

**CHARTER OF THE LONG VALLEY CHARTER SCHOOL
A CALIFORNIA PUBLIC CHARTER SCHOOL**



Submitted to the Ravendale-Termo Elementary School District

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Charter Term: July 1, 2013 to June 30, 2018

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Cindy Henry hereby certify that the information submitted in this petition for a California public charter school to be named Long Valley Charter School (“LVCS” or the “Charter School”), and to be located within the boundaries of the Ravendale-Termo Elementary School (the “District”) is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student 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 Long Valley Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Shall be non-sectarian 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 Long Valley Charter School, and who submit a timely application, unless the Charter School 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 Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by 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 the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- 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).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Long Valley Charter School including but not limited to:
 - Long Valley Charter School 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)]
 - Long Valley Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
 - Long Valley Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605, 47605.1]
 - Long Valley Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
 - Long Valley Charter School shall comply with all applicable portions of the No Child Left Behind Act.
 - Long Valley Charter School shall comply with the Public Records Act.
 - Long Valley Charter School shall comply with the Family Educational Rights and Privacy Act.
 - Long Valley Charter School shall comply with the Ralph M. Brown Act.

- Long Valley Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Long Valley Charter School shall comply with all laws related to independent study in charter schools including but not limited to Education Code Sections 47612.5 and 51745, *et seq.*

Cindy Henry, Petitioner

Date

I. 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 the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

** If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Colleges Courses offered by the charter school that are accredited by the Western Association of Schools and may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).*

Introduction

Long Valley Charter School provides a hybrid model of education, offering both a classroom based facility for Preschool-8 students in Doyle and a K-12 blended personalized learning program in Lassen County and the counties that are contiguous. The charter school's purpose is to provide opportunities for teachers, parents, students, and community members to improve pupil learning; encourage the use of different and innovative teaching methods; and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

The Charter School consults with parents and teachers on a regular basis regarding the Charter School's education programs as required by the Charter Schools Act.

Vision. It is our privilege, as an educational community, to help each child achieve his/her highest potential, to provide opportunities for self-discovery, and to prepare students for the challenges of a rapidly changing world.

Mission. The mission of Long Valley Charter School is to equip its students with the knowledge and skills to be successful, responsible and intelligent participants of a global society. It is our goal to provide an educational foundation that includes mastery of academic content, independent thinking, creativity, critical thinking, communication and collaboration; thus, to best prepare students for a future yet to be imagined.

Students to be Served. Long Valley Charter School admission is open to any resident of California for site-based study and any resident of Lassen County or the counties that are contiguous (Plumas, Sierra, Shasta and Modoc), for blended personalized learning.

Long Valley Charter School encourages the admission of students of all ability levels. We recognize as a rural, alternative program, we are at times a school of last resort, especially in the blended personalized learning program. It is with intention that we focus our efforts to assist these at-risk-of-

dropping-out students gain competency, recover credits and graduate.

Long Valley Charter School operates in compliance with Education Code Section 47610(c), which requires the Charter School to comply with the minimum age for public school attendance and Education Code Section 47612 and Title 5 California Code of Regulations Section 11960 which establishes the maximum age for public school attendance.

Overall Program Goals.

The 21st Century Student. The Charter School believes that an educated person in the 21st century is someone who is a self-motivated, competent, and lifelong learner. The learner has mastered the Common Core State Standards in core academics and is able to read, write, speak, and problem solve with clarity and precision. The learner is able to use digital technology and communication tools to access, manage, integrate, and evaluate information; to construct new knowledge; and to communicate effectively. The learner is able to think critically as well as to challenge and to question. Such a person understands the interrelationship of history, science, literature, and the arts. The student also has a thorough understanding of our national heritage. The learner has determined goals and direction for the future, while celebrating his or her strengths. It is the goal of this Charter to help instill in students a desire to use their acquired knowledge and skills to benefit their local community as well as the world in which they live. The Charter School will seek to develop in each student the following academic and personal skills: Curiosity, lifelong learning, clear oral and written communication, creative and critical thinking, logical thinking and the ability to make informed judgments, effective use of technology as a tool, adaptability to new situations and new information, problem solving and analytical skills, the ability to find, select, evaluate, organize, and use information from various sources, the ability to utilize small group work and learning centers, the ability to make easy and flexible connections among various disciplines of thought and learning methods, respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

As a by-product of developing these academic and personal skills, the Charter School believes that these skills develop the following personal habits and attitudes: accepting responsibility for personal decisions and actions, academic honesty and the ability to face challenges with courage and integrity, a healthy lifestyle, empathy and courtesy for others and respect for differences among people and cultures, self-confidence and willingness to risk setbacks in order to learn, concentration and perseverance, self-motivation and competence, managing time in a responsible manner, seeking a fair share of workload, working cooperatively with others that includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

Long Valley Charter School establishes Expected Schoolwide Learning Results (ESLRs) and reviews this document annually with its stakeholders (see Appendix A). Updated ESLRs are posted to the website.

Student Goals. All students deserve the opportunity to develop interests, uncover hidden talents, experience satisfaction and accomplishments. Activity Based Assessment Inventories, Multiple Intelligence Assessments, and True Colors Workshops are amongst the tools that may be used to help students discover more about themselves and their peers.

LVCS offers a personalized proficiency-based learning program. Utilizing information about the student's learning style, learning modalities and personal interests/strengths, as well as core subject assessments, a personalized student plan is developed. Clearly stated competencies or learning targets are established based on Common Core State Standards (CCSS). The student, family and teacher continuously review assessments and progress. Competency-based report cards will document attainment and progress of goals at regular intervals and online access to this data will be available at anytime.

Community Service Goals. Long Valley Charter School site-based and blended personalized learning students have the opportunity to design and implement community service projects annually under the guidance of school staff and volunteers. This level of involvement with the community better prepares students for their roles as global citizens.

Teaching Methodology: How Learning Best Occurs

The Charter School believes effective learning best occurs when a variety of methods of instructional and management strategies are implemented, all which lead to high academic and behavioral standards. We recognize student achievement is influenced by effective teachers. Teachers have the academic freedom to choose many of the methods utilized in their classes/small groups. To continually seek improvement, the development of a common framework for effective instructional design as suggested by Robert J Marzano in *The Art and Science of Teaching* (2007) is being infused. This framework includes:

- Establishing learning goals, tracking progress & celebrating success
- Effectively interacting with and deepening understanding of new knowledge
- Engaging students to have voice and choice in the demonstration of knowledge
- Creating a safe environment, maintain effective relationships with students, communicate high expectations

Long Valley Charter School considers itself a collaborative learning sanctuary where the efforts made by parents/guardians, teachers, administrators, and the community will help achieve the goal of developing life-long learners who possess the knowledge, skills and drive to pursue a productive career or college path.

Curricular materials for Preschool-12 are aligned with CCSS and may be selected from the State adopted list where appropriate. Supplemental materials are chosen to meet the differentiated needs of each individual student. Core materials are reviewed by teachers and parents on a regular basis. (Current list in Appendix B)

Site Based Program

The Doyle location offers a Preschool-8 classroom based program with small class sizes and personalized attention. Upon interest in the program, an interview is scheduled to ensure that the parents and students understand the model and requirements of our program; the student handbook is reviewed and the enrollment documentation is completed.

The classroom climate at Long Valley Charter School emphasizes cooperation and collaboration, fostering a dynamic environment that values the constructive nature of learning. Students learn independently, from one another, their teachers, and other adults. Ongoing flexible grouping and regrouping within and between classrooms accommodates diverse learning needs and behaviors.

Teachers provide differentiated instruction tailored to the individual needs of each student to ensure success for all students regardless of their learning style, English language proficiency, or socio-economic background. Teachers begin with the targeted competencies then use a variety of instructional methodologies to best fit the needs of their class and individual students. Through the use of pre-assessments, teachers in collaboration with their students determine where students are in relation to expected outcomes and then create multiple pathways for students to successfully reach interim steps on the way to proficiency. Student progress toward standards may be monitored through observation and formative assessments and documented electronically. Students along with their teachers determine the level of proficiency and if further activities are required.

The Doyle site has a focus on character education; every Monday students are celebrated and acknowledged at the “Caught Being Good” assembly. Tradition is important to the entire constituency; annual events such as holiday programs, festivals, science fair, and Spring Sing witness great attendance and participation. The school serves as a center for the community.

In response to community demand, Long Valley Charter School has expanded the site-based program in Doyle to include preschool and high school. The high school model follows the blended personalized learning program, with the additional opportunity to participate in site-based offerings such as art and music. The preschool program will be modeled as self-sustaining parent program. This program will be led by a certified early elementary instructor in addition to volunteer support. This pay-for-service model will continue until such time the demand no longer exists or preschool becomes funded by the State of California

Blended Personalized Learning

Long Valley Charter School utilizes the blended personalized learning method for what has been traditionally described as Independent Study. This approach supports individual development, through targeted competencies, engaging parents/guardians and students as co-designers in learning and goal setting. There are opportunities for classroom direct instruction for core and elective subjects, small group or individual tutoring, computerized courses, community college courses, community-based opportunities and vendor-taught options. The key to success in blended personalized learning is the guidance of an assigned certificated teacher who guides students and parents/guardians through the targeted competencies and assists with the selection of activities to demonstrate mastery. Our approach encourages students to be highly involved in the educational process, thereby becoming self-motivated, competent, lifelong learners.

Resource Centers are a component of the collaborative learning sanctuary network of Long Valley Charter School. It is a safe and orderly haven where students meet with their teachers on a regularly scheduled basis. There is typically a computer lab with Internet and printer access for schoolwork completion, classrooms for instructional purposes, study and social networking areas. Students may voluntarily choose to attend classes on a schedule established with their family and teacher (not to

exceed 79% of regular school minutes).

At enrollment, the blended personalized learning approach begins with a careful analysis of the student's individual needs including: test data, the student's learning modality/style, and strengths and weaknesses. Beginning with the very first meeting, students along with their families are engaged in setting learning and personal goals. The Charter School teachers are trained to guide students into the correct courses for them, leading toward a high school diploma and determine a path toward career or college readiness. The team of student, parent, and teacher continue to interact a minimum of once every 10 school days, determining the student's goals for each learning period, as well as how that will fit into his or her overall goals.

Blended Personalized Learning Implementation.

Interested parents/guardians or students contact the school. An interview is scheduled to ensure that the parents and students understand the model and programmatic requirements. An enrollment packet is completed which includes the mandatory immunization information, request for the cumulative file, etc. A teacher is designated to be the supervising teacher of that student. A team is formed with the teacher, the parent/guardian and the student. During the initial meeting all team members engage in a discussion to ascertain the student's academic progress to date and useful information regarding areas of interest and learning modalities in which the student excels and review the Student-Parent Handbook. At the time of enrollment, each student will be assessed with the program's universal assessment tool to establish baseline skills and inform instruction in Reading, Writing and Mathematics. Another initial step is to complete a semester Master Agreement which guides instruction throughout the semester. This Master Agreement specifies the courses to become proficient at as well as other mandatory requirements. High school students must enroll in courses that lead to the high school diploma as outlined in our high school graduation requirements.

Following enrollment, the parent or guardian/student/teacher team meets regularly to make assignments, evaluate progress, and utilize assessments to inform ongoing instruction. Proficiency in each learning area is monitored and recorded during the learning meeting. The teacher records proficiency attainment and assures compliance with the Board's policies for Independent Study/Blended Personalized Learning. If the student does not meet the work requirement, mandatory meetings of a greater frequency are scheduled, and the parent or guardian/student/teacher team will begin a process to evaluate whether blended personalized learning is an appropriate placement for the student.

Parental involvement is critical as the team determines a plan for frequency of meetings and participation in resource center classes. Parents and teachers are partners in the student learning; teachers provide instructional techniques for home use and support at the resource center; parents provide deeper insight to student needs. Parents or guardians who enroll their children in this charter agree to be responsible in the participation and daily monitoring of their children's education. The parents serve as co-educators in their children's learning program and will also have the opportunity to play an active role in the governance and policy development of the school.

A variety of core and enrichment classes are offered at each resource center. Classes will be formed based upon satisfying the school's standards of meeting student interest and need, and will be based

upon age level, skill level, and other appropriate determining measures. Currently, the resource centers offer classes in language arts, math, social studies, science, and numerous electives. The Charter School seeks to keep class sizes to no more than 15 students wherever possible, so that qualified teachers may continue to offer blended personalized learning services to all students. We create small communities in our resource centers where experimentation and creativity will flourish and children are known. Students who have difficulty adapting to traditional school settings will find the individualized nature of the blended personalized learning educational approach especially supportive of their unique needs and interests.

Connecting the Site-Based and Non-Site Based Program

Despite the geographic distances between the Long Valley Charter School locations, the school community is well connected. The school site and each resource center have Internet access, a computer lab, a large screen display and high definition camera. Use of an Internet based video teleconferencing program for many face to face opportunities which may include:

- Delivering staff development topics
- Sharing student courses
- Advisory Council meetings
- Tutoring by Highly Qualified Teachers
- Increasing public participation in monthly Board meetings
- Weekly Leadership Team Meetings
- WASC Team Meetings

Since LVCS is based in Lassen County, it is welcomed to participate in county-wide activities. All resource centers are invited to take part in events such as the Literature Jamboree, Art Contest, and Science Fair. Field trips may be initiated by any location and are communicated to the others, creating opportunities and collaborations between varying groups of students and educators.

High School Program Long Valley Charter School is accredited by the Western Association of Schools and Colleges. Courses for UC/CSU a-g are under development and review. Until approval for these courses is received, students will be notified during the enrollment process that courses do not meet the requirements for entry to UC/CSU programs.

The Charter School's graduation requirements and high school course of study are aligned with state and college admission requirements. Students entering the high school program through our own Preschool-8 program, as well as students, who transfer from other high schools, meet with their assigned teacher to establish a high school graduation plan. High school students are assigned to a highly qualified teacher in each of the core subjects. A discussion of the impact of previous/future student coursework occurs during the enrollment meeting as well as ongoing teacher, parent/guardian and student meetings. Issues discussed include how this new student's coursework from her/his previous school fits into the Charter School's graduation requirements, how, therefore, to create and implement a blended personalized learning plan based on that previously completed coursework, and how to best plan that particular student's coursework to fit into their personal goals (college or career), meet California's standards for high school graduation, and meet the Charter School's graduation requirements. A transcript of all student work is maintained by the registrar and will be given to any school making a student cumulative file request. The coursework of prior schools will be indicated as

well as the units earned through our program. We also inform LVCS parents and students of the options available and the impact of those options.

Our high school learners, in consultation with their assigned supervising teacher and parent, may choose any combination of the following instructional options:

- Online courses such as, Odysseyware courses or Apex advanced placement courses
- Resource center core classes with highly qualified teachers
- Resource center or community based elective courses
- Community College courses
- Textbook driven or project based independent studies
- Tutoring with highly qualified core subject teachers

Long Valley Charter School believes the best way to prepare students for life after high school is to ensure they graduate with a strong foundation in the core academic areas that will leave all doors open for the future. While continuing to improve upon the level of rigor of core subjects, we are additionally developing a career technical education (CTE) program.

Based on increased research overwhelming supporting the benefits of earning a college degree, there is an emphasis placed on encouraging students to pursue a path leading to college. Upon entry to our program at any grade level, the supervising teacher begins the discussion of working hard, building skills, and attending college. Many LVCS students become first generation college students and including parents in the discussion creates a powerful alliance toward that goal. Our rural locations offer several community college programs, making enrollment in a 2-year program realistic both geographically and financially. Students are encouraged to explore their interests, college programs, prepare for college tests, and take PSATs and SATs. Students also participate annually in college open houses, college-sponsored career day programs, and cash for college counseling nights. Students have the opportunity to earn college credit prior to graduation through concurrent enrollment in online or campus-based community college courses. Students currently attend Feather River College, Lassen College, Shasta College and Sierra College. Long Valley Charter School administrators have built relationships with the admissions and counseling departments at the institutions in each county to assure smooth entry for our students and compliance with the colleges' policies and procedures.

It is the goal to equip graduates from LVCS with strong academic skills and highly developed computer and network/research skills that will enable them to qualify for jobs in an economy that is increasingly technology-centered. This charter intends to seek out relationships with corporations, foundations and organizations that can facilitate the highest quality educational opportunities for the enhancement of both the academic program and personal growth through apprenticeships and community service in business and professional environments prior to graduation.

Transferability and Eligibility of Courses.

As high school students enroll in the blended personalized learning program, their supervising teacher informs them about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements as well as the graduation requirements for LVCS.

Parents/guardians are informed that the Charter School is accredited by the Western Association of Schools and Colleges and is in the process, but does not currently have University of California approval for all courses. Students are enrolled in the courses required for their individual goals that meet California high school graduation requirements.

Serving Academically Low-Achieving Students

All teachers are trained to give attention to students with learning challenges. These students may be identified initially through state standardized assessment test results. In addition, we administer a standardized benchmark testing twice a year. Low achieving students are also identified through regular interactions with their teacher, or through a conversation with the parent/guardian. The student's progress toward the goals and objectives are monitored and documented by the teacher. Some strategies include using universal access supplements and online computer based skill builders. If the student is successful with these interventions, the process is continued at that level. If the student's needs cannot be met through this process, a formal referral for an Student Study Team (SST) is made. Through the SST process, goals and objectives are further defined and monitored. Regular follow-up meetings are determined. If the student is not showing improvement, the SST will be revised as needed to address the deficiencies and a referral for assessment for consideration of eligibility under either the IDEA or Section 504 may be made.

Additionally, specific site-based assessments include DIBELS and the Scholastic Test of Achievement in Reading to establish both base-line and growth scores for reading. Site-based students who perform low in the area of reading are offered Title 1 teacher assistance as well as reading interventions in small group settings allowing for intensive reading instruction for an additional twenty minutes a day Monday through Thursday.

The blended personalized learning approach is inherently well suited for addressing the needs of students who are academically low achieving. Because an individualized plan is developed from the time of enrollment for all students, students who are assessed as academically low achieving are identified immediately. Appropriate curriculum is selected which is designed to meet the needs of these students in specific areas, and weekly tutoring or classroom instruction is required when students have scored below basic in any core subject area.

Serving Academically High-Achieving Students

Academically talented students at Long Valley Charter School are challenged and enriched in their regular classrooms at the site based program. Specific techniques utilized include providing an in-depth experience with each level of learning; exploring enrichment topics; and compacting the curriculum. Blended personalized learning provides an opportunity for high achieving students to develop a customized plan in each subject. High school students capable of college level work, may enroll at their local community college. For gifted students in the areas of visual and performing arts, courses are offered in art, music and dance taught by highly qualified staff or community experts.

Serving English Learners

Overview

The Charter School will meet 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 requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The goals developed for English Learners correlate with existing Long Valley Charter School Board adopted goals for all students. A successful program for English learners is organized to provide equal access to the thinking, meaning centered core curriculum for all students. A relevant curriculum not only addresses the development of English communication, but also higher level thinking skills and academic proficiency. Relevance is achieved by focusing on key concepts from the core curriculum which are delivered through a variety of meaningfully connected experiences for students. At Long Valley Charter School the major goal for English Learners is to develop English fluency as rapidly as possible in an established English language program through structured English immersion or an alternate course of study with curriculum designed for such students.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Reclassification Procedures

In compliance with *EC* Section 313, the LEA reclassification procedures utilize multiple criteria in making a local determination whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT. Reclassification will be considered if the student’s overall performance level is Early Advanced or higher with

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.

the Listening, Speaking, Reading and Writing components scored at the intermediate or higher level. Students whose overall performance level is in the upper end of the intermediate level may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- 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. The student's academic performance should be comparable to those of his/her grade level peers.
- 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, preferably obtained during a face to face consultation.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and 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. Performance in basic skills will be evaluated using the state assessments. Student performance will be evaluated in light of other assessments and compared to the basic skills assessment performance of grade level school and county peers.

Reclassified pupils will be monitored by the LEA for two years to ensure correct classification, placement, and advancement.

Strategies for English Learner Instruction and Intervention

Teacher Certification

All LVCS teachers are required to have a CLAD certification or California Commission on Teacher Credentialing ("CTC") recognized equivalent certification. Teachers without such certification will have successful attainment of the appropriate certificate as a condition of employment for the following school year. EL students are only assigned and/or instructed by teachers holding the legally appropriate certification.

ELD Curriculum

Most of the curriculum used by LVCS contains imbedded and/or supplementary ELD materials. In addition, EL students have access to materials specifically for English as a second language. The personalized approach easily allows teachers to use curriculum that addresses appropriate grade level content at the student's instructional level. Where ever possible, EL students use the same materials as their grade level peers. Publisher materials for EL students are used as appropriate. EL students are encouraged to develop their language arts skills in their primary languages also. Fluency in both

English and a second, although primary, language enhances the students' abilities to pursue college and career opportunities.

Long Valley Charter School provides all English Learners (EL) with a base program comparable to that of their native English speaking peers. The base program is defined as services and materials received by English only speaking students which are paid for by the school's general funds. Funding from Economic Impact Aide (EIA), Title I, or other supplemental money adheres to federal regulations and is used to provide qualified services over and above the school's base program. Primary language materials are purchased when appropriate. The school site and Independent Study programs supplement their library collections and classroom materials with multi-cultural literature and resources that reflect the heritage of ELs. All EL students have access to core curriculum materials and instructional supplies, School general funds are used to purchase the Houghton-Mifflin series for English-Language Arts. Currently, the online edition of Rosetta Stone is available as a supplementary material for ELD in addition to the Houghton-Mifflin Leveled Readers Language Support textbooks.

Instructional Strategies

Long Valley Charter School has established the following researchers and /or research studies as providing theoretical base for its specialized program serving the diverse language minority enrollment in the school:

Theoretical Base

- We best develop language through natural acquisition rather than being taught the discreet rules and structures.
- There is a natural order to the way one acquires a language. Although this order may appear to be grammatical, language development programs should not be grammar based in nature.
- There is a learning device within all of us which naturally monitors the correctness of our grammar and structure.
- The effective acquisition of language comes only after clearly comprehending messages containing natural language.
- Effective acquisition of a language is highly correlated with low anxiety environments where students are highly motivated and self-confident.

(Terrell, Tracy. 1981 *The Natural Approach to Bilingual Education*)

Major Principals:

- Speech is not taught directly, but rather, is acquired by means of "comprehensible input" in low-anxiety environments.
- Speech emerges in natural stages. First, one goes through a listening stage. Second, one begins to produce single words to single phrase responses to what exists in the environment. Next, one produces phrases and sentences to give meaning to what exists in the environment. Finally, one is able to produce complex phrases and sentences set in different places in time.

(Cummins, James R. 1981. *The Role of Primary Language Development in Promoting Education*)

English Learners are placed in an English Language Mainstream Class utilizing Specially Designed

Academic Instruction in English (SDAIE) strategies when enrolling at the Long Valley Charter School site-based program. Some of those strategies include: realia, visuals, graphic organizers, use of total physical response and encouragement of oral language. Instruction in this environment is provided overwhelmingly in English; however, primary language support may be provided as necessary and/or as available by either the classroom teacher or by a bilingual instructional assistant. English learners enrolled in the Long Valley Charter School Independent Study Program are assessed in the same manner as EL students enrolled at the site based program. ELD and SDAIE instruction is provided by the supervising teacher in collaboration with the student's support system. The instruction is provided on a one to one basis or in a small group setting in the Long Valley Charter School Resource Center closest to the student's home. Program components and materials are the same as those used at the site based program.

Program Evaluation

Long Valley Charter School has developed a process for determining the effectiveness of its program for English Learners. Assessment procedures used to determine the progress of ELs include: annual English Language assessments; state test data collection and analysis, and school adopted criteria for content standards and grade level expectations. English language proficiency scores are analyzed annually by the teachers to determine whether or not each student has met the annual benchmark goal during the academic year. State achievement results of ELs are also analyzed on a yearly basis to monitor growth in academic areas. Based on the data, EL students who have met the school-established criteria are re-designated as Fluent English Proficient(R-FEP). All EL students are evaluated by school-adopted criteria to monitor progress and growth at each stage of language acquisition. Every year, the school reviews its school plan, evaluates each component, makes modifications and adjustments, and develops new approaches to ensure overall program effectiveness and high academic standards for all students. In the event Long Valley Charter School enrolls 21 or more EL students, per **EC 52176**, an English Learner Advisory committee will be created comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

Serving Students with Disabilities

Overview

The Charter School shall comply 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 in Education Improvement Act ("IDEIA"). Long Valley Charter School shall not discriminate against any student with a disability.

At this time, the Charter School is an LEA member of the Lassen County SELPA ("SELPA") in accordance with Education Code Section 47641(a) and thus shall be solely responsible for its compliance with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School and its Board reserves the right to seek membership in another SELPA.

The Charter School shall also be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the “IDEIA”

Long Valley Charter School adheres to the provisions of the IDEIA and state special education laws and regulations to assure that all its students with disabilities are offered a free, appropriate public education (“FAPE”). These provisions and laws provide a structure and framework that compliments the blended personalized learning approach that Long Valley Charter School uses for each student. Long Valley Charter School encourages team collaboration within the general education program and with the special education program when appropriate.

Long Valley Charter School adheres to all applicable State and Federal law and SELPA policies and procedures regarding special education, including but not limited to identification, assessment, IEP development, and IEP implementation. Long Valley Charter School collaborates with the SELPA as an active participant in the SELPA meetings, including the newly formed SELPA Charter Group. Long Valley Charter School uses SELPA forms. The LVCS administration and staff work with the SELPA administration and staff to develop, maintain, and review assessments and IEPs in the format required by the SELPA, including assessment and inputting IEP data into the SELPA data system in accordance with SELPA policies and procedures. The SELPA maintains all of the LVCS Special Education records, including student assessments and IEP’s. Long Valley Charter School maintains copies of assessments and IEP materials for review by the SELPA. Long Valley Charter School submits to the SELPA and the Authorizer all required reports, in a timely manner as necessary to comply with state and federal laws. The IEP team develops Individual Transition Plans to help a student with disabilities, age 14 and older, in transitioning to adult living. LVCS supports the SELPA and the students in developing Workability opportunities and in completing the Department of Rehabilitation application process. Each IEP team is comprised of all legally required members, including the LVCS administrator or appropriate designee, the general education teacher of record, the special education teacher/case manager, a SELPA administrator/designee, the student, and the parent or guardian. In addition to the core IEP team, other people may be invited or required to attend depending on the purpose of the meeting. These others might include the psychologist, the nurse, speech and language specialist, therapists, mental health or Far Northern case managers, or parent or student invited individuals.

The Lassen County SELPA receives all SPED revenues and is responsible for the management of the special education budgets, personnel, programs, and services of the SELPA member schools. The SELPA ensures that its special education personnel are appropriately credentialed or licensed as consistent with applicable California and Federal laws and regulations. The Long Valley Charter School Administration meets with the SELPA administration at general meetings and by appointment in order to remain informed, and therefore plan for, any encroachments and changes in the LVCS fiscal responsibilities. These meetings also address concerns, changes and needs regarding special education student services, staffing, facilities, and materials or equipment.

As with all populations of students at the Charter School, the unique instructional needs of special education students are identified early and accurately, ensuring that the Charter School complies with all child-find requirements under applicable state and federal law and SELPA policy. All students are

assessed in math, reading and language arts upon enrollment in LVCS. Curriculum and instruction are personalized for the student's instructional level and academic goals and grade level. In all cases, LVCS delivers grade level core content material differentiated for the student's instructional level, whether that level is above or below the grade level California State Standards expectations. Independent Study students qualifying for special education meet, at least, once every 5 school days with the supervising general education teacher of record as well as elective classes and tutoring and receiving special education services, accommodations, and/or modifications as required by the IEP.. The site based students receive differentiated instruction in the classroom setting with Title 1 support as appropriate along with special education services, accommodations, and /or modifications as required by the IEP . In both the site based and the independent study programs students are assessed through observation, evaluation of daily work, publisher tests, and core subject assessments on a regular basis. This enables teachers and other staff to quickly identify and provide intervention for any problem areas, whether academic, social or behavioral. The referral process includes Student Study Team meetings to review prior interventions, accommodations, and modifications, and to recommend further interventions as appropriate. The Charter School identifies and refers students who demonstrate early signs of academic, social, or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

The Lassen County SELPA ensures that it provides for assessment and reassessment of special education students as required by applicable State and Federal law. Special education students have individualized education plans ("IEP") developed by a legally constituted IEP team which are implemented by highly qualified general education and special education teachers and Special Education Specialists as required by each student's IEP. SELPA and LVCS staff collaborates during the assessment process to ensure appropriate and complete assessments as dictated by the required assessment process and as needed by the student.

Long Valley Charter partners with the SELPA to ensure that all IEPs are maintained, implemented and goals pursued based on individual needs of and strengths as required by each student's IEP. The IEP of each student is designed to focus on obtaining powerful, positive results through collaborative partnerships that involve the student, the student's parents, teachers, special education personnel, Charter School. The IEP is formulated to challenge and support special needs students to pursue academic and personal goals and to meet or exceed the State and LVCS requirements for a high school diploma, including passing the CAHSEE in ways that allow the student with disabilities to meet or exceed the Charter School's high standards for academic excellence. The Charter School ensures that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP, including substitute teachers as necessary.

In both the site based program and the independent study program, students with disabilities, to the greatest extent possible, and in accordance with their IEPs and applicable law, are integrated into the Charter School's least restrictive educational environment that spans a home-school community continuum of educational experiences, and includes the full range of academic, nonacademic, and extracurricular activities with non-disabled peers. Differentiation strategies along with the use of accommodations/modifications as stated in the IEP will be implemented. At the site students receive SPED services within the classroom setting and on a pull-out basis. In the independent study program students receive SPED services in the resource centers via small group or individualized instruction.

The Charter School has based its special education program on research and best practice, and its assigned Assistant Director coordinates and monitors the Charter School's policies, procedures and programs accordingly. The Charter School acts as an advocate for each student who requires special services and assistance to participate fully in the Charter School's Educational Program.

Long Valley Charter School ensures that student discipline and procedures for suspension and expulsion of students with disabilities are in compliance with state and federal law, as further described below under "Suspension and Expulsion Policies."

The SELPA, in consultation with Long Valley Charter School, will respond to any parent/guardian complaint regarding its compliance with the IDEIA in accordance with the applicable law and SELPA policy and procedure. The LVCS will work together with the SELPA in the case of any due process hearings, whether initiated by the SELPA on behalf of a student enrolled in LVCS or initiated by the parents or guardians of a student at LVCS.

Section 504 of the Rehabilitation Act

The Charter School 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 Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian 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 IDEIA, a referral for assessment under the IDEIA 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 a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Professional Development

Long Valley Charter School understands the importance of continual teacher training and professional development. Research clearly indicates that the expertise and qualifications of teachers is the single most important determinate of student achievement. As a *collaborative learning sanctuary*, we are a culture where teachers open doors and share their learning. We are implementing a three-tiered professional development approach that is focused on supporting teachers as they strive to *ensure academic excellence for every student*, living our Mission and Vision.

The first tier focuses on whole group professional development starting with our Mission, Vision, Core Beliefs, and Priority Actions that will guide us for the next five years. Professional development will be built around these three Priority Actions:

- Differentiate instruction and assessment
- Strengthen and create programs to meet the needs of our students
- Increase use of technology and teaching of technology to support curriculum

A central topic for tier one professional development will be the implementation of Classroom Assessment for Learning, (Rick Stiggins, et al.) in order to *differentiate instruction and assessment*. Our goal during the next five years is to fully implement the strategies of engaging students in their own learning process. The intended outcome is to “motivate the unmotivated, restore the desire to learn, and encourage students to keep learning” (Stiggins, 2006).

The key dimensions of the program are:

- Assessments are designed to serve the specific information needs of the intended users
- Clear and articulated achievement targets
- Accurately reflect student achievement
- Yield results that are effectively communicated to the intended user
- Involve students in classroom assessment, record keeping, and communication

This level of professional development determines how Long Valley Charter School will invest time, energy, and resources. Examples of this include but are not limited to faculty participation in workshops, contracting outside consultants to facilitate our work, or purchasing professional publications or other materials. Tier one professional development creates the umbrella under which tiers two and three are carried out.

The second tier of professional development involves teachers working in a variety of collaborative groups. Teachers will continue to collaborate within and across grade levels. They will meet regularly in grade levels to discuss student data, curriculum, and teaching practices. Grade level collaboration may include analysis of performance-based assessments or standardized test data for all groups of students, including those identified as ELL, low-performing, or high-achieving, or it may be centered on how specific students respond to intervention. This tier of professional development gives teachers the opportunity to discuss and refine their implementation of tier one professional development based on the age and development of their students. In this way, we *strengthen and create programs to meet the needs of our students*.

The third tier of professional development is based on a coaching model. Coaching may occur between peers or between a teacher and an administrator. At this level, teachers have the opportunity to reflect on their practice and choose professional areas of growth or interest. Teachers meet with peers or administrators to discuss student data and its implications for student growth. These ongoing conversations support teachers as learners, refine our use of best practices, and increase student achievement.

A common thread throughout all levels of professional development is an *increase in the use of technology and teaching of technology to support curriculum*. Long Valley Charter School has developed a technology plan that will be an integral part of our work for the next five years. Our professional development Priority Actions are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the ideals of the charter.

II. Measurable Student Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Education Code Section 47605(b)(5)(B).

Student outcomes are defined as the degree to which all students of the Charter School demonstrate that they have attained the skills, knowledge and attitudes commensurate to their abilities, as specified in the goals of the Charter School’s educational program.

Long Valley Charter School provides teachers, parents/guardians, and students with transparent, clearly stated competencies for each level. Student competencies align with the CCSA, pursuant to Educational Code 47605(c)(1). Long Valley Charter School students participate in all state-mandated testing programs.

Students will gain proficient or advanced skills and understanding of core subjects by the following measures:

- Utilizing benchmark assessments, demonstrate growth of one or more years annually.
- Demonstrating proficiency with at least a 3 out of a 4 point rubric in at least 75% of the competencies targeted for the student each year.

Non-core area goals will be documented on student report cards with the expectation of meeting at least 75% of the targeted competencies with at least a 3 out of a 4 point rubric

Additional annual schoolwide goals include:

- Meet or exceed Academic Performance Index (“API”) growth targets both school wide and in reportable subgroups.
- Attain at least a 95% participation rate in assessment testing
- Achieve an annual attendance rate of at least 92% attendance
- Attain a 10th grade passage rate for CAHSEE of at least 75%

The Charter School consults with parents and teachers on a regular basis regarding the Charter School’s education programs as required by the Charter Schools Act. Students who are not meeting the desired pupil outcomes are offered formal support programs such as Response to Intervention services, Title I services, and informal support programs such as after school tutoring.

III. Assessment Methods and the Use and Reporting of Data

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

Long Valley Charter School meets all statewide standards and conducts the pupil assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

All Long Valley Charter School students will continue to demonstrate growth appropriate for each student as outlined in their individual Personalized Learning Plan in all of the core academic areas. Non-special needs and non-English Learner students will continue to demonstrate growth annually. Academic growth is determined through the use of multiple measures, as described below. Academic growth for special needs and EL students is defined appropriately according to their Individualized Education Plans and/or English proficiency levels.

Long Valley Charter School students are assessed in each of the core competencies by a combination of ongoing “authentic” assessments. These assessments include the following measurement tools:

- Statewide assessment testing
- Universal assessment instrument
- School adopted benchmark curriculum assessments (such as STAR Reading, , and Accelerated Math)
- The students’ personalized learning Plan
- Samples of student work (writing, projects, etc.)
- Self-evaluation by the student
- Demonstration of student’s skills and knowledge through performance based instruction
- Observation and evaluation by teachers

The results of these assessments are shared regularly with parents/guardians and the community through the following means:

- Conferences and Student Goal Plan reviews
- Progress reports and report cards
- Student testing and class/homework
- Publication of the SARC annually
- Posting of the API each school year
- Posting of the AYP each school year
- Posting of expected school-wide learning results
- Reporting to Governing Board
- Reporting to Advisory Council

Charter School Evaluation and Review. Each year, Long Valley Charter School will conduct a program evaluation to determine the effectiveness of all aspects of the program by evaluating

measurable student growth. The Director or designee will make the resulting reports available to the LVCS Advisory Council and the District.

The Director or designee of Long Valley Charter School shall make an annual presentation, as requested by the District, on the results of the evaluations, which will assess all aspects of the Charter, including but not limited to: program content, management, budget, and future goals. The assessment may be accomplished by, but is not limited to, the following methods: analyzing the charter/parent evaluation, discussing the Charter School with the Charter Staff, and evaluating measurable student growth.

IV. Governance Structure

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. Education Code Section 47605(b)(5)(D).

The Long Valley Charter School is operated as a California Nonprofit Public Benefit Corporation pursuant to California law. The Charter School is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws, attached as Appendix C, please find the Charter School's Articles of Incorporation and Bylaws.

The Long Valley Charter School governing structure is addressed in Figure 1 on page 30. Long Valley Charter School is governed by the Long Valley Charter School Board of Directors, which will include not less than five members. Directors will be elected according to the Long Valley Charter School Election Policy. The Directors' major roles and responsibilities include:

- Establishing, approving, and supervising all major educational and operational policies
- Approving all major contracts
- Reviewing and approving the Charter School's annual budget
- Approving changes to the budget greater than 5% of the total annual ADA
- Overseeing the Charter School's financial affairs
- Selecting and evaluating the top administrative staff
- Approving Charter amendments by a 2/3 majority

The Board of Directors shall accept, consider, and be responsive to input from all stakeholders. The Board of Directors facilitates the identification of problems and the consensus building needed to identify and implement solutions that will help to maintain a successful school. Consensus is defined as agreement to a solution by all those involved; agreement means that the participants can live with a solution, even though some may not like it. On major issues the Charter School may survey parents and staff to determine if the solutions have their support.

Long Valley Charter School's Board of Directors may initiate and carry out any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of the Charter School any of those powers or duties. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Charter School shall comply with all applicable conflicts of interest laws including but not limited to the Political Reform Act, and Corporations Code, and shall comply with the Brown Act. Annual training on the Brown Act, conflicts laws, and effective governance shall be provided to all members of the Board.

Stakeholders of the Long Valley Charter School are elected to the Board of Directors in accordance with the Long Valley Charter School Election Policy in the By-laws. The stakeholders are defined as

parents of students enrolled at Long Valley Charter School, staff members and members of the community residing within the LVCS attendance areas.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint another Director to ensure that the Board is maintained with an odd number of Directors.

Leadership Team

The members of the Leadership Team hired by the Long Valley Charter School Board of Directors are provided with an applicable job description and a contract approved by the LVCS Board of Directors. The LVCS Board of Directors delineates the Leadership Team members on an annual basis. The Leadership Team is comprised of at least one Director and no more than a total of 3 administrators whose knowledge and skills will collaboratively assure the implementation the established direction and outcomes of the Charter School program in order to achieve the Charter School's goals and objectives and to further the Charter School's philosophy.

The Team is responsible for:

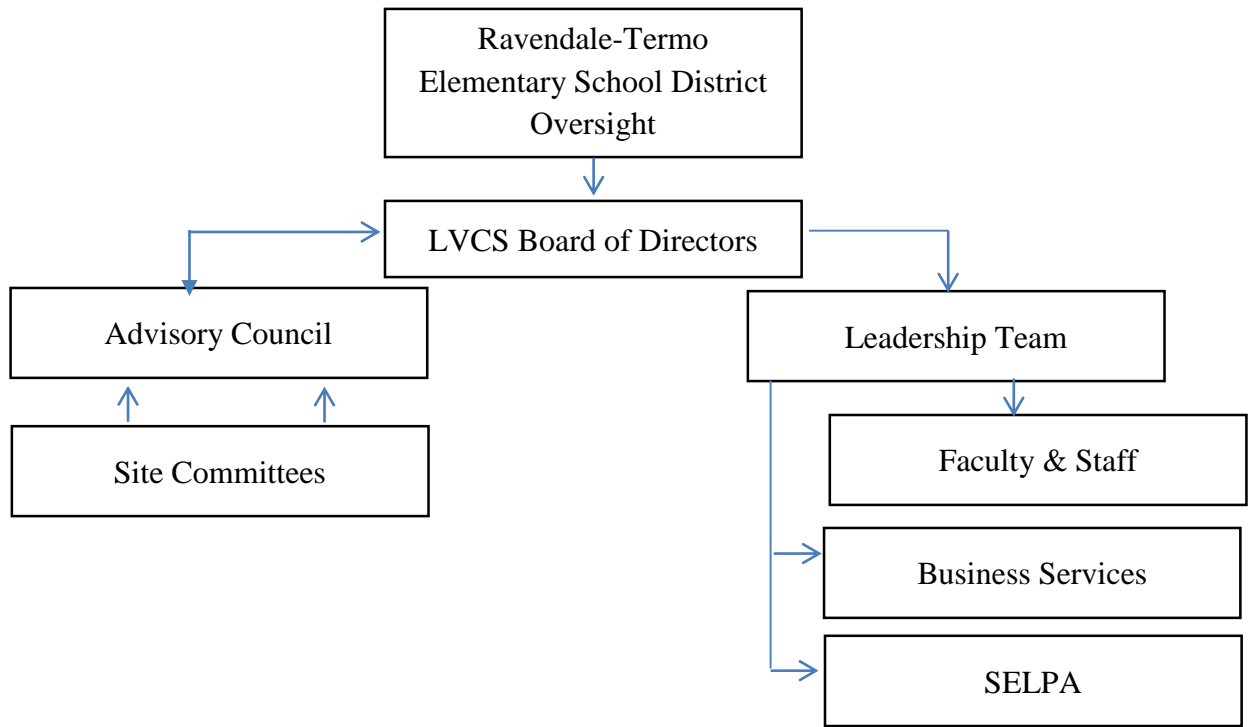
- Recommendations for hiring and termination of certificated staff pursuant to Charter School personnel policy and subject to the Board of Directors approval
- Supervising and evaluating all certificated and classified staff members of the Charter School
- Presenting an annual report of programs to the District and the Charter School Board of Directors
- Liaison between the Board of Directors and the District
- Liaison between the Board of Directors and the Advisory Council
- Liaison between the Charter School and the community
- Liaison between the Charter School and the Lassen County SELPA
- Overseeing a contract between the Board of Directors and back office service provider(s) for all fiscal and HR services including but not limited to:
 - Budget preparation and presentation to the Board of Directors
 - Preparing all legally required fiscal reports and all reports requested by the District
 - Overseeing all daily and fiscal operations of the Charter School
 - Presenting an annual financial report to the Charter School Board of Directors and District
 - Supervising and evaluating all classified staff members of the Charter School

The back office service provider shall comply with the fiscal policies adopted by the Charter School Board of Directors. Long Valley Charter School currently utilizes the Charter School Management Corporation ("CSMC") for back office services. In future years, should the Board of Directors find that Long Valley Charter School could obtain financial and HR services in house, through its authorizer, or through the Lassen County Office of Education, or other entities, meeting the same qualifications or better than CSMC for similar or better services at similar or better cost to the Charter School, the Charter School shall consider making such change.

Advisory Council

The Advisory Council will be structured and conducted in accordance with its By-Laws. School-wide problems are identified by means of a suggestion box or by stakeholders. The Advisory Council is the forum where these problems are first publicly discussed. The Advisory Council works to create solutions that are acceptable until consensus is reached, or all objections have been addressed. This Council has the opportunity to make educational and operational recommendations to the Long Valley Charter School Board of Directors and the Director. It works with parents to develop parental involvement strategies and policies, and to submit the policies to the Board of Directors for approval.

Figure 1: Governance Structure



The Long Valley Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate on the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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).

V. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

The Long Valley Charter School retains or employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing in accordance with Education Code Section 47605(1). These teachers teach the core academic classes of mathematics, language arts, science, and history/social studies. Core teachers are responsible for overseeing the students' academic progress, and for monitoring grading. All teachers of English Learners will be appropriately credentialed to serve English Learners, with a CLAD, BCLAD or other equivalent CTC recognized EL certification.

The Long Valley Charter School also employs or retains non-certificated instructional support staff, in any case where a prospective employee has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity.

All instructional and non-instructional staff employed by Long Valley Charter School possesses the experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's job description, the Charter School's adopted personnel policies.

Long Valley Charter School requires that each employee and contractor of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1.

The members of the Leadership Team must hold an Administrative Services Credential. A master's degree is preferred. Members should possess appropriate experience to fulfill the position requirements as determine by the LVCS Board of Directors. It is preferred that the combined experiences for this team include the management and supervision of high school programs, elementary programs, and special education services.

Persons employed in teaching positions must be appropriately assigned within their valid California teaching credential and highly qualified in accordance with the applicable provisions of the Elementary and Secondary Education Act.

Persons employed as paraprofessionals or paraeducators must be highly qualified by holding an associate degree or passing of the CODESP and receiving a certificate as a highly qualified paraprofessional/paraeducator.

VI. Health and Safety Procedures

Governing Law: The procedures 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 with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

Long Valley Charter School adopted and implemented a comprehensive set of health, safety, and risk management policies. It is our intent to operate a safe, risk free school to protect students and staff alike. The policies were developed in consultation with the Charter School's insurance carriers address the following issues:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- A requirement that each employee and contractor of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1.
- A policy requiring tuberculosis testing for employees.
- Policies and procedures for responding to emergencies and natural disasters.
- Policies and procedures for contacting parents or guardians in case of an emergency
- Policies relating to the prevention of exposure to blood borne pathogens and communicable diseases.
- A policy relating to the administration of medication in school.
- A policy requiring that instructional staff receive training in first aid and CPR or an equivalent
- A policy establishing that Long Valley Charter School operates as a drug, alcohol, and tobacco free workplace.
- A policy for the prevention of sexual harassment
- A policy for detecting and reporting child abuse and neglect. A policy for facility safety, including seismic safety.
- A policy requiring the completion of the California School Immunization Record including proof of examination for tuberculosis to determine if immunization requirements have been met, using the "California "Immunization Requirements for Grades PRESCHOOL-12." The site based program will participate in the annual vision, hearing, and scoliosis screening provided by the Lassen County Office of Education. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.
- Diabetes: The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but 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; and
 - (5) A description of the different types of diabetes screening tests available.

The polices above are incorporated as appropriate into the Charter School's handbook, and are

reviewed annually or as necessary, by the Charter School's Advisory Council. Revisions are submitted to the Board of Directors for approval.

VII. Racial and Ethnic Balance

Governing Law: The means by which the school will achieve the racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Long Valley Charter School does not discriminate against any student or employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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). Each student who attends Long Valley Charter School does so on a voluntary basis, and the program appeals to all people. The Long Valley Charter School implemented a student and employee recruitment strategy that included, but is not limited to the following elements to ensure a racial and ethnic balance that is reflective of the general population residing within the territorial jurisdiction of the District:

- Promotional and informational materials that appeal to all of the various racial and ethnic groups represented in the District.
- Development of the above materials in languages other than English to appeal to populations with limited English proficiency.
- The service of Spanish speaking staff, when available, to facilitate communication for limited English proficient parents and community members.
- Implementation of a translating program to convert English to Spanish for the purpose of written Charter School communication.

The outreach plan will be regularly reviewed and revised as necessary to ensure a racial and ethnic balance that is reflective of the general population residing within the territorial jurisdiction of the District. Although the law requires the Long Valley Charter to address how it will align its population with that of the District, as Long Valley operates resource centers within its county and adjacent counties, further, efforts will be made and regularly reviewed to reflect racial and ethnic balance within each community where its resource centers are located.

VIII. Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Students are considered for admission without regard to ethnicity, national origin, gender, disability, religion, or achievement level or any other characteristic described in Education Code Section 220. Admission to the site based school is open to any resident of California. Independent study students must be residents of Lassen County or adjacent counties. Prospective students and their parents or guardians receive material regarding the Charter School's instructional and operational philosophy, and student-related policies. Upon enrollment, students and parents are required to agree to comply with rules and regulations of the student/parent handbook, and commit to attend school every day.

In the event there are more applicants than capacity, attendance, except for existing pupils, will be determined by public random drawing. The following priorities will be utilized in the event of a random public drawing:

1. Siblings of existing students
2. Students who live in the previously established attendance area of Long Valley School
3. Siblings of students who live in the previously established attendance area of Long Valley School
4. Children of staff members.
5. Students on the previous year's wait list.
6. All other applicants.

The student enrollment capacity level is set by the Long Valley Charter School Board of Directors. Students who do not achieve enrollment through the public random drawing are placed on a waiting list for enrollment, in the order in which their names were drawn in the public random drawing. They will be contacted in accordance with their number on the list, as vacancies in their appropriate grade levels become available.

The Long Valley Charter School requests parents or guardians to participate at the Charter School by volunteering. Participation activities will be outlined in the Parent Student Handbook.

IX. Annual Financial Audits

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

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and 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 Controllers Guide.

The Board of Directors 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 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 the District, the County Superintendent of Schools, the State Controller and to the California Department of Education by the 15th of December of each year. The Director will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District 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 fiscal audit of the Charter School is public record to be provided to the public upon request.

X. Suspension and Expulsion Procedures

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’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. Charter School 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director’s office.

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 the Charter School 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. The Charter School 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 the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according 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 anytime 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 of 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- 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 expelled 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 of 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 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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 expelled 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 fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or 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 Charter School 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the 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 Charter School 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 Charter School 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 Charter School Board following a hearing before it or by the Charter School 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 the Charter School'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 ES 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 the Charter School'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 the Charter School 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

The Charter School 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 the Charter School 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. The Charter School 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 person or panel conducting the 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 person 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 person 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 person 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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. 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

the 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, Panel or designee 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: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. 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 b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. 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 the Charter School as the Charter School 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. The Charter School 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 the Charter School 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 reapply to the Charter School for readmission.

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 the Charter School'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 SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA 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, the Charter School, 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 the Charter School, 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 the Charter School, 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:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) 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

- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 the Charter School 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 the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, 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 the Charter School, 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 the Charter School agree otherwise.

5. Special Circumstances

Charter School 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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School 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 Charter School 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 Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

The Charter School 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.

XI. Employee Retirement System

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

Certificated employees may participate in the State Teachers' Retirement System ("STRS"). All other employees may participate in federal Social Security. The Director or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

XII. Attendance Alternatives

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

Enrollment at the Long Valley Charter School is entirely voluntary on the part of the students who attend. The traditional program of local school districts continues to be an option for all students who choose not to enroll in the Charter School.

On admissions forms, the Charter School will inform the parent or guardian of each pupil enrolled in the Charter School that the pupils have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

XIII. Employee 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. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the school that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School 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 the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

XIV. 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. Education Code Section 47605(b)(5)(N).

Intent. It is the intent of our dispute resolution process to:

- Resolve disputes within the Charter School pursuant to the Charter School’s policies
- Minimize oversight burden on the District
- Ensure prompt and fair resolution to disputes

Public Comment. The staff and Governing Board of the Charter School and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the resolution process.

Disputes between the Charter School and the District. In the event that the Charter School or District has disputes regarding the terms of this charter or any other issue regarding the Charter School and District’s relationship, both parties agree to follow the process outlined below. The “oversight reporting and revocation procedure” set forth below is specifically exempted from this mediation procedure.

In the event of a dispute between the Charter School and the District, the staff and members of Board of Directors of the Charter School and the District agree to first frame the issue in written format, and refer the issue to the District Superintendent and Director or designee of the Charter School. In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter, the Charter School requests that this shall be specifically noted in the written dispute statement. The Charter School agrees that these dispute resolution procedures cannot be utilized to impede or prevent the District from proceeding toward revocation or non-renewal which shall be done in accordance with Education Code Section 47607 and applicable regulations.

The Director, or designee, and representatives of the District shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two representatives of their respective boards who shall jointly meet Director or designee of the Charter School the representative of the District and attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the District representative and Director, or designee, shall meet to jointly identify a neutral, third party mediator whose expense shall be shared equally by both parties. The format of the mediation session shall be developed jointly by the District representative and Director or designee. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All procedures in this section may be revised upon mutual written agreement of the District and the Charter School. The cost of mediation shall be equally split between the District and the Charter School.

Oversight Reporting. The District may inspect or observe any part of the Charter School at any time. While not legally required, the Charter School asks, but recognizes it cannot compel, reasonable notice prior to any observation or inspection.

XV. Public School Employer

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

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). The Charter School recognizes the employees’ rights under the EERA provisions to organize for collective bargaining.

XVI. School Closure

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Closure of the Charter School will be documented by official action of the 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 Board of Directors will promptly notify parents and students of the Charter School, the District, the Lassen County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School'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.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The 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.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School 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 to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an

accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School 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.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVII. Financial Planning, Reporting, and Accountability

Budgets and Financial Plan

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)

A multi-year financial plan for the Charter School is attached. This plan is based on the best data available to the petitioners at the time the plan was assembled. Attached as an Appendix D, please find the following documents:

- 1 A projected three year budget
- 2 Cash flow projections
- 3 Financial projections

Financial and Programmatic Reporting

Budget and Financial Reporting Schedule

The Charter School will annually prepare and submit to the District

- On or before July 1st, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- On or before July 1st, an annual update required pursuant to Section 47606.5 (LCAP)
- On or before December 15th, an interim financial report for the current fiscal year which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and the County Superintendent of Schools.
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st
- On or before September 15th, a final unaudited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Attendance Accounting

The Charter School will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

Reporting

The Charter School will provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) (as stated above) and the School Accountability Report Card (SARC).

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District.

Insurance

The District shall not be required to provide coverage to the Charter School under any of the District self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, as a minimum, insurance as set forth below to protect the Charter School from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the Charter School from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence based upon the recommendation of the insurance provider for schools of similar size, location, and type of program. The policy shall be endorsed to name the District as additional insured.
3. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
4. Directors and Officers Coverage shall be maintained by the Charter School to cover its Board of Directors.

Insurance Certificates

The Charter School shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District. Facsimile

or reproduced signatures are not acceptable. The District reserves the right to require complete certified copies of the required insurance policies.

Administrative Services

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

Long Valley Charter School will do its own accounting and be its own fiscal agent and may contract for management, educational and other services through an appropriately qualified third-party contractor. Any services provided by the District to the Charter School shall be contracted on a fee for services basis, to be addressed in a memorandum of understanding.

Facilities

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(G); A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. Education Code Section 47605(a)(1)

School Location

Pursuant to Education Code Section 47605.1(d), Long Valley Charter School is unable to locate within the geographic boundaries of the Ravendale-Termo Elementary School, and therefore may establish one site outside the boundaries of the Ravendale-Termo Elementary School, but within Lassen County. Long Valley Charter School has attempted to locate a single site with Educational Use Occupancy to house the LVCS site-based program, but such a site is not available. Long Valley Charter School has leased the use of the property and facility known as Long Valley School that is located on parcel AP#141-060-35-11 at 436-965 Susan Drive, Doyle, California 96109 from Fort Sage Unified School District. Long Valley Charter School is the sole occupant of the facility and grounds unless a mutually agreeable arrangement is made with Fort Sage Unified School District. Notification to Fort Sage Unified School District and the County Superintendent of Schools will be made pursuant to Education Code Section 47605.1(d).

Long Valley Charter School also currently operates independent study resource centers for teachers to meet with students/families in our independent study program. The existing resource center locations as of 7/1/2014 are as follows:

- Doyle: 436-965 Susan Drive, Doyle, California 96109
- Susanville: 629 Main Street, Susanville, CA, 96130
- Portola: 280 E. Sierra Ave., Portola, CA 96122

The nature of the leased resource facilities may require replacements or additions over the course of the term of the charter. LVCS will notify the District of such changes.

All facilities will comply with Education Code Section 47610. The Charter School will provide the District with all requested information regarding its facilities and understands that all facilities are available for periodic and unannounced inspections.

Impact on Charter Authorizer

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

The Charter School shall be 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 23701d.

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. The Charter School 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 the Charter School.

Further, the Charter School and the District have entered into a memorandum of understanding which provides for indemnification of the District by the Charter School. Insurance amounts are described above and will be updated as needed by recommendation of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of the Charter School.

The corporate bylaws of the Charter School provide for indemnification of its Board of Directors, officers, agents, and employees, and the Charter School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

XVIII. Miscellaneous Provisions

Term. The term of this charter shall begin August 1, 2012 and expire five years thereafter, on June 30, 2017, with option for renewal.

Renewal of Charter. The District may renew this Charter for the term of five years. The Charter School shall re-petition the District for charter renewal prior to expiration.

Material Revisions. Any material revisions to this charter shall be made by the mutual agreement of the Governing Boards of the Charter School and the District. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

Severability. The terms of this charter contract are severable. If any term or provision of this charter is deemed invalid or unenforceable, the remainder of this charter shall remain in effect, unless mutually agreed otherwise by the District and the Governing Board of the Charter School. The District and the school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications. All official communications between Long Valley Charter School and the District will be sent via First Class Mail or other appropriate means to the following addresses:

Long Valley Charter School
P.O. Box 7
Doyle, CA 96109

Ravendale-Termo Elementary School
709-855 Termo-Grasshopper Road
Termo, CA 96132

Business Agreement. The Long Valley Charter School and Ravendale-Termo Elementary School will engage and develop a mutually agreeable Memorandum of Understanding outlining the following provisions. The District will receive 1% of all Long Valley Charter School revenue. The Charter School will receive general-purpose entitlement and charter block grant funds, 100% of applicable Lottery, Instructional Materials Funds, and other operational funding, as well as an equitable percentage of all applicable categorical funds outside the Charter School Block Grant, in addition to the State and Federal grants, special education and one time funding.

APPENDIX A

Long Valley Charter School

Expected Schoolwide Learning Results

1. Students are self-directed learners who
 - Are self-disciplined and able to set priorities, make plans, and take action to accomplish goals
 - Take on challenges and accept responsibility for making choices
 - Manage resources and time efficiently and independently
 - Have the ability to discover, develop, and pursue individual passions

2. Students demonstrate strong interpersonal skills through
 - Collaborative work with others by listening attentively and actively and objectively considering other's ideas
 - Respectful, effective, communication both orally and in written forms
 - Clear articulation of ideas, opinions, and information in an appropriate manner

3. Students are academically proficient as reflected by
 - Being creative, complex thinkers and problem solvers who analyze and apply new information to everyday situations
 - Demonstrating progress in assigned subjects according to state standards, when applicable

4. Students demonstrate technological competency by
 - Being creative, complex thinkers and problem solvers who analyze and apply new information to everyday situations
 - Critically evaluating the context, subject matter, and validity of internet resources
 - Utilizing technology skills to efficiently produce, publish, and present assignments and projects

5. Students are responsible citizens who
 - Are culturally aware and understand the importance of diversity in society
 - Behave in a manner that demonstrates respect for cultural diversity and individual differences
 - Are aware of local, national, and global issues

APPENDIX B

Core Curricular Materials

- Reading
 - Houghton Mifflin Literature (K-6)
 - Prentice Hall Literature (6-12)
 - AGS Literature (9-12)
 - Accelerated Reader (Renaissance Learning) (1-12)
 - Glencoe Reader's Choice (6-12)
 - Read Naturally
 - Teacher Developed Units

- Language Arts
 - Houghton Mifflin Language (K-8)
 - Prentice Hall Language (7-12)
 - Developmental Morphology (K)
 - Step Up to Writing (2-8)
 - Vocabulary and Literacy Skills (Renaissance Learning) (1-12)
 - The WRITE Institute
 - The Great Source Writing Program (PRESCHOOL-12)
 - Teacher Developed Units

- Mathematics
 - EnVision Math (Scott-Foresman) (K-6)
 - Progress in Math (Sadler-Oxford) (K-6)
 - McDougall Littell (7-8)
 - Prentice Hall (7-12)
 - Saxon Math (K-6)
 - AGS (9-12)
 - Math Facts in a Flash (Renaissance Learning) (1-8)
 - Accelerated Math (Renaissance Learning) (1-8)
 - Khan Academy
 - Teacher Developed Units
 - Touch Math


- Science
 - Houghton Mifflin (K-6)
 - Glencoe (6-12)
 - Holt (6-12)

- AGS (9-12)
 - Non fiction books
 - Teacher Developed Units
 - Accelerated Reader literature selections
-
- Social Sciences
 - Houghton Mifflin (K-8)
 - Glencoe (6-12)
 - History Alive (7-8)
 - AGS (9-12)
 - Globe Fearon (9-12)
 - Whispers of the First Californians
 - Whispers of the Mission Trails
 - Historical fiction
 - Teacher Developed Units

APPENDIX C

Articles of Incorporation and Bylaws

2257627


State of California


SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California,
hereby certify:

That the attached transcript of 2 page(s) has
been compared with the record on file in this office, of
which it purports to be a copy, and that it is full, true
and correct.

IN WITNESS WHEREOF, I execute this
certificate and affix the Great Seal of
the State of California this day of

AUG 18 2000


Secretary of State

SecState Form CE 107 (Rev. 9/98)

2257627

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

JUL 27 2000

D.B.L. JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION
OF
LONG VALLEY CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be: Long Valley Charter School

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Long Valley Charter School (a California public school).

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

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

Paul C. Minney
Girard and Vinson
1676 N. California Blvd., Suite 450
Walnut Creek, CA 94596

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated June 15th, 2000

Joan Donovan
Joan Donovan
Incorporator



**BY-LAWS
OF
LONG VALLEY CHARTER SCHOOL
(A California Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Long Valley Charter School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 436-965 Susan Drive in Doyle, Lassen County, California 96109. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THIS CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Long Valley Charter School (a California public school). Also in the context of these purposes, the corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of this Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, or all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the article of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also know as the "Board of Directors"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates and alter the forms of the seal and certificates.

Section 3. NUMBER OF AND QUALIFICATIONS FOR DIRECTORS. The numbers of directors shall be five (5) unless changed by amendment of these bylaws. All directors will be selected with skills and experience to match their board responsibilities. In addition, the Board of Trustees of the Fort Sage Unified School District (FSUSD) shall have one non-voting representative on the Board of Directors to facilitate communications and mutual understanding between the boards.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. Zero percent of the persons serving on the Board of Directors may be "interested persons". An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, domestic partner, co-habiting adult, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. Staff of LVCS, Fort Sage Unified School District (FSUSD), Lassen County Office of Education (LCOE), immediate family and household members of staff are ineligible to run for election, to avoid any conflicts of interest.

Section 5. DIRECTORS TERM. Each director shall hold office for four (4) years and until a successor director has been designated and qualified. Elections will be held in even years.

Stakeholders as defined in the LVCS Charter, and any community individuals residing within the LVCS attendance areas, are eligible for election to the Board of Directors. In October of even years, the Board shall publish a newsletter that is mailed to each stakeholder's residence and

advertise in local media to promote knowledge of upcoming vacancies on the Board of Directors. This newsletter and media advertisement shall indicate that a candidate application is available at the school office. The deadline for the receipt of this application will be the last business day in October.

In October of even years, the Board shall publish a newsletter that is mailed to each stakeholder's residence and advertise in local media to promote knowledge of upcoming vacancies on the Board of Directors. This newsletter and media advertisement shall indicate that a candidate application is available at the school office. The deadline for the receipt of this application will be the last business day in October.

During the 1st week of November, a newsletter shall be sent to all stakeholders naming all the candidates for the Board along with their qualifications and interest. This statement shall be no more than 200 words. This newsletter will also state the date, time, and the polling place that the election will be held. This election shall take place in the last week of November. As it chooses, the Board may request that the School Advisory Committee hold a candidates' night during the month of November. The actual polling shall be run and supervised by the School Advisory Committee and the school Directors.

Qualified voters are LVCS stakeholders, (i.e. parents or guardians of students enrolled at LVCS, staff including LCOE site employees, and site volunteers 18 years of age or older who don't have children enrolled in the school).

Independent Study parents will also receive a newsletter accompanied by a request form for an absentee ballot. Those who wish to request an absentee ballot must return the written request form by the specified date.

In the event of a tie, the Board shall immediately notify the candidates who receive the tie votes of the time and place where lots shall be cast to determine the winner. In the practical application, this will be by flipping a coin.

The new directors shall be seated at the 1st regular meeting of the subsequent calendar year. This will typically take place in January.

The first regular meeting in January shall also be the Board's annual reorganization meeting where new officers shall be elected (President, Vice President, and Secretary (Clerk)).

Section 6. **NOMINATIONS BY COMMITTEE.** The chairman of the Board of Directors, or, if none, the President may appoint a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before that date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

If a vacancy occurs less than one month before the end of the Board member's term, the Board shall take no action.

If the vacancy occurs two or more months before the end of a Board member's term, the Board shall make a provisional appointment to fill the term of office of the vacated Board member.

In order to make this provisional appointment, the Board shall advertise the position with a newsletter mailed home to all stakeholders and an article in the local media, which invites interested candidates to file an application. The deadline for application shall be two weeks prior to the next scheduled Board meeting so that a committee of the Board may screen candidates for qualification and present a list of qualified candidates to the Board. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by majority vote of the Board.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.

Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950 et. seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- a. Each member participating in the meeting can communicate concurrently with all other members.
- b. Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- c. The Board of Directors has adopted and implemented a means of verifying both of the following:
 - A person communicating by telephone, or video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
- d. The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified with subsequent legislation.

Section 16. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held as determined at the annual meeting unless the meeting day should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business.

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. This Act requires that at least 72 hours before a regular meeting, the Board of Directors or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency Meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors.

Section 18. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et. seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et. seq., as said chapter may be modified by subsequent legislation. This Act requires that, for a special meeting, at least 24 hours before the meeting, the Board of Directors or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 19. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships,

(c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time the resolution is adopted.

Section 22. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may

- a. Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee.
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; (or)
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233 (d)(3).

Section 23. MEETINGS AND ACTIONS OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the called of special meetings of such committees may be set either by Board of Directors resolution or, if non, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be President, Chief Financial Officer/Treasurer, and Secretary (who shall hereafter be referred to as the "Clerk").

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Clerk, nor the Chief Financial Officer may serve concurrently as either the President or chairman of the board (should such an office be used).

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under the employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. If a chairman of the president is elected, he/she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. VICE PRESIDENT. If the president is absent or disabled, the Vice President shall perform all duties of the President. When so acting, a Vice President shall have all powers of and be subject to all restrictions on the President. The Vice President shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CLERK. The clerk shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, of committees of the board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting as annual, general, or special, and, if special, how authorized; notice given; the names of persons present at the Board of Directors and committee meetings; and the number members present or represented at members' meetings.

The Clerk shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Clerk shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of Board of Directors that these bylaws require to be given.

The Clerk, shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or bylaws may require.

Section 11. CHIEF FINANCIAL OFFICER. The Executive Director of the corporation shall serve as the Chief Financial Officer of the Board. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the members and directors such financial statements and report as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of and of the financial condition of the corporation; and (d) have such powers and perform such other duties as the board, contract, job specification, or the bylaws require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

**ARTICLE IX
CONTRACTS WITH DIRECTORS, OFFICERS
AND DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors, have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless:

- (a) The material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction;
- (b) Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of interested directors;
- (c) Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and
- (d) The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the education or charitable program of this corporation.

Section 2. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Long Valley Charter School Conflict of Interest Policy have been fulfilled.

**ARTICLE X
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend money or property to or guarantee the obligation of any director or officer without the approval

of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. **IDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding", as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses", as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c) the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against, or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATION RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of its members, board, and committees of the board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTOR'S RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with the California or federal law pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation does not have business offices in California, the clerk shall, on written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or corporation as or the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if non, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND IDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest; or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF CLERK

I certify that I am the duly elected and acting Clerk of the Long Valley Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on October 10, 2001; and that these bylaws have been amended or modified at a public meeting of the Board of Directors duly noted in the minutes thereof dated April 26, 2010.

Executed on April 26, 2010 at Doyle, California


Lyn Haynes, Secretary (Clerk)

**Long Valley Charter
Expenses Summary**

SAC SACS C Code Description	Annual Expense		
	2013-14	2014-15	2015-16

Certificated Salaries				
1100	Teachers' Salaries	\$ 1,121,730	\$ 1,132,948	\$ 1,161,271
1105	Teachers' Bonuses	\$ 2,750	\$ 2,750	\$ 2,750
1120	Substitute Expense	\$ 10,114	\$ 10,215	\$ 10,470
1200	Certificated Pupil Support Salaries	\$ -	\$ -	\$ -
1300	Certificated Supervisor and Administrator Salaries	\$ 93,811	\$ 94,749	\$ 97,118
1305	Certificated Supervisor and Administrator Bonus	\$ 3,500	\$ 3,500	\$ 3,500
1900	Other Certificated Salaries	\$ -	\$ -	\$ -
1910	Other Certificated Overtime	\$ -	\$ -	\$ -
1000	Subtotal	\$ 1,231,905	\$ 1,244,162	\$ 1,275,109

Classified Salaries				
2100	Instructional Aide Salaries	\$ 93,244	\$ 94,176	\$ 96,531
2110	Instructional Aide Overtime	\$ 111	\$ 111	\$ 111
2200	Classified Support Salaries	\$ -	\$ -	\$ -
2210	Classified Support Overtime	\$ -	\$ -	\$ -
2300	Classified Supervisor and Administrator Salaries	\$ -	\$ -	\$ -
2400	Clerical, Technical, and Office Staff Salaries	\$ 75,677	\$ 76,434	\$ 78,345
2410	Clerical, Technical, and Office Staff Overtime	\$ 135	\$ 135	\$ 135
2900	Other Classified Salaries	\$ 59,427	\$ 60,022	\$ 61,572
2905	Other Stipends	\$ -	\$ -	\$ -
2910	Other Classified Overtime	\$ 99	\$ 99	\$ 99
2000	Subtotal	\$ 228,693	\$ 230,977	\$ 236,742

Employee Benefits				
3101	State Teachers' Retirement System, certificated	\$ 98,076	\$ 99,052	\$ 101,515
3102	State Teachers' Retirement System, classified	\$ -	\$ -	\$ -
3201	Public Employees' Retirement System, certificated	\$ -	\$ -	\$ -
3202	Public Employees' Retirement System, classified	\$ -	\$ -	\$ -
3301	OASDI/Medicare/Alternative, certificated	\$ 7,261	\$ 6,618	\$ 8,209
3302	OASDI/Medicare/Alternative, classified	\$ 26,834	\$ 27,817	\$ 27,085
3401	Health & Welfare Benefits, certificated	\$ 153,990	\$ 153,990	\$ 153,990
3402	Health & Welfare Benefits, classified	\$ 26,064	\$ 26,064	\$ 26,064
3501	State Unemployment Insurance, certificated	\$ 4,999	\$ 4,999	\$ 4,999
3502	State Unemployment Insurance, classified	\$ 4,761	\$ 5,238	\$ 5,238
3601	Worker Compensation Insurance, certificated	\$ 27,104	\$ 27,374	\$ 28,055

APPENDIX D

SAC/SACS Code Description	Annual Expense		
	2013-14	2014-15	2015-16
3602 Worker Compensation Insurance, classified posi	\$ 5,031	\$ 5,081	\$ 5,208
3901 Other Benefits, certificated positions	\$ 8,014	\$ 8,094	\$ 8,295
3902 Other Benefits, classified positions	\$ 1,488	\$ 1,503	\$ 1,540
3000 Subtotal	\$ 365,624	\$ 365,830	\$ 370,198

Total Personnel Expenses **\$ 1,824,222** **\$ 1,840,968** **\$ 1,882,049**

Books and Supplies

4100 Approved Textbooks and Core Curricula Materi	\$ 35,875	\$ 36,772	\$ 37,691
4200 Books and Other Reference Materials	\$ 35,875	\$ 36,772	\$ 37,691
4300 Materials and Supplies	\$ 7,175	\$ 7,354	\$ 7,538
4315 Classroom Materials and Supplies	\$ 17,425	\$ 17,861	\$ 18,307
4305 Postage	\$ -	\$ -	\$ -
4307 Printing & Copying Expense	\$ -	\$ -	\$ -
4310 Messenger	\$ -	\$ -	\$ -
4400 Noncapitalized Equipment	\$ 19,475	\$ 19,962	\$ 20,461
4405 Non Educational Computer Software	\$ -	\$ -	\$ -
4407 Student Educational Computer Software	\$ -	\$ -	\$ -
4410 Computer Hardware	\$ -	\$ -	\$ -
4415 Student Band/Drama Equipment	\$ -	\$ -	\$ -
4420 Student Athletic Equipment	\$ -	\$ -	\$ -
4430 General Student Equipment	\$ -	\$ -	\$ -
4440 Student Events	\$ -	\$ -	\$ -
4700 School District Food	\$ 41,000	\$ 42,025	\$ 43,076
4701 Non School District Food	\$ -	\$ -	\$ -
4702	\$ -	\$ -	\$ -
4000 Subtotal	\$ 156,825	\$ 160,746	\$ 164,764

Services and Other Operating Expenses

5200 Travel and Conferences	\$ 13,838	\$ 14,183	\$ 14,538
5210 Training and Development Expense	\$ 3,600	\$ 3,690	\$ 3,782
5300 Dues and Memberships	\$ 4,613	\$ 4,728	\$ 4,846
5400 Insurance	\$ 80,372	\$ 82,382	\$ 84,411
5450 Property Tax Expense	\$ -	\$ -	\$ -
5500 Operation and Housekeeping Services/Supplies	\$ 13,325	\$ 13,658	\$ 14,000
5501 Utilities	\$ 51,250	\$ 52,531	\$ 53,845
5505 Student Transportation	\$ 46,125	\$ 47,278	\$ 48,460
5600 Space Rental/Leases Expense	\$ 76,875	\$ 78,797	\$ 80,767
5601 Building Maintenance	\$ 3,075	\$ 3,152	\$ 3,231
5605 Equipment Rental/Lease Expense	\$ 35,875	\$ 36,772	\$ 37,691
5800 Professional/Consulting Services and Operating	\$ 92,250	\$ 94,556	\$ 96,920
5803 Banking and Payroll Service Fees	\$ 5,638	\$ 5,778	\$ 5,923

Expenses Summary

SAC SACS C Code Description 2013-14 2014-15 2015-16

SAC SACS C Code Description	2013-14 Annual Expense	2014-15 Annual Expense	2015-16 Annual Expense
5805 Legal Services	\$ 30,750	\$ 31,519	\$ 32,307
5810 Educational Consultants	\$ 66,625	\$ 68,291	\$ 69,998
5815 Advertising / Recruiting	\$ 1,025	\$ 1,051	\$ 1,077
5820 Fundraising Expense	\$ 513	\$ 525	\$ 538
5890 Interest Expense / Misc. Fees	\$ 5,000	\$ 5,000	\$ 5,000
5891 Charter School Capital Fees	\$ -	\$ -	\$ -
5899 CMO Management Fee	\$ -	\$ -	\$ -
5900 Communications	\$ 35,875	\$ 36,772	\$ 37,691
5901	\$ -	\$ -	\$ -
5902	\$ -	\$ -	\$ -
5903	\$ -	\$ -	\$ -
Subtotal	\$ 566,622	\$ 580,663	\$ 595,054

Capital Outlay

6100 Land	-	-	-
6170 Land Improvements	-	-	-
6200 Buildings and Improvements of Buildings	-	-	-
6300 Books and Media for New School Libraries or M	-	-	-
6400 Equipment	-	-	-
6500 Equipment Replacement	-	-	-
6900 Depreciation Expense	-	-	-
Subtotal	-	-	-

Other Outgoing

7000 Miscellaneous Expense	\$ -	\$ -	\$ -
7010 Special Education Enrichment	\$ 46,753	\$ 75,697	\$ 83,249
7299 All Other Transfers to Other Locations	\$ -	\$ -	\$ -
7300	\$ -	\$ -	\$ -
7301	\$ -	\$ -	\$ -
7302	\$ -	\$ -	\$ -
7303	\$ -	\$ -	\$ -
7438 Debt Service - Interest	\$ -	\$ -	\$ -
7500 District Oversight Fee	\$ 24,721	\$ 25,289	\$ 25,907
Subtotal	\$ 71,474	\$ 100,986	\$ 109,156

Total Non-Personnel Expenses

\$ 794,921 \$ 842,395 \$ 868,975

Total Expenses

\$ 2,619,143 \$ 2,683,363 \$ 2,751,024

Long Valley Charter
2013/14 School Year
Monthly Cash Flow Projections

Revenue	SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
State													
8015	General Purpose, grades K-5, general section	-	-	-	\$5,317	-	41,866	41,866	116,800	3,768	-	13,492	7,482
8015	General Purpose, grades 4-6, state aid section	-	-	-	\$9,979	-	30,312	30,312	84,630	2,728	-	17,009	\$,480
8015	General Purpose, grades 7-8, state aid section	-	-	-	\$3,433	-	23,469	23,469	70,780	2,281	-	14,224	\$,591
8015	General Purpose, grades 9-12, state aid portion	-	-	-	16,446	-	88,291	88,291	246,527	7,946	-	49,541	15,090
8019	Post Year Income - Adjustments	477,102	442,198	11,651									
8181	Special Education												
8434	Class Size Reduction, K-3							14,726	14,726	44,179			
8489	Regional Block Grant				19,369		14,886	14,886	41,007	1,372		8,210	2,600
8489	Economic Impact				3,015		2,964	2,964	8,331	769		1,674	540
8566	Lottery				15,298		15,298	15,298	45,894	1,308		15,298	15,298
8520	State Child Nutrition program				300		300	300	300	300		300	300
8591	SN-140 Item reimbursement program												
8592	Net and Misc Block Grant												
8596	New School Block Grant Supplement												
8599	Other State funding program												
Subtotal		\$ 477,102	\$ 442,198	\$ 26,949	\$ 208,678	\$ 300	\$ 219,886	\$ 218,514	\$ 508,484	\$ 78,991	\$ 54,113	\$ 114,479	\$ 52,482
Federal													
8220	Federal Child Nutrition Program				3,200		3,200	3,200	3,200	3,200		3,200	3,200
8296	All Other Federal Revenue, no Facilities Incent				63,294		51,058	51,058	1,200	1,200		1,200	25,529
8291	TABLE I												600
8292	TABLE II												
8293	TABLE III												
8294	TABLE IV												
8295	TABLE V												
8296	TABLE VI, FC/SIG grant												
Subtotal		\$ -	\$ -	\$ -	\$ 66,494	\$ 55,457.68	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00	\$ 55,457.68	\$ 3,200.00	\$ 3,200.00	\$ 29,258.84
Local													
8096	In-Lieu of Property Taxes, K-3	3,168	3,168	6,337	4,224	4,224	4,224	4,224	4,224	7,297	3,696	3,696	3,696
8096	In-Lieu of Property Taxes, 4-6	2,256	2,256	4,512	3,008	3,008	3,008	3,008	3,008	5,264	2,632	2,632	2,632
8096	In-Lieu of Property Taxes, 7-8	1,834	1,834	3,668	2,434	2,434	2,434	2,434	2,434	4,359	2,179	2,179	2,179
8096	In-Lieu of Property Taxes, 9-12	5,416	5,416	10,833	7,222	7,222	7,222	7,222	7,222	12,638	6,319	6,319	6,319
8666	Interest												
8781	All Other Transfers from County Offices												
8784	All Other Donations from Other Locations												
8785	CAO Management Fee												
8792	Transfer of Appropriations from County Office				1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
8896	Student Lunch Revenue												
8981	Unrestricted Contributions												
8982	Foundation Grants												
8983	After-School Program												
8984	Student Body (ASB) Fundraising Revenue												

SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
9985 School Site Fundraising	-	\$ 12,666	\$ 26,692	\$ 18,238	\$ 18,238	\$ 18,238	\$ 18,238	\$ 18,238	\$ 20,904	\$ 16,127	\$ 16,127	\$ 16,127
Subtotal	\$ -	\$ 12,666	\$ 26,692	\$ 18,238	\$ 18,238	\$ 18,238	\$ 18,238	\$ 18,238	\$ 20,904	\$ 16,127	\$ 16,127	\$ 16,127
Total	\$ 477,192	\$ 484,800	\$ 516,911	\$ 353,411	\$ 714,906	\$ 2,001,524	\$ 2,291,952	\$ 5,089,921	\$ 1,644,452	\$ 734,459	\$ 1,133,806	\$ 977,808

Expenses

Certificated Salaries												
1100 Teachers' Salaries	112,173	112,173	112,173	112,173	112,173	112,173	112,173	112,173	112,173	112,173	112,173	112,173
1105 Teachers' Bonuses	-	-	-	-	-	-	-	-	-	-	-	-
1120 Substitute Expenses	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	2,790
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-
1300 Certificated Superior and Administration Salaries	7,786	7,786	7,786	7,786	7,786	7,786	7,786	7,786	7,480	7,480	7,480	7,480
1305 Certificated Superior and Administration Bonuses	-	-	-	-	-	-	-	-	-	-	-	-
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-
1910 Other Certificated Overtime	-	-	-	-	-	-	-	-	-	-	-	-
1000 Subtotal	\$ 7,786	\$ 7,786	\$ 128,971	\$ 128,971	\$ 128,971	\$ 128,971	\$ 128,971	\$ 128,971	\$ 121,665	\$ 121,665	\$ 121,665	\$ 127,315

Classified Salaries

2100 Extracurricular Aide Salaries	9,324	9,324	9,324	9,324	9,324	9,324	9,324	9,324	9,324	9,324	9,324	9,324
2110 Extracurricular Aide Overtime	11	11	11	11	11	11	11	11	11	11	11	11
2200 Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-
2210 Classified Support Overtime	-	-	-	-	-	-	-	-	-	-	-	-
2400 Classified Support Overtime	-	-	-	-	-	-	-	-	-	-	-	-
2405 Central, Technical, and Office Staff Salaries	6,281	6,281	6,281	6,281	6,281	6,281	6,281	6,281	6,357	6,357	6,357	6,357
2410 Central, Technical, and Office Staff Overtime	14	14	14	14	14	14	14	14	14	14	14	14
2900 Other Classified Salaries	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943
2910 Other Classified Overtime	10	10	10	10	10	10	10	10	10	10	10	10
2000 Subtotal	\$ 6,281	\$ 6,281	\$ 21,883	\$ 21,883	\$ 21,883	\$ 21,883	\$ 21,883	\$ 21,883	\$ 21,658	\$ 21,658	\$ 21,658	\$ 21,658

Employee Benefits

3100 State Teacher Retirement System, certificated	1,062	1,062	9,808	9,808	9,808	9,808	9,808	9,808	9,808	9,808	9,808	5,883
3102 State Teacher Retirement System, classified	-	-	-	-	-	-	-	-	-	-	-	-
3200 Public Employees Retirement System, certificated	-	-	-	-	-	-	-	-	-	-	-	-
3202 Public Employees Retirement System, classified	-	-	-	-	-	-	-	-	-	-	-	-
3300 GASFR/Medicare Alternative, certificated position	145	145	736	736	736	736	736	736	736	736	736	436
3302 GASFR/Medicare Alternative, certificated position	517	517	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	2,683	1,610
3400 Health & Welfare Benefits, certificated position	3,080	3,080	15,399	15,399	15,399	15,399	15,399	15,399	15,399	15,399	15,399	9,219
3402 Health & Welfare Benefits, classified position	421	421	2,695	2,695	2,695	2,695	2,695	2,695	2,695	2,695	2,695	1,564
3500 State Unemployment Insurance, certificated position	100	100	500	500	500	500	500	500	500	500	500	300
3502 State Unemployment Insurance, classified position	95	95	476	476	476	476	476	476	476	476	476	286
3600 Worker's Compensation Insurance, certificated position	542	542	2,710	2,710	2,710	2,710	2,710	2,710	2,710	2,710	2,710	1,625
3602 Worker's Compensation Insurance, classified position	101	101	503	503	503	503	503	503	503	503	503	302
3900 Other Benefits, certificated positions	160	160	801	801	801	801	801	801	801	801	801	481
3902 Other Benefits, classified positions	30	30	149	149	149	149	149	149	149	149	149	89
2000 Subtotal	\$ 7,272	\$ 7,272	\$ 36,362	\$ 36,362	\$ 36,362	\$ 36,362	\$ 36,362	\$ 36,362	\$ 36,362	\$ 36,362	\$ 36,362	\$ 21,817

Books and Supplies

4100 Approved Textbooks and Core Curricula Material	21,525	3,488	3,488	3,488	3,488	3,488	3,488	3,488	3,488	3,488	3,488	3,488
4200 Books and Other Reference Materials	10,763	2,870	2,870	2,870	2,870	2,870	2,870	2,870	2,870	2,870	2,870	2,870
4300 Materials and Supplies	5,228	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743	1,743
4305 Printing	-	-	-	-	-	-	-	-	-	-	-	-
4310 Printing & Copying Expense	-	-	-	-	-	-	-	-	-	-	-	-
4315 Postage	-	-	-	-	-	-	-	-	-	-	-	-
4316 Postage	-	-	-	-	-	-	-	-	-	-	-	-
4319 Computer Equipment	214	214	214	214	214	214	214	214	214	214	214	214
4405 Non-Educational Computer Software	-	-	-	-	-	-	-	-	-	-	-	-

SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
4407 Student Education Computer Software	-	-	-	-	-	-	-	-	-	-	-	-
4410 Computer Hardware	-	-	-	-	-	-	-	-	-	-	-	-
4415 Student Band Drums Equipment	-	-	-	-	-	-	-	-	-	-	-	-
4420 Student Athletic Equipment	-	-	-	-	-	-	-	-	-	-	-	-
4430 General Student Equipment	-	-	-	-	-	-	-	-	-	-	-	-
4440 Student Excess	-	-	-	-	-	-	-	-	-	-	-	-
4700 School District Food	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100
4701 Non School District Food	-	-	-	-	-	-	-	-	-	-	-	-
4702	-	-	-	-	-	-	-	-	-	-	-	-
4000 Subtotal	\$ 214	\$ 214	\$ 44,699	\$ 28,706	\$ 9,644	\$ 9,644	\$ 26,446	\$ 9,644	\$ 9,644	\$ 9,644	\$ 4,314	\$ 4,314
Services and Other Operating Expenses												
5200 Travel and Conferences	4,131	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384
5210 Training and Development Expense	81	3,030	81	81	81	81	81	81	81	81	81	81
5205 Bus and Memberships	1,384	461	461	461	461	461	461	461	461	461	461	461
5400 Insurance	24,112	8,037	8,037	8,037	8,037	8,037	8,037	8,037	8,037	8,037	8,037	8,037
5420 Property Tax Expense	-	-	-	-	-	-	-	-	-	-	-	-
5490 Operating and Housekeeping Services/Supplies	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333
5501 Utilities	4,271	4,271	4,271	4,271	4,271	4,271	4,271	4,271	4,271	4,271	4,271	4,271
5505 Student Transportation	4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613
5600 Space Rental/Leases Expense	6,406	6,406	6,406	6,406	6,406	6,406	6,406	6,406	6,406	6,406	6,406	6,406
5601 Building Maintenance	134	277	277	277	277	277	277	277	277	277	277	277
5605 Equipment Rental Lease Expense	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990	2,990
5800 Professional Consulting Services and Operating	8,794	8,794	8,794	8,794	8,794	8,794	8,794	8,794	8,794	8,794	8,794	8,794
5801 Building and Parcel Service Fees	564	564	564	564	564	564	564	564	564	564	564	564
5805 Legal Services	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538	1,538
5810 Educational Conferences	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311
5815 Advertising / Recruiting	57	57	57	401	57	57	57	57	57	57	57	57
5820 Printing Expense	36	36	36	46	46	46	46	46	46	46	46	46
5825 Printing Expense - Misc. Fees	250	250	250	430	430	430	430	430	430	430	430	430
5890 Charter School Capital Fees	-	-	-	-	-	-	-	-	-	-	-	-
5899 Charter School Capital Fees	-	-	-	-	-	-	-	-	-	-	-	-
5900 CMO Management Fee	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978	2,978
5901 Communications	-	-	-	-	-	-	-	-	-	-	-	-
5902	-	-	-	-	-	-	-	-	-	-	-	-
5903	-	-	-	-	-	-	-	-	-	-	-	-
5000 Subtotal	\$ 21,999	\$ 21,999	\$ 78,708	\$ 63,698	\$ 81,844	\$ 81,844	\$ 11,904	\$ 81,844	\$ 81,844	\$ 81,844	\$ 41,976	\$ 41,976
Capital Outlay												
6100 Land	-	-	-	-	-	-	-	-	-	-	-	-
6170 Land Improvements	-	-	-	-	-	-	-	-	-	-	-	-
6200 Buildings and Improvements of Buildings	-	-	-	-	-	-	-	-	-	-	-	-
6300 Stocks and Bonds for New School Libraries or N	-	-	-	-	-	-	-	-	-	-	-	-
6400 Equipment	-	-	-	-	-	-	-	-	-	-	-	-
6500 Equipment Replacement	-	-	-	-	-	-	-	-	-	-	-	-
6600 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-
6000 Subtotal	-	-	-	-	-	-	-	-	-	-	-	-
Other Outlay												
7000 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-
7200 Special Education Encumbrance	-	-	-	-	-	-	-	-	-	-	-	-
7299 All Other Transfers to Other Localities	-	-	-	11,688	-	-	-	-	-	-	-	-
7300	-	-	-	-	-	-	-	-	-	-	-	-
7301	-	-	-	-	-	-	-	-	-	-	-	-
7302	-	-	-	-	-	-	-	-	-	-	-	-
7303	-	-	-	-	-	-	-	-	-	-	-	-
7304	-	-	-	-	-	-	-	-	-	-	-	-
7305	-	-	-	-	-	-	-	-	-	-	-	-
7306	-	-	-	-	-	-	-	-	-	-	-	-
7307	-	-	-	-	-	-	-	-	-	-	-	-
7308	-	-	-	-	-	-	-	-	-	-	-	-
7309	-	-	-	-	-	-	-	-	-	-	-	-
7310	-	-	-	-	-	-	-	-	-	-	-	-
7311	-	-	-	-	-	-	-	-	-	-	-	-
7312	-	-	-	-	-	-	-	-	-	-	-	-
7313 Data Service - Harvard	-	-	-	-	-	-	-	-	-	-	-	-

SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Enrollment Oversight Fee												
7000 School	\$ 43,453	\$ 43,453	\$ 294,383	\$ 11,688	\$ 219,564	\$ 219,564	\$ 11,688	\$ 219,564	\$ 219,769	\$ 11,688	\$ 214,475	\$ 21,721
Total Expenses				\$ 282,918	\$ 219,564	\$ 219,564	\$ 267,784	\$ 219,564	\$ 219,769	\$ 251,487	\$ 214,475	\$ 21,721
Additional items needed for cash flow												
Cash balance at previous year end	(170,433)	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-
Loan Principal	-	-	-	-	-	-	-	-	-	-	-	-
5% Reserve	-	-	-	-	-	-	-	-	-	-	-	-
Loan Principal Payoff	-	-	-	-	-	-	-	-	-	-	-	-
School	(170,433)	-	-	-	-	-	-	-	-	-	-	-
Monthly Operating Surplus / (Deficit)	\$43,459	\$411,107	(\$201,741)	\$70,493	(\$165,603)	\$960	(\$27,802)	\$390,258	(\$79,217)	(\$178,018)	(\$90,659)	(\$154,682)
Total Monthly Surplus / (Deficit)	\$43,459	\$411,107	(\$201,741)	\$70,493	(\$165,603)	\$960	(\$27,802)	\$390,258	(\$79,217)	(\$178,018)	(\$90,659)	(\$154,682)
Projected Monthly Cash Balance	\$283,112	\$694,419	\$492,678	\$563,171	\$397,568	\$398,528	\$370,726	\$760,984	\$681,767	\$503,749	\$413,090	\$258,408

SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
59000 Compensation	3,102	3,102	3,102	3,102	3,102	3,102	3,242	3,072	3,089	3,089	3,080	3,080
59001	-	-	-	-	-	-	-	-	-	-	-	-
59002	-	-	-	-	-	-	-	-	-	-	-	-
59003	-	-	-	-	-	-	-	-	-	-	-	-
5900 Subtotal	\$ 21,540	\$ 21,540	\$ 21,536	\$ 65,187	\$ 62,208	\$ 62,208	\$ 62,288	\$ 62,288	\$ 62,304	\$ 62,304	\$ 42,092	\$ 42,092
Capital Outlay												
51000 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51001 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51002 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51003 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51004 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51005 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51006 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51007 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51008 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51009 Jan	-	-	-	-	-	-	-	-	-	-	-	-
51000 Subtotal	-	-	-	-	-	-	-	-	-	-	-	-
Other Charges												
71000 Personal Expense	-	-	-	18,924	-	-	-	-	-	18,924	-	18,924
71001 Personal Expense	-	-	-	-	-	-	-	-	-	-	-	-
71002 Personal Expense	-	-	-	-	-	-	-	-	-	-	-	-
71003 Personal Expense	-	-	-	-	-	-	-	-	-	-	-	-
71004 Personal Expense	-	-	-	-	-	-	-	-	-	-	-	-
71005 Personal Expense	-	-	-	-	-	-	-	-	-	-	-	-
71006 Personal Expense	-	-	-	-	-	-	-	-	-	-	-	-
71007 Personal Expense	-	-	-	-	-	-	-	-	-	-	-	-
71008 Personal Expense	-	-	-	-	-	-	-	-	-	-	-	-
71009 Personal Expense	-	-	-	-	-	-	-	-	-	-	-	-
71000 Subtotal	-	-	-	18,924	-	-	-	-	-	18,924	-	18,924
Total Expenses	\$ 44,287	\$ 44,287	\$ 288,984	\$ 183,024	\$ 284,796	\$ 284,714	\$ 284,714	\$ 284,714	\$ 284,714	\$ 284,714	\$ 217,146	\$ 284,077
Additional items needed for cash flow												
Cash balance at previous year end	163,422	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payable	-	-	-	-	-	-	-	-	-	-	-	-
5% Reserve	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payable Payable	163,422	-	-	-	-	-	-	-	-	-	-	-
Subtotal	163,422	-	-	-	-	-	-	-	-	-	-	-
Monthly Operating Surplus (Deficit)	(633,019)	647,031	606,480	667,232	(610,889)	61,362	(633,401)	661,131	(611,186)	(618,750)	(601,401)	(510,030)
Yearly Monthly Surplus (Deficit)	617,412	647,031	606,480	667,232	(610,889)	61,362	(633,401)	661,131	(611,186)	(618,750)	(601,401)	(510,030)
Enlarged Monthly Cash Balance	617,412	608,742	607,242	670,266	606,081	608,643	606,043	602,074	600,004	664,128	673,728	648,108

Long Valley Charter
2015/16 School Year
Monthly Cash Flow Projections

Revenue	S&M's Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
State	811C - General Program, grades K-3, state allocation	-	-	-	47,807	-	47,807	47,807	122,511	3,482	-	24,510	7,580	
	811S - General Program, grades 4-6, state allocation	-	-	-	41,268	-	41,268	41,268	88,312	2,493	-	17,425	5,355	
	811T - General Program, grades 7-8, state allocation	-	-	-	50,017	-	50,017	50,017	103,786	3,041	-	14,985	4,611	
	811V - General Program, grades 9-12, state allocation	-	-	-	122,540	-	122,540	122,540	259,480	8,355	-	52,178	16,850	
	8119 - State Year Income / Adjustment	18,852	512,478	354,808	-	-	-	92,916	-	259,480	8,355	-	52,178	16,850
	8111 - Special Education - K-3	-	-	-	-	-	-	-	14,375	-	44,150	-	3,375	-
	8112 - Special Education - 4-6	-	-	-	-	-	-	-	15,861	-	47,932	-	4,351	-
	8113 - Special Education - 7-8	-	-	-	-	-	-	-	17,201	-	51,185	-	5,181	-
	8114 - Special Education - 9-12	-	-	-	-	-	-	-	31,277	-	87,303	-	8,730	-
	8180 - Economic Impact	-	-	-	6,134	-	-	6,134	12,267	-	34	-	1,794	566
	8300 - Donor	-	-	-	16,072	-	-	16,072	32,144	-	95,832	-	18,832	1,222
	8321 - State Title I program	-	-	-	322	-	-	322	644	-	1,932	-	322	-
	8322 - State Title II program	-	-	-	322	-	-	322	644	-	1,932	-	322	-
	8323 - State Title III program	-	-	-	322	-	-	322	644	-	1,932	-	322	-
	8324 - State Title IV program	-	-	-	322	-	-	322	644	-	1,932	-	322	-
	8325 - State Title V program	-	-	-	322	-	-	322	644	-	1,932	-	322	-
	8399 - Other State funding program	-	-	-	-	-	-	-	-	-	-	-	-	-
	Federal	8220 - Federal Child Nutrition Program	-	-	-	2,641	7,481	7,481	3,481	3,481	3,481	3,481	3,481	3,481
		8221 - All Other Federal Revenue, no Federal Award	-	-	-	67,600	51,098	51,098	51,098	51,098	51,098	51,098	51,098	51,098
		8222 - Title II	-	-	-	-	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380
8223 - Title III		-	-	-	-	-	-	-	-	-	-	-	-	
8224 - Title IV		-	-	-	-	-	-	-	-	-	-	-	-	
8225 - Title V		-	-	-	-	-	-	-	-	-	-	-	-	
8226 - Title V, B, K-9, program		-	-	-	-	-	-	-	-	-	-	-	-	
Local		8100 - In-Lieu of Payment, Title, K-3	3,208	6,641	4,427	4,427	4,427	4,427	4,427	4,427	7,368	3,874	5,874	3,874
		8101 - In-Lieu of Payment, Title, 4-6	2,564	4,728	3,152	3,152	3,152	3,152	3,152	3,152	5,516	2,738	2,738	2,738
8102 - In-Lieu of Payment, Title, 7-8		2,451	4,376	2,917	2,917	2,917	2,917	2,917	2,917	4,664	2,232	2,232	2,232	
8103 - In-Lieu of Payment, Title, 9-12	5,816	10,831	7,222	7,222	7,222	7,222	7,222	7,222	12,698	6,319	6,319	6,319		
8104 - All Other Transfers from County/Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
8105 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8106 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8107 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8108 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8109 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8110 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8111 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8112 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8113 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8114 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8115 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8116 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8117 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8118 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8119 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8120 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8121 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8122 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8123 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8124 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8125 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8126 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8127 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8128 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8129 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8130 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8131 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8132 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8133 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8134 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8135 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8136 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8137 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8138 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8139 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8140 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8141 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8142 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8143 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8144 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8145 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8146 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8147 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8148 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8149 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8150 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8151 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8152 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8153 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8154 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8155 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8156 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8157 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8158 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8159 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8160 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8161 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8162 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8163 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8164 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8165 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8166 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8167 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8168 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8169 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8170 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8171 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8172 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8173 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8174 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8175 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8176 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8177 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8178 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8179 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8180 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8181 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8182 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8183 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8184 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8185 - All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	
8186 - All Other Transfers from Other Locations	-	-	-	-										

