on an annual basis. The required qualifications for the position of Director include:

#### **Knowledge of:**

- Comprehensive organization, activities, goals, and objectives of a school site.
- State of California Education Code and Charter School laws.
- State and district curriculum requirements.

- SELS governance and district policies, procedures, and regulations.
- Principles and practices of administration, supervision, and training.

**Ability to:**

- Operate standard office equipment including computers and related software applications.
- Communicate effectively orally and in writing using patience, respect and self-confidence; establish and maintain effective working relationships with others.
- Lead the implementation of EL Education practices, and coach teachers in the implementation of strategies which lead to improvement of instruction.
- Insightfully analyze school achievement data and lead the staff in constantly studying, evaluating, and modifying current instructional practice to accelerate students' academic achievement.
- Manage site budgets and other resources in support of instructional goals.
- Conduct objective observation of instructional practices and student learning in classrooms and provide follow-up feedback to teachers.
- Plan and organize work; meet schedules and timelines; maintain records.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Work confidently and knowledgeably with diverse cultures and populations.

**Preferred Education and Experience:**

- Master's degree or higher in related field.
- Current California Administrative Credential.
- EL Education experience.
- Three or more years classroom teaching experience.
- Spanish fluency (desired but not required).

**Teacher Qualifications**

Core teaching educators will hold or acquire appropriate California teaching certificates, permits or documents issued by the Commission on Teacher Credentialing, including CLAD certification. These teachers will teach the core academic classes of mathematics, English language arts, science, and history/social science. They will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's policies. This includes all classroom teachers and support staff who teach core subjects.

SELS follows the teaching credential requirements set forth by the Every Students Succeeds Act (ESSA) of 2015 and ensures that the qualifications for all teachers follow the regulatory guidelines set by the state with regard to this law. This includes monitoring that the "highly qualified" teacher requirements of the previous NCLB are met (until further changes of law) which ensure that teachers meet the following three factors unless otherwise exempt under the law:

1. Teacher possesses appropriate state certification or license;
2. Teacher holds a bachelor's degree; and



3. Teacher passed a rigorous test, relevant major or coursework, or state evaluation demonstrating subject matter competency.

Current teacher qualifications (as a percent of 10 core teaching staff):

- CA multiple-subject certificated: 100%
- EL/CLAD certified: 100%
- Highly Qualified: 90% (one teacher will complete BTSA to finish HQ requirements in May '19)

SELS may also employ or retain non-certificated instructional teaching staff for non-core classes (defined as all courses other than core classes as listed above) and as support staff.

Prospective staff members will have an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. All non-certificated instructional staff possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies. Instructors in this category will teach physical education, Spanish, art, music, drama, technology, and other miscellaneous classes not defined as core classes.

### **Compensation**

SELS provides total compensation to individual employees that is competitive with other schools (both public and private) for comparably qualified and experienced employees. SELS offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified within the individual work agreements.

### **Professional Development**

Staff are provided professional development opportunities on an on-going, regular basis to ensure that they remain abreast of all relevant changes in laws, curriculum, and other operational requirements.

To continue to be highly implementing EL Education School, a significant amount of professional development must be offered. EL Education provides ongoing opportunities for professional development within the classroom and beyond. Professional development is scheduled into the teachers' yearly teaching requirement.

Also, an EL Education partnership implies that there is a School Designer assigned to the school, spending approximately 12 days on-site assisting teachers, modeling lessons and practices, and offering feedback on classroom instruction.

Through the partnership between SELS and EL Education, a formal work plan is created each year to focus Professional Development for that particular year. Each year work plans have one academic and structural goal, which thus far have consisted of:

- 2010-11: Writing across the curriculum; school-wide character traits (SIERRA norms)

- 2011-12: Expedition development; Morning/Community Meetings
- 2012-13: Reading/Literacy; Habits of Work
- 2013-14: Writing and the CCSS; Classroom walkthroughs and feedback
- 2014-15: Integrating CCSS more comprehensively into Math; teacher support structures/PD
- 2015-16: \*\*EL Education changed its Work Plan format, switching to a four-year model with yearly targets leading to end goals; the process was a little messy the first two years. Teaching strategies/protocol development; vertical mapping of curriculum; connecting students' performance character and math achievement
- 2016-17: performance character tracking; increasing student quality of work; reducing achievement gap
- 2017-18: identical to prior year
- 2018-19: identical to prior year

This consistent focus on more effective practices and structures certainly helped the program become one of the top EL Education programs in the country.

### **Hiring Committee**

All applicants must align with the EL Education philosophy. The Board of Directors decides with the Director a Hiring Committee to facilitate the hiring and interviewing process. In collaboration with the Hiring Committee, the Director interviews and recommends to the Board all employees for hire. The Director works under the authority of the Board and the Board approves all positions.

### **Teacher Evaluation Process**

The SELS Director provides consistent, periodic feedback on the Learning Expedition plans and the coverage of State Standards. The Director also analyzes semester classroom achievement, evaluating the extent of the program's effectiveness.

In addition to the year-end summative teacher evaluation, the Director and Assistant Principal conduct regular (periodic) observational "walk-throughs". These evaluative tools are formative, quick in nature (10 min or less), and provide regular feedback on teacher and program effectiveness.

Based on numerous on-site Professional Development visits, EL Education's School Designer will also provide feedback to the Director. This feedback will focus on the implementation of EL principles/practices, and will also provide insights on program/teacher effectiveness relative to other schools/teaching in the EL network.

As previously mentioned, SELS consistently rates among the highest scoring network schools in the country.

Observational indicators include Learning Expedition design, integration of content standards, use of active pedagogy and instructional strategies, classroom climate and culture, knowledge

of and passion for teaching the content, formative and summative assessments, and implementation of the core practice benchmarks.

Teachers demonstrating deficiencies will be placed on a plan for improvement with specific professional growth goals and timelines.

## **G. Health & Safety**

**Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.**

**—California Education Code Section 47605(b)(5)(F)**

SELS shall comply with all of the requirements of Education Code Sections 44237, 45125.1, and 45122.1 to ensure the safety of employees and students. SELS has adopted a comprehensive set of health and safety policies, which are on file at SELS office, and are summarized below.

### **Communication of SELS's Health and Safety Plans**

SELS's health and safety plans will be available in the school office for review by staff, parents, and the public. In addition, the staff will be informed of health and safety procedures annually during professional development meetings held prior to the opening of the school year. The staff will be updated as needed during the school year during regular staff meetings.

Parents will be acquainted with the health and safety plans during annual orientation meetings. Synopses of the health and safety plans will be included in the Parent's Handbook that will be updated and distributed annually to the parents of all SELS students.

### **CPR Training**

All SELS staff will be CPR certified.

### **Vision/Hearing/Scoliosis**

SELS adheres to Education Code Section 49450 *et seq.*, as applicable to the grade levels served.

### **Medication in School**

SELS adheres to Education Code Section 49423 regarding administration of medication in school.

### **Fire, Earthquake, and Evacuation Drills**

All students and all staff will participate in earthquake drills every other month, fire drills in accordance with Education Code Section 32001, and at least one lock-down/ALICE drill

annually. SELS's safety plan will be kept on file for review. School staff will be trained annually on the safety procedures included in the plan.

### **Emergency Preparedness Plan**

SELS has an Emergency Preparedness Plan that specifically addresses the needs of the school site in conjunction with TTUSD, law enforcement, and the Fire Marshall. This plan will include, but not be limited to, the following responses to the following crisis situations:

- fire
- flood
- earthquake
- terrorist threats
- gang activity
- hostage situations
- intruder/active shooter

All SELS staff will be trained on emergency preparedness procedures.

### **Procedures for Background Checks**

Employees and contractors of SELS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of SELS shall monitor compliance with this policy and report to the SELS Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Non-parent volunteers who will volunteer outside of the direct supervision of a SELS employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a SELS employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within the Placer County Office of Education Service Area.

### **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

SELS adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075.

**Diabetes**

SELS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

**Blood-Borne Pathogens**

The Director, or designee, meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Director, or designee, has adopted the District's established "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

**Drug-Free/Smoke-Free Environment**

The school maintains a drug-free, alcohol-free, and smoke-free environment.

## **H. Racial and Ethnic Balance**

**Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.**

**—California Education Code Section 47605(b)(5)(G)**

SELS strives to achieve racial and ethnic balance among its students that is reflective of similarly situated schools within the school district. SELS has a recruitment program designed to educate and inform potential students about its instructional program and seek to identify and recruit students who traditionally have been underserved and/or have underperformed in traditional elementary school environments.

The recruitment program includes, but is not necessarily limited to:

- The development of promotional material, such as a Spanish language video highlighting the success of SELS Latino students, brochures and banners;
- Attendance and participation at local neighborhood events to promote the school and meet prospective students, such as: the Family Resource Center's Family Night and Day of the Dead Celebrations.
- Develop partnerships with local racial and ethnic community organizations as a source of referrals for prospective students, such as: the Family Resource Centers, State Preschools, Head Start, and the Community Collaborative of Tahoe Truckee;
- Organizing open house and school tour visits to offer opportunities for prospective students and families to learn more about the school program;
- Utilization of teachers and staff to develop a teacher referral network from other schools for prospective students
- Hiring a Parent Liaison to personally go out into the community to outreach to low-income and Latino families.

SELS will maintain information concerning the ethnicity of all SELS students, and if the balance is not reflective of that of the sponsoring district, a committee of school parents, teachers, SELS staff, and a District representative may be convened to discuss the imbalance and explore any and all solutions including additional outreach alternatives.

## **I. Admissions**

### **Governing Law: Admission Requirements, if applicable.** **—California Education Code Section 47605(b)(5)(H)**

No student will be denied admission to SELS on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. SELS, a free public school, will not screen applicants on prior achievement. SELS will actively recruit a diverse student population from families who understand and value SELS's mission and are committed to a hands-on active learning environment with academic and behavioral expectations. Students and parents must desire a school in which teachers connect rigorous academic learning, aligned with state and national standards, to adventure, service and character development.

Admission to SELS will be open to any student who will be in grades K-8 the following school year. In order to be admitted into SELS, a student and his or her family must take part in an orientation process that will include an orientation session and introduction to SELS's philosophical and operational underpinnings and policies. The application for admission will gather basic contact information about the student and parents/guardians.

SELS's enrollment period is set each March/April for the following Fall. SELS makes public announcements of enrollment deadlines online and in local media, through local advertising, and on the applications themselves. SELS will conduct outreach to all student populations as outlined in Charter Element H, above. Completed applications must be received by the enrollment deadline(s). A completed application includes attendance at an orientation session and completion of the Application for Admission.

#### **Lottery and Priority Admissions**

SELS desires that its student population be reflective of the entire Tahoe/Truckee community. To that end, SELS actively outreaches to recruit a student population from the entire area served by TTUSD, and attempts to strike a socioeconomic balance among the student population consistent with the overall population of students in the district, as reflected in the yearly California Basic Educational Data System ("CBEDS") report for TTUSD. Effective for the 2014-15 school year, students are eligible for Kindergarten if they are age 5 on or before Sept 1 of such year (EC Section 48000[a]).

Currently enrolled students who have indicated their intent to re-enroll shall automatically be reserved a space or the following year. If the number of applications for admission exceeds the number of remaining available spaces in a particular grade level, such spaces will be filled by public random lotteries, organized by grade level. Applicants who are children of eligible staff or siblings of currently enrolled students shall be offered priority, in accordance with the Lottery Policy adopted by the SELS Board on file in the SELS office. Those not chosen for admission

will be placed on a ranked waitlist based upon the order in which they were drawn. The lotteries will be held in a public setting.

After the lottery, SELS will post the results on its website, and SELS staff shall work to contact families who received a spot in the program. It shall ultimately, however, be the applicants' responsibility to verify admission status on the website, and to notify the Director within the specified time period if they wish to enroll their student at SELS. Notwithstanding the foregoing, the Director will endeavor to notify families who are offered admission and provide them with official enrollment forms and instructions. It is the applicants' responsibility to assure that SELS has current contact information at all times. Successful applicants who fail to respond by the applicable deadline or decline an offer of admission shall be removed from the waitlist and the next student will be notified.

## **J. Fiscal Audit**

**Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. —California Education Code Section 47605(b)(5)(l)**

An annual independent financial audit of the books and records of SELS will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of SELS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to TTUSD, the Placer County Superintendent of Schools, the State Controller, and the CDE by December 15 of each year. SELS, the School's Director, and the Board Treasurer along with an audit committee will review any audit exceptions or deficiencies and report to the SELS Board of Directors with recommendations on how to resolve them. The SELS Board will submit a report to TTUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.



The independent financial audit of SELS is a public record to be provided to the public upon request.

To the extent that SELS is a recipient of federal funds, including federal Title I, Part A funds, SELS has agreed to meet all of the programmatic, fiscal, and other regulatory requirements of ESSA and other applicable federal grant programs. SELS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their right to know the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

SELS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

## **K. Student Suspension and Expulsion**

**Governing Law: The procedures by which pupils can be suspended or expelled. — California Education Code Section 47605(b)(5)(J)**

### **Code of Conduct**

The goal of the SELS Code of Conduct is to create conditions that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. The Code of Conduct is a general guide for behavior, not a mechanism for rigid control. The individual personalities of students or extenuating circumstances will be considered before corrective measures are prescribed.

The Code of Conduct is presented in the student/parent handbook. Every family receives a new copy of the student/parent handbook annually.

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies including suspension and expulsion and will be required to verify that they have reviewed and understand the policies prior to enrollment.

## **Suspension and Expulsion Policy**

A Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at SELS. In creating this policy, SELS has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* SELS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as SELS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. SELS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom SELS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SELS will follow all applicable federal and state laws, including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SELS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in affording due process to such students.

### **A. Grounds for Suspension and Expulsion of Students**

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

## **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property.
  - g. Stole or attempted to steal school property or private property.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - l. Knowingly received stolen school property or private property.
  - m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
  - o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  - p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
  - r. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who

willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - v.i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - v.i.1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - v.i.2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - v.i.3. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - v.i.4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by SELS.
  - v.ii. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - v.ii.1. A message, text, sound, or image.
    - v.ii.2. A post on a social network Internet Web site including, but not limited to:

- v.ii.2.a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - v.ii.2.b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - v.ii.2.c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - v.iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
    - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
  3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
    - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    - b. Willfully used force or violence upon the person of another, except self-defense.
    - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
    - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    - e. Committed or attempted to commit robbery or extortion.
    - f. Caused or attempted to cause damage to school property or private property.
    - g. Stole or attempted to steal school property or private property.

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

- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - v.i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - v.i.1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - v.i.2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - v.i.3. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - v.i.4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by SELS.
  - v.ii. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - v.ii.1. A message, text, sound, or image.
    - v.ii.2. A post on a social network Internet Web site including, but not limited to:
      - v.ii.2.a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - v.ii.2.b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - v.ii.2.c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - v.ii.3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion,

except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
  
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or SELS employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or SELS personnel; or if the Director or designee determines the situation would be best served (for either the student, other students, or the crew) by an immediate in-school suspension. If a student is suspended



without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

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

### **D. Authority to Expel**

A student may be expelled either by the SELS Board following a hearing before it or by the SELS Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of SELS's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

## **E. Expulsion Procedures**

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

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

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

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

## **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

SELS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by SELS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. SELS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, SELS must present evidence that the witness' presence is both desired by the witness and will be helpful to SELS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

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

### **H. Presentation of Evidence**

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

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

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

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

### **I. Written Notice to Expel**

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

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

### **J. Disciplinary Records**

SELS shall maintain records of all student suspensions and expulsions at the SELS office. Such records shall be made available to the authorizer upon request.

### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from SELS as the SELS Board's decision to expel shall be final.

### **L. Expelled Pupils/Alternative Education**

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

### **M. Rehabilitation Plans**

Students who are expelled from SELS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may re-apply to SELS for readmission pursuant to the lottery.

### **N. Readmission**

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

### **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

#### 1. Notification of District

SELS shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who SELS or District would be deemed to have knowledge that the student had a disability.

#### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and

modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SELS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If SELS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If SELS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- c. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that SELS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- d. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- e. Return the child to the placement from which the child was removed, unless the parent and SELS agree to a change of placement as part of the modification of the behavioral intervention plan.

If SELS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then SELS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SELS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or SELS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and SELS agree otherwise.

#### 5. Special Circumstances

SELS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated SELS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SELS had knowledge that the student was disabled before the behavior occurred.

SELS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SELS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other SELS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other SELS supervisory personnel.

If SELS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If SELS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SELS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the educational placement determined by SELS pending the results of the evaluation.

SELS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.



## **L. Retirement Systems**

**Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the federal social security. —California Education Code Section 47605(b)(5)(K)**

Eligible certificated employees participate in State Teachers' Retirement System (STRS), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public Employees' Retirement System (PERS), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. The Director is responsible for ensuring that appropriate arrangements for coverage are made.

## **M. Public School Attendance Alternatives**

**Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.  
—California Education Code Section 47605(b)(5)(L)**

No student may be required to attend SELS. Students who reside within the District who choose not to attend SELS may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in SELS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SELS, except to the extent that such a right is extended by the local education agency.

## **N. Employee Return Rights**

**Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.  
—California Education Code Section 47605(b)(5)(M)**

No public school district employee will be required to work at SELS. Employees of the District who choose to leave the employment of the District to work at SELS will have no automatic rights of return to the District after employment by SELS unless specifically granted by the District through a leave of absence or other agreement. SELS employees shall have any right upon leaving the District to work in SELS that the District may specify, any rights of return to employment in a school district after employment in SELS that the District may specify, and any

other rights upon leaving employment to work in SELS that the District determines to be reasonable and not in conflict with any law.

All employees of SELS will be considered the exclusive employees of SELS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to SELS. Employment by SELS provides no rights of employment at any other entity, including any rights in the case of closure of SELS.

SELS recognizes that it may not confer any return rights upon any former employee of TTUSD.

## **O. Dispute Resolution Process**

**Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.  
—California Education Code Section 47605(b)(5)(N)**

The purpose of the SELS dispute resolution process is to have SELS community members resolve issues in-house in an amicable and fair manner whenever possible. “School community members” include: students, teachers, parents, administration, applicant families, volunteers, advisors, community members, partners, and collaborators.

### **Internal Disputes**

SELS has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. SELS will not, at any time, refer internal complaints to the District, unless this is determined as the best course of action. If the District receives any complaints about SELS, the District will refer any complaints or reports to the SELS Director or Board of Directors for resolution. TTUSD agrees not to intervene or become involved in any internal dispute unless the SELS Director or Board of Directors has requested TTUSD to intervene in the dispute.

The complaint procedures include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school’s student and family handbook and distributed widely.

SELS will designate the Director to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with SELS alleging its noncompliance with these laws or alleging any actions which would be

prohibited by these laws. SELS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees. SELS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

### **Disputes with the District**

The staff and Board members of SELS agree to attempt to resolve all disputes between TTUSD and SELS regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Any controversy or claim arising out of or relating to the charter agreement between the District and SELS, except any controversy or claim that is in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below. In the case of potential revocation, TTUSD and SELS will comply with the process as stated in Education Code Section 47607 and its implementing regulations.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that is in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail to the Board of SELS.

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts that the responding party believes support its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

(5) The timelines described herein can be changed with the mutual assent of the parties.

## **P. Public School Employer**

**Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of division 4 of Title 1 of the Government Code). —California Education Code Section 47605(b)(5)(O)**

SELS is the exclusive public school employer of all employees of the charter school for purposes of the Educational Employment Relations Act (EERA). SELS shall comply with the EERA.

## **Q. School Closure Protocol**

**Governing Law: A description of the procedures to be used if the charter school closes. —California Education Code Section 47605(b)(5)(p)**

The following are closing procedures that abide by California Education Code Section 47605(b)(5)(P), should SELS close for any reason. The decision to close SELS will be documented in a closure action. The closure action shall be deemed to have been automatically made if any of the following occurs: the SELS Board votes to close the school; the charter is revoked or not renewed by TTUSD, unless SELS elects to appeal such revocation or nonrenewal; or the charter lapses. In the event of such a closure action, the following steps are to be implemented:

1. Closure of the school will be documented by official action of the SELS Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The SELS Board of Directors will promptly notify parents and students of SELS, the District, the County Office of Education, SELS's SELPA, the retirement systems in which SELS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. Written notification to parents/guardians of the enrolled students of the SELS will be issued by SELS within 72 hours after the determination of a closure action. A sample copy of the language used in the written notification is also to be made to TTUSD within the same time frame.

- a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
- b. The process for transferring student records to the receiving schools shall be in accordance with TTUSD procedures for students moving from one school to another.
- c. Parents/guardians will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.

The SELS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

2. Written notification to TTUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the closure action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an action to close when parents notify SELS of the receiving school. Records of students who have not notified SELS in writing of a receiving school will be sent to the student's school of residence.

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. SELS will ask the District to store original records of the SELS students. All records of the SELS shall be transferred to the District upon closure if the District agrees. If the District will not or cannot store the records, SELS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

4. A financial closeout audit of the school will be paid for by the SELS to determine the disposition of all assets and liabilities of SELS, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SELS.

Any liability or debt incurred by SELS will be the responsibility of the SELS and not TTUSD. SELS understands and acknowledges that SELS will cover the outstanding debts or liabilities of SELS. On closure of the school, all assets of the school, including

but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of SELS and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As SELS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of SELS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, SELS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

SELS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.

5. For six calendar months from the closure action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the SELS Board will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of SELS and student transfers.
6. The SELS Board shall adopt a plan for windup, if necessary, of the corporation, in accordance with the requirements of the Corporations Code.
7. In addition to a final audit, SELS will also submit any required year-end financial reports to the California Department of Education and TTUSD, in the form and time frame required.

## **R. Miscellaneous Provisions**

### **Budget and Financial Reporting**

**Governing Law:** “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Education Code Section 47605(g).

Attached, as Appendix D, please find the following documents:

- A three year budget
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to SELS at this time.

SELS shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of SELS’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all SELS’s receipts and expenditures for the preceding fiscal year.

The Director and Board Treasurer are responsible for producing monthly financial reports in collaboration with Accounting Resources Incorporated (ARI), our contracted back office service provider. Implementation of internal controls to ensure fiscal responsibility is the responsibility of the SELS Board of Directors. Financial records will be regularly maintained and a financial report prepared for every meeting of the SELS Board of Directors.

Due to numerous funding mechanism changes, in particular the Local Control Funding Formula (LCFF), SELS will work with ARI to develop a Local Control Accountability Plan and will adjust budget accounts to match the changes set forth in the LCFF. SELS and ARI will continue to monitor state and federal funding changes and will adjust budgetary calculations to remain in alignment with these changes.

SELS has established strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, and budget development, financial reporting, property management and procurement.

Copies of all financial policies are maintained at the SELS Office.

### **Attendance Accounting**

The school maintains contemporaneous documentation of attendance in a format acceptable to the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

### **Budget Allocation and Vendor Selection**

The SELS Board is responsible for approving annual budgets, with substantial input from the school Director. The Director and Board Treasurer develop the budget proposals and have latitude in determining how funds are best used within budget categories.

### **Potential Users of Financial Information**

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow are prepared by monthly by ARI for the Board of Directors. The financial statements are also available for review as desired by any of the school's stakeholders who want to assess the school's financial condition. Finally, SELS submits its annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, Placer County Superintendent of Schools, and TTUSD as described above.

### **Insurance**

SELS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and SELS's insurer. The District Board of Education shall be named as an additional insured on all policies of SELS.

### **Administrative Services**

**Governing Law: "The manner in which administrative services of the school are to be provided." Education Code Section 47605(g).**

With the exception of services performed by TTUSD in providing supervisorial oversight to SELS as defined by Education Code Section 47604.32, all SELS-requested services from TTUSD are likely to be on a fee-for-service basis. Mutually agreed-upon fees and an MOU must be in place prior to provision of the SELS-requested service.



SELS may contract with the District for some of its administrative services. The SELS staff will cooperate fully with TTUSD staff in the preparation and reporting of all required data and financial information.

In accordance with Education Code 47613, the chartering agency may charge for the actual costs of supervisory oversight of SELS Charter pursuant to 47604.32. For purposes of this charter, "revenue of the charter school" means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. The services described above are additional services outside the definition of supervisory oversight.

Subject to availability and agreement of TTUSD, SELS may request TTUSD services on a fee-for-service basis, including, but not limited to:

- Student health and human services (including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services)
- Fingerprinting and criminal record processing
- Processing of emergency credentials
- Bilingual fluency testing
- Non-stock requisition processing
- Rubbish disposal
- District purchasing contracts
- Environmental health / safety consultation
- Field trip transportation
- Student information system
- Food services
- Special Education services
- English Language instruction support services
- Transportation
- Facilities

### **Facilities**

**Governing Law: "The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate." Education Code Section 47605(g).**

SELS is currently located on the site of the Sierra Mountain Community Education Center, a TTUSD facility. SELS is housed in portable classrooms on said property, which was recently expanded to accommodate SELS's growth. The specific terms of the school's use of these facilities will be governed by the terms of the Long Term Facilities MOU entered into with TTUSD.

## **Civil Liability Impact**

### **Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).**

SELS is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. SELS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of SELS.

Further, SELS and the District shall enter into a memorandum of understanding, wherein SELS shall indemnify the District for the actions of SELS under this charter.

The corporate bylaws of SELS shall provide for indemnification of SELS's Board, officers, agents, and employees, and SELS will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and SELS's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of SELS.

The SELS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

### **Terms of Charter**

The term of this charter shall be for 5 years, from July 1, 2019 through June 30, 2024.

### **Severability**

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

### **Amendments**

This petition may be altered, amended, changed, or modified only by agreement in writing executed by SELS and the Administrator of the Tahoe Truckee Unified School District. Material

revisions and amendments will be made pursuant to the standards, criteria, and timelines in California as described in Education Code Section 47607.

**Force Majeure**

Neither party shall be liable if the performance of any part or all of this charter petition is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, earthquake, act of terror, act of God, sabotage, accident or any other casualty beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

**Notices**

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

## APPENDIX A Sample Expeditions

### 6th Grade Science Expedition 2013

2013 Science Expedition: **What's On Our Plate?**

***Exploring the relationship between California's geology and its ecology.***

Essential Question: How does the geology of our state affect its living things?

#### Case Studies and Learning Targets

##### ***Case Study #1 California Has its Ups and Downs***

Essential Question:

Why does the state of California have such a varied landscape?

1. I can explain the role of plate tectonics in shaping Earth's surface.
2. I can link the occurrences and effects of earthquakes.
3. I can identify 4 major types of volcanoes and describe how they formed.
4. I can contrast the distinguishing characteristics of 5 different types of mountains.
5. I can demonstrate the process of mountain formation in California
6. I can interpret the impact of erosion on California's landscape.

##### ***Case Study #2 Wetlands, Coasts, and Dunes, Oh My!***

Essential Question:

What geological and ecological clues can we use to understand our state's ecosystems?

1. I can interpret geological and ecological evidence.
2. I can compare and contrast the formation of ecosystems in coastal, mountain, and wetland areas.
3. I can interpret the impact of erosion on California's landscape.

##### ***Case Study #3 World Wide Webs***

Essential Question:

Why do different organisms live in different places?

- I can defend the effect of California's geology on the development of its ecosystems.
- I can diagram the key components of a food web in a variety of ecosystems.
- I can trace the flow of energy through a food web.
- I can predict the impacts of a change in a food web on its ecosystem.

Fieldwork:

***Kickoff: 4-days Lassen Volcanic National Park:*** Intro to California Geology by engaging in place-based education science standard includes understanding the forces that shaped California's topography and includes a study of plate tectonics, mountain formation, volcanoes, earthquakes, erosion and deposition as they hike up and around 4 types of volcanoes, through

lava tubes, lava flows, and hydrothermal areas. Small-group, student-taught lessons/demonstrations at each stop.

Students will :

- identify and describe the formation of the four types of volcanoes found at Lassen.
- identify and interpret volcanic evidence including geothermal features.
- sketch and label field observations as they hike through varied geologic terrain.
- walk interpretive trails and record information in field journals.

*Coastal Ecology Tour:* MacKerricher State Park’s Ten Mile Dunes, Cleone Lake and Inglenook Fen; Hendy Woods redwood preserve. The students will engage in place-based education through this 3-day field experience. Science standards covered include Earth Science through understanding the forces that shaped California’s topography, plate tectonics, erosion and deposition; Life Science Ecology standards through the study of fen, tide pool, redwood forest, and dune ecosystems.

Students will:

- describe the formation of tide pools, coastal fens, coastal dunes, lakes and redwood forests.
- record observations of organisms found in various ecosystems
- sketch and label field observations as they hike through varied geologic terrain.
- walk interpretive trails and record information in field journals.
- collect artifacts, videos and photographs for use in the expedition final product.

Small group, student-taught lessons/demonstrations in the field for each ecosystem - dunes, beaches, fens, redwood forests.

Projects:

Volcano formation models

Soil collection, soil painting

Students create sustainable miniature ecosystems in classroom terrariums.

3D food web diagrams

Field sketching, scientific illustrations

Narrative writing, “If I Took You on My Coastal Ecology Tour I would show you...”

Persuasive Writing, varied topics

Adventurous reading complex text/”Getting the Gist” protocols and summaries.

**Final Product:**

I can develop, write, and publish an educational iBook related to California’s geology and ecology.

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## 6<sup>th</sup> Grade Social Studies Expedition

Worlds of Wonders:

The study of Ancient Egypt, Greece, Rome, & India

### **Long Term LTs:**

1. I can explain why civilizations developed where and when they did, why they became dominant, and why they declined
2. I can synthesize the contributions of ancient civilizations and their links to modern society.
3. I can explain the significance of ancient civilizations' historical figures and monuments

### *Case Study #1 Wonders of the World*

#### Essential Question:

What can we know about civilizations based on artifacts that remain?

1. I can list and describe the seven wonders of the ancient world
2. I can identify wonders of the modern world
3. I can develop criteria to evaluate a human-created wonder
4. I can analyze and evaluate seven human-created structures in California using a set of criteria for a "wonder"

### *Case Study #2 Where in the World? Geography*

#### Essential Question:

How does topography influence human settlement?

1. I can explain connections between the geography of ancient civilizations and its impact on each civilization's development of agriculture, cities, city-states, commerce, trade routes, and political power.
2. I can locate and describe the major river systems and topographic features that supported permanent settlement of each of the early civilizations.
3. I can locate the geographic and time boundaries of each ancient civilization on a map and a timeline.

### *Case Study #3 Who's the Boss? Social and Political Structures*

#### Essential Question:

How did ancient civilizations create and maintain order in society?

1. I can describe and compare the various forms of political structures, including empires, dynasties, oligarchies, direct democracies and representative democracies.
2. I can describe and compare the origins of various social structures in each civilization.
3. I can identify contributions of ancient civilizations still present in contemporary societies

### *Case Study #4 The Bold and the Beautiful. Art and Architecture*

#### Essential Question:

What elements of the ancient civilizations had an influence our society?

1. I can identify and describe the legacies of each civilization's art and architecture, technology and science, literature, language, and law.

2. I can identify important historical figures from each civilization and describe their enduring contributions.
3. I can identify contributions in the arts and architecture of ancient civilizations still present in contemporary societies

**Expedition Final Product:** *Ancient World Summit!*

Who was the greatest civilization of all time? Come see ancient Egypt, India, Greece and China do battle for the coveted title! An exciting performance piece done as theater with students representing historical figures from each society in a variety of professions. Each civilization will match its best and brightest artisans, rulers, architects, and everyday citizens in an attempt to persuade the audience of the ultimate importance of their contributions and legacies!

Fieldwork & Projects

***Kick-off: California Wonder Tour***

The students from Sierra Expeditionary Learning School will engage in place-based education through this four-day field experience. Social Studies standards covered include explaining how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same; judging the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

**Student learning targets will include:**

- I can identify and describe 7 human-created wonders of California.
- I can interpret the significance of each wonder in terms of art, architecture, engineering, or culture.
- I can sketch and label field observations at each stop on the tour.
- I can attend guided tours through Shasta Dam, John Muir's house and Mission Delores and record historical information in field journals.

Projects:

Ancient Wonders Wordlist

Modern Wonders Slideshow

Creating expert folders for each civilization that include maps, timelines, diagrams, charts and Q-notes gathered in research and on-line text.

Mini-debates

Historical character development

Character script-writing

**APPENDIX B**  
**Truckee Charter School Articles of Incorporation**



3261371

ARTICLES OF INCORPORATION

ENDORSED - FILED  
in the office of the Secretary of State  
of the State of California

OCT 30 2009

I.

The name of the corporation is Truckee Charter School Foundation.

II.

This corporation is a nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Law for charitable purposes.

The specific purpose of this corporation is to manage, operate, guide, direct and promote a charter school located in or about Truckee, California, and such other educational activities as the Board of Directors may define from time to time.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

Jill Haley Penwarden  
Duane Morris, LLP  
11149 Brockway Road, Suite 100  
Truckee, CA 96161-2213

IV.

- (a) This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code section 501(c)(3).
- (b) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on by (1) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.
- (c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

V.

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Internal Revenue Code section 501(c)(3).

  
Erica Stein, Incorporator



DM1N1933637.1

## **APPENDIX C**

### **SELS Board of Directors' Biographies**

#### **Dan Martin, Chair**

Dan joined the board in 2015. When not trying to keep up with his 7 and 9 year old kids, Dan is an oral and maxillofacial surgeon who moved to Truckee in 2009. Professionally, Dan has built a successful practice through outstanding oral surgical care. As a committed community member and father, Dan is passionate about experiential educational opportunities and spending time outside. Dan is actively involved with a number of environmentally based non-profits in the area to preserve our amazing backyard. Prior to pursuing a career in oral surgery, Dan worked as a river guide all over the West and as a ski patroller at Northstar.

#### **Christopher Old, Vice Chair**

Christopher is a Counselor and Professor at the Tahoe-Truckee campus of Sierra College. He provides a variety of counseling services and teaches Psychology and Personal Development classes. Prior to working for Sierra College, he owned Mountain Mental Health, a private practice offering mental health counseling services to the Truckee-Tahoe community for 8 years. He is licensed as a Marriage and Family Therapist and a Licensed Professional Clinical Counselor. He is bilingual, speaking English and Spanish. Christopher has a B.A. degree in International Relations from the College of William and Mary. He has M.Ed. and Ed.S. degrees, both in Mental Health Counseling, from the University of Virginia. Since 1988, Christopher has been involved in Experiential Education. He began by creating and running an Adventure Program for a summer camp in Virginia. He spent many years guiding international rafting and trekking trips in the United States, Chile, Peru, Nepal and Zimbabwe. Christopher was also an Instructor and Course Director for the Colorado Outward Bound School. He continues to incorporate experiential learning in both the classes he teaches and in his work as a counselor. Christopher has been a member of the Association for Experiential Education (AEE) since 2001. He was the Secretary for the Leadership Council of the Adventure Therapy Professional Group at AEE from 2012-2015. Christopher sees his most important roles as being a loving father and husband. He and his wife, Katie, have lived in Truckee since 2005. They are happy to be raising their three children in such an amazing mountain community. The Old family enjoys spending time playing together on the trails, lakes and ski slopes of the Tahoe area.

#### **Morgan Hargrave, Treasurer**

Morgan is an Environmental Scientist with over 17 years of experience working on groundwater contamination issues in California, Alaska, Nevada, Utah, and Washington. He currently works as a senior scientist, overseeing a portfolio of over 50 active contaminated sites across the western U.S., and holds a B.S. in Environmental Science from U.C. Riverside. When Morgan is not tending to the environment, he enjoys being active in the local music scene, where he can be found playing guitar in a local band, fixing and maintaining instruments for the local music shop, and running a small social media outlet called Truckee Live Music. He also deeply enjoys fly fishing the local rivers and was a founding board member of the Truckee Chapter of Trout

Unlimited. Morgan and his wife, Hannah, moved to Truckee in 2006 and are so proud to be raising their two children in this wonderful community. They both look forward to supporting the success of SELS for many years to come.

### **Kat Newell, Secretary**

Kat and her husband, Dave, moved to Truckee from the Bay Area in 2005 so that she could pursue seasonal employment as a Ski Patroller at Squaw Valley. After a brief stint in accounting, Kat became a Banquet Manager and then an Aquatics Coordinator while continuing to patrol in winter months.

Throughout that time, she discovered a passion for healthcare, which led to the enrollment of night classes in Reno. Kat was accepted into the nursing program at Truckee Meadows Community College (TMCC) around the same time she became pregnant with their first child, and graduated shortly before the birth of their second child in 2010. Kat loves being a medical surgical nurse at Tahoe Forest Hospital and getting to participate in the chaos of life with three young children. In addition to her Associate's Degree in Nursing from TMCC, Kat has a BA in Asian Studies with a Certificate in Community Health from Tufts University.

Kat spent 5 years living in the urban center of East Palo Alto and connected students to community resources and programming. After that, she and Dave spent 3 months working and recreating in the Snowy Mountains of Australia, which prompted their move to Tahoe City, possibly the best decision of their young lives so far.

### **Saira West, PTC Representative**

Saira has been a member of the Truckee community since 2007, when she and her husband moved to the area to start their local business, West Orthodontics. Before settling in Truckee, she was originally a native of the Central Coast of California and then spent several years in San Francisco, first earning a bachelor's degree in Biology from San Francisco State University and eventually graduating from UC San Francisco with a baccalaureate in Dental Hygiene. After graduation, Saira became very involved with the California Dental Hygiene Association, holding long term positions on the Public Relations Council as well as the Student Relations Committee within the organization. She continues to work in the dental community in the human resources and public relations aspect side of West Orthodontics, as well as maintaining her dental hygiene skills in a local general dental office, as her schedule allows.

Saira is a busy mother of two boys at SELS (with a baby girl on the way!), and has taken on the role of PTC co-president. Saira is committed to supporting her children's education by upholding the SIERRA Norm values that she holds dear. In her spare time, Saira enjoys any sort of travel and getting to explore the great outdoors with her family. She is forever grateful to belong to such an amazing community of people here in the Tahoe area.

**Chris DeLuna**

Christopher graduated USC and soon after attended the Le Cordon Bleu program in Pasadena. He has worked in various aspects of the food, retail and manufacturing, industry for the past 19 years. He has owned his own Marketing and Brokering company since 2011. His company provides service from ideation to launch liaising between both retailer and manufacturer. Always searching for the next trend, and a passion for food, his customers currently span the globe from US and Canada to Italy, South Africa, Asia, and South America. Fairly new to the community, Christopher and his family moved to Truckee in 2014 and quickly fell in love with all it had to offer. He is also actively involved in the local Cub Scout Pack 734 and AYSO. Christopher and his wife Elena have two children. They love the tight knit community and year round access to all of the outdoor activities.

**APPENDIX D  
Budget**

2/25/19		Unaudited Actuals 17/18	2nd Interim Budget 2018/19	Actuals to Date Jan 31	Account Balance	Percent	Projected 2019-20	Projected 2020-21
<b>Enrollment</b>		212	212				212	212
<b>Estimated ADA</b>		211.18	207.76				207.76	207.76
<b>COLA</b>	Revenue	1.56%	2.71%				3.46%	2.86%
<b>CPI</b>	Expenses	3.18%	3.58%				3.18%	3.05%
<b>80110000000000</b>	<b>State Aid Entitlement Curr Yr</b>	90,196	96,625	89,858	6,767	93.00	56,319	59,137
<b>80121400000000</b>	<b>Education Protection Account Funding</b>	42,236	41,552	21,118	20,434	50.82	41,552	41,552
<b>80190000000000</b>	<b>State Aid Entitlement Prior Yr</b>	0	0	0	0	0.00	0	0
<b>80960000000000</b>	<b>In-Lieu Tax Transfers-Curr Yr</b>	1,564,040	1,644,359	808,001	836,358	49.14	1,701,229	1,749,908
	<b>Total LCFF Sources</b>	<b>1,696,472</b>	<b>1,782,536</b>	<b>918,977</b>	<b>863,559</b>	51.55	<b>1,799,100</b>	<b>1,850,597</b>
<b>82205310000000</b>	<b>Child Nutrition School Program</b>	0	0	0	0	0.00	0	0
	<b>Total Federal Revenues</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	0.00	<b>0</b>	<b>0</b>
<b>85500000000000</b>	<b>Mandated Cost Reimb - Block</b>	3,371	3,449	3,449	0	100.01	3,511	3,611
<b>85509990000000</b>	<b>Mandated Cost Reimb - Discr.</b>	31,232	38,866	0	38,866	0.00	0	0
<b>85205310000000</b>	<b>Child Nutrition School Program</b>	0	0	0	0	0.00	0	0
<b>85601100000000</b>	<b>State Lottery Revenue-Non-Prop-CY</b>	34,116	32,573	10,429	22,144	32.02	32,918	32,918
<b>85601100000000</b>	<b>State Lottery Revenue-Non-Prop-PY Adjust</b>	386	632	632	0	100.00	0	0
<b>85606300000000</b>	<b>State Lottery Revenue-Prop 20-CY</b>	12,315	11,448	0	11,448	0.00	11,554	11,554

85606300000000	State Lottery Revenue-Prop 20-PY Adjust	1,051	1,027	1,027	0	99.99	0	0
85900000000000	Other State Revenue	0	0	0	0	0.00	0	0
85906230000000	Other State Revenue-Prop 39	67,867	0	0	0	0.00	0	0
85906264000000	Other State Revenue-Educator Effectiveness	0	0	0	0	0.00	0	0
85907311000000	Other State Revenue-Classified Block Grant	0	886	886	0	100.00	0	0
85907510000000	Other State Revenue-Low Performance Grant	0	3,952	1,976	1,976	50.00	4,000	4,000
	<b>Total Other State Revenues</b>	<b>150,338</b>	<b>92,833</b>	<b>18,399</b>	<b>74,434</b>	<b>19.82</b>	<b>51,983</b>	<b>52,083</b>
86210010000000E	Measure A Funds - K-5	127,943	135,521	62,182	73,339	45.88	135,521	135,521
86210010000000M	Measure A Funds - 6-8	80,294	82,964	39,262	43,702	47.32	82,964	82,964
86210011000000M	Measure A Funds - Cptr Lab	0	0	0	0	0.00	0	0
86600000000000	Interest	483	590	366	224	62.03	590	590
86980000000000	General Donations	43,440	45,000	44,166	834	98.15	45,000	45,000
86989300000000	General Donations-Paretn/Teacher Crew	0	0	0	0	0.00	0	0
86990000000000	Other Local Revenues	4,450	500	385	115	77.00	500	500
86999007000000	Other Local Revenues-Middle Sch Event	720	500	0	500	0.00	500	500
86999011000000	Other Local Revenues-Positively Rolling	1,100	9,750	9,750	0	100.00	8,500	8,500
86999012000000	Other Local Revenues-Summer Camp	0	0		0	0.00	0	0
86999014000000	Oth Local Rev-Crystal Compass	0	0		0	0.00	0	0
86999015000000	Oth Local Rev-Student Sales	0	0		0	0.00	0	0
86999016000000	Oth Local Rev-Green Team	0	575	575	0	100.00	600	600
86999020000000	Other Local Revenues-Sierra-Before School	6,453	3,500	2,521	979	72.03	3,500	3,500
86999021000000	Other Local Revenues-Shooting-After	1,015	1,200	960	240	80.00	1,200	1,200
86999025000000	Oth Local Rev- Morning Music	280	1,100	1,015	85	92.27	1,000	1,000
86999030000000	Oth Local Rev- Run for Fun	1,450	1,200	0	1,200	0.00	1,200	1,200
86999040000000	Oth Local Rev-Chromebook Ins.	1,389	1,600	1,576	24	98.50	1,600	1,600
86999050000000	Other Local Rev-Site Seminar	3,000	0	0	0	0.00	0	0
86999060000000	Oth Local Rev- Robotics	0	0	0	0	0.00	0	0
869992000000001	Other Local Rev-Ex in Ed-Camping	9,541	0	0	0	0.00	0	0
869992000000009	Other Local Rev-Ex in Ed-FT	1,500	5,700	5,700	0	100.00	0	0
86999230000000	Other Local Rev-Fall Grants	3,000	0	0	0	0.00	0	0
86999300000000	Other Local Rev-STRS Ecess-PY	53	0	0	0	0.00	0	0

	<b>Total Other Local Revenues</b>	<b>286,111</b>	<b>289,700</b>	<b>168,458</b>	<b>121,242</b>	973	<b>282,675</b>	<b>282,675</b>
	<b>Total Revenues</b>	<b>2,132,920</b>	<b>2,165,069</b>	<b>1,105,834</b>	<b>1,059,235</b>	51.08	<b>2,133,758</b>	<b>2,185,355</b>
<b>110100001110000</b>	<b>Teacher Salaries-Regular</b>	533,722	547,528	318,337	229,191	58.14	634,731	647,425
<b>11010000111000S</b>	<b>Teacher Salaries-Support</b>	57,742	50,422	0	50,422	0.00	126,929	129,468
<b>11019998111000S</b>	<b>Teacher Salaries-LCAP</b>	56,884	74,018	64,017	10,001		0	0
<b>11010010111000E</b>	<b>Teacher Salaries-Reg-Measure A - K-5</b>	0	0	0	0	0.00	0	0
<b>11010010111000M</b>	<b>Teacher Salaries-Reg-Measure A - 6-8</b>	7,984	7,591	5,810	1,781	76.54	7,591	7,591
<b>110111001110000</b>	<b>Teacher Salaries-Regular-Lottery</b>	34,502	33,205	0	33,205	0.00	0	0
<b>110114001110000</b>	<b>Teacher Salaries-Regular-EPA</b>	42,236	41,552	21,118	20,434	50.82	0	0
<b>110190101110000</b>	<b>Teacher Salaries-Regular-Spanish</b>	0	0	0	0	0.00	0	0
<b>110200001110000</b>	<b>Teacher Salaries-Substitute</b>	11,340	5,000	4,830	170	96.60	5,000	5,000
<b>110290501110000</b>	<b>Teacher Salaries-substitute-Site Seminar</b>	420	0	0	0	0.00	0	0
<b>110300001110000</b>	<b>Teacher Health Stipend</b>	45,080	53,760	31,360	22,400	58.33	54,000	54,000
<b>110500001110000</b>	<b>Teacher Stipend/Bonus</b>	3,530	1,250	0	1,250	0.00	5,000	5,000
<b>110590141110000</b>	<b>Teacher Stipend/Bonus-Crystal Compass</b>	0	0	0	0	0.00	0	0
	<b>Total Teacher Salaries</b>	<b>793,440</b>	<b>814,326</b>	<b>445,472</b>	<b>368,854</b>	54.70	<b>833,250</b>	<b>848,483</b>
<b>130100001121000</b>	<b>Instructional Guide Salaries-Regular</b>	48,181	10,360	2,086	8,274	20.14	10,567	10,779
<b>130199981121000</b>	<b>Instructional Guide Salaries-Reg-LCAP</b>	0	0	0	0	0.00	0	0
<b>132000001127000</b>	<b>Assistant Principal Salaries-Regular</b>	0	50,012	27,279	22,733		51,012	52,032
	<b>Total Administrator/Supervisor Salaries</b>	<b>48,181</b>	<b>60,372</b>	<b>29,365</b>	<b>31,007</b>	<b>20</b>	<b>61,579</b>	<b>62,811</b>
		0	0	0	0	0.00	0	0
	<b>Total Other Certificated Salaries</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	0.00	<b>0</b>	<b>0</b>



<b>Total Certificated Salaries</b>		<b>841,621</b>	<b>874,697</b>	<b>474,837</b>	<b>399,860</b>	54.29	<b>894,829</b>	<b>911,294</b>
210100001110000	Class Teach/Inst Aide Sal-Reg	2,082	0	0	0	0.00	0	0
210100001142000	Class Teach/Inst Aide-PE	0	0	0	0	0.00	0	0
21010010111000E	Class Teacher-Measure A	37,116	42,237	20,947	21,290	49.59	42,237	42,237
21010010111000E	Class Teacher-Measure A - Science	3,857	1,928	2,292	-364	118.86	1,928	1,928
21010010111000M	Class Teacher-Measure A	23,635	23,778	10,937	12,841	46.00	23,778	23,778
21010010114200E	Class Teacher-PE-Measure A	16,771	17,161	8,553	8,608	49.84	17,161	17,161
21010010114200M	Class Teacher-PE-Measure A	14,255	14,451	7,225	7,226	50.00	14,451	14,451
210190101110000	Class Teach/Inst Aide-Spanish	0	0	0	0	0.00	0	0
210190111110000	Class Teacher/Inst Aide-Positively Rolling	3,300	4,646	1,140	3,506	24.54	4,739	4,834
210200001110000	Class Teach/Inst Aide Sal-Sub	126	500	0	500	0.00	500	500
210200001142000	Class Teach/Inst Aide Sal-Sub	0	0	0	0	0.00		
21020010111000E	Class Teach/Inst Aide-Sub-Measure A	574	632	560	72	88.57	632	632
21020010111000M	Class Teach/Inst Aide-Sub-Measure A	280	250	0	250	0.00	250	250
21020010114200E	Class Teach/Inst Aide-Sub-Measure A	455	268	70	198	26.14	268	268
21020010114200M	Class Teach/Inst Aide-Sub-Measure A	175	250	0	250	0.00	250	250
210290501110000	Class Teach/Inst Aide Sal-Sub-Site Seminar	140	0	0	0	0.00	0	0
210500001110000	Class Teach/Inst Aide Stipend	560	0	0	0	0.00	0	0
<b>Total Paraeducator Salaries</b>		<b>103,326</b>	<b>106,102</b>	<b>51,724</b>	<b>54,378</b>	48.75	<b>106,195</b>	<b>106,290</b>
220153101137000	Class Food Service	4,428	4,644	1,580	3,064	34.02	4,737	4,832
221000001131100	Class Counselor	2,004	2,000	1,000	1,000	50.00	2,000	2,000
22100010113110E	Class Counselor-Measure A	23,969	24,879	12,437	12,442	49.99	24,879	24,879
22100010113110M	Class Counselor-Measure A	7,997	8,293	4,145	4,148	49.98	8,293	8,293
221099981131100	Class Counselor-LCAP	0	0	0	0	0.00	0	0
221100001131100	Class Social Learn Supp-Regular	1	0	0	0	0.00	0	0
2211001011311SE	Class Social Learn Supp-Mea A	3,260	3,236	1,608	1,628	49.69	3,236	3,236
221800001139000	Class Fieldwork/Gear Coordinator	240	300	84	216	28.00	300	300

221900001181000	Garden Coord Salaries-Regular	0	0	0	0	0.00	0	0
222000001181000	Maintenance Salaries-Regular	17,017	17,358	9,468	7,890	54.55	17,705	18,059
	<b>Total Support Services Salaries</b>	<b>58,916</b>	<b>60,710</b>	<b>30,322</b>	<b>30,388</b>	49.95	<b>61,151</b>	<b>61,599</b>
230100001127000	Administrator Salaries-Reg	106,944	111,010	64,755	46,255	58.33	113,230	115,494
230200001127000	Administrator Salary-Sub	1,190	500	140	360	28.00	500	500
230300001127000	Administrator Health Stipend	0	0	0	0	0.00	0	0
230500001127000	Administrator Stipend/Bonus	0	0	0	0	0.00	0	0
230700001127000	Communications/PR-Reg	23,646	1,100	442	658	40.18	1,122	1,144
	<b>Total Administrator/Supervisor Salaries</b>	<b>131,780</b>	<b>112,610</b>	<b>65,337</b>	<b>47,273</b>	58.02	<b>114,852</b>	<b>117,139</b>
240100001127000	Clerical/Office Salaries-Reg	41,256	41,357	21,622	19,735	52.28	42,184	43,027
24020010112420E	Technology Salary-Measure A	6,708	6,322	3,793	2,529	59.99	6,322	6,322
240500001127000	Clerical/Office Stipend/Bonus	0	0	0	0	0.00	0	0
290100001110000	Class Teacher-Translator	4,900	4,850	2,850	2,000	58.76	5,500	5,500
290190201139000	Before School Coord-Sierra	6,983	7,100	3,486	3,614	49.10	7,100	7,200
290190211139000	After School Coord-Shooting	693	250	210	40	84.00	700	700
290200001139000	Summer School	0	0	0	0	0.00	0	0
290290141139000	Class Teacher-Crystal Compass	0	0	0	0	0.00	0	0
290590121139000	Summer Camp Stipend	0	0	0	0	0.00	0	0
	<b>Total Office/Technical Salaries</b>	<b>60,540</b>	<b>59,879</b>	<b>31,961</b>	<b>27,918</b>	53.38	<b>61,806</b>	<b>62,750</b>
	<b>Total Classified Salaries</b>	<b>354,562</b>	<b>339,301</b>	<b>179,344</b>	<b>159,957</b>	52.86	<b>344,003</b>	<b>347,778</b>
	<b>Total Salaries</b>	<b>1,196,183</b>	<b>1,213,998</b>	<b>654,181</b>	<b>559,817</b>		<b>1,238,833</b>	<b>1,259,072</b>
	<b>STRS/PERS-Unrestricted</b>	<b>109,346</b>	<b>130,343</b>	<b>69,960</b>	<b>60,383</b>	53.67	<b>153,016</b>	<b>164,944</b>

<b>STRS/PERS-Measure A</b>	<b>8,128</b>	<b>13,283</b>	<b>7,469</b>	<b>5,814</b>	56.23	<b>13,283</b>	<b>13,283</b>
<b>Total STRS/PERS</b>	<b>117,474</b>	<b>143,626</b>	<b>77,429</b>	<b>66,197</b>	53.91	<b>166,299</b>	<b>178,227</b>
<b>OASDI/Medicare-Unrestricted</b>	<b>29,201</b>	<b>28,742</b>	<b>14,681</b>	<b>14,061</b>	51.08	<b>39,291</b>	<b>39,819</b>
<b>OASDI/Medicare-Measure A</b>	<b>7,568</b>	<b>6,514</b>	<b>3,151</b>	<b>3,363</b>	48.37	<b>6,514</b>	<b>6,514</b>
<b>Total OASDI/Medicare</b>	<b>36,769</b>	<b>35,256</b>	<b>17,832</b>	<b>17,424</b>	50.58	<b>45,805</b>	<b>46,333</b>
<b>Total Health and Welfare-Unrestricted</b>	<b>33,261</b>	<b>30,240</b>	<b>17,640</b>	<b>12,600</b>	58.33	<b>31,202</b>	<b>32,153</b>
<b>Total Health and Welfare-Measure A</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	0.00	<b>0</b>	<b>0</b>
<b>Total Health and Welfare</b>	<b>33,261</b>	<b>30,240</b>	<b>17,640</b>	<b>12,600</b>	58.33	<b>31,202</b>	<b>32,153</b>
<b>Total Unemployment Insurance-Unrestricted</b>	<b>524</b>	<b>534</b>	<b>290</b>	<b>244</b>	54.30	<b>743</b>	<b>881</b>
<b>Total Unemployment Insurance-Measure A</b>	<b>74</b>	<b>76</b>	<b>39</b>	<b>37</b>	51.57	<b>76</b>	<b>76</b>
<b>Total Unemployment Insurance</b>	<b>598</b>	<b>610</b>	<b>329</b>	<b>281</b>	53.96	<b>819</b>	<b>957</b>
<b>Total Workers' Compensation-Unrestricted</b>	<b>11,126</b>	<b>12,272</b>	<b>6,067</b>	<b>6,205</b>	49.44	<b>15,485</b>	<b>16,242</b>
<b>Total Workers' Compensation-Measure A</b>	<b>1,703</b>	<b>1,744</b>	<b>893</b>	<b>851</b>	51.20	<b>1,744</b>	<b>1,744</b>
<b>Total Workers' Compensation</b>	<b>12,829</b>	<b>14,016</b>	<b>6,960</b>	<b>7,056</b>	49.66	<b>17,230</b>	<b>17,986</b>
<b>Other Benefits Classified</b>	<b>10,694</b>	<b>11,114</b>	<b>6,475</b>	<b>4,639</b>	58.26	<b>11,323</b>	<b>11,549</b>

	<b>Total Other Benefits</b>	<b>10,694</b>	<b>11,114</b>	<b>6,475</b>	<b>4,639</b>	58.26	<b>11,323</b>	<b>11,549</b>
	<b>Total Employee Benefits</b>	<b>211,625</b>	<b>234,862</b>	<b>126,665</b>	<b>108,197</b>	53.93	<b>272,677</b>	<b>287,206</b>
<b>411000001110000</b>	<b>Textbooks/Core Curricula</b>	0	0	0	0	0.00	0	0
<b>411092001110006</b>	<b>Textbooks/Core Curricula-Ex in Ed-Spanish</b>	0	0	0	0	0.00	0	0
<b>421000001110000</b>	<b>Library Materials</b>	0	0	0	0	0.00	0	0
<b>42100010111000E</b>	<b>Library Materials-Measure A</b>	2,414	2,397	2,380	17	99.29	2,397	2,397
<b>42100010111000M</b>	<b>Library Materials-Measure A</b>	1,190	1,224	1,214	10	99.18	1,224	1,224
	<b>Total BooksReference</b>	<b>3,604</b>	<b>3,621</b>	<b>3,594</b>	<b>27</b>	99.25	<b>3,621</b>	<b>3,621</b>
<b>431000001110000</b>	<b>Instruct Materials/Supplies</b>	1,623	5,000	25	4,975	0.50	2,000	2,000
<b>43100010111000E</b>	<b>Instruct Materials/Supplies-Measure A</b>	11,360	11,280	10,394	886	92.15	11,280	11,280
<b>43100010111000M</b>	<b>Instruct Materials/Supplies-Measure A</b>	5,600	5,760	5,760	0	100.00	5,760	5,760
<b>431063001110000</b>	<b>Instruct Materials/Supplies-P20</b>	13,366	12,475	7,872	4,603	63.10	11,554	11,554
<b>431090111110000</b>	<b>Instruct Materials/Supplies-Positively</b>	119	729	729	0	100.00	1,000	1,000
<b>431090141110000</b>	<b>Instruct Materials/Supplies-Crystal Compass</b>	57	0	0	0	0.00	0	0
<b>413090251110000</b>	<b>Instruct Materials/Supplies-Morning Music</b>	0	0	0	0	0.00	0	0
<b>413090301110000</b>	<b>Instruct Materials/Supplies-Run for Fun</b>	846	800	0	800	0.00	800	800
<b>413090601110000</b>	<b>Instruct Materials/Supplies-Robotics</b>	0	0	0	0	0.00	0	0
<b>431092001110009</b>	<b>Instruct/Mat'ls/supply-Ex in Ed-Team</b>	0	5,700	4,005	1,695	70.26	0	0
<b>431092201110001</b>	<b>Instruct/Mat'ls/supply-Walton's-McMains</b>	6,183	0	0	0	0.00	0	0
	<b>Total Instructional Materials/Supplies</b>	<b>39,154</b>	<b>41,744</b>	<b>28,785</b>	<b>12,959</b>	68.96	<b>32,394</b>	<b>32,394</b>
<b>432000001127000</b>	<b>All Other Materials/Supplies-Admin</b>	4,596	4,000	1,928	2,072	48.20	4,000	4,000
<b>432000001181000</b>	<b>All Other Materials/Supplies-Custod</b>	1,233	1,500	886	614	59.07	1,500	1,500
<b>432090011127000</b>	<b>All Oth Mtl/Sup-8th Grade Grad</b>	1,177	1,500	0	1,500	0.00	1,500	1,500
<b>432090071127000</b>	<b>All Oth Mtls/Supplies-MS Event</b>	783	800	0	800	0.00	800	800
<b>432090501127000</b>	<b>All Other Materials/Supplies-Site Seminar-Admin</b>	1,092	0	0	0	0.00	0	0

432090601127000	All Other Mtls/Supp-Robotics	0	0	0	0	0.00	0	0
432500001127000	All Other Materials-Fundraising	0	0	0	0	0.00	0	0
432590101127000	All Other Materials-Garden	0	0	0	0	0.00	0	0
	<b>Total Supplies/Stores</b>	<b>8,881</b>	<b>7,800</b>	<b>2,814</b>	<b>4,986</b>	36.08	<b>7,800</b>	<b>7,800</b>
441000001110000	Non-Capitalized Equipment	14,667	3,000	1,016	1,984	33.87	3,000	8,000
441000001127000	Non-Capitalized Equipment	805	1,500	801	699	53.40	1,500	1,500
441000001181000	Non-Capitalized Equipment-Custod	189	250	112	138	44.80	0	0
44100010111001M	Non-Capitalized Equip-Music-Measure A	4,250	4,250	470	3,780	11.06	4,250	4,250
44100010111002E	Non-Capitalized Equip-PE-Measure A	343	500	0	500	0.00	500	500
44100010111002M	Non-Capitalized Equip-PE-Measure A	500	500	0	500	0.00	500	500
44100010111003E	Non-Capitalized Equip-Science-Measure A	0	0	0	0	0.00	0	0
44100010111004E	Non-Capitalized Equip-Technology-Measure A	2,840	2,820	2,761	59	97.91	2,820	2,820
44100010111004M	Non-Capitalized Equip-Technology-Measure A	2,400	2,400	2,400	0	100.00	2,400	2,400
44100010111006E	Non-Capitalized Equip-Arts-Measure A	710	705	247	458	35.04	705	705
44100011111004M	Non-Capitalized Equip-Cptr Lab-Measure A	0	0	0	0	0.00	0	0
441063001110000	Non-Capitalized Equip-Prop 20	0	0	0	0	0.00	0	0
441074051110000	Non-Capitalized Equipment-CCSS	0	0	0	0	0.00	0	0
441092001110001	Non-Capitalized Equip-Ex in Ed-Camping Gear	0	0	0	0	0.00	0	0
441092001110009	Non-Capitalized Equip-Ex in Ed	1,520	0	0	0	0.00	0	0
441092101110000	Non-Capitalized Equip-ECO	0	0	0	0	0.00	0	0
441092201110001	Non-Capitalized Equip-Walton's-McMains	0	0	0	0	0.00	0	0
441092201110002	Non-Capitalized Equip-Walton's-Brisbin	0	0	0	0	0.00	0	0
	<b>Total Non-Capitalized Equipment</b>	<b>28,224</b>	<b>15,925</b>	<b>7,807</b>	<b>8,118</b>	49.02	<b>15,675</b>	<b>20,675</b>
		0	0	0	0	0.00		
	<b>Total Non-Capaltized Fixed Assets</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	100.00	<b>0</b>	<b>0</b>
470053101137000	Food Service Expenditures	5,000	5,000	0	5,000	0.00	5,000	5,000

	<b>Total Food Service Supplies</b>	<b>5,000</b>	<b>5,000</b>	<b>0</b>	<b>5,000</b>	0.00	<b>5,000</b>	<b>5,000</b>
	<b>Total Books and Supplies</b>	<b>84,863</b>	<b>74,090</b>	<b>43,000</b>	<b>31,090</b>	58.04	<b>64,490</b>	<b>69,490</b>
<b>510062301184000</b>	<b>Subagreements for Services</b>	<u>67,867</u>	<u>0</u>	<u>0</u>	<u>0</u>	0.00	<u>0</u>	<u>0</u>
	<b>Total Subagreements for Services</b>	<b>67,867</b>	<b>0</b>	<b>0</b>	<b>0</b>	0.00	<b>0</b>	<b>0</b>
<b>523000001110000</b>	<b>Travel/Mileage</b>	7,289	7,500	5,546	1,954	73.95	7,500	7,500
<b>523000001127000</b>	<b>Travel/Mileage</b>	6,470	4,000	2,920	1,080	73.00	5,000	5,000
<b>523090601110000</b>	<b>Travel/Mileage-Robotics</b>	0	0	0	0	0.00	0	0
<b>524000001110000</b>	<b>Meals &amp; Entertainment</b>	3,261	3,500	2,360	1,140	67.43	3,500	3,500
<b>524000001127000</b>	<b>Meals &amp; Entertainment</b>	<u>1,085</u>	<u>2,000</u>	<u>1,648</u>	<u>352</u>	<u>82.40</u>	<u>2,000</u>	<u>2,000</u>
	<b>Total Travel/Conferences</b>	<b>18,105</b>	<b>17,000</b>	<b>12,474</b>	<b>4,526</b>	73.38	<b>18,000</b>	<b>18,000</b>
<b>531000001110000</b>	<b>Dues and Memberships</b>	113	150	89	61	59.33	500	500
<b>531000001127000</b>	<b>Dues and Memberships</b>	<u>2,448</u>	<u>1,500</u>	<u>1,203</u>	<u>297</u>	<u>80.20</u>	<u>2,500</u>	<u>2,500</u>
	<b>Total Dues/Memberships</b>	<b>2,561</b>	<b>1,650</b>	<b>1,292</b>	<b>358</b>	78.30	<b>3,000</b>	<b>3,000</b>
<b>540000001127000</b>	<b>Insurance</b>	16,894	18,583	15,482	3,101	83.31	19,174	19,759
<b>540090401127000</b>	<b>Insurance-Chromebook</b>	1,051	1,600	1,560	40	97.50	1,600	1,600
<b>540000001127000</b>	<b>Insurance-AAE Prof Liability</b>	<u>3,366</u>	<u>800</u>	<u>0</u>	<u>800</u>	<u>0.00</u>	<u>0</u>	<u>0</u>
	<b>Total Insurance</b>	<b>21,311</b>	<b>20,983</b>	<b>17,042</b>	<b>3,941</b>	81.22	<b>20,774</b>	<b>21,359</b>
<b>550000001181000</b>	<b>Operations/Housekeeping</b>	0	0	0	0	0.00	0	0

550200001181000	Snow Removal	1,000	1,000	0	1,000	0.00	1,000	1,000
550500001181000	Contracted Janitorial	0	0	0	0	0.00	0	0
	<b>Total Operations/Housekeeping</b>	<b>1,000</b>	<b>1,000</b>	<b>0</b>	<b>1,000</b>	<b>0.00</b>	<b>1,000</b>	<b>1,000</b>
561000001127000	Equipment Rental/Lease	3,201	2,000	915	1,085	45.75	2,500	2,500
561090071110000	Equipment Rental-MS	0	200	0	200	0.00	200	200
561090081110000	Equipment Rental-8th Grade	0	0	0	0	0.00	0	0
561500001127000	Equipment Repair	0	500	0	500	0.00	500	500
562100001187000	Facilities Use Fee	39,000	39,000	26,000	13,000	66.67	39,000	39,000
563000001187000	Property/Building Improvement/Repair	3,144	6,000	5,335	665	88.92	3,500	3,500
	<b>Total Rentals/Leases/Improvements/Repairs</b>	<b>45,345</b>	<b>47,700</b>	<b>32,250</b>	<b>15,450</b>	<b>67.61</b>	<b>45,700</b>	<b>45,700</b>
580600000073000	ARI Administration Contract	40,280	41,340	24,115	17,225	58.33	42,400	43,460
58100010111003E	Field Trips-Science-Measure A	2,390	2,385	2,380	5	99.79	2,385	2,385
58100010111003M	Field Trips-Science-Measure A	3,700	3,806	1,850	1,956	48.61	3,806	3,806
58100010111007E	Field Trips-Extra Curr-Measure A	3,550	3,525	984	2,541	27.91	3,525	3,525
58100010111007M	Field Trips-Extra Curr-Measure A	1,750	1,800	411	1,389	22.83	1,800	1,800
581090031110001	Field Trips/Expeditions-Bell	253	700	170	530	24.29	500	700
581090031110002	Field Trips/Expeditions-Telfer	823	500	318	182	63.60	700	500
581090031110003	Field Trips/Expeditions-Welch	1,782	1,500	167	1,333	11.13	1,500	1,500
581090031110004	Field Trips/Expeditions-Brisbin	1,627	2,500	390	2,110	15.60	3,000	3,000
581090031110005	Field Trips/Expeditions-McMains	1,758	4,000	3,192	808	79.80	4,000	4,000
581090031110006	Field Trips/Expeditions-Seaborg	1,722	1,500	384	1,116	25.60	1,500	1,500
581090031110007	Field Trips/Expeditions-Santos	3,447	2,000	628	1,372	31.40	3,000	3,000
581090031110008	Field Trips/Expeditions-Akers	2,173	3,000	2,964	36	98.80	3,000	3,000
581090031110009	Field Trips/Expeditions-Worster	3,445	2,000	957	1,043	47.85	3,000	3,000
581090121110000	Field Trips/Summer Camp	0	0	0	0	0.00	0	0
581090151110000	Field Trips/Student Donations	0	0	0	0	0.00	0	0
581090601110000	Field Trips/Robotics	0	0	0	0	0.00	0	0
581092001100009	Field Trips/Ex in Ed	0	0	0	0	0.00	0	0
581092251110000	Field Trips/Scienc Camp	0	0	0	0	0.00	0	0

581190041110001	Field Trips/Adventure Ed-Bell	0	200	0	200	0.00	200	200
581190041110002	Field Trips/Adventure Ed-Telfer	0	200	0	200	0.00	200	200
581190041110003	Field Trips/Adventure Ed-Welch	204	700	303	397	43.29	700	700
581190041110004	Field Trips/Adventure Ed-Brisbin	1,350	700	0	700	0.00	700	700
581190041110005	Field Trips/Adventure Ed-McMains	0	1,200	839	361	69.92	1,000	1,000
581190041110006	Field Trips/Adventure Ed-Seaborg	204	700	303	397	43.29	700	700
581190041110007	Field Trips/Adventure Ed-Santos	745	700	0	700	0.00	1,000	1,000
581190041110008	Field Trips/Adventure Ed-Akers	1,350	700	0	700	0.00	700	700
581190041110009	Field Trips/Adventure Ed-Worster	805	1,000	476	524	47.60	1,000	1,000
58200000076000	Oversight Fee - 3%	50,894	53,476	0	53,476	0.00	53,973	55,518
583500001127000	Marketing/Outreach	130	500	0	500	0.00	500	500
585000001127000	Legal Services Contracts	0	2,000	0	2,000	0.00	2,000	2,000
585200000071910	Audit Services Contracts	9,325	9,900	7,875	2,025	79.55	9,950	10,000
585300001127000	Payroll Services	5,132	6,000	3,275	2,725	54.58	6,200	6,400
585500001127000	ARIES SIS	0	3,200	1,562	1,638	48.81	1,600	1,600
585600001127000	Technology Services	1,597	1,000	0	1,000	0.00	1,000	1,000
585800001110000	Other Svcs/Operating Exp	2	1,000	800	200	80.00	800	800
585800001127000	Other Svcs/Operating Exp-Administrative	2,939	2,000	783	1,217	39.15	2,000	2,000
585800001131400	Other Svcs/Op Exp-Health Svcs	0	0	0	0	0.00	0	0
585800001136000	Other Svcs/Operating Exp-Pupil Transportation	23,230	22,854	0	22,854	0.00	22,854	22,854
585800001142000	Other Svcs/Op. Exp-Instr-PE/ACMS-Sports	2,000	2,000	2,000	0	100.00	2,000	2,000
58580010111001E	Other Svcs/Op Exp-Music-Measure A	0	0	0	0	0.00	0	0
58580010111001M	Other Svcs/Op Exp-Music-Measure A	0	0	0	0	0.00	0	0
58580010111002E	Other Svcs/Op Exp-Science-Measure A	730	2,224	0	2,224	0.00	2,224	2,224
5858001011100MB	Other Svcs/Op Exp-Band-Measure A	0	0	0	0	0.00	0	0
585890011110000	Other Svcs/Operating Exp - 8th Grade	592	800	-379	1,179	-47.38	0	0
585890071127000	Other Svcs/Op Exp-Middle Sch	300	300	0	300	0.00	300	300
585890101127000	Other Svc/Op Exp-Garden-Admin	0	0	0	0	0.00	500	500
585890111127000	Other Svcs/Operating Exp-Positively Rolling	363	121	121	0	100.00	100	100
585890501110000	Other Svcs/Operating Exp-Site Seminar	392	0	0	0	0.00	0	0
585900001110000	Other Svcs/Operating Exp-Translation	389	325	158	167	48.62	325	325
587500001110000	Professional Development Exp-General	2,450	3,000	1,784	1,216	59.47	2,500	2,500
587500001127000	Professional Development Exp-Admin	1,500	0	0	0	0.00	0	0
587573111110000	Professional Development Exp-Class Block Grant	2,450	886	0	886	0.00	0	0
587573921110000	Professional Development Expense-BTSA	4,919	4,500	0	4,500	0.00	0	0



587600001111000	Professional Development Exp-ELPD	-900	0	0	0	0.00	0	0
587662641111000	Professional Development Exp-Educator Effectivness	0	0	0	0	0.00	0	0
587699981111000	Professional Development Exp-ELPD-LCAP	20,700	20,000	17,700	2,300	88.50	21,000	21,000
587700001111000	Professional Development Exp-District	0	300	0	300	0.00	300	300
	<b>Total Professional Services</b>	<b>202,492</b>	<b>213,041</b>	<b>76,510</b>	<b>136,531</b>	35.91	<b>210,441</b>	<b>213,296</b>
591000000112700	Postage and Shipping	429	400	156	244	39.00	400	400
593000000112700	Telephone/Cell Phones	915	1,000	445	555	44.50	1,000	1,000
	<b>Total Communications</b>	<b>1,344</b>	<b>1,400</b>	<b>601</b>	<b>799</b>	42.93	<b>1,400</b>	<b>1,400</b>
	<b>Total Services/Operating Expenses</b>	<b>360,025</b>	<b>302,775</b>	<b>140,169</b>	<b>162,606</b>	46.29	<b>300,315</b>	<b>303,755</b>
617000001185000	Sites/Improvement of Sites	0	0	0	0	0.00	1,000	1,000
640000001110000	Capital Equipment	0	0	0	0	0.00	0	0
690000001110000	Depreciation Expense	34,326	55,000	0	55,000	0.00	55,000	55,000
	<b>Total Capital Outlay</b>	<b>34,326</b>	<b>55,000</b>	<b>0</b>	<b>55,000</b>	0.00	<b>56,000</b>	<b>56,000</b>
714165005092000	SPED Encroachment	192,742	197,000	131,333	65,667	66.67	200,000	203,000
714165005092001	SPED Encroachment-PY	0	0	0	0	0.00	0	0
	<b>Total Other Outgo</b>	<b>192,742</b>	<b>197,000</b>	<b>131,333</b>	<b>65,667</b>	66.67	<b>200,000</b>	<b>203,000</b>
	<b>Total Expenses</b>	<b>2,079,764</b>	<b>2,077,726</b>	<b>1,095,348</b>	<b>982,378</b>	52.72	<b>2,132,315</b>	<b>2,178,523</b>
897900000000000	All Other Financing Sources	0	0	0	0	0.00	0	0

89800000000000	Contrib from Unrestr Resource	-202,564	-207,020	0	-207,020	0.00	-210,020	-213,020
898053100092000	Contrib from Unrestr Res-CNSP	9,822	10,020	0	10,020	0.00	10,020	10,020
898065005092000	Contrib from Unrestr Res-SpEd	192,742	197,000	0	197,000	0.00	200,000	203,000
	<b>Total Other Sources</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	0.00	<b>0</b>	<b>0</b>
743800000091000	Debt Svcs Interest Payments	0	0		0	0.00	0	0
743900000091000	Debt Svcs Principal Payments	0	0		0	0.00	0	0
769900000091000	All Other Financing Uses	0	0		0	0.00	0	0
	<b>Total Other Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	0.00	<b>0</b>	<b>0</b>
	<b>Total Other Sources and Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	0.00	<b>0</b>	<b>0</b>
	<b>Net Increase/Decrease in Fund Balance</b>	<b>53,156</b>	<b>87,343</b>	<b>10,486</b>	<b>76,857</b>		<b>1,443</b>	<b>6,832</b>
	<b>Year End Reclassification to FASB</b>	<b>0</b>	<b>0</b>				<b>1,000</b>	<b>1,000</b>
	<b>Year End Net Increase/Decrease to Fund Bal</b>	<b>53,156</b>	<b>87,343</b>				<b>2,443</b>	<b>7,832</b>
979100000000000	Beginning Fund Balance/Net Assets	1,372,414	1,425,570				1,512,913	1,515,356
	Ending Fund Balance/Net Assets	1,425,570	1,512,913				1,515,356	1,523,188
977000000000000	Reserve Designated for Economic Uncertainties	519,941	519,431				532,829	544,381
	Undesignated/Unappropriated	905,629	993,481				982,527	978,807