

## REGULAR BOARD MEETING

Wednesday, April 17, 2024 at 5:30 PM

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

Teleconference Participation available via Zoom

<https://us02web.zoom.us/j/89929833685?pwd=MG95RG5DMDZ4NWFFUEozNUJqZ1RPQT09>

**Teleconference participation is also available at these physical locations:**

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

**995 Paiute Lane, Susanville, CA 96130**

### Agenda

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

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

- I. Call to order and roll call** Time: PM  
Shaun Giese ☐ Wilma Kominek ☐ Stacy Kirklin ☐ Jason Ingram ☐ Randi Collier ☐
- II. Pledge of Allegiance**
- III. Approval of the Agenda**
- IV. Consent Agenda**  
Board Items under the consent agenda are routine and will be enacted by one motion unless any member of the Board or public requests that an item be removed for separate consideration and placed in the regular order of business following approval of the consent agenda.
- A. Board Minutes:
    - 1. Regular Meeting 3/20/24
  - B. Bills & Warrants: 2/1/24-2/29/24
  - C. Quarterly Complaint Summary
  - D. Application for CDFA Farm to School Grant
- V. Public Comments**  
An opportunity for any member of the public to address the Governing Board on any matter **not** on the Agenda, but which is within the jurisdiction of the Board.

## **VI. Reports**

- A. Board Members
- B. Executive Director
- C. Finance Report: Brian Holmes will join to present the 2<sup>nd</sup> Interim highlights
- D. Program Reports-submitted in writing: Campus Locations, Special Programs, Counseling, Adult Education, Intervention, Safety, and Quarterly Vehicle Report

## **VII. Information Items**

- A. Construction Update
- B. Special Education Monitoring
- C. WASC Visit Update
- D. Consumer Confidence Report

## **VIII. Action Items**

- A. Discussion and possible action regarding approval of additional costs for Doyle Construction project.
- B. Discussion and possible action regarding approval of Overnight Field Trips for 8<sup>th</sup> and 12<sup>th</sup> grades.
- C. Discussion and possible action regarding approval of approve SPED Teacher Competencies.
- D. Discussion and possible action regarding approval of MOU for Athletics with Westwood Unified School District.
- E. Discussion and possible action regarding approval of position and job description for Work Based Agriculture Coordinator.
- F. Discussion and possible action regarding approval of job description for Transitional Assistant Director.

## **IX. Closed Session**

### **Time:**

While meetings of the Board of Directors must be open to the public, California law provides for closed sessions which are not open to the public for matters including when the Board is considering expulsions, suspension or disciplinary actions in connection with any pupil, the appointment, employment or dismissal of a public officer or employee, hearing complaints or charges against a public officer or employee or is discussing aspects of salary negotiations, conference with real property negotiator, liability claims, and conference with legal counsel.

### **A. PUBLIC EMPLOYMENT**

- 1. Classified Staff for 2024-25
- 2. Certificated Staff for 2024-25

### **B. PUBLIC EMPLOYEE APPOINTMENT**

- 1. Transitional Assistant Director

**Time Concluded:** \_\_\_\_\_ **Report Out:**

## **X. Future Items:** Review Homeless Policy; update Reserve Allocations

## **XI. Adjournment:** Meeting adjourned at \_\_\_\_\_ PM. The next regular meeting will be held Wednesday, May 15, 2024 at 5:30 PM.

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### **ZOOM details**

Dial in: 1 669 900 6833

Meeting ID: 899 2983 3685

Passcode: tCC99X or 421489

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## REGULAR BOARD MEETING

Wednesday, March 20, 2024 at 5:30 PM

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

### Minutes

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

**II. Pledge of Allegiance**

**III. Approval of the Agenda**

MSCU (Kominek/Kirklin)

**IV. Consent Agenda**

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

A. Board Minutes:

1. Regular Meeting 2/21/24

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

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

D. School Calendar for 2024-25

E. MOU with Plumas Charter for ELPAC Assessment Services

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

G. Renew Parsec (data analysis) through 6/30/2027

MSCU (Kirklin/Kominek)

**V. Public Comments**

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

**VI. Reports**

A. Board Members

B. Executive Director

C. Finance Report

D. Program Reports-submitted in writing: Campus Locations, Special Programs, Curriculum, Intervention, Counseling, Adult Education, and Safety.

**VII. Information Items**

A. Titus Agee – Music CTE Pathway Presentation

B. Fraudulent Transactions-Update

C. Healthy Kids Survey Report

**VIII. Action Items**

A. Discussion and possible action regarding approval of Second Interim Budget.

MSCU (Kominek/Kirklin)

- B. Discussion and possible action regarding approval of Capacity Limits for the 2024-25 School Year.

MSCU (Kirklin/Kominek)

- C. Discussion and possible action regarding approval of position control for 2024-25 school year.

MSCU (Kominek/Kirklin)

- D. Discussion and possible action regarding approval of adding Assistant Principal salary schedule.

MSCU (Kominek/Ingram)

- E. Discussion and possible action regarding approval of Parent Code of Conduct at Sport, Co-Curricular, & Extra Curricular Events Policy# 5015.

MSCU (Kirklin/Ingram)

- F. Discussion and possible action regarding approval of request for assistance for visa sponsorship.

MSCU (Ingram/Kirklin)

- G. Discussion and possible action regarding approval of updated Fiscal Policy & Procedures #2001.

MSCU (Kirklin/Kominek)

- H. Discussion and possible action regarding approval of Teacher Competencies.

MSCU (Kominek/Ingram)

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

**X** Adjournment: Meeting adjourned at 6:36PM. The next regular meeting will be held Wednesday, April 17, 2024 at 5:30 PM.

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ZOOM details

Dial in: 1 669 900 6833

Meeting ID: 874 8104 5751

Passcode: L1FzE2 or 906520



# Combined Board Check Register

School: Long Valley

Month: February 2024



Total Paid By Check: \$ 323,826.91  
Total Paid By Credit Card: \$ 6,959.02

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78113	Commission on Teacher Credentialing	2/2/2024	Bill #020124--J. Landerman		\$ 100.00
Check	78114	Bonanza Produce Co.	2/5/2024	Bill #03690922--Food Services		\$ 571.20
Check	78116	California Department of Taxes and Fee Administration	2/5/2024	Bill #093023--Acct 103-127188 Use Tax Period End 9/30/2023 Bill #123123--Acct 103-127188 Use Tax Period End 12/31/2023		\$ 1,230.68
Check	78117	Katie Campbell	2/5/2024	Bill #012224--Reimb: Mileage		\$ 120.60
Check	78118	CharterSAFE	2/5/2024	Bill #43428--October Premium 2023-2024 - Package Premium & Workers Compensation		\$ 4,981.00
Check	78121	CSM Consulting Inc	2/5/2024	Bill #17347--E-rate Installment for the service period: 10/01 - 12/31/23 Bill #17205--E-rate Installment for the service period: 10/01 - 12/31/23		\$ 875.00
Check	78122	Ed Staub & Sons Petroleum	2/5/2024	Bill #10263276--Services		\$ 859.60
Check	78123	EdTec Inc	2/5/2024	Bill #28593--EdTec Monthly Back Office Service - February 2024		\$ 7,083.33
Check	78124	Heather Elliott	2/5/2024	Bill #012424--Reimb: Mileage		\$ 154.15
Check	78125	Frontier	2/5/2024	Bill #011024--Services due by 02/05/24		\$ 785.48
Check	78126	Hunt & Sons INC	2/5/2024	Bill #819356--Materials & Supplies		\$ 477.29
Check	78127	Lassen County	2/5/2024	Bill #011024--Building Permit Fee		\$ 225.00
Check	78128	Matthew Lemas CPA & Associates	2/5/2024	Bill #5944--Preparation of 2023 Non-Profit Federal & State Tax Returns		\$ 500.00
Check	78129	Morning Glory, Inc.	2/5/2024	Bill #396335--Food Services Bill #396810--Food Services Bill #396257--Food Services Bill #396439--Food Services Bill #396778--Food Services		\$ 903.46
Check	78131	El Roper	2/5/2024	Bill #012224--Reimb: Mileage		\$ 59.90
Check	78132	Verizon Wireless	2/5/2024	Bill #9954236610--Services 12/15/23 - 01/14/24		\$ 677.20

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78133	Staples	2/7/2024	Bill #3552374337--Supplies Bill #3552374336--Supplies		\$ 183.78
Check	78135	Verizon Wireless	2/7/2024	Bill #9949305956--Services 10/15 - 11/14/23		\$ 402.53
Check	78136	Alhambra	2/8/2024	Bill #19699387 012524--Products & other Charges due by 02/17/24		\$ 347.21
Check	78137	AmeriGas	2/8/2024	Bill #3160209676--Services due by 02/26/24 Bill #3160209674--Services due by 02/26/24 Bill #3160209669--Services due by 02/26/24 Bill #3160209671--Services due by 02/26/24		\$ 383.82
Check	78138	Bonanza Produce Co.	2/8/2024	Bill #03693065--Food Services		\$ 465.55
Check	78139	California Department of Education	2/8/2024	Bill #24 SF-46122--Supplies		\$ 89.70
Check	78140	Coast to Coast Computer Products	2/8/2024	Bill #A2615245--Supplies		\$ 112.60
Check	78141	Sarah Crumbaker-Froud	2/8/2024	Bill #012324--Reimb: Alaska Flight		\$ 188.10
Check	78142	DiPietro & Associates Inc	2/8/2024	Bill #0124103--ZOLL Pedi Padz II Pediatric Multi Function Electrodes & Shipping		\$ 232.10
Check	78143	Entourage Yearbooks	2/8/2024	Bill #1078676001--Value Program Yearbook Services		\$ 1,072.50
Check	78144	FGL Environmental	2/8/2024	Bill #470088A--Services due by 03/01/24		\$ 85.00
Check	78146	Melissa Huffman	2/8/2024	Bill #013124--Supervision Paperwork & Consultation: January 2024		\$ 450.00
Check	78147	Integrity Heating and Air	2/8/2024	Bill #2451--Repairs and Maintenance		\$ 27,400.00
Check	78148	Lassen County Office of Education	2/8/2024	Bill #012624--CPI Training: 01/19 - 01/25/24 Bill #23/24-241--January Phone bill		\$ 939.80
Check	78150	Learning Plus	2/8/2024	Bill #12154--CC Intervention Math Bill #12157--CC Intervention Math		\$ 2,801.27
Check	78151	Liberty Utility CA	2/8/2024	Bill #012324--Electric Charges: 12/20/23 - 01/17/24		\$ 709.44
Check	78152	Liberty Utility CA	2/8/2024	Bill #012324--Electric charges: 12/20/23 - 01/17/24		\$ 84.42
Check	78153	Liberty Utility CA	2/8/2024	Bill #012324--Electric Charges : 12/20/23 - 01/17/24		\$ 160.34
Check	78154	Liberty Utility CA	2/8/2024	Bill #012324--Electric Charges : 12/20/23 - 01/17/24		\$ 87.31
Check	78155	James Merzon	2/8/2024	Bill #020224--Reimb: 80% of common area		\$ 19.48
Check	78156	Modern Building, Inc	2/8/2024	Bill #123123--LVCS Gym Waiver and Release on Progress Payment		\$ 157,279.90
Check	78157	Morning Glory, Inc.	2/8/2024	Bill #396873--Food Services Bill #396872--Food Services		\$ 239.24
Check	78158	NST Engineering, Inc	2/8/2024	Bill #14420--December Construction Progress Report and Site Inspection		\$ 500.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78159	Staples	2/8/2024	Bill #3557448152--Supplies Bill #3556997999--Supplies Bill #3556998002--Supplies Bill #3557448153--Supplies		\$ 596.26
Check	78160	Stephanie Parshall	2/8/2024	Bill #103--English 3 Book List Bill #102--English 3 Book List Bill #101--English 3 Book List		\$ 3,600.00
Check	78161	Auto Repair by Steve	2/8/2024	Bill #001629--Services; 01/26/24		\$ 275.00
Check	78162	TCSIG	2/8/2024	Bill #020224--Premium Billing: February 2024		\$ 57,522.64
Check	78164	Trover Constructino Project Management LLC	2/8/2024	Bill #1117--Construction Management Progress Payment		\$ 9,983.78
Check	78165	US Foods	2/8/2024	Bill #4770140--Food Services Bill #4949252--Food Services		\$ 4,038.77
Check	78166	Worlds Finest Chocolate Inc	2/8/2024	Bill #91468262--Bar Vp 60CT WFC		\$ 2,820.00
Check	78167	Kelly Wynn	2/8/2024	Bill #012924--Reimb: Mileage		\$ 219.76
Check	78168	Advanced Comfort Control Inc.	2/16/2024	Bill #BR012431--Circuit Breaker Install New Microwave		\$ 379.90
Check	78170	Bonanza Produce Co.	2/16/2024	Bill #03694935--Food Services		\$ 489.95
Check	78171	Brady Industries	2/16/2024	Bill #8623180--Supplies		\$ 228.62
Check	78173	C&S Waste Solutions of Lassen County	2/16/2024	Bill #175622509U037--Frontload 6yd Recycle: 02/01 - 02/29/24		\$ 421.59
Check	78174	CharterSAFE	2/16/2024	Bill #45001--March Premium 2023-2024 - Package Premium & Workers Compensation		\$ 6,260.00
Check	78175	Occupational Health Centers of the Southwest	2/16/2024	Bill #956714639--Services		\$ 83.00
Check	78176	Country Breeze Cleaning	2/16/2024	Bill #013124--Once Weekly Cleaning Admin Office January 24		\$ 540.00
Check	78177	Ed Staub & Sons Petroleum	2/16/2024	Bill #10345119--Services		\$ 760.08
Check	78178	Folchi Logging and Construction, Inc.	2/16/2024	Bill #SNOW24#7--Snow Removal : January 2024		\$ 390.00
Check	78179	Law Offices of Young, Minney & Corr, LLP	2/16/2024	Bill #8649--Svcs: 01/25 - 01/26/24		\$ 280.00
Check	78181	Learning Without Tears	2/16/2024	Bill #INV197608--Books & Supplies		\$ 2,395.51
Check	78183	Morning Glory, Inc.	2/16/2024	Bill #396938--Food Services Bill #396937 A--Food Services		\$ 866.23
Check	78184	Plumas-Sierra Rural Electric Cooperative	2/16/2024	Bill #013124--Utilities: 12/18/23 - 01/16/24		\$ 3,089.66

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78185	Plumas-Sierra Telecommunications	2/16/2024	Bill #013124--Communications due by 02/21/24		\$ 384.12
Check	78186	Plumas-Sierra Telecommunications	2/16/2024	Bill #013124--Communications due by 02/21/24		\$ 25.00
Check	78187	ReliaStar Life Insurance Company	2/16/2024	Bill #12A5734535--Employee Benefits: 02/01 - 02/29/24 + Past Due		\$ 563.50
Check	78188	San Joaquin County office of Education	2/16/2024	Bill #24-02702--Maintenance of SEIS/SIS Integration Components and Services for the FY 23/24		\$ 13.50
Check	78189	STAMPS.COM Inc	2/16/2024	Bill #S1198924011-4--Monthly Service Fee: 01/01 - 01/31/24		\$ 15.00
Check	78190	Thrive Public Schools	2/16/2024	Bill #1125--Consulting Services: 01/01/24 Bill #1124--Consulting Services: 01/01/24		\$ 4,500.00
Check	78191	Ubeo Business Services	2/16/2024	Bill #4400249--Contract Base Rate Charge for 02/01 - 02/29/24 Bill #4400250--Contract Usage Charge for 11/01/23 - 01/31/24 Bill #4400251--Contract Base Rate Charge for 03/01 - 03/31/24		\$ 1,672.64
Check	78192	US Foods	2/16/2024	Bill #5131876--Food Services Bill #5131877--Food Services		\$ 1,317.73
Check	78193	Verizon Wireless	2/16/2024	Bill #9954615492--Monthly & Equipment Charges: 12/20/23 - 01/19/24		\$ 195.01
Check	78194	James Merzon	2/22/2024	Bill #March 2024--Lease of Portola Building		\$ 3,666.68
Check	78195	Westwood Varsity Volleyball	2/29/2024	Bill #030924--Westwood March Madness Jr High Volleyball Tournament Registration		\$ 100.00
Check	DB020924	Credit One Bank	2/9/2024	DB020924		\$ 147.00
Check	DB022624	USDA Rural Development	2/26/2024	DB022624		\$ 2,148.00
Credit Card	9515-5946	Amazon.com	2/20/2024	01/29 - Amazon.com		\$ 150.68
Credit Card	9515-5946	Event : CCCAOE Spring	2/20/2024	02/14 - Event : CCCAOE Spring		\$ 472.50
Credit Card	9515-5946	Homestead Education	2/20/2024	01/23 - Homestead Education		\$ 166.63
Credit Card	9515-5946	Quik Stop	2/20/2024	01/25 - Quik Stop		\$ 36.23
Credit Card	9515-5946	Power Home School	2/20/2024	02/05 - Power Home School		\$ 12.50
Credit Card	9515-5946	Institute for Brain Potential	2/20/2024	02/12 - Institute for Brain Potential		\$ 42.00
Credit Card	9515-5946	San Agus Cocina Urbana & Cocktails	2/20/2024	01/25 - San Agus Cocina Urbana & Cocktails		\$ 54.60
Credit Card	9515-5946	Graduate Palo Alto	2/20/2024	01/26 - Graduate Palo Alto		\$ 444.62
Credit Card	9515-5946	Theranest Monthly	2/20/2024	02/02 - Theranest Monthly		\$ 30.00
Credit Card	9515-5946	Zoom.us	2/20/2024	02/15 - Zoom.us		\$ 74.95
Credit Card	9515-5946	Poke House - Palo Alto	2/20/2024	01/23 - Poke House - Palo Alto		\$ 20.50
Credit Card	9515-5946	Howie's Artisan Pizza	2/20/2024	01/23 - Howie's Artisan Pizza		\$ 61.00

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-5946	Stanford Youcubed	2/20/2024	01/24 - Stanford Youcubed		\$ 50.00
Credit Card	9515-5946	Young, Minney, & Corr	2/20/2024	01/26 - Young, Minney, & Corr		\$ 37.50
Credit Card	9515-5946	The Westin Palo Alto	2/20/2024	01/26 - The Westin Palo Alto		\$ 905.89
Credit Card	9515-5946	The Westin Palo Alto	2/20/2024	01/26 - The Westin Palo Alto		\$ 929.75
Credit Card	9515-5946	The Westin Palo Alto	2/20/2024	01/26 - The Westin Palo Alto		\$ 943.07
Credit Card	9515-5946	PCE	2/20/2024	01/31 - PCE		\$ 87.50
Credit Card	9515-5946	WAL-MART	2/20/2024	02/01 - WAL-MART		\$ 35.98
Credit Card	9515-5946	Diamond Mountain Mini Mart	2/20/2024	02/01 - Diamond Mountain Mini Mart		\$ 25.00
Credit Card	9515-5946	Starbucks Store	2/20/2024	02/05 - Starbucks Store		\$ 30.00
Credit Card	9515-5946	Starbucks Store	2/20/2024	02/05 - Starbucks Store		\$ 15.00
Credit Card	9515-5946	USPS PO	2/20/2024	02/19 - USPS PO		\$ 4.03
Credit Card	9515-5946	Institute for Brain Potential	2/20/2024	02/19 - Institute for Brain Potential		\$ 42.00
Credit Card	9515-5946	Susanville Ace Hardware	2/20/2024	02/19 - Susanville Ace Hardware		\$ 3.31
Credit Card	9515-5946	USPS PO	2/20/2024	01/25 - USPS PO		\$ 3.30
Credit Card	9515-5946	7-Eleven	2/20/2024	01/29 - 7-Eleven		\$ 31.63
Credit Card	9515-5946	Young, Minney, & Corr	2/20/2024	01/29 - Young, Minney, & Corr		\$ 37.50
Credit Card	9515-5946	Young, Minney, & Corr	2/20/2024	01/29 - Young, Minney, & Corr		\$ 37.50
Credit Card	9515-5946	Costco Whse	2/20/2024	02/02 - Costco Whse		\$ 144.81
Credit Card	9515-5946	Costco Gas	2/20/2024	02/02 - Costco Gas		\$ 31.95
Credit Card	9515-5946	7-Eleven	2/20/2024	02/05 - 7-Eleven		\$ 9.98
Credit Card	9515-5946	7-Eleven	2/20/2024	02/05 - 7-Eleven		\$ 37.80
Credit Card	9515-5946	Koool Stuff Portola	2/20/2024	02/05 - Koool Stuff Portola		\$ 36.00
Credit Card	9515-5946	Store Portola	2/20/2024	02/05 - Store Portola		\$ 164.95
Credit Card	9515-5946	7-Eleven	2/20/2024	02/15 - 7-Eleven		\$ 50.16
Credit Card	9515-5946	7-Eleven	2/20/2024	02/19 - 7-Eleven		\$ 38.23
Credit Card	9515-5946	7-Eleven	2/20/2024	02/19 - 7-Eleven		\$ 38.55
Credit Card	9515-5946	Young, Minney, & Corr	2/20/2024	02/07 - Young, Minney, & Corr		\$ 37.50
Credit Card	9515-5946	SP ESSENTIALS IN WRITING	2/20/2024	01/24 - SP ESSENTIALS IN WRITING		\$ 72.70
Credit Card	9515-5946	Home Science Tools	2/20/2024	01/24 - Home Science Tools		\$ 49.42
Credit Card	9515-5946	Young, Minney, & Corr	2/20/2024	01/29 - Young, Minney, & Corr		\$ 37.50
Credit Card	9515-5946	Marketing360°	2/20/2024	02/02 - Marketing360°		\$ 257.08
Credit Card	9515-5946	Costco.com	2/20/2024	02/05 - Costco.com		\$ 189.89
Credit Card	9515-5946	FMCSA Clearinghouse	2/20/2024	02/08 - FMCSA Clearinghouse		\$ 3.13
Credit Card	9515-5946	Cal-Nevada	2/20/2024	02/12 - Cal-Nevada		\$ 429.00
Credit Card	9515-5946	Wooter Apparel	2/20/2024	02/14 - Wooter Apparel		\$ 401.80
Credit Card	9515-5946	The Webstaurant Store	2/20/2024	02/15 - The Webstaurant Store		\$ 128.46
Credit Card	9515-5946	Dollar General	2/20/2024	01/29 - Dollar General		\$ 9.81
Credit Card	9515-5946	Dollar General	2/20/2024	02/12 - Dollar General		\$ 5.20

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	CR77730	Liberty Utilities	2/1/2024	Bill #6998559--Acct# 88547954-88262491; Services: 07/18 - 08/17/23	VOID	-
Check	77660	Liberty Utilities	2/1/2024	Bill #6998559--Acct# 88547954-88262491; Services: 07/18 - 08/17/23	VOID	-
Check	77956	Staples	2/7/2024	Bill #3552374336--Cust# LA 1827108; Supplies	VOID	-
Check	77962	Verizon Wireless	2/7/2024	Bill #9949305956--Acct# 542362909-00002; Services 10/15 - 11/14/23	VOID	-

# Combined Board Check Register

School: Thompson

Month: February 2024



Total Paid By Check: \$ 134,296.63  
Total Paid By Credit Card: \$ 6,959.02

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78114	Bonanza Produce Co.	2/5/2024	Bill #03690922--Food Services		\$ 70.75
Check	78115	Brady Industries	2/5/2024	Bill #8589642--Supplies		\$ 83.14
Check	78116	California Department of Taxes and Fee Administration	2/5/2024	Bill #093023--Acct 103-127188 Use Tax Period End 9/30/2023 Bill #123123--Acct 103-127188 Use Tax Period End 12/31/2023		\$ 1,230.68
Check	78118	CharterSAFE	2/5/2024	Bill #43428--October Premium 2023-2024 - Package Premium & Workers Compensation		\$ 4,981.00
Check	78119	City of Susanville	2/5/2024	Bill #011824--Gas & Water Reading: 12/19/23 - 01/18/24		\$ 55.65
Check	78120	City of Susanville	2/5/2024	Bill #011824--Gas & Water Reading: 12/19/23 - 01/18/24		\$ 597.83
Check	78121	CSM Consulting Inc	2/5/2024	Bill #17347--E-rate Installment for the service period: 10/01 - 12/31/23 Bill #17205--E-rate Installment for the service period: 10/01 - 12/31/23		\$ 700.00
Check	78123	EdTec Inc	2/5/2024	Bill #28593--EdTec Monthly Back Office Service - February 2024		\$ 7,083.34
Check	78128	Matthew Lemas CPA & Associates	2/5/2024	Bill #5944--Preparation of 2023 Non-Profit Federal & State Tax Returns		\$ 500.00
Check	78129	Morning Glory, Inc.	2/5/2024	Bill #396335--Food Services Bill #396810--Food Services Bill #396257--Food Services Bill #396439--Food Services Bill #396778--Food Services		\$ 119.33
Check	78130	Stephanie Preston	2/5/2024	Bill #012524--Reimb: Mileage		\$ 385.92
Check	78131	El Roper	2/5/2024	Bill #012224--Reimb: Mileage		\$ 56.41
Check	78132	Verizon Wireless	2/5/2024	Bill #9954236610--Services 12/15/23 - 01/14/24		\$ 677.19
Check	78133	Staples	2/7/2024	Bill #3552374337--Supplies Bill #3552374336--Supplies		\$ 82.42
Check	78134	DMV Renewal	2/7/2024	Bill #120123--Renewal Due 01/18/24		\$ 428.00
Check	78135	Verizon Wireless	2/7/2024	Bill #9949305956--Services 10/15 - 11/14/23		\$ 402.52

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78138	Bonanza Produce Co.	2/8/2024	Bill #03693065--Food Services		\$ 159.40
Check	78140	Coast to Coast Computer Products	2/8/2024	Bill #A2615245--Supplies		\$ 112.59
Check	78141	Sarah Crumbaker-Froud	2/8/2024	Bill #012324--Reimb: Alaska Flight		\$ 188.10
Check	78145	Forest Office Equipment	2/8/2024	Bill #SV006932--Replaced Thermal Cutoff & Thermostat		\$ 916.51
Check	78148	Lassen County Office of Education	2/8/2024	Bill #012624--CPI Training: 01/19 - 01/25/24 Bill #23/24-241--January Phone bill		\$ 240.00
Check	78149	LEAF	2/8/2024	Bill #15952195--Copier Systems due by 02/16/24		\$ 293.80
Check	78150	Learning Plus	2/8/2024	Bill #12154--CC Intervention Math Bill #12157--CC Intervention Math		\$ 3,961.55
Check	78155	James Merzon	2/8/2024	Bill #020224--Reimb: 80% of common area		\$ 19.48
Check	78157	Morning Glory, Inc.	2/8/2024	Bill #396873--Food Services Bill #396872--Food Services		\$ 336.12
Check	78159	Staples	2/8/2024	Bill #3557448152--Supplies Bill #3556997999--Supplies Bill #3556998002--Supplies Bill #3557448153--Supplies		\$ 337.23
Check	78160	Stephanie Parshall	2/8/2024	Bill #103--English 3 Book List Bill #102--English 3 Book List Bill #101--English 3 Book List		\$ 3,600.00
Check	78162	TCSIG	2/8/2024	Bill #020224--Premium Billing: February 2024		\$ 34,991.84
Check	78163	Tholl Fence Inc	2/8/2024	Bill #020224--50% Balance Due; Furnish and Install commercial chainlink fence		\$ 34,727.00
Check	78167	Kelly Wynn	2/8/2024	Bill #012924--Reimb: Mileage		\$ 219.76
Check	78168	Advanced Comfort Control Inc.	2/16/2024	Bill #BR012431--Circuit Breaker Install New Microwave		\$ 379.90
Check	78169	Christina Alkire	2/16/2024	Bill #010824A--Reimb: Lunch-Conference Bill #111323--Reimb: Mileage Bill #010824--Reimb: Mileage Bill #020824--Reimb: Mileage		\$ 622.59
Check	78170	Bonanza Produce Co.	2/16/2024	Bill #03694935--Food Services		\$ 84.10
Check	78172	C&S Waste Solutions of Lassen County	2/16/2024	Bill #176622819U037--Frontload 2Yd Recycle: 02/01 - 02/29/24		\$ 247.42
Check	78174	CharterSAFE	2/16/2024	Bill #45001--March Premium 2023-2024 - Package Premium & Workers Compensation		\$ 6,260.00
Check	78179	Law Offices of Young, Minney & Corr, LLP	2/16/2024	Bill #8649--Svcs: 01/25 - 01/26/24		\$ 280.00
Check	78180	Learning Without Tears	2/16/2024	Bill #INV197715--Books & Supplies		\$ 1,152.66
Check	78182	Modern Building, Inc	2/16/2024	Bill #1--Various ADA Improvements		\$ 19,843.00

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



Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	78183	Morning Glory, Inc.	2/16/2024	Bill #396938--Food Services Bill #396937 A--Food Services		\$ 219.30
Check	78187	ReliaStar Life Insurance Company	2/16/2024	Bill #12A5734535--Employee Benefits: 02/01 - 02/29/24 + Past Due		\$ 563.50
Check	78188	San Joaquin County office of Education	2/16/2024	Bill #24-02702--Maintenance of SEIS/SIS Integration Components and Services for the FY 23/24		\$ 13.50
Check	78189	STAMPS.COM Inc	2/16/2024	Bill #S1198924011-4--Monthly Service Fee: 01/01 - 01/31/24		\$ 14.99
Check	78190	Thrive Public Schools	2/16/2024	Bill #1125--Consulting Services: 01/01/24 Bill #1124--Consulting Services: 01/01/24		\$ 4,500.00
Check	78192	US Foods	2/16/2024	Bill #5131876--Food Services Bill #5131877--Food Services		\$ 68.10
Check	78193	Verizon Wireless	2/16/2024	Bill #9954615492--Monthly & Equipment Charges: 12/20/23 - 01/19/24		\$ 195.02
Check	DB020924	Credit One Bank	2/9/2024	DB020924		\$ 146.99
Check	DB022624	USDA Rural Development	2/26/2024	DB022624		\$ 2,148.00
Credit Card	9515-5946	Amazon.com	2/20/2024	01/29 - Amazon.com		\$ 150.68
Credit Card	9515-5946	Event : CCCAOE Spring	2/20/2024	02/14 - Event : CCCAOE Spring		\$ 472.50
Credit Card	9515-5946	Homestead Education	2/20/2024	01/23 - Homestead Education		\$ 166.63
Credit Card	9515-5946	Quik Stop	2/20/2024	01/25 - Quik Stop		\$ 36.23
Credit Card	9515-5946	Power Home School	2/20/2024	02/05 - Power Home School		\$ 12.50
Credit Card	9515-5946	Institute for Brain Potential	2/20/2024	02/12 - Institute for Brain Potential		\$ 42.00
Credit Card	9515-5946	San Agus Cocina Urbana & Cocktails	2/20/2024	01/25 - San Agus Cocina Urbana & Cocktails		\$ 54.60
Credit Card	9515-5946	Graduate Palo Alto	2/20/2024	01/26 - Graduate Palo Alto		\$ 444.62
Credit Card	9515-5946	Theranest Monthly	2/20/2024	02/02 - Theranest Monthly		\$ 30.00
Credit Card	9515-5946	Zoom.us	2/20/2024	02/15 - Zoom.us		\$ 74.95
Credit Card	9515-5946	Poke House - Palo Alto	2/20/2024	01/23 - Poke House - Palo Alto		\$ 20.50
Credit Card	9515-5946	Howie's Artisan Pizza	2/20/2024	01/23 - Howie's Artisan Pizza		\$ 61.00
Credit Card	9515-5946	Stanford Youcubed	2/20/2024	01/24 - Stanford Youcubed		\$ 50.00
Credit Card	9515-5946	Young, Minney, & Corr	2/20/2024	01/26 - Young, Minney, & Corr		\$ 37.50
Credit Card	9515-5946	The Westin Palo Alto	2/20/2024	01/26 - The Westin Palo Alto		\$ 905.89
Credit Card	9515-5946	The Westin Palo Alto	2/20/2024	01/26 - The Westin Palo Alto		\$ 929.75
Credit Card	9515-5946	The Westin Palo Alto	2/20/2024	01/26 - The Westin Palo Alto		\$ 943.07
Credit Card	9515-5946	PCE	2/20/2024	01/31 - PCE		\$ 87.50
Credit Card	9515-5946	WAL-MART	2/20/2024	02/01 - WAL-MART		\$ 35.98
Credit Card	9515-5946	Diamond Mountain Mini Mart	2/20/2024	02/01 - Diamond Mountain Mini Mart		\$ 25.00
Credit Card	9515-5946	Starbucks Store	2/20/2024	02/05 - Starbucks Store		\$ 30.00
Credit Card	9515-5946	Starbucks Store	2/20/2024	02/05 - Starbucks Store		\$ 15.00

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



**QUARTERLY COMPLAINT SUMMARY FORM CONCERNING  
LACK OF INSTRUCTIONAL MATERIALS  
INDEADEQUATE, UNSAFE & UNHEALTHFUL SCHOOL FACILITIES  
LACK OF QUALIFIED TEACHERS**

☒ No, neither of our schools has received any complaints relating to the above concerns this quarter.

☐ Yes, one of our schools has received a complaint(s) relating to the above concerns.

If yes, the copy of the complaint is attached (removing any confidential student information as appropriate). An explanation of the School's resolution to the complaint follows.

Quarter covered by this report:

☐ July 1 to September 30

☐ October 1 to December 31

☒ January 1 to March 31

☐ April 1 to June 30

Report prepared by: Sherri Morgan



4/9/24

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Sherri Morgan, Executive Director/ Superintendent

Date

groups as enumerated above in this category is a reflection of that reality, and consistent with the objective of ensuring that these groups are included in the funding priorities of this Request for Applications.

- **Limited-Resource Farm Households:** Per [the United States Department of Agriculture \(USDA\)](#), limited-resource farm households are those that, for two years in a row, have low farm sales and low household income, according to [this tool](#).
- **Climate Smart Agriculture Practices, Climate Smart Agriculture Production Systems, or Other Regenerative Strategies:** Climate smart agriculture practices include those defined by [the USDA Natural Resources Conservation Service \(NRCS\) Conservation Practice Standards \(CPS\)](#) and those identified by [the CDFA Office of Environmental Farming and Innovation](#) via the [Healthy Soils Program \(HSP\)](#), [Alternative Manure Management Program \(AMMP\)](#), [Dairy Digester Research and Development Program \(DDRDP\)](#), and [State Water Enhancement and Efficiency Program \(SWEEP\)](#), including but not limited to cover cropping, no or reduced till, hedgerow plantings, compost application, and prescribed grazing. Climate smart agriculture production systems include certified organic or transitioning to certified organic. Other regenerative strategies include those that also increase resilience to climate change, improve the health of communities and soil, protect water and air quality, increase biodiversity, and help store carbon in the soil. Please note that a process is currently underway to [define regenerative agriculture for state policies and programs](#); once the definition is established, this grant program's definition of regenerative agriculture will align.

No match-\$200 k requested.

22. CA Food Procurement Goal: Check all that apply

Required Goal 1

- ☒ Our proposed project will increase procurement of California grown or produced, whole or minimally processed food for incorporation into school meals

Optional Goal 2

- ☒ Our proposed project will increase procurement of whole or minimally processed food (for school meals) from small to midsize food producers in CA
- ☐ Not Applicable

Optional Goal 3

- ☒ Our proposed project will increase procurement of whole or minimally processed food (for school meals) from veteran, socially disadvantaged, and/or limited-resource food producers in CA
- ☐ Not Applicable

Optional Goal 4

- ☒ Our proposed project will increase procurement of whole or minimally processed food (for school meals) from food producers in CA that utilize climate smart agriculture practices or production systems like certified organic or transitioning to certified organic
- ☐ Not Applicable

**Important note about #22:** In this grant program, the term "food producers" does not include school-operated gardens or school-operated farms. However, it does include third parties (such as individual contractors or non-profit organizations) that operate a farm on school property. If your proposed project will procure CA grown or produced, whole or minimally processed food for school meals from school-operated gardens/farms only, then you would be eligible to check goal 1 above, but not goals 2, 3, or 4.

23. Audience: How many students will the procurement component of your project reach? Please select one.

- ☒ All students who are enrolled in the school site(s) that the project will serve (reference response to #6 above)
- ☐ Specific student population(s) within these school sites

24. Budget Category #1a – CA Food Procurement (school meals): How much total grant funding will the project allocate toward California grown or produced, whole or minimally processed foods for school meals?

(24a) Enter Total Dollar Amount: CA Food Procurement for school meals

\$5,000.00



If \$0, please describe the other source(s) of funding that you will be using for CA food procurement for school meals during the project.

(24b) Timeline: In what months will the project spend these funds on California grown or produced, whole or minimally processed foods for school meals? Please select one. (Note: The estimated grant term is November 2024 – October 2026.)

- ☒ Throughout the duration of the project
- ☐ Other (enter month range below)

**25. Budget Category #2 – School Kitchen Costs:** How much total grant funding will the project allocate toward school kitchen supplies, equipment, and infrastructure to support the utilization of California grown or produced, whole or minimally processed foods in school meals?

*Note: If you are unsure whether to categorize an item as supplies, equipment, or infrastructure, it is ok. Please include the item in the category that seems to fit best.*

*Definition of Supplies: Tangible personal property having a useful life of less than one year or a per-unit value of less than \$5,000.*

*Example formatting for (25b):*

- *Scratch cooking supplies (blenders, pans, whisks): The purpose of the scratch cooking supplies is to complete Goal #\_, Activity #\_ from our work plan, which states that we will \_\_\_\_\_.*
- *Etc.*

(25a) Enter Total Dollar Amount: school kitchen supplies  
\$0.00

(25b) Itemization and Description: Please list the school kitchen supplies and briefly describe each item's purpose in the project. If you entered \$0 above, please write Not Applicable.

Not Applicable

*Definition of Equipment: Tangible personal property having a useful life of more than one year and a per-unit acquisition cost of \$5,000 or more. The acquisition cost includes the cost of any necessary accessories and all incidental costs incurred to put the asset into place and ready for its intended use.*

*Refer to [Sections 324.1, and 324.2 of the CDFA Grant Administration Regulations](#) for guidance regarding equipment property records and disposition.*

*Note: In accordance with the [CDFA Grant Administration Regulations, Section 330.1\(c\)\(1\)](#), if an equipment cost will benefit both grant project activities and non-grant project activities, then please approximate (using reasonable and properly documented methods) the proportion that is for proposed grant project activities as the proportion that may be charged to the grant award.*

*Example formatting for (25d):*

- *5 Commercial Food Processors: \$75,000 total  
Estimated cost is \$15,000 per commercial food processor. The purpose of the commercial food processors is to complete Goal #\_, Activity #\_ from our work plan, which states that we will \_\_\_\_\_.*
- *Etc.*

(25c) Enter Total Dollar Amount: school kitchen equipment  
\$0.00

(25d) Itemization and Description: Please list the school kitchen equipment, estimate the cost of each item, and briefly describe each item's purpose in the project. If you entered \$0 above, please write Not Applicable.

Not Applicable



**Infrastructure:**

**Note:** In accordance with the [CDFA Grant Administration Regulations, Section 330.1\(c\)\(1\)](#), if an infrastructure cost will benefit both grant project activities and non-grant project activities, then please approximate (using reasonable and properly documented methods) the proportion that is for proposed grant project activities as the proportion that may be charged to the grant award.

**Example formatting for (25f):**

- **Temperature Monitoring Software for Walk-in Refrigerator and Freezer: \$2,000**  
Estimated cost is \$2,000. The purpose of the temperature monitoring software is to complete Goal #\_, Activity #\_ from our work plan, which states that we will \_\_\_\_\_.
- Etc.

(25e) Enter Total Dollar Amount: school kitchen infrastructure  
\$0.00

(25f) Itemization and Description: Please list the school kitchen infrastructure, estimate the cost of each item, and briefly describe each item's purpose in the project. If you entered \$0 above, please write Not Applicable.

Not Applicable

(25g) Timeline: In what months will the project spend these funds on school kitchen supplies, equipment, and infrastructure? Please select one. (Note: The estimated grant term is November 2024 – October 2026.)

- ☐ Throughout the duration of the project
- ☐ Other (enter month range below)
- ☒ Not Applicable (dollar amount above for school kitchen supplies, equipment, and infrastructure is \$0)

26. Who will be responsible for implementing the CA food procurement component of the project? Enter name(s) below.  
EI Roper

**27. CA Food Procurement Activities and Timeline:** Please complete the following text box(es), listing the specific activities the project will implement to achieve each CA food procurement goal during the project, as well as a timeline for each activity.

**Activities:** *HOW* you will achieve the goal

**Timeline:** *WHEN* you will implement the activities (e.g., "throughout the duration of the project" or specific month(s) like "January-March 2025")

**Note:** The estimated grant term is November 2024 - October 2026.

**Please use this format:**

**Activity 1:** \_\_\_\_\_  
**Timeline:** \_\_\_\_\_

**Activity 2:** \_\_\_\_\_  
**Timeline:** \_\_\_\_\_

Etc.

Goal 1: Increase procurement of California grown or produced, whole or minimally processed food for incorporation into school meals. Below, enter activities the project will implement to achieve this goal and a timeline for each activity.

Activity 1: EI Roper will conduct a survey to identify local producers. This will include gathering contact information, food products available, a calendar of availability for those products. Ms. Roper will also ascertain the size categorization of the food producer, their status as veteran/socially disadvantaged/limited resource producers and if they utilize smart agriculture practices/certified organic.

Timeline: November 2024-January 2025



Activity 2: Using the calendar of availability, communicate monthly with local producers to request quotes for products as required by the school's procurement policy.

Timeline: Throughout the duration of the project.

Activity 3: Procure locally produced whole or minimally processed foods in accordance with legally required processes.

Timeline: Throughout the duration of the project.

Activity 4: Coordinate with kitchen staff to update school meal menus to incorporate the locally produced foods procured into school meals to comply with USDA food pattern requirements.

Timeline: Throughout the duration of the project.

Goal 2: Increase procurement of whole or minimally processed food (for school meals) from small to midsize food producers in CA. Below, enter activities the project will implement to achieve this goal and a timeline for each activity.

Activity 1: El Roper will conduct a survey to identify local producers. This will include gathering contact information, food products available, a calendar of availability for those products. Ms. Roper will also ascertain the size categorization of the food producer.

Timeline: November 2024-January 2025

Activity 2: Using the calendar of availability, communicate monthly with local producers to request quotes for products as required by the school's procurement policy.

Timeline: Throughout the duration of the project.

Activity 3: Procure locally produced whole or minimally processed foods from small to midsize CA producers in accordance with legally required processes.

Timeline: throughout the duration of the project.

Activity 4: Coordinate with kitchen staff to update school meal menus to incorporate the locally produced foods procured into school meals to comply with USDA food pattern requirements.

Timeline: Throughout the duration of the project.

Goal 3: Increase procurement of whole or minimally processed food (for school meals) from veteran, socially disadvantaged, and/or limited-resource food producers in CA. Below, enter activities the project will implement to achieve this goal and a timeline for each activity.

Activity 1: El Roper will conduct a survey to identify local producers. This will include gathering contact information, food products available, a calendar of availability for those products. Ms. Roper will also ascertain their status as veteran/socially disadvantaged/limited resource producers.

Timeline: November 2024-January 2025

Activity 2: Using the calendar of availability, communicate monthly with local producers to request quotes for products as required by the school's procurement policy.

Timeline: Throughout the duration of the project.

Activity 3: Procure locally produced whole or minimally processed foods from producers who are veterans, socially disadvantaged, and/or limited resource producers as available and in accordance with legally required processes.

Timeline: Throughout the duration of the project.

Activity 4: Coordinate with kitchen staff to update school meal menus to incorporate the locally produced foods procured into school meals to comply with USDA food pattern requirements.

Timeline: Throughout the duration of the project.

Goal 4: Increase procurement of whole or minimally processed food (for school meals) from food producers in CA that utilize climate smart agriculture practices or production systems like certified organic or transitioning to certified organic. Below, enter activities the project will implement to achieve this goal and a timeline for each activity.

Activity 1: El Roper will conduct a survey to identify local producers. This will include gathering contact information, food products available, a calendar of availability for those products. Ms. Roper will also ascertain if the producers utilize smart agriculture practices/certified organic.

Timeline: November 2024-January 2025

Activity 2: Using the calendar of availability, communicate monthly with local producers to request quotes for products as required by the school's procurement policy.

Timeline: Throughout the duration of the project.



Activity 3: Procure locally produced whole or minimally processed foods from producers utilizing climate smart practices or certified organic systems in accordance with legally required processes.

Timeline: Throughout the duration of the project.

Activity 4: Coordinate with kitchen staff to update school meal menus to incorporate the locally produced foods procured into school meals to comply with USDA food pattern requirements.

Timeline: Throughout the duration of the project.

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## Review Criteria for Proposed Project - Procurement Work Plan + Budget: 20 points available

### 27. CA Food Procurement Activities and Timeline (Goal 1) Review Criteria

*Goal 1: Applicant's description of how they will increase procurement of California grown or produced, whole or minimally processed food for incorporation into school meals is:*

- 5 points: clear
- 3 points: somewhat clear
- 0 points: unclear

### 27. CA Food Procurement Activities and Timeline (Goal 2) Review Criteria

*Goal 2: Applicant's description of how they will increase procurement of whole or minimally processed food (for school meals) from small to midsize food producers in CA is:*

- 5 points: clear
- 3 points: somewhat clear
- 0 points: unclear OR applicant did not complete Goal 2

### 27. CA Food Procurement Activities and Timeline (Goal 3) Review Criteria

*Goal 3: Applicant's description of how they will increase procurement of whole or minimally processed food (for school meals) from veteran, socially disadvantaged, and/or limited-resource food producers in CA is:*

- 5 points: clear
- 3 points: somewhat clear
- 0 points: unclear OR applicant did not complete Goal 3

### 27. CA Food Procurement Activities and Timeline (Goal 4) Review Criteria

*Goal 4: Applicant's description of how they will increase procurement of whole or minimally processed food (for school meals) from food producers in CA that utilize climate smart agriculture practices or production systems like certified organic or transitioning to certified organic is:*

- 5 points: clear
  - 3 points: somewhat clear
  - 0 points: unclear OR applicant did not complete Goal 4
-





## Proposed Project - Education Work Plan + Budget

Please review the following grant program definitions before responding to #28:

- **Hands-on Food Education:** Hands-on food education refers to activities in which students learn by doing and gain knowledge through experience. Hands-on food education may include but is not limited to: activities in school gardens, on school farms, in school greenhouses, in other food production environments, and in culinary classes; garden to cafeteria activities; experiential lessons celebrating traditional foodways and cultivating food sovereignty; cooking and tasting activities; food-based student internships; farm tours, field trips, or school visits from producers; student-led recipe creation; student-run farm/food stands featuring produce from school gardens/farms; or other transformative opportunities for students to better understand the relationships between food and the world around them. Please note that posters and marketing materials are not considered hands-on food education.
- **Educator:** A person who provides instruction or education; a teacher. A credentialed educator refers to a person who has a teaching credential (e.g., a California teaching credential from the California Commission on Teacher Credentialing in order to be employed as an elementary or secondary public school teacher in a California public school).

28. Hands-on Food Education Goal: Check all that apply

Required Goal 1

- ☒ Our proposed project will increase opportunities for students to engage in hands-on food education that complements the school meal program's CA food procurement efforts

Optional Goal 2

- ☒ Our proposed project will increase opportunities for students to engage in hands-on food education that is standards-aligned  
☐ Not Applicable

Optional Goal 3

- ☒ Our proposed project will increase opportunities for students to engage in hands-on food education that is led by credentialed public school educators  
☐ Not Applicable

Optional Goal 4

- ☐ Our proposed project will increase opportunities for students to engage in hands-on food education that is culturally relevant  
☒ Not Applicable

29. Standards-aligned: If yes to "Our proposed project will increase opportunities for students to engage in hands-on food education that is standards-aligned," with which standards will the education component of your project align? Please check all that apply.

- ☒ Next Generation Science Standards  
☒ California Agriculture Education Standards  
☐ Physical Education Standards  
☒ Health Education Standards  
☐ Other (please specify below)

If you selected Other, please enter the other standards here with which the education component of your project will align.

30. Audience: How many students will the education component of your project reach? Please select one.

- ☒ All students who are enrolled in the school site(s) that the project will serve (reference response to #6 above)  
☐ Specific student population(s) within these school sites

31. Budget Category #1b – CA Food Procurement (student education): How much total grant funding will the project allocate toward California grown or produced, whole or minimally processed food for hands-on food education opportunities that engage students? (e.g., taste tests, cooking lessons)



(31a) Enter Total Dollar Amount: CA Food Procurement for student education  
\$0.00

(31b) Timeline: In what months will the project spend these funds on California grown or produced, whole or minimally processed foods for student education? Please select one. (Note: The estimated grant term is November 2024 – October 2026.)

- ☐ Throughout the duration of the project
- ☐ Other (enter month range below)
- ☒ Not Applicable (dollar amount above for CA Food Procurement for student education is \$0)

**32. Budget Category #3 – Hands-on Food Education Costs: How much total grant funding will the project allocate toward supplies, equipment, and infrastructure for hands-on food education opportunities that engage students?**

*Note: If you are unsure whether to categorize an item as supplies, equipment, or infrastructure, it is ok. Please include the item in the category that seems to fit best.*

*Definition of Supplies: Tangible personal property having a useful life of less than one year or a per-unit value of less than \$5,000.*

*Example formatting for (32b):*

- *Taste test supplies (knives, cutting boards, gloves, hand sanitizer, posterboard/stickers): The purpose of the taste test supplies is to complete Goal #\_, Activity #\_ from our work plan, which states that we will \_\_\_\_\_.*
- *School garden supplies (shovels, seeds, gloves): The purpose of the school garden supplies is to complete Goal #\_, Activity #\_ from our work plan, which states that we will \_\_\_\_\_.*
- *Etc.*

(32a) Enter Total Dollar Amount: hands-on food education supplies  
\$3,000.00

(32b) Itemization and Description: Please list the hands-on food education supplies and briefly describe each item's purpose in the project. If you entered \$0 above, please write Not Applicable.

Garden supplies such as shovels, seeds, seed starts, gloves to utilize in the school greenhouses.

The purpose of these supplies are to complete Goal 1, Activity 4 which states we will identify and purchase supplies for the school greenhouse growing.

*Definition of Equipment: Tangible personal property having a useful life of more than one year and a per-unit acquisition cost of \$5,000 or more. The acquisition cost includes the cost of any necessary accessories and all incidental costs incurred to put the asset into place and ready for its intended use.*

Refer to [Sections 324.1, and 324.2 of the CDFA Grant Administration Regulations](#) for guidance regarding equipment property records and disposition.

*Note: In accordance with the [CDFA Grant Administration Regulations, Section 330.1\(c\)\(1\)](#), if an equipment cost will benefit both grant project activities and non-grant project activities, then please approximate (using reasonable and properly documented methods) the proportion that is for proposed grant project activities as the proportion that may be charged to the grant award.*

*Example formatting for (32d):*

- *2 Mobile Educational Kitchens: \$28,000 total  
Estimated cost is \$14,000 per kitchen. The purpose of the 2 mobile educational kitchens is to complete Goal #\_, Activity #\_ from our work plan, which states that we will \_\_\_\_\_.*
- *1 Tractor: \$20,000  
Estimated cost of the tractor is \$40,000. We are requesting to use about \$20,000 in grant funds and will use another funding source for the remaining \$20,000. The purpose of the tractor is to complete Goal #\_, Activity #\_ from our work plan, which states that we will \_\_\_\_\_.*
- *Etc.*



(32c) Enter Total Dollar Amount: hands-on food education equipment  
\$150,000.00

(32d) Itemization and Description: Please list the hands-on food education equipment, estimate the cost of each item, and briefly describe each item's purpose in the project. If you entered \$0 above, please write Not Applicable.

\$125,000 total for the purchase of two greenhouse kits, one for each campus.

The purpose of the greenhouse kits is to complete Goal 1, Activity 2 & 3 which includes the identification of kits and plan for construction.

\$25,000 for the purchase of outdoor learning space furnishings.

The purpose of the outdoor furnishings is to complete Goal 1, Activity 2 & 3 which includes the plan for and purchase of outdoor furnishings.

#### Infrastructure:

*Note: In accordance with the [CDFA Grant Administration Regulations, Section 330.1\(c\)\(1\)](#), if an infrastructure cost will benefit both grant project activities and non-grant project activities, then please approximate (using reasonable and properly documented methods) the proportion that is for proposed grant project activities as the proportion that may be charged to the grant award.*

#### Example formatting for (32f):

- **Greenhouse Electrical System: \$4,000**  
*Estimated cost is \$4,000. The purpose of the greenhouse electrical system is to complete Goal #\_, Activity #\_ from our work plan, which states that we will \_\_\_\_\_.*
- **Etc.**

(32e) Enter Total Dollar Amount: hands-on food education infrastructure  
\$10,000.00

(32f) Itemization and Description: Please list the hands-on food education infrastructure, estimate the cost of each item, and briefly describe each item's purpose in the project. If you entered \$0 above, please write Not Applicable.

\$10,000-Greenhouse electrical & water systems.

The purpose of the electrical and water systems is to make the greenhouse functional for growing. This is to complete Goal 1, Activity 2 & 3 which states a plan for the greenhouses including electrical and water.

(32g) Timeline: In what months will the project spend these funds on hands-on food education supplies, equipment, and infrastructure? Please select one. (Note: The estimated grant term is November 2024 – October 2026.)

- ☐ Throughout the duration of the project
- ☒ Other (enter month range below)
- ☐ Not Applicable (dollar amount above for hands-on food education supplies, equipment, and infrastructure is \$0)

If you selected Other, please enter the specific month range here.

February 2025 -July 2025

33. Who will be responsible for implementing the hands-on food education component of the project? Enter name(s) here.

Annie Tipton, CTE Coordinator & Farm to School Coordinator (to be hired)

**34. Hands-on Food Education Activities and Timeline: Please complete the following text box(es), listing the specific activities the project will implement to achieve each education goal during the project, as well as a timeline for each activity.**

**Activities: HOW you will achieve the goal**

**Timeline: WHEN you will implement the activities (e.g., "throughout the duration of the project" or specific month(s) like "January-March 2025")**

**Note: The estimated grant term is November 2024 - October 2026.**

**Please use this format:**



Activity 1: \_\_\_\_\_  
Timeline: \_\_\_\_\_

Activity 2: \_\_\_\_\_  
Timeline: \_\_\_\_\_

Etc.

Goal 1: Increase opportunities for students to engage in hands-on food education that complements the school meal program's CA food procurement efforts. Below, enter activities the project will implement to achieve this goal and a timeline for each activity.

Activity 1: Working with the school's construction consultant, identify site needs, construction code requirements to identify greenhouse kits suited for the schools and appropriate furnishing for outdoor learning spaces; this would include getting quotes and the process for the school's governing board to make spending decisions.  
Timeline: November 2024-January 2025

Activity 2: Purchase greenhouse kits and outdoor furnishing. Create a plan for construction (with construction consultant) of the kits and installation of outdoor learning spaces; this would also include installation plans for electric and water systems .  
Timeline: February -April 2025.

Activity 3: Construction and installation of greenhouses and outdoor learning spaces. Kit construction is anticipated to be completed by volunteers and CTE Construction classes.  
Timeline: May-July 2025

Activity 4: Farm to school coordinator will develop a detailed plan on what will be planted and when in the school greenhouse. Upon completion of the plan, purchase those supplies once approved by the Superintendent.  
Timeline: March-June 2025

Activity 5: Once local producers are identified by El Roper (food services representative), the CTE Coordinator and Farm to School Coordinator will communicate with those producers to determine their hands-on offerings through in-class presentations and field trips. The Coordinators will also identify a calendar when such opportunities are available.  
Timeline: February 2025-March 2025

Activity 6: Create a comprehensive plan of student food education that includes a monthly series of hands-on learning labs and activities.  
Timeline: March-May 2025

Activity 7: Coordinators will collaborate with teaching staff to incorporate local producer activities and school based learning labs and activities into yearlong planning for the 2025-26 school year.  
Timeline: May-June 2025

Activity 8: Implement yearlong food education plans  
Timeline: August 2025-October 2026

Goal 2: Increase opportunities for students to engage in hands-on food education that is standards-aligned. Below, enter activities the project will implement to achieve this goal and a timeline for each activity.

Activity 1: Once local producers are identified by El Roper (food services representative), the CTE Coordinator and Farm to School Coordinator will communicate with those producers to determine their hands-on offerings through in-class presentations and field trips and align those activities with grade level standards.  
Timeline: February 2025-March 2025

Activity 2: Create a comprehensive plan of student food education that includes a monthly series of hands-on learning labs and activities identifying the standard alignment.  
Timeline: March-May 2025

Activity 3: Coordinators will collaborate with teaching staff to incorporate local producer activities and school based learning labs and activities into yearlong planning for the 2025-26 school year.



Timeline: May-June 2025

Activity 4: Implement yearlong food education plans

Timeline: August 2025-October 2026

Activity 5: Review and refine standards aligned lessons and activities.

Timeline: throughout the duration of the grant

Goal 3: Increase opportunities for students to engage in hands-on food education that is led by credentialed public school educators. Below, enter activities the project will implement to achieve this goal and a timeline for each activity.

Activity 1: Once local producers are identified by El Roper (food services representative), the CTE Coordinator and Farm to School Coordinator will communicate with those producers to determine their hands-on offerings through in-class presentations and field trips and align those activities with grade level standards.

Timeline: February 2025-March 2025

Activity 2: Coordinators will create a comprehensive plan of student food education that includes a monthly series of standards-aligned hands-on learning labs and activities identifying credentialed teacher led lessons.

Timeline: March-May 2025

Activity 3: Coordinators will collaborate with teaching staff to incorporate local producer activities and school based learning labs and activities into yearlong planning for the 2025-26 school year.

Timeline: May-June 2025

Activity 4: Create or identify materials and/ or learning kits to empower credentialed teachers to successfully present food education labs and activities.

Timeline: May-August 2025

Activity 5: Implement yearlong food education plans

Timeline: August 2025-October 2026

Activity 6: Review and refine standards aligned lessons and activities.

Timeline: throughout the duration of the grant

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## Review Criteria for Proposed Project - Education Work Plan + Budget: 20 points available

### 34. Hands-on Food Education Activities and Timeline (Goal 1) Review Criteria

*Goal 1: Applicant's description of how they will increase opportunities for students to engage in hands-on food education that complements the school meal program's CA food procurement efforts is:*

- 5 points: clear
- 3 points: somewhat clear
- 0 points: unclear

### 34. Hands-on Food Education Activities and Timeline (Goal 2) Review Criteria

*Goal 2: Applicant's description of how they will increase opportunities for students to engage in hands-on food education that is standards-aligned is:*

- 5 points: clear
- 3 points: somewhat clear
- 0 points: unclear OR applicant did not complete Goal 2

### 34. Hands-on Food Education Activities and Timeline (Goal 3) Review Criteria

*Goal 3: Applicant's description of how they will increase opportunities for students to engage in hands-on food education that is led by credentialed public school educators is:*

- 5 points: clear
- 3 points: somewhat clear
- 0 points: unclear OR applicant did not complete Goal 3

### 34. Hands-on Food Education Activities and Timeline (Goal 4) Review Criteria

*Goal 4: Applicant's description of how they will increase opportunities for students to engage in hands-on food education that is culturally relevant is:*

- 5 points: clear
- 3 points: somewhat clear
- 0 points: unclear OR applicant did not complete Goal 4

## PROJECT VIABILITY

**35. Budget Category #4 – Farm to School Staff/Labor Costs:** How much total grant funding will the project allocate toward farm to school staff/labor costs that support the CA food procurement and/or hands-on food education goals?

*Example formatting for (35b):*

- *Farm to School Coordinator: The Farm to School Coordinator will spend 100% of their time (i.e., 100% FTE) on this project. Their rate of pay is \$\_\_\_\_/year. We are requesting to use grant funds to cover the Farm to School Coordinator's full yearly salary.*
- *Garden Educator: The Garden Educator will spend about 20 hours/week on this project. Their rate of pay is \$\_\_\_\_/hour. We are requesting grant funds to cover this cost.*

*Example formatting for (35c):*

- *The Farm to School Coordinator's role in the project will be to complete Goal #\_, Activities #\_ through #\_ from our work plan, which state that we will \_\_\_\_\_.*
- *The Garden Educator's role in the project will be to complete Goal #\_, Activities #\_ and #\_ from our work plan, which state that we will \_\_\_\_\_.*

*Example formatting for (35e):*

- *Farm to School Coordinator: fringe benefit rate = \_\_\_\_% of the yearly salary noted above. We are requesting to use grant funds to cover this cost.*
- *Garden Educator: fringe benefit rate = \_\_\_\_% of the wages noted above. We are requesting to use grant funds to cover this cost.*

(35a) Enter Total Dollar Amount: farm to school staff/labor costs (salaries/wages/stipends)

\$24,500.00

(35b) Itemization and Description: Please list each staff position that this amount will fund, the % of their FTE or # of hours that this amount will fund, and their rate of pay. If you entered \$0 above, please write Not Applicable.

\$24,500-The Farm to School Coordinator will spend 25% of their time on this project. The rate of pay is \$60,000 per year. The school is requesting \$24,500 toward this cost and will supplement the remaining salary from other resources for the two year duration of the grant.





(35c) Itemization and Description (continued): Please briefly describe each above staff position's role in the project. If you entered \$0 above, please write Not Applicable.

The Farm to School Coordinator's role will be to complete the following goals and activities:

Goal 1: Activities 4 through 7 which includes communicating and collaborating with food producers, CTE Coordinator and teaching staff to plan year long plan for food education.

Goal 2: Activities 1 through 4 which includes collaborating with the CTE coordinator to plan producer activities and school based learning in alignment with standards.

Goal 3: Activities 1 through 5 which includes communication and collaboration with local producers, the CTE Coordinator and teachers to identify labs, activities and hands-on materials in support of teacher-led learning.

(35d) Enter Total Dollar Amount: farm to school staff/labor costs (fringe benefits)

\$0.00

(35e) Itemization and Description: For each staff position above that this amount will fund, please list the position and the position's fringe benefit rate (% of salaries/wages). If you entered \$0 above, please write Not Applicable. (NOTE: fringe benefits are calculated as a % of an individual's salary or wages and should be determined according to your organization's established fringe benefits policy.)

Not Applicable

(35f) Timeline: In what months will the project spend these funds on farm to school staff/labor? Please select one. (Note: The estimated grant term is November 2024 – October 2026.)

- ☒ Throughout the duration of the project
- ☐ Other (enter month range below)
- ☐ Not Applicable (dollar amount above for farm to schools staff/labor costs is \$0)

**36. Budget Category #5 – Travel Costs: How much total grant funding will the project allocate toward travel costs that support the CA food procurement and/or hands-on food education goals?**

**NOTE: Travel costs must comply with [Section 322 of the CDFA Grant Administration Regulations](#) and with the [maximum allowable rates and amounts established by the California Department of Human Resources](#).**

**Example formatting for (36b):**

- **Personal Vehicle Mileage:** The purpose of the personal vehicle mileage is for the Farm to School Coordinator and Garden Educator to travel to school sites throughout the district as they implement project activities from our work plan.
- **Plane/Lodging/Rental Car:** The purpose of these travel costs is for the Farm to School Coordinator to complete Goal #\_, Activity #\_ from our work plan, which states that we will attend the \_\_\_\_ conference in order to learn best practices for farm to school programming.
- Etc.

(36a) Enter Total Dollar Amount: travel costs

\$0.00

(36b) Itemization and Description: Please list the travel costs that this amount will fund and briefly describe the purpose of the travel for the project. If you entered \$0 above, please write Not Applicable.

Not Applicable

(36c) Timeline: In what months will the project spend these funds on travel? Please select one. (Note: The estimated grant term is November 2024 – October 2026.)

- ☐ Throughout the duration of the project
- ☐ Other (enter month range below)
- ☒ Not Applicable (dollar amount above for travel costs is \$0)

**37. Budget Category #6 – Contractual Costs: How much total grant funding will the project allocate toward contractual costs that support the CA food procurement and/or hands-on food education goals?**

**NOTE: Contractual costs must comply with [Sections 319, 320.1, 320.2, and 320.3 of the CDFA Grant Administration Regulations](#).**



*Please note that grant recipients distributing funds to contractors must ensure that contractors follow all allowable and unallowable cost parameters of this program as well as financial reporting requirements such as documenting how they used the funds.*

**Example formatting for (37b):**

- **Videographer:** *The videographer will develop standards-aligned, interactive farm to school videos for educators throughout the district to use in their classrooms. The videos will connect with the California grown, seasonal foods on the school menu. The contractual cost is a flat rate fee to cover the videographer's time making these videos. This aligns with Goal #\_, Activity #\_ in our work plan.*
- **Etc.**

(37a) Enter Total Dollar Amount: contractual costs

\$7,500.00

(37b) Itemization and Description: Please list the contractors or types of contractors that this amount will fund and briefly describe what each contractual cost/service for the project will be. If you entered \$0 above, please write Not Applicable.

\$7500 for construction consultant. The consultant will assist the school in navigating a plan for selection and installation of the greenhouse kit and outdoor learning spaces. This is to help with completion of Goal 1, Activity 1 through 3.

(37c) Timeline: In what months will the project spend these funds on contractual costs? Please select one. (Note: The estimated grant term is November 2024 – October 2026.)

- ☐ Throughout the duration of the project
- ☒ Other (enter month range below)
- ☐ Not Applicable (dollar amount above for contractual costs is \$0)

If you selected Other, please enter the specific month range here.

November 2024-July 2025

**38. Budget Category #7 – Other Costs:** How much total grant funding will the project allocate toward other costs that support the CA food procurement and/or hands-on food education goals?

**NOTE:** *Other Costs are costs for the purpose of achieving the grant project objectives that the previous budget categories do not cover. Other Costs include but are not limited to: registration fees for trainings and conferences, stipends for individual project participants who are not employed by the grant recipient, mini grants, publication and printing costs.*

*Please note that mini grants may fit under Contractual Costs depending on an organization's internal procedures. Grant recipients distributing funds via mini grants must ensure that mini grant recipients follow all allowable and unallowable cost parameters of this program as well as financial reporting requirements such as documenting how they used the funds.*

*The CDFA may consider Other Costs not listed above that align with the funding purpose. Please email [cafarmtoschool@cdfa.ca.gov](mailto:cafarmtoschool@cdfa.ca.gov) to see if a cost may be allowable in this category.*

**Example formatting for (38b):**

- **Registration Fee:** *The purpose of this cost is to cover the registration fee for the Farm to School Coordinator to attend the \_\_\_\_ conference. This aligns with Goal #\_, Activity #\_ in our work plan.*
- **Etc.**

(38a) Enter Total Dollar Amount: other costs

\$0.00

(38b) Itemization and Description: Please list the other costs that this amount will fund and briefly describe each cost's purpose in the project. If you entered \$0 above, please write Not Applicable.

Not Applicable

(38c) Timeline: In what months will the project spend these funds on other costs? Please select one. (Note: The estimated grant term is November 2024 – October 2026.)





- ☐ Throughout the duration of the project
- ☐ Other (enter month range below)
- ☒ Not Applicable (dollar amount above for other costs is \$0)

**39. Budget Category #8 – Indirect Costs (up to 30% of direct costs):** How much total grant funding will the project allocate toward indirect costs?

**NOTE:** Indirect costs may be up to 30% of budget categories 1-7.

As defined in [Section 303\(a\)\(36\) of the CDFA Grant Administration Regulations](#), indirect costs are costs incurred for common or joint objectives that cannot be identified specifically with a particular project, program, or organizational activity. Typical indirect costs include but are not limited to administrative or clerical staff costs, rent, utilities and internet service, cellular and land-line telephone service, general office supplies, and insurance.

(39a) Enter Total Dollar Amount: indirect costs  
\$0.00

(39b) Enter Indirect Cost Percentage (i.e., the total dollar amount in (39a) divided by the sum of the total dollar amount in budget categories 1-7 (24a+25a+25c+25e+31a+32a+32c+32e+35a+35d+36a+37a+38a)). NOTE: this percentage cannot exceed 30%.  
0.00%

**When you enter your response for (39b), please enter it as a decimal. For example, if your response is 30%, please enter .3**

40. Budget Review: Please review your responses to Budget Categories 1-8 above (i.e., questions 24, 25, 31, 32, 35, 36, 37, 38, 39) about the proposed project costs. Please respond to the checkboxes below when you are ready.

**Budget Review – Part A**

- ☒ I have reviewed my responses to Budget Categories 1-8 above about the proposed project costs. I have confirmed that the sum of these responses (24a+25a+25c+25e+31a+32a+32c+32e+35a+35d+36a+37a+38a+39a) equals the total award amount requested in question #9.

**Budget Review – Part B**

- ☒ In the "Itemization and Description" sections for Budget Categories 2-7 above (i.e., questions 25b, 25d, 25f, 32b, 32d, 32f, 35b, 35c, 35e, 36b, 37b, 38b), I have clearly identified each proposed project cost and included clear descriptions regarding the purpose of each cost in the project.

41. Sustainability Plan: In what ways will your school district / organization sustain this project or elements of this project beyond the duration of the grant term? If your project includes staffing costs (budget category #4), please discuss plans to sustain the roles beyond the duration of the grant term.

The school plans to sustain elements of the project in the following manner:

1. Continuing to procure locally produced wholesome and minimally processed foods by using state and federal funds for school meals to regularly incorporate in school meals.
2. The project provides the establishment of school gardens and outdoor learning spaces; these will be continue to be utilized annually and maintained by using school maintenance reserves.
3. The development of curriculum including lessons and activities once established are maintained; funds for curriculum resources will provide refills for developed learning kits.
4. A farm to school coordinator is integral to the initiation and launch of this project. It is anticipated this person will earn a CTE credential to be able to potentially provide all agriculture instruction in future years. If this is not possible, the school's CTE Coordinator who is not funding by this grant will incorporate these duties.

**LONG VALLEY CHARTER SCHOOL**  
**Executive Director's Report**  
April 2024

**ENROLLMENT**

School	Enrollment		
	Prior Month 3/11/24	Current 4/10/24	Growth/(Loss)
Long Valley School	269	272	+3
Thompson Peak Charter	158	169	+11
Total	427	441	+14

**BACK OFFICE SERVICES**

We met with DMS to begin their onboarding process. We've introduced their staff to edtec to assist in the transition.

**TRI-COUNTIES SCHOOL INSURANCE GROUP**

We purchase our health benefits from TCSIG and are a member of the JPA. Their annual meeting was held on 4/22/24 and as a member, we serve on the board. This is the first time in many years that they are increasing the cost of Blue Cross benefits.

**OPEN STAFF POSITIONS**

Part-time paraeducator for Portola  
Full-time mental health therapist for Portola/Doyle  
Full-time paraeducator for Susanville (for 24-25)  
Full-time administrative assistant for Susanville (for 24-25)

**CONSTRUCTION**

Nick will present a report at this meeting. We are nearing the conclusion (end of June?!) of the project and are bringing change orders that require your approval.

**FARM TO SCHOOL GRANT**

Over spring break, we prepared the application for this no-match CDFA sponsored grant to be able to increase procurement of locally produced, minimally processed foods. We wrote the grant to include greenhouses at Doyle and Susanville, along with outdoor seating areas for all three locations. We envision the Agriculture Work-Based Coordinator to also assist in student hands-on learning in the greenhouses.

This process also resulted in our issuance of several letters of intent with local producers for the purpose of their grant applications with the CDFA; the letters are not commitments, just an interest in being able to procure goods from them. We discovered much more producers than we knew!

**RECRUITING**

Kelly and Stephanie attended the Chico State recruiting fair last month and Kelly and I attended the one at UNR. A few prospects were identified and invited to apply.

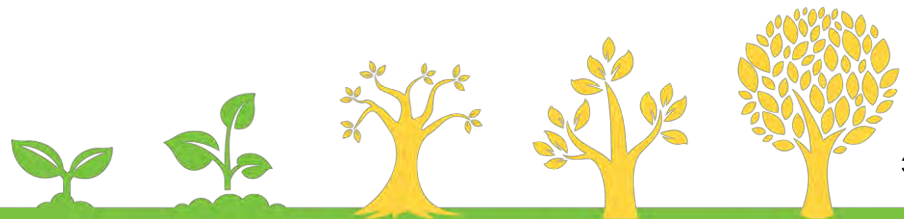
**GOING OUT OF TOWN**

I am taking off a few days during the week of 4/22 for some rest in support of my recovery. I'll have a round of scans/testing during the early part of May for confirmation that there is no disease!

# Long Valley Charters

BRIAN HOLMES

APRIL 2024



## **1. 2023-2024 2nd Interim (Review)**

A.Forecast Summary

B.Forecast Updates

C.Combined Cash Flow

# 2023-24 Long Valley Forecast Summary



		2023-24	2023-24	Variance
		1st Interim	2nd Interim	
Revenue	LCFF Entitlement	2,972,600	3,447,166	474,566
	Federal Revenue	317,959	319,489	1,530
	Other State Revenues	846,009	854,477	8,468
	Local Revenues	37,000	40,000	3,000
	Fundraising and Grants	-	-	-
	<b>Total Revenue</b>	<b>4,173,568</b>	<b>4,661,132</b>	<b>487,564</b>
Expenses	Compensation and Benefits	2,864,528	2,924,990	(60,462)
	Books and Supplies	297,900	324,900	(27,000)
	Services and Other Operating	747,671	804,676	(57,005)
	Depreciation	18,000	18,000	-
	Other Outflows	36,000	36,000	-
	<b>Total Expenses</b>	<b>3,964,099</b>	<b>4,108,565</b>	<b>(144,467)</b>
	<b>Operating Income</b>	<b>209,469</b>	<b>552,566</b>	<b>343,097</b>
	Beginning Balance (Unaudited)	3,911,161	3,911,161	-
	Operating Income	209,469	552,566	343,097
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>4,120,630</b>	<b>4,463,727</b>	<b>343,097</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>103.9%</b>	<b>108.6%</b>	<b>4.7%</b>

# 2023-24 Long Valley Forecast Updates



CATEGORY	BOTTOM LINE IMPACT	NOTES
<b>Previous Forecast</b>	<b>209,469</b>	
LCFF	474,566	Increased ADA projection by 32
Other State Revenue	8,468	Lottery increase due to change in ADA projection
Local Revenue	3,000	Increased to match trend
Federal Revenue	1,530	Total I increase due to change in ADA projection
Books & Supplies	(27,000)	Increased materials, furniture, office supplies
Services & Other Ops	(57,005)	Added debt/deferred maintenance reserves, various increases
Comp & Benefits	(60,462)	Added one classified position hired in December
<b>Current Forecast</b>	<b>552,566</b>	

# 2023-24 Thompson Peak Forecast Summary



		2023-24	2023-24	Variance
		1st Interim	Current Forecast	
Revenue	LCFF Entitlement	2,075,094	1,984,315	(90,780)
	Federal Revenue	277,151	282,226	5,075
	Other State Revenues	396,549	391,737	(4,812)
	Local Revenues	25,000	34,416	9,416
	Fundraising and Grants	-	-	-
	<b>Total Revenue</b>	<b>2,773,794</b>	<b>2,692,694</b>	<b>(81,100)</b>
Expenses	Compensation and Benefits	2,012,546	2,017,708	(5,162)
	Books and Supplies	191,032	185,303	5,729
	Services and Other Operating	434,499	414,073	20,426
	Depreciation	13,000	13,000	-
	Other Outflows	21,619	32,000	(10,381)
	<b>Total Expenses</b>	<b>2,672,696</b>	<b>2,662,084</b>	<b>10,611</b>
	<b>Operating Income</b>	<b>101,098</b>	<b>30,609</b>	<b>(70,489)</b>
	Beginning Balance (Unaudited)	2,027,842	1,986,233	(41,609)
	Operating Income	101,098	30,609	(70,489)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>2,128,940</b>	<b>2,016,842</b>	<b>(112,098)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>79.7%</b>	<b>75.8%</b>	<b>-3.9%</b>

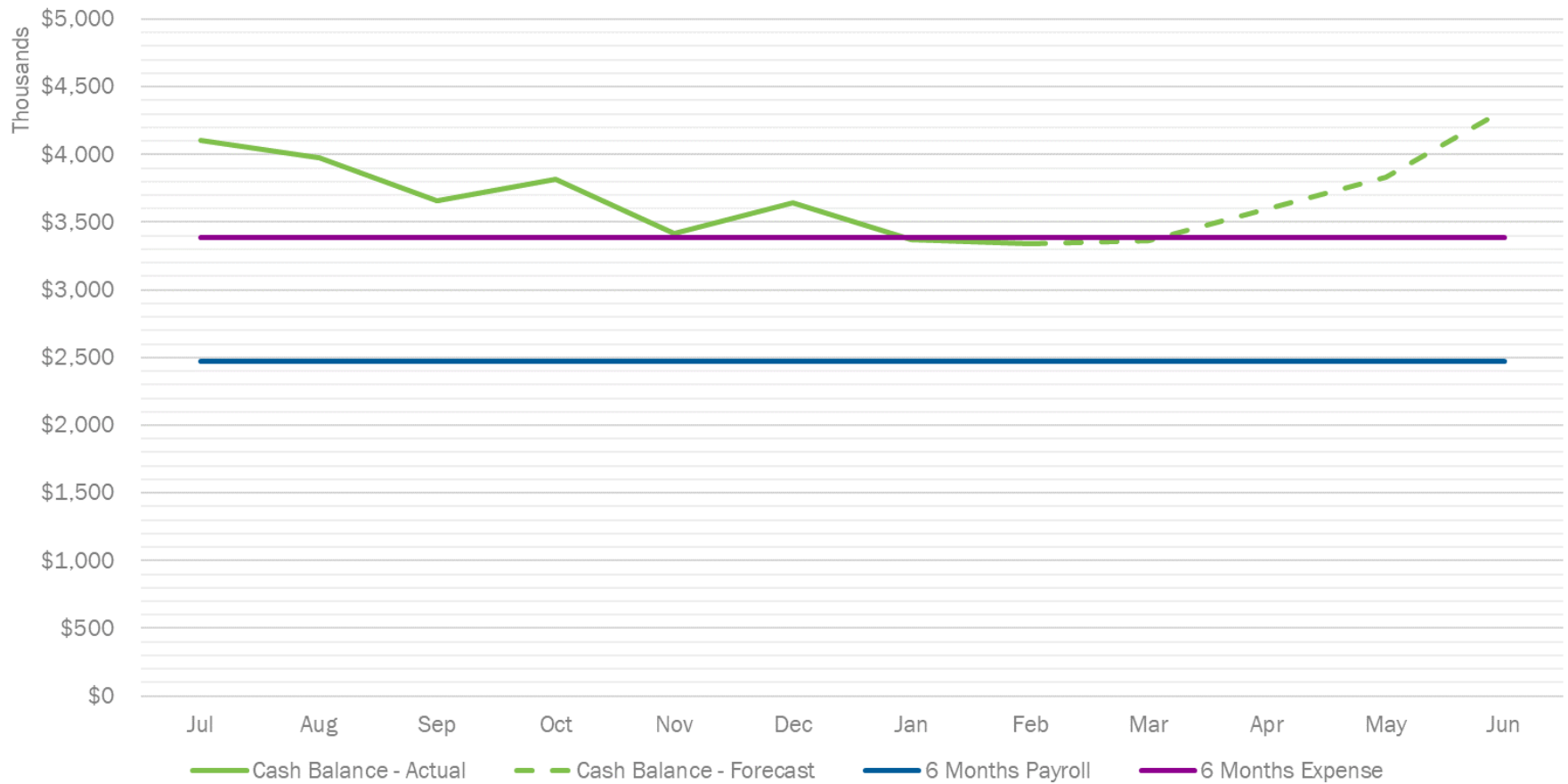
# 2023-24 Thompson Peak Forecast Updates



CATEGORY	BOTTOM LINE IMPACT	NOTES
<b>Previous Forecast</b>	<b>101,098</b>	
Services & Other Ops	20,426	Added debt reserve/deferred maintenance, reduced consultants
Local Revenue	9,416	Increased to match YTD trend
Books & Supplies	5,729	Decreased furniture forecast
Federal Revenue	5,075	Updated based on new estimates
Other State Revenue	(4,812)	Reduced SPED due to ADA reduction
Comp & Benefits	(5,162)	Increased STRS to match certified salaries
Other Misc	(10,381)	Increased interest expense
LCFF	(90,780)	Reduction in ADA projection of 7
<b>Current Forecast</b>	<b>30,609</b>	



# Cash Flow



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

	Actual			YTD	Budget					
	Dec	Jan	Feb	Actual YTD	Approved Budget v1	1st Interim	2nd Interim	1st Interim vs. 2nd Interim	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	274,264	244,412	393,922	1,989,959	3,000,913	2,972,600	3,447,166	474,566	1,457,207	58%
Federal Revenue	29,242	28,750	13,998	136,153	331,783	317,959	319,489	1,530	183,336	43%
Other State Revenues	21,806	53,058	35,061	129,215	491,652	846,009	854,477	8,468	725,262	15%
Local Revenues	1,353	4,560	93,939	129,104	15,000	37,000	40,000	3,000	(89,104)	323%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>326,665</b>	<b>330,780</b>	<b>536,919</b>	<b>2,384,430</b>	<b>3,839,348</b>	<b>4,173,568</b>	<b>4,661,132</b>	<b>487,564</b>	<b>2,276,702</b>	<b>51%</b>
<b>Expenses</b>										
Compensation and Benefits	267,619	385,954	267,722	1,933,767	2,965,036	2,864,528	2,924,990	(60,462)	991,222	66%
Books and Supplies	19,128	12,970	26,395	284,261	231,500	297,900	324,900	(27,000)	40,639	87%
Services and Other Operating Expenditures	46,836	43,550	70,437	483,370	580,801	747,671	804,676	(57,005)	321,306	60%
Depreciation	-	-	-	-	18,000	18,000	18,000	-	18,000	0%
Other Outflows	10,218	5,416	9,597	51,581	60,489	36,000	36,000	-	(15,581)	143%
<b>Total Expenses</b>	<b>343,802</b>	<b>447,890</b>	<b>374,151</b>	<b>2,752,979</b>	<b>3,855,825</b>	<b>3,964,099</b>	<b>4,108,565</b>	<b>(144,467)</b>	<b>1,355,586</b>	<b>67%</b>
<b>Operating Income</b>	<b>(17,137)</b>	<b>(117,110)</b>	<b>162,769</b>	<b>(368,549)</b>	<b>(16,477)</b>	<b>209,469</b>	<b>552,566</b>	<b>343,097</b>	<b>921,116</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					-	3,911,161	3,911,161			
Operating Income					(16,477)	209,469	552,566			
<b>Ending Fund Balance</b>					<b>(16,477)</b>	<b>4,120,630</b>	<b>4,463,727</b>			
Fund Balance as a % of Expenses					0%	104%	109%			

## Long Valley Charter Income Statement As of Feb FY2024

Actual			YTD	Budget					
Dec	Jan	Feb	Actual YTD	Approved Budget v1	1st Interim	2nd Interim	1st Interim vs. 2nd Interim	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>									
<b>Enrollment Summary</b>									
K-3				77	77	77	-		
4-6				60	60	60	-		
7-8				48	48	48	-		
9-12				61	61	61	-		
<b>Total Enrolled</b>				<b>246</b>	<b>246</b>	<b>246</b>	-		
<b>ADA %</b>									
K-3				94.0%	94.0%	119.2%	25.2%		
4-6				94.0%	94.0%	111.1%	17.1%		
7-8				94.0%	94.0%	96.9%	2.9%		
9-12				94.0%	94.0%	96.4%	2.4%		
<b>Average ADA %</b>				<b>94.0%</b>	<b>94.0%</b>	<b>107.2%</b>	<b>13.2%</b>		
<b>ADA</b>									
K-3				72.38	72.38	91.79	19.41		
4-6				56.40	56.40	66.67	10.27		
7-8				45.12	45.12	46.51	1.39		
9-12				57.34	57.34	58.83	1.49		
<b>Total ADA</b>				<b>231.24</b>	<b>231.24</b>	<b>263.80</b>	<b>32.56</b>		

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

		Actual			YTD	Budget					
		Dec	Jan	Feb	Actual YTD	Approved Budget v1	1st Interim	2nd Interim	1st Interim vs. 2nd Interim	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011	Charter Schools General Purpose Entitlement - State Aid	244,412	244,412	356,690	1,801,687	2,610,906	2,736,835	3,178,204	441,369	1,376,517	57%
8012	Education Protection Account Entitlement	11,236	-	-	22,473	46,248	46,248	52,760	6,512	30,287	43%
8096	Charter Schools in Lieu of Property Taxes	18,616	-	37,232	165,799	343,759	189,517	216,203	26,685	50,404	77%
SUBTOTAL - LCFF Entitlement		274,264	244,412	393,922	1,989,959	3,000,913	2,972,600	3,447,166	474,566	1,457,207	58%
Federal Revenue											
8181	Special Education - Entitlement	-	-	-	-	32,993	25,000	25,000	-	25,000	0%
8220	Child Nutrition Programs	28,967	-	9,815	38,782	57,810	60,945	60,945	-	22,163	64%
8291	Title I	-	26,525	-	26,525	-	56,162	57,700	1,538	31,175	46%
8292	Title II	-	-	1,801	3,958	-	7,480	7,472	(8)	3,514	53%
8294	Title IV	275	2,225	-	5,000	-	10,000	10,000	-	5,000	50%
8295	Title V REAP/RLIS	-	-	2,382	2,382	-	25,036	25,036	-	22,654	10%
8296	Other Federal Revenue	-	-	-	59,506	240,980	133,336	133,336	-	73,830	45%
SUBTOTAL - Federal Revenue		29,242	28,750	13,998	136,153	331,783	317,959	319,489	1,530	183,336	43%
Other State Revenue											
8381	Special Education - Entitlement (State	-	53,058	-	53,058	103,313	86,834	86,834	-	33,776	61%
8520	Child Nutrition - State	21,806	-	14,258	36,064	-	-	-	-	(36,064)	
8550	Mandated Cost Reimbursements	-	-	-	-	6,441	6,422	6,422	-	6,422	0%
8560	State Lottery Revenue	-	-	20,803	20,803	57,117	60,139	68,607	8,468	47,804	30%
8590	All Other State Revenue	-	-	-	19,290	324,782	692,614	692,614	-	673,324	3%
SUBTOTAL - Other State Revenue		21,806	53,058	35,061	129,215	491,652	846,009	854,477	8,468	725,262	15%
Local Revenue											
8660	Interest	37	4,559	35	19,521	5,000	25,000	25,000	-	5,479	78%
8699	All Other Local Revenue	1,316	-	1,224	15,180	10,000	12,000	15,000	3,000	(180)	101%
8999	Uncategorized Revenue	-	0	92,680	94,403	-	-	-	-	(94,403)	
SUBTOTAL - Local Revenue		1,353	4,560	93,939	129,104	15,000	37,000	40,000	3,000	(89,104)	323%
Fundraising and Grants											
SUBTOTAL - Fundraising and Grants		-	-	-	-	-	-	-	-	-	
TOTAL REVENUE		326,665	330,780	536,919	2,384,430	3,839,348	4,173,568	4,661,132	487,564	2,276,702	51%

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

Actual				YTD	Budget						
					Approved			Current	% Current		
					Budget v1	1st Interim	2nd Interim	1st Interim vs.	Forecast	Forecast	
								2nd Interim	Remaining	Spent	
Dec				Jan	Feb	Actual YTD					
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	71,190	156,919	72,470	605,228	913,417	897,029	899,417	(2,388)	294,188	67%
1103	Teacher - Substitute Pay	-	14,044	-	14,044	-	-	-	-	(14,044)	
1200	Certificated Pupil Support Salaries	5,462	4,106	4,999	48,106	34,722	42,632	82,649	(40,017)	34,543	58%
1300	Certificated Supervisor & Administrator Salaries	23,929	23,929	23,929	188,567	297,081	285,376	285,376	-	96,810	66%
SUBTOTAL - Certificated Salaries		100,581	198,999	101,398	855,946	1,245,220	1,225,037	1,267,442	(42,405)	411,496	68%
Classified Salaries											
2100	Classified Instructional Aide Salaries	34,917	45,748	36,607	228,941	286,050	325,009	284,992	40,017	56,051	80%
2101	Classified Stipends	-	-	-	-	3,117	3,608	3,608	-	3,608	0%
2200	Classified Support Salaries	14,048	11,698	16,159	100,198	216,542	191,130	191,130	-	90,932	52%
2300	Classified Supervisor & Administrator Salaries	3,340	3,340	3,340	26,718	39,291	40,077	40,077	-	13,359	67%
2400	Classified Clerical & Office Salaries	12,429	9,458	20,253	101,575	143,129	119,773	157,253	(37,481)	55,678	65%
2999	Payroll Temporary Holding Account	1,442	1,547	1,901	10,991	-	-	-	-	(10,991)	
SUBTOTAL - Classified Salaries		66,175	71,791	78,261	468,423	688,130	679,597	677,060	2,536	208,638	69%
Employee Benefits											
3100	STRS	18,573	37,710	18,632	165,865	237,837	233,982	242,081	(8,099)	76,216	69%
3300	OASDI-Medicare-Alternative	6,508	8,240	7,377	47,926	70,698	69,752	70,173	(421)	22,247	68%
3400	Health & Welfare Benefits	73,373	65,587	59,298	373,317	506,692	616,817	628,013	(11,196)	254,697	59%
3500	Unemployment Insurance	80	123	141	2,377	9,667	16,487	16,886	(399)	14,509	14%
3600	Workers Comp Insurance	2,329	3,504	2,330	19,628	23,201	22,856	23,334	(478)	3,706	84%
3900	Other Employee Benefits	-	-	287	287	-	-	-	-	(287)	
SUBTOTAL - Employee Benefits		100,863	115,163	88,064	609,399	1,031,686	959,894	980,487	(20,593)	371,088	62%
Books & Supplies											
4300	Materials & Supplies	4,895	2,602	11,211	136,954	79,500	120,000	135,000	(15,000)	(1,954)	101%
4330	Office Supplies	1,841	2,202	3,046	22,024	22,000	22,440	28,000	(5,560)	5,976	79%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	26,684	17,500	25,500	30,000	(4,500)	3,316	89%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	27,192	17,500	30,000	30,000	-	2,808	91%
4710	Student Food Services	12,343	8,167	11,936	67,799	93,000	96,900	96,900	-	29,101	70%
4720	Other Food	49	-	201	3,609	2,000	3,060	5,000	(1,940)	1,391	72%
SUBTOTAL - Books and Supplies		19,128	12,970	26,395	284,261	231,500	297,900	324,900	(27,000)	40,639	87%
Services & Other Operating Expenses											
5200	Travel & Conferences	1,728	951	4,077	28,421	17,500	22,950	28,000	(5,050)	(421)	102%
5300	Dues & Memberships	669	795	118	6,690	15,000	15,300	15,300	-	8,610	44%
5400	Insurance	-	-	-	-	-	49,054	-	49,054	-	
5450	Insurance - Other	3,931	7,737	-	28,267	48,092	-	49,054	(49,054)	20,787	58%
5500	Operations & Housekeeping	4,362	1,762	3,156	39,723	50,000	51,000	51,000	-	11,277	78%
5535	Utilities - All Utilities	7,688	7,958	10,571	46,021	59,000	60,180	65,000	(4,820)	18,979	71%
5605	Equipment Leases	759	676	1,862	9,327	10,200	10,404	11,000	(596)	1,673	85%
5610	Rent	3,667	3,667	-	26,127	42,500	43,350	43,350	-	17,223	60%
5615	Repairs and Maintenance	1,857	353	27,400	39,252	20,000	20,400	20,400	-	(18,852)	192%
5631	Debt Service & Deferred Maintenance Reserve	-	-	-	-	-	-	34,579	(34,579)	34,579	0%

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

		Actual			YTD	Budget					
		Dec	Jan	Feb	Actual YTD	Approved Budget v1	1st Interim	2nd Interim	1st Interim vs. 2nd Interim	Current Forecast Remaining	% Current Forecast Spent
5800	Other Services & Operating Expenses	-	-	-	78	-	-	-	-	(78)	
5803	Accounting Fees	6,900	500	-	7,800	13,800	12,240	12,240	-	4,440	64%
5809	Banking Fees	80	100	80	632	-	-	-	-	(632)	
5812	Business Services	7,083	7,083	7,083	56,667	73,800	85,000	85,000	-	28,333	67%
5815	Consultants - Instructional	1,200	700	3,600	17,061	10,000	15,300	15,300	-	(1,761)	112%
5820	Consultants - Non Instructional - Custom 1	2,025	2,184	450	26,234	75,000	76,500	76,500	-	50,266	34%
5824	District Oversight Fees	-	-	-	18,388	30,009	30,321	35,161	(4,841)	16,773	52%
5830	Field Trips Expenses	-	-	-	2,742	2,500	2,550	5,000	(2,450)	2,258	55%
5836	Fingerprinting	91	43	86	900	1,000	1,020	1,020	-	120	88%
5845	Legal Fees	1,316	49	280	10,897	6,000	9,000	15,000	(6,000)	4,103	73%
5857	Payroll Fees	345	336	570	2,823	1,800	2,000	3,600	(1,600)	777	78%
5861	Prior Yr Exp (not accrued	-	-	4,452	6,335	-	-	1,883	(1,883)	(4,452)	336%
5863	Professional Development	-	-	650	30,080	22,000	36,000	36,000	-	5,920	84%
5875	Staff Recruiting	205	140	-	560	2,700	2,754	2,754	-	2,194	20%
5887	Technology Services	-	-	-	41,901	7,000	45,000	45,000	-	3,099	93%
5893	Transportation - Student	700	4,855	4,002	19,623	40,000	40,000	35,000	5,000	15,377	56%
5899	Miscellaneous Operating Expenses	-	-	-	254	-	83,791	84,935	(1,144)	84,681	0%
5900	Communications	2,142	3,516	1,916	15,841	30,000	30,600	30,600	-	14,759	52%
5910	Communications - Internet / Website Fees	-	-	-	76	-	-	-	-	(76)	
5915	Postage and Delivery	90	146	85	648	2,900	2,958	2,000	958	1,352	32%
SUBTOTAL - Services & Other Operating Exp.		46,836	43,550	70,437	483,370	580,801	747,671	804,676	(57,005)	321,306	60%
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	-	18,000	18,000	18,000	-	18,000	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	18,000	18,000	18,000	-	18,000	0%
Other Outflows											
7438	Long term debt - Interest	505	2,148	2,148	15,541	60,489	36,000	36,000	-	20,459	43%
7999	Uncategorized Expense	9,713	3,268	7,449	36,040	-	-	-	-	(36,040)	
SUBTOTAL - Other Outflows		10,218	5,416	9,597	51,581	60,489	36,000	36,000	-	(15,581)	143%
TOTAL EXPENSES		343,802	447,890	374,151	2,752,979	3,855,825	3,964,099	4,108,565	(144,467)	1,355,586	67%

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

	2023-24													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
<b>Beginning Cash</b>	<b>2,586,188</b>	<b>2,565,098</b>	<b>2,587,135</b>	<b>2,447,267</b>	<b>2,584,601</b>	<b>2,320,275</b>	<b>2,668,888</b>	<b>2,341,761</b>	<b>2,360,026</b>	<b>2,186,041</b>	<b>2,327,416</b>	<b>2,452,954</b>		
<b>REVENUE</b>														
LCFF Entitlement	135,784	189,887	255,649	233,013	263,028	274,264	244,412	393,922	134,277	398,937	362,903	489,023	3,447,166	72,068
Federal Revenue	-	-	-	57,753	6,410	29,242	28,750	13,998	65,921	30,776	37,069	18,276	319,489	31,293
Other State Revenue	-	-	-	19,290	-	21,806	53,058	35,061	165,446	165,924	179,827	165,924	854,477	48,142
Other Local Revenue	56	3,789	54	17,014	8,338	1,353	4,560	93,939	(93,078)	1,325	1,325	1,325	40,000	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>135,840</b>	<b>193,676</b>	<b>255,703</b>	<b>327,070</b>	<b>277,776</b>	<b>326,665</b>	<b>330,780</b>	<b>536,919</b>	<b>272,566</b>	<b>596,962</b>	<b>581,124</b>	<b>674,548</b>	<b>4,661,132</b>	<b>151,503</b>
<b>EXPENSES</b>														
Certificated Salaries	30,162	100,800	108,560	109,980	105,465	100,581	198,999	101,398	92,341	106,385	106,385	106,385	1,267,442	-
Classified Salaries	13,985	28,808	72,210	61,828	75,365	66,175	71,791	78,261	42,229	55,469	55,469	55,469	677,060	-
Employee Benefits	7,231	74,369	125,400	24,654	73,654	100,863	115,163	88,064	119,302	101,374	101,374	49,039	980,487	-
Books & Supplies	13,740	55,636	101,293	33,894	21,205	19,128	12,970	26,395	10,160	10,160	10,160	10,160	324,900	-
Services & Other Operating Expenses	80,007	60,105	73,396	63,320	45,720	46,836	43,550	70,437	42,421	53,208	53,208	53,208	804,676	119,260
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	13,500	1,500	1,500	1,500	18,000	-
Other Outflows	12,255	2,543	2,273	2,273	7,005	10,218	5,416	9,597	(24,581)	3,000	3,000	3,000	36,000	-
<b>TOTAL EXPENSES</b>	<b>157,380</b>	<b>322,261</b>	<b>483,132</b>	<b>295,949</b>	<b>328,415</b>	<b>343,802</b>	<b>447,890</b>	<b>374,151</b>	<b>295,371</b>	<b>331,096</b>	<b>331,096</b>	<b>278,762</b>	<b>4,108,565</b>	<b>119,260</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(21,540)</b>	<b>(128,584)</b>	<b>(227,428)</b>	<b>31,121</b>	<b>(50,639)</b>	<b>(17,137)</b>	<b>(117,110)</b>	<b>162,769</b>	<b>(22,806)</b>	<b>265,865</b>	<b>250,027</b>	<b>395,786</b>	<b>552,566</b>	<b>32,243</b>
Accounts Receivable	11,699	154,975	36,382	113,754	-	-	-	(2,015)	120,062	-	-	-	-	
Fixed Assets	(21,383)	(2,700)	(9,583)	-	(564,962)	1,240	(194,776)	(171,682)	13,500	1,500	1,500	1,500	-	
Accounts Payable	14,494	4,840	59,213	(30,928)	(5,855)	(11,645)	(6,929)	18,955	(42,701)	-	-	-	-	
Other Current Liabilities	(30,203)	(12,702)	(9,607)	12,282	-	2,669	(4,512)	-	(124,156)	(8,106)	(8,106)	(8,106)	-	
Summer Holdback	1,384	2,208	11,156	11,106	9,320	5,312	(3,800)	10,238	-	-	-	-	-	
Deferred Revenue	-	-	-	-	-	-	-	-	(70,324)	(70,324)	(70,324)	(70,324)	-	
Loans Payable (Long Term)	24,458	4,000	-	-	347,810	368,174	-	-	-	-	-	-	-	
Other Liabilities	-	-	-	-	-	-	-	-	(47,560)	(47,560)	(47,560)	(47,560)	-	
<b>Ending Cash</b>	<b>2,565,098</b>	<b>2,587,135</b>	<b>2,447,267</b>	<b>2,584,601</b>	<b>2,320,275</b>	<b>2,668,888</b>	<b>2,341,761</b>	<b>2,360,026</b>	<b>2,186,041</b>	<b>2,327,416</b>	<b>2,452,954</b>	<b>2,724,250</b>		

**Long Valley Charter**  
**Balance Sheet**  
**As of Feb FY2024**

	Jun FY23			Feb FY24			Projected Jun FY24		
	Long Valley Charter	Thompson Peak Charter	Total	Long Valley Charter	Thompson Peak Charter	Total	Long Valley Charter	Thompson Peak Charter	Total
<b>ASSETS</b>									
Cash Balance	2,586,188	1,617,537	4,203,725	2,360,026	982,691	3,342,717	3,688,096	1,655,851	5,343,948
Accounts Receivable	434,857	175,559	610,416	120,062	28,371	148,433	151,503	107,684	259,186
Due From Others	50	-	50	50	-	50	50	-	50
Other Current Assets	20,683	17,802	38,485	20,683	17,802	38,485	20,683	11,868	32,551
Fixed Assets	4,334,884	269,400	4,604,284	5,298,730	340,765	5,639,495	4,316,884	256,400	4,573,284
Other Assets	(420)	7,595	7,175	(420)	7,595	7,175	(420)	5,063	4,643
ROU Assets	184,356	10,978	195,334	184,356	10,978	195,334	184,356	7,319	191,674
<b>TOTAL ASSETS</b>	<b>7,560,598</b>	<b>2,098,870</b>	<b>9,659,468</b>	<b>7,983,487</b>	<b>1,388,201</b>	<b>9,371,688</b>	<b>8,361,152</b>	<b>2,044,185</b>	<b>10,405,336</b>
<b>LIABILITIES &amp; EQUITY</b>									
Accounts Payable	1,033	268	1,301	43,178	(30,959)	12,219	119,738	110	119,848
Other Current Liabilities	190,546	79,011	269,557	148,474	49,963	198,436	-	-	-
Summer Holdback	-	-	-	46,924	40,178	87,102	46,924	40,178	87,102
Loans Payable (Current)	-	7,666	7,666	-	7,666	7,666	-	-	-
ROU Current Liabilities	-	(4,292)	(4,292)	-	(4,292)	(4,292)	-	-	-
Deferred Revenue	281,296	31,586	312,881	281,296	6,651	287,947	-	-	-
Loans Payable (Long Term)	2,725,000	(12,677)	2,712,323	3,469,442	(8,677)	3,460,765	3,469,442	(12,677)	3,456,765
Other Liabilities	190,241	11,344	201,585	190,241	11,344	201,585	-	-	-
Beginning Net Assets	4,173,515	1,986,233	6,159,748	3,911,161	1,986,233	5,897,394	3,911,161	1,986,233	5,897,394
Net Income (Loss) to Date	(1,033)	(268)	(1,301)	(107,229)	(669,905)	(777,134)	813,887	30,341	844,228
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>7,560,598</b>	<b>2,098,870</b>	<b>9,659,468</b>	<b>7,983,487</b>	<b>1,388,201</b>	<b>9,371,688</b>	<b>8,361,152</b>	<b>2,044,185</b>	<b>10,405,336</b>



**Thompson Peak Charter**  
**Income Statement**  
**As of Feb FY2024**

	Actual			YTD	Budget					
	Dec	Jan	Feb	Actual YTD	Approved Budget v1	1st Interim	2nd Interim	1st Interim vs. 2nd Interim	2nd Interim Remaining	% 2nd Interim Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	194,329	133,975	180,703	1,124,478	2,081,987	2,075,094	1,984,315	(90,780)	859,837	57%
Federal Revenue	-	15,533	1,003	24,000	337,871	277,151	282,226	5,075	258,226	9%
Other State Revenues	-	33,885	49,640	102,815	320,058	396,549	391,737	(4,812)	288,922	26%
Local Revenues	8,783	2,978	35,453	63,930	10,000	25,000	34,416	9,416	(29,514)	186%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>203,112</b>	<b>186,371</b>	<b>266,799</b>	<b>1,315,223</b>	<b>2,749,915</b>	<b>2,773,794</b>	<b>2,692,694</b>	<b>(81,100)</b>	<b>1,377,470</b>	<b>49%</b>
<b>Expenses</b>										
Compensation and Benefits	258,755	58,164	226,310	1,456,249	1,973,044	2,012,546	2,017,708	(5,162)	561,460	72%
Books and Supplies	3,107	2,074	8,348	151,280	91,250	191,032	185,303	5,729	34,023	82%
Services and Other Operating Expenditures	27,741	47,119	69,032	320,487	344,412	434,499	414,073	20,426	93,586	77%
Depreciation	-	-	-	-	13,000	13,000	13,000	-	13,000	0%
Other Outflows	10,122	5,417	8,088	56,844	29,385	21,619	32,000	(10,381)	(24,844)	178%
<b>Total Expenses</b>	<b>299,725</b>	<b>112,775</b>	<b>311,777</b>	<b>1,984,859</b>	<b>2,451,090</b>	<b>2,672,696</b>	<b>2,662,084</b>	<b>10,611</b>	<b>677,225</b>	<b>75%</b>
<b>Operating Income</b>	<b>(96,613)</b>	<b>73,596</b>	<b>(44,978)</b>	<b>(669,636)</b>	<b>298,825</b>	<b>101,098</b>	<b>30,609</b>	<b>(70,489)</b>	<b>700,245</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					2,027,842	1,570,779	1,986,233			
Operating Income					298,825	101,098	30,609			
<b>Ending Fund Balance</b>					<b>2,326,667</b>	<b>1,671,877</b>	<b>2,016,842</b>			
Fund Balance as a % of Expenses					95%	63%	76%			

**Thompson Peak Charter**  
**Income Statement**  
**As of Feb FY2024**

Actual			YTD	Budget					
Dec	Jan	Feb	Actual YTD	Approved Budget v1	1st Interim	2nd Interim	1st Interim vs. 2nd Interim	2nd Interim Remaining	% 2nd Interim Spent
<b>KEY ASSUMPTIONS</b>									
<b>Enrollment Summary</b>									
K-3				24	24	24	-		
4-6				31	31	31	-		
7-8				40	40	40	-		
9-12				72	72	72	-		
<b>Total Enrolled</b>				<b>167</b>	<b>167</b>	<b>167</b>	-		
<b>ADA %</b>									
K-3				96.0%	96.0%	91.8%	-4.2%		
4-6				96.0%	96.0%	77.0%	-19.0%		
7-8				96.0%	96.0%	90.1%	-5.9%		
9-12				96.0%	96.0%	98.8%	2.7%		
<b>Average ADA %</b>				<b>96.0%</b>	<b>96.0%</b>	<b>91.6%</b>	<b>-4.4%</b>		
<b>ADA</b>									
K-3				23.04	23.04	22.03	(1.01)		
4-6				29.76	29.76	23.86	(5.90)		
7-8				38.40	38.40	36.04	(2.36)		
9-12				69.12	69.12	71.10	1.98		
<b>Total ADA</b>				<b>160.32</b>	<b>160.32</b>	<b>153.03</b>	<b>(7.29)</b>		

**Thompson Peak Charter**  
**Income Statement**  
**As of Feb FY2024**

Actual				YTD	Budget					
Dec	Jan	Feb	Actual YTD	Approved Budget v1	1st Interim	2nd Interim	1st Interim vs. 2nd Interim	2nd Interim Remaining	% 2nd Interim Spent	
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools General Purpose Entitlement - State Aid	133,975	133,975	154,115	943,946	1,605,260	1,729,658	1,654,586	(75,072)	710,640	57%
8012 Education Protection Account Entitlement	7,178	-	-	14,356	32,064	32,064	30,606	(1,458)	16,250	47%
8096 Charter Schools in Lieu of Property Taxes	53,176	-	26,588	166,176	444,663	313,373	299,123	(14,250)	132,947	56%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>194,329</b>	<b>133,975</b>	<b>180,703</b>	<b>1,124,478</b>	<b>2,081,987</b>	<b>2,075,094</b>	<b>1,984,315</b>	<b>(90,780)</b>	<b>859,837</b>	<b>57%</b>
<b>Federal Revenue</b>										
8181 Special Education - Entitlement	-	-	-	-	21,076	21,456	21,456	-	21,456	0%
8220 Child Nutrition Programs	-	-	-	-	40,080	16,032	15,303	(729)	15,303	0%
8291 Title I	-	13,033	-	13,033	-	30,892	31,725	833	18,692	41%
8292 Title II	-	-	1,003	1,003	-	4,363	4,359	(4)	3,356	23%
8294 Title IV	-	2,500	-	5,000	-	10,000	10,000	-	5,000	50%
8295 Title V REAP/RLIS	-	-	-	-	-	-	4,975	4,975	4,975	0%
8296 Other Federal Revenue	-	-	-	4,964	276,715	194,408	194,408	-	189,444	3%
<b>SUBTOTAL - Federal Revenue</b>	<b>-</b>	<b>15,533</b>	<b>1,003</b>	<b>24,000</b>	<b>337,871</b>	<b>277,151</b>	<b>282,226</b>	<b>5,075</b>	<b>258,226</b>	<b>9%</b>
<b>Other State Revenue</b>										
8381 Special Education - Entitlement (State	-	33,885	36,474	70,359	68,793	64,128	61,212	(2,916)	(9,147)	115%
8550 Mandated Cost Reimbursements	-	-	-	-	4,988	4,986	4,986	-	4,986	0%
8560 State Lottery Revenue	-	-	13,166	13,166	39,579	41,695	39,799	(1,896)	26,632	33%
8590 All Other State Revenue	-	-	-	19,290	206,698	285,740	285,740	-	266,450	7%
<b>SUBTOTAL - Other State Revenue</b>	<b>-</b>	<b>33,885</b>	<b>49,640</b>	<b>102,815</b>	<b>320,058</b>	<b>396,549</b>	<b>391,737</b>	<b>(4,812)</b>	<b>288,922</b>	<b>26%</b>
<b>Local Revenue</b>										
8660 Interest	37	2,978	35	14,393	5,000	17,000	17,000	-	2,607	85%
8699 All Other Local Revenue	8,746	-	250	12,918	5,000	8,000	17,416	9,416	4,498	74%
8999 Uncategorized Revenue	-	0	35,169	36,619	-	-	-	-	(36,619)	
<b>SUBTOTAL - Local Revenue</b>	<b>8,783</b>	<b>2,978</b>	<b>35,453</b>	<b>63,930</b>	<b>10,000</b>	<b>25,000</b>	<b>34,416</b>	<b>9,416</b>	<b>(29,514)</b>	<b>186%</b>
<b>Fundraising and Grants</b>										
<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL REVENUE</b>	<b>203,112</b>	<b>186,371</b>	<b>266,799</b>	<b>1,315,223</b>	<b>2,749,915</b>	<b>2,773,794</b>	<b>2,692,694</b>	<b>(81,100)</b>	<b>1,377,470</b>	<b>49%</b>

**Thompson Peak Charter**  
**Income Statement**  
**As of Feb FY2024**

Actual				YTD	Budget						
					Approved			1st Interim vs.	2nd Interim	% 2nd Interim	
Dec				Actual YTD	Budget v1	1st Interim	2nd Interim	2nd Interim	Remaining	Spent	
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100	Teachers Salaries	77,740	(10,354)	81,785	456,835	626,226	599,532	599,532	-	142,697	76%
1103	Teacher - Substitute Pay	7,138	(9,138)	-	0	-	-	-	-	(0)	
1200	Certificated Pupil Support Salaries	5,462	4,106	4,999	48,106	42,438	42,632	82,649	(40,017)	34,543	58%
1300	Certificated Supervisor & Administrator Salaries	20,062	20,062	20,062	156,904	283,166	239,198	239,198	-	82,294	66%
SUBTOTAL - Certificated Salaries		110,402	4,676	106,845	661,845	951,830	881,362	921,379	(40,017)	259,534	72%
Classified Salaries											
2100	Classified Instructional Aide Salaries	17,130	(8,284)	20,482	82,075	108,485	210,347	170,330	40,017	88,255	48%
2200	Classified Support Salaries	6,803	6,160	7,625	53,997	153,079	76,467	76,467	-	22,470	71%
2300	Classified Supervisor & Administrator Salaries	3,340	3,340	3,340	26,718	39,291	40,077	40,077	-	13,359	67%
2400	Classified Clerical & Office Salaries	10,799	7,902	13,044	78,669	79,171	98,873	98,873	-	20,203	80%
2900	Classified Other Salaries	6,886	7,430	7,768	49,629	-	75,748	75,748	-	26,119	66%
2999	Payroll Temporary Holding Account	1,358	1,538	1,695	9,978	-	-	-	-	(9,978)	
SUBTOTAL - Classified Salaries		46,316	18,086	53,954	301,065	380,027	501,512	461,495	40,017	160,429	65%
Employee Benefits											
3100	STRS	20,055	893	20,407	117,997	181,799	168,340	175,983	(7,643)	57,986	67%
3300	OASDI-Medicare-Alternative	5,399	1,297	5,564	32,458	42,874	51,145	48,664	2,481	16,207	67%
3400	Health & Welfare Benefits	74,178	29,582	36,791	320,793	292,481	383,346	383,346	-	62,554	84%
3500	Unemployment Insurance	75	126	132	2,176	6,659	10,246	10,246	-	8,070	21%
3600	Workers Comp Insurance	2,329	3,504	2,330	19,628	15,982	16,594	16,594	-	(3,034)	118%
3900	Other Employee Benefits	-	-	287	287	-	-	-	-	(287)	
SUBTOTAL - Employee Benefits		102,037	35,403	65,511	493,339	641,187	629,673	634,835	(5,162)	141,496	78%
Books & Supplies											
4300	Materials & Supplies	2,385	261	5,380	62,102	50,000	85,000	85,000	-	22,898	73%
4330	Office Supplies	377	1,136	1,261	13,552	7,500	15,000	15,000	-	1,448	90%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	62,124	30,000	60,000	65,000	(5,000)	2,876	96%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	-	-	10,000	-	10,000	-	
4710	Student Food Services	345	496	1,447	10,513	2,000	16,032	15,303	729	4,790	69%
4720	Other Food	-	181	261	2,989	1,750	5,000	5,000	-	2,011	60%
SUBTOTAL - Books and Supplies		3,107	2,074	8,348	151,280	91,250	191,032	185,303	5,729	34,023	82%
Services & Other Operating Expenses											
5200	Travel & Conferences	543	3,505	7,420	29,262	10,750	13,005	25,000	(11,995)	(4,262)	117%
5300	Dues & Memberships	412	486	188	6,824	16,000	16,320	8,000	8,320	1,176	85%
5450	Insurance - Other	3,931	7,737	-	28,267	-	42,934	42,934	-	14,667	66%
5500	Operations & Housekeeping	400	2,498	35,898	42,309	15,000	15,300	15,000	300	(27,309)	282%
5535	Utilities - All Utilities	1,825	3,163	2,799	15,172	23,000	23,460	23,460	-	8,288	65%
5605	Equipment Leases	842	1,091	1,210	8,554	15,550	15,861	12,000	3,861	3,446	71%
5610	Rent	-	-	-	-	-	27,540	-	27,540	-	
5615	Repairs and Maintenance	2,034	421	-	9,812	8,000	8,160	12,000	(3,840)	2,188	82%
5631	Debt Service & Deferred Maintenance Reserve	-	-	-	-	-	-	28,045	(28,045)	28,045	0%
5800	Other Services & Operating Expenses	-	-	-	66	-	2,000	2,000	-	1,934	3%

**Thompson Peak Charter**  
**Income Statement**  
**As of Feb FY2024**

		Actual			YTD	Budget					
		Dec	Jan	Feb	Actual YTD	Approved Budget v1	1st Interim	2nd Interim	1st Interim vs. 2nd Interim	2nd Interim Remaining	% 2nd Interim Spent
5803	Accounting Fees	6,900	14,950	-	22,250	13,800	12,240	16,000	(3,760)	(6,250)	139%
5809	Banking Fees	80	100	80	632	-	-	-	-	(632)	
5812	Business Services	7,083	7,083	7,083	56,667	73,800	85,000	85,000	-	28,333	67%
5815	Consultants - Instructional	1,200	3,183	3,600	18,486	5,000	15,000	15,000	-	(3,486)	123%
5820	Consultants - Non Instructional - Custom 1	700	733	-	1,858	48,500	45,000	15,000	30,000	13,142	12%
5824	District Oversight Fees	-	-	-	-	20,820	20,751	19,843	908	19,843	0%
5830	Field Trips Expenses	-	-	-	640	1,000	1,020	1,020	-	380	63%
5836	Fingerprinting	91	43	3	485	750	765	765	-	280	63%
5845	Legal Fees	46	49	280	5,203	6,000	9,180	9,180	-	3,977	57%
5857	Payroll Fees	340	336	570	2,816	3,000	3,060	3,060	-	244	92%
5861	Prior Yr Exp (not accrued	-	-	4,452	6,335	-	-	1,883	(1,883)	(4,452)	336%
5863	Professional Development	-	-	4,375	32,678	22,000	35,000	35,000	-	2,322	93%
5875	Staff Recruiting	205	140	-	345	2,700	1,020	1,020	-	675	34%
5887	Technology Services	-	-	-	22,561	5,000	30,000	30,000	-	7,439	75%
5893	Transportation - Student	428	89	-	1,365	1,000	1,020	2,000	(980)	635	68%
5900	Communications	643	1,367	981	7,099	9,000	9,180	9,180	-	2,081	77%
5910	Communications - Internet / Website Fees	-	-	-	76	-	-	-	-	(76)	
5915	Postage and Delivery	38	146	93	723	1,650	1,683	1,683	-	960	43%
SUBTOTAL - Services & Other Operating Exp.		27,741	47,119	69,032	320,487	344,412	434,499	414,073	20,426	93,586	77%
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	-	13,000	13,000	13,000	-	13,000	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	13,000	13,000	13,000	-	13,000	0%
Other Outflows											
7438	Long term debt - Interest	505	2,148	2,148	15,541	29,385	21,619	32,000	(10,381)	16,459	49%
7999	Uncategorized Expense	9,617	3,269	5,940	41,303	-	-	-	-	(41,303)	
SUBTOTAL - Other Outflows		10,122	5,417	8,088	56,844	29,385	21,619	32,000	(10,381)	(24,844)	178%
TOTAL EXPENSES		299,725	112,775	311,777	1,984,859	2,451,090	2,672,696	2,662,084	10,611	677,225	75%

**Thompson Peak Charter**  
**Monthly Cash Forecast**  
**As of Feb FY2024**

	2023-24													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
<b>Beginning Cash</b>	<b>1,617,537</b>	<b>1,541,917</b>	<b>1,388,121</b>	<b>1,212,099</b>	<b>1,231,678</b>	<b>1,096,163</b>	<b>972,793</b>	<b>1,027,979</b>	<b>982,692</b>	<b>1,128,735</b>	<b>1,222,701</b>	<b>1,327,555</b>		
<b>REVENUE</b>														
LCFF Entitlement	74,431	134,254	141,153	131,657	133,975	194,329	133,975	180,703	230,692	156,204	156,204	266,883	1,984,315	49,854
Federal Revenue	-	-	-	2,500	4,964	-	15,533	1,003	65,332	59,364	61,401	48,636	282,226	23,493
Other State Revenue	-	-	-	19,290	-	-	33,885	49,640	61,937	61,265	70,117	61,265	391,737	34,337
Other Local Revenue	56	2,642	54	13,438	526	8,783	2,978	35,453	(34,843)	1,776	1,776	1,776	34,416	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>74,487</b>	<b>136,896</b>	<b>141,207</b>	<b>166,885</b>	<b>139,465</b>	<b>203,112</b>	<b>186,371</b>	<b>266,799</b>	<b>323,118</b>	<b>278,610</b>	<b>289,498</b>	<b>378,561</b>	<b>2,692,694</b>	<b>107,684</b>
<b>EXPENSES</b>														
Certificated Salaries	26,474	99,439	104,942	101,844	107,222	110,402	4,676	106,845	68,250	63,761	63,761	63,761	921,379	-
Classified Salaries	11,368	26,909	48,206	44,174	52,053	46,316	18,086	53,954	40,107	40,107	40,107	40,107	461,495	-
Employee Benefits	6,285	61,828	124,563	23,808	73,904	102,037	35,403	65,511	44,697	42,915	42,915	10,970	634,835	-
Books & Supplies	12,425	65,259	28,847	20,250	10,968	3,107	2,074	8,348	16,965	5,686	5,686	5,686	185,303	-
Services & Other Operating Expenses	32,125	33,205	37,941	44,044	29,280	27,741	47,119	69,032	23,397	23,397	23,397	23,397	414,073	-
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	9,750	1,083	1,083	1,083	13,000	-
Other Outflows	14,610	6,009	2,273	2,273	8,052	10,122	5,417	8,088	(37,188)	4,115	4,115	4,115	32,000	-
<b>TOTAL EXPENSES</b>	<b>103,287</b>	<b>292,650</b>	<b>346,773</b>	<b>236,393</b>	<b>281,479</b>	<b>299,725</b>	<b>112,775</b>	<b>311,777</b>	<b>165,977</b>	<b>181,065</b>	<b>181,065</b>	<b>149,119</b>	<b>2,662,084</b>	<b>-</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(28,800)</b>	<b>(155,754)</b>	<b>(205,565)</b>	<b>(69,508)</b>	<b>(142,014)</b>	<b>(96,613)</b>	<b>73,596</b>	<b>(44,978)</b>	<b>157,141</b>	<b>97,545</b>	<b>108,434</b>	<b>229,442</b>	<b>30,609</b>	<b>107,684</b>
Accounts Receivable	7,872	38,529	12,102	89,147	-	-	-	(461)	28,371	-	-	-		
Other Current Assets	-	-	-	-	-	-	-	-	1,484	1,484	1,484	1,484		
Fixed Assets	(18,883)	-	-	-	-	(19,242)	(13,397)	(19,843)	9,750	1,083	1,083	52,605		
Other Assets	-	-	-	-	-	-	-	-	633	633	633	633		
ROU Assets	-	-	-	-	-	-	-	-	915	915	915	915		
Accounts Payable	8,794	(36,562)	19,933	(16,639)	(492)	(12,943)	(6,696)	13,379	-	-	-	-		
Other Current Liabilities	(20,990)	(8,385)	(9,333)	9,739	-	347	(427)	-	(38,456)	(3,835)	(3,835)	(3,835)		
Summer Holdback	1,322	4,375	6,842	6,842	6,992	5,081	2,109	6,617	-	-	-	-	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	(2,531)	(281)	(281)	(281)		
Deferred Revenue	(24,935)	-	-	-	-	-	-	-	1,245	(2,632)	(2,632)	(2,632)		
Loans Payable (Long Term)	-	4,000	-	-	-	-	-	-	(4,000)	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	(8,508)	(945)	(945)	(945)		
<b>Ending Cash</b>	<b>1,541,917</b>	<b>1,388,121</b>	<b>1,212,099</b>	<b>1,231,678</b>	<b>1,096,163</b>	<b>972,793</b>	<b>1,027,979</b>	<b>982,692</b>	<b>1,128,735</b>	<b>1,222,701</b>	<b>1,327,555</b>	<b>1,604,939</b>		

**Thompson Peak Charter**  
**Balance Sheet**  
**As of Feb FY2024**

	Jun FY23			Feb FY24			Projected Jun FY24		
	Long Valley Charter	Thompson Peak Charter	Total	Long Valley Charter	Thompson Peak Charter	Total	Long Valley Charter	Thompson Peak Charter	Total
<b>ASSETS</b>									
Cash Balance	2,586,188	1,617,537	4,203,725	2,360,026	982,691	3,342,717	3,688,096	1,655,851	5,343,948
Accounts Receivable	434,857	175,559	610,416	120,062	28,371	148,433	151,503	107,684	259,186
Due From Others	50	-	50	50	-	50	50	-	50
Other Current Assets	20,683	17,802	38,485	20,683	17,802	38,485	20,683	11,868	32,551
Fixed Assets	4,334,884	269,400	4,604,284	5,298,730	340,765	5,639,495	4,316,884	256,400	4,573,284
Other Assets	(420)	7,595	7,175	(420)	7,595	7,175	(420)	5,063	4,643
ROU Assets	184,356	10,978	195,334	184,356	10,978	195,334	184,356	7,319	191,674
<b>TOTAL ASSETS</b>	<b>7,560,598</b>	<b>2,098,870</b>	<b>9,659,468</b>	<b>7,983,487</b>	<b>1,388,201</b>	<b>9,371,688</b>	<b>8,361,152</b>	<b>2,044,185</b>	<b>10,405,336</b>
<b>LIABILITIES &amp; EQUITY</b>									
Accounts Payable	1,033	268	1,301	43,178	(30,959)	12,219	119,738	110	119,848
Other Current Liabilities	190,546	79,011	269,557	148,474	49,963	198,436	-	-	-
Summer Holdback	-	-	-	46,924	40,178	87,102	46,924	40,178	87,102
Loans Payable (Current)	-	7,666	7,666	-	7,666	7,666	-	-	-
ROU Current Liabilities	-	(4,292)	(4,292)	-	(4,292)	(4,292)	-	-	-
Deferred Revenue	281,296	31,586	312,881	281,296	6,651	287,947	-	-	-
Loans Payable (Long Term)	2,725,000	(12,677)	2,712,323	3,469,442	(8,677)	3,460,765	3,469,442	(12,677)	3,456,765
Other Liabilities	190,241	11,344	201,585	190,241	11,344	201,585	-	-	-
Beginning Net Assets	4,173,515	1,986,233	6,159,748	3,911,161	1,986,233	5,897,394	3,911,161	1,986,233	5,897,394
Net Income (Loss) to Date	(1,033)	(268)	(1,301)	(107,229)	(669,905)	(777,134)	813,887	30,341	844,228
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>7,560,598</b>	<b>2,098,870</b>	<b>9,659,468</b>	<b>7,983,487</b>	<b>1,388,201</b>	<b>9,371,688</b>	<b>8,361,152</b>	<b>2,044,185</b>	<b>10,405,336</b>

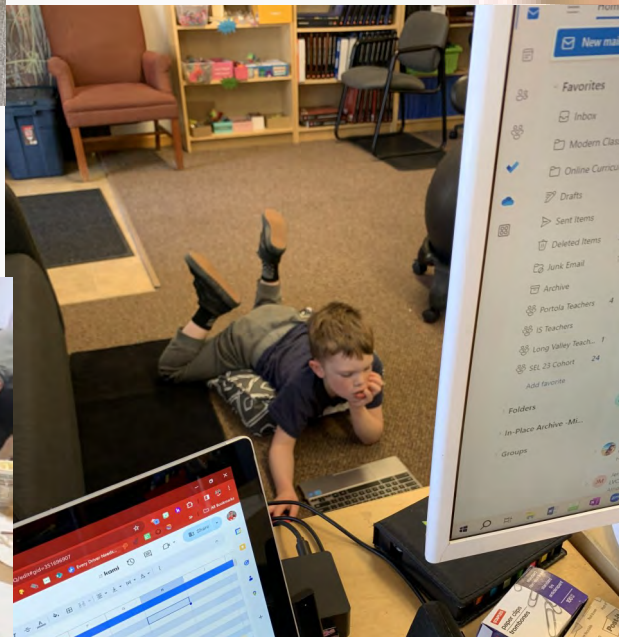


# Portola April 2024 Board Report

## Safe-ly Watching The Eclipse



## Trying to Get Some Lucky Charms



## Finding the Perfect Position to I-Ready Test



## Peep Prison STEM Project

Portola	Student Count	Location
PUUSD	Other	Total
58	9	67



# \* LONG VALLEY \*

● School-Doyle ●



\* On March 15, 2024  
our TK-8th grade  
students created traps to  
catch their own tricky

Leprechaun

\* On March 15, 2024  
students started  
practicing for their  
upcoming May  
Tournament

\* On March 18-March  
22, 2024 began our  
Student Led  
Conferences

\* On March 19, 2024  
Our students competed  
in the Geography Bowl

\* On March 26, 2024  
8th-12th grade went to  
TMCC to tour the  
campus

\* On March 31, 2024  
students had a great  
time hunting eggs with  
prizes

Leprechaun Traps



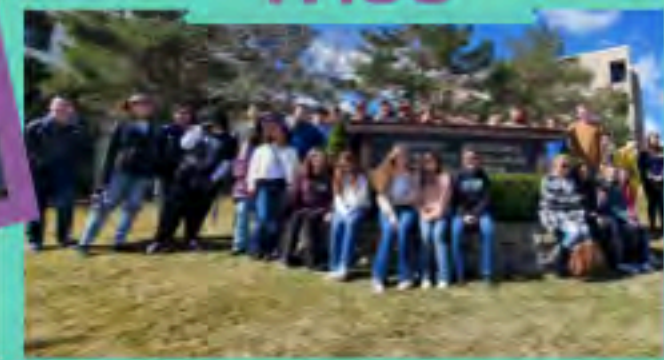
Chess Club



Geography Bowl



TMCC



Egg Hunt





# ★ LONG VALLEY ★

● School-Doyle ●

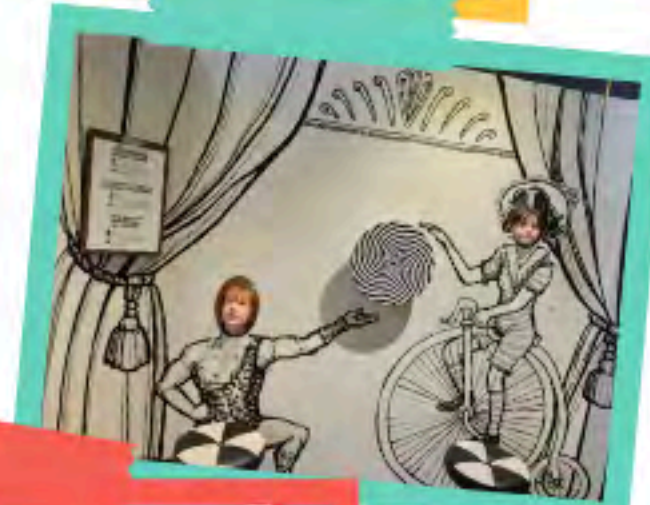


Dr. Seuss Day

\* On March 2, 2024  
Mrs. Jones' students  
celebrated **Dr. Seuss Day**

\* On March 7, 2024  
K-4th students had an  
exciting time visiting the  
**Discovery Museum**

Discovery Museum



\* On March 14, 2024  
was our monthly  
**Awards Assembly**







# Thompson Peak Charter School

Testing is right around the corner!

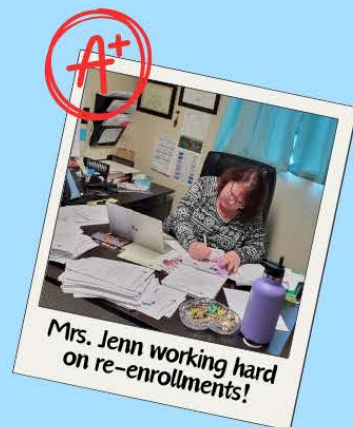
 i-Ready  
April 8th - 19th



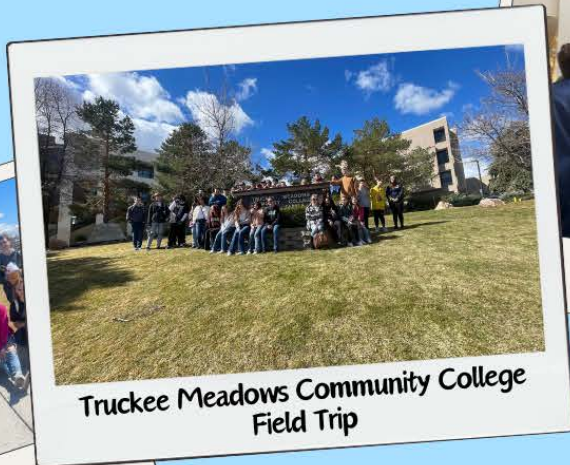
 caaspp  
May 6th - 23rd



Mrs. Kirby getting her Math kids ready.



Mrs. Jenn working hard on re-enrollments!



Truckee Meadows Community College  
Field Trip

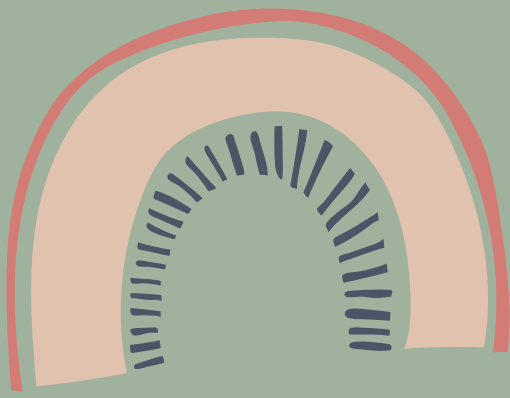


Johnstonville School Drug & Alcohol  
Prevention Presentation



Staff and students working together on our  
2024 Physical Fitness Testing





# Special Programs Administrator Report

April 2024

## COUNSELING

Campus	Gen Ed	SPED/ 504s
Doyle	15	4
Portola	7	0
Susanville	24	2
Total	46	6

## ENGLISH LEARNERS

Long Valley	3
Thompson Peak	0

## FOSTER YOUTH

Long Valley	1
Thompson Peak	2

## 504S

Long Valley	11
Thompson Peak	4

## HOMELESS

Long Valley	7
Thompson Peak	2



## SPED

Campus	Total #	Speech Only	New Students	Initial Assessments	IEP Mtgs. Held	% of SPED Students/ School
Doyle	30	11	0	0	3	16%
Portola	14	8	1	1	4	
Susanville	20	3	0	0	5	12%

### Sped Monitoring Update:

#### *Long Valley School (Reviewed in Cycle A - 2022)*

Identified "Needs Assistance." Not selected for Targeted-S or Intensive-S monitoring.

- LEA has 6 students who did not have an annual IEP meeting within one year and 3 students who did not have a re-evaluation within the past three years.
  - Late Annual's: 1 student (clerical error, meeting not held late), 1 student (report pulled before info uploaded to CalPads), 1 student (previously homeschooled, did not want to re-activate services when enrolling with us)
  - Late Tri's: 1 student (previously homeschooled, did not want to re-activate services when enrolling with us)

#### *Thompson Peak (Reviewed in Cycle B)*

Identified "Needs Assistance." Not selected for Targeted-S or Intensive-S monitoring.

- No action required now. More info to come August 2024
- LEA has 1 student who did not have an annual IEP within 1 year
  - Late IEP is from previous school, glitch in the system for showing up on our end. Speech Only student.







## Board Report

### Counseling April 2024

This month will be busy again, but we will begin to slow down as we move into our testing mode. We are still trying to present our students with more opportunities to make college visits and guest speakers to help broaden their horizons. Here is what we are doing this month in Counseling.

4/8- Students attended the Career Fair at Lassen High School. It was a huge success. GOOD JOB JASON!!!!

4/16- 8<sup>th</sup> Grade to Lassen Community College all day. Students will tour the campus, eat lunch on campus and have demonstrations from Fire Science, Automotive, Computer Graphics and Nursing. Some of these will be hands on for students to participate.

4/18- 8<sup>th</sup> Grade will visit Feather River College. We will be gone all day. Student will tour the campus, eat lunch on campus and have demonstrations from the Fishery, Horse Husbandry, Culinary Arts, (we are hoping for food, lol.) and Special Services.

4/19- Day in The Mountains- Portola Campus

4/24- Guest Speaker- We are having a guest speaker from Lassen College Automotive come speak to our students about a Car Care Basics Automotive class offered just to high school students over the summer break. We can boost our Dual Enrollment and will benefit our students tremendously.

College Visit- IT/Simpson College- In progress, date TBD. I will reschedule this, as our last visit scheduled for 3/28 was snowed out. Hopefully we can squeeze it in before the end of the year.

College Visit- Butte/Chico State- in progress, date TBD

Scholarships- We have several students applying for scholarships and enrolling for college. YAY!!!

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



Mrs. K. Sherman

College/Career Counselor



Board Report

Adult School

April 2024

We are rolling along steady in our Adult School Program. We are getting enrollments every month total enrollment now is 23. Our students are earning credits and gaining success. We are preparing for our next data report this month and look forward to reporting our success to the state. I will have data to present next month on our 3<sup>rd</sup> quarter success.

3/30 End of reporting period

4/1- Spring Break

4/8- Back in session

4/19- All data documents due to Katie Campbell for reporting

4/30 Report sent to State

We will likely have at least two graduates and will hold a graduation ceremony for our Adult Students if they choose to attend. Date TBD.

We have an adult student who will graduate this year meeting with an LCC Counselor to attend college for Early Childhood Education. We are very proud of her. She started out in LVCS high school. She has come along way.

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



Mrs. K. Sherman

Adult School Coordinator

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

**Essential Standards**

Continued to work on a summary page or “snapshot” for each essential standard.

- Included essential questions, success criteria, and benchmark assessments
- Aimed to help teachers ensure students achieve mastery of grade-level expectations

**WASC Visit**

Supported in the WASC visit by participating in the support staff zoom session.

**CSDC Webinar Training Series**

Attended the CSDC Webinar training series focused on charter renewal. Webinar included:

- View student achievement data through the lens of legal grounds for denial
- Examine how the above criteria fit, –and do not fit, –with “verified data” that authorizers are required to consider
- Address confusion about the use of CAASPP and ELPAC in renewal
- Analyze strengths, limitations, and distortions in various data sources, including the importance of using confidence intervals rather than cut-points in high stakes decisions
- Understand the need to get a handle on these complex topics early and build shared understanding with the authorizer



## **Curriculum and Instruction Administrator**

Kelly Wynn

Board Report – April 17, 2024

- ❖ Substituting in various grades as needed at Long Valley School – Doyle
- ❖ Working on A-G Project Based Learning (PBL) ELA courses for English 11 & 12<sup>th</sup>, Integrated Math I and Integrated Math II w/Supports
- ❖ Finalized, submitted and created schedule for LVS Self-Study for visit set for April 8-10, 2024
- ❖ Attended Chico State Teaching Job Fair to recruit teachers for 24/25 school year
- ❖ Began creating curriculum and course selection sheet for high school teachers to better support them in student enrollment
- ❖ Attended webinars on LCAP and the charter renewal process
- ❖ Began reviewing curriculum for the 24/25 school year

Facilities Inspection Tool  
Report

April 11, 2024			
Sites	Portola	Susanville	Doyle
Category	G = Good, P= Poor, N/A=Not Applicable		
Gas Leaks	G	G	G
Heating/Cooling Systems		G	G
Windows/Doors/	G	G	P- Shop Rolling Door Latch Broken
Gates/Fences	N/A	N/A	G
Interior Surfaces	G	G	P-Ceiling tiles in multiple rooms need replaced/Boys & girls bathroom needs new stalls replaced/room 2 carpet ripped, Portable 4 Light Cover Broken, Kithchen Floor Tiles Broken
Hazardous Materials	G	G	G
Structural Damage	G	G	P Ramp have been ordered!
Fire Safety	G	G	G
Electrical	G	G	G
Pest/Vermin Infestation	G	G	G
Sinks and Drinking Fountains	G	G	G
Restrooms	G	G	G
Sewer System	G	G	G
Roofs	G	P-Missing shingles need replacement,repair during ada update	P-Stained Roofing tiles in (H.S., 2nd/3rd, 3/4, Mrs. B's, Library, K, Cafeteria, 7/8, 5/6) Shop Roof is showing wear.
Playground/ Schoolyard	N/A	N/A	P-Cracks in Asphalt, Wooden sand retaining beams rottings, Ball wall needs removal "Waiting on USDA Constuction project" Cracked Slide needs to be repaired.
Covid Safety	G	G	G
Overall Cleanliness	G	G	G
Notes	Does not include the house next to the new building in portola.		
Newly added items are highlighted in yellow.			

# LVCS Quarterly Vehicle Update

QUARTER DATES: 10/12/23 – 2/20/24

SCHOOL	VEHICLE	REGULAR USE	QUARTER MILES	QUARTER MAINTENANCE
Portola	2014 Honda Pilot	Field trips, Board meeting travel, errands	4,910	11/28/23 Studded tires
Portola	2019 Dodge Ram	Ari Bernstein drives to Doyle Tues. through Thurs.	5,894	11/27/23 Studded tires
Doyle	2016 Dodge Caravan Red	Sports, Mr. Landerman to Portola on Tues.	4,468	11/29/23 Studded tires
Doyle	2015 Dodge Caravan Gold	Daily student transportation and Sports	7,683	12/1/23 Studded tires
TPC	2015 Dodge Caravan	Field trips, Kathi Sherman drives to Doyle on Mon. and Tues. and Portola on Thurs. each week, and any additional sub days in Doyle	5,471	11/30/23 Studded tires
TPC	2020 Subaru Ascent	Field trips, errands, student pick up	2,635	

# LVCS Vehicle Information

2/20/24

LOCATION	Placed in Service	Mileage at Time of Purchase	YEAR	MAKE	MODEL	CURRENT MILEAGE	Miles per Year (approx.)	VIN #
Portola	5/2015	15,157	2014	Honda	Pilot	115,075	11,102	5FNYF4H52EB029971
Portola	5/2021	8,183	2019	Dodge	Ram/1500 Classic SLT	29,784	7,200	1C6RR7GG9KS683047
Doyle	9/2015	11	2015	Dodge	Caravan (TAN)	59,949	6,660	2C4RDGBG1FR749791
Doyle	8/2016	6	2016	Dodge	Caravan (RED)	56,012	7,000	2C4RDGBG4GR152717
Susanville	9/2015	8	2015	Dodge	Caravan (RED)	79,153	8,794	2C4RDGBG7FR737807
Susanville	7/2023	27,745	2020	Subaru	Ascent	30,594	2,849	454WMACD3L3446886

## **Overview of Small Local Educational Agency Monitoring**

For monitoring purposes, a small local educational agency (LEA) is defined as any LEA (district or charter) with 100 or fewer students with disabilities on census day. All small LEAs participate in Cyclical Monitoring activities to gather data around the implementation of IDEA and the provision of a free and appropriate education (FAPE) in the least restrictive environment (LRE). All small LEAs in the state participate in cyclical monitoring once every six years.

The CDE initiated the small LEA Cyclical Monitoring beginning in 2022, identifying approximately one-third of the small LEAs in the state to participate in Cycle A (Cycle A 2022). The remaining small LEAs will participate in either Cycle B 2024 or Cycle C 2026, as indicated in this letter.

### **2024 Monitoring Activities**

In the 2024 Monitoring Year, Thompson Peak Charter has been identified for: Cycle B 2024. The annual determination for Thompson Peak Charter is Needs Assistance in meeting the requirements of the IDEA, Part B.

Cycle A 2022 LEAs that have been identified for the Compliance and Improvement Monitoring (CIM) Process at the Compliance Only, Targeted-Small (Targeted-S) or Intensive-Small (Intensive-S) levels are required to complete different types of activities based on the needs of the LEA identified through the selection process. LEAs identified for Compliance Only monitoring are required to complete any outstanding corrective actions and subsequent compliance reviews.

LEAs data evaluated to select LEAs for Targeted-S or Intensive-S monitoring can be found at the following link: [not selected for Targeted-S or Intensive-S monitoring](#).

LEAs in Cycle B 2024 and Cycle C 2026 do not need to take action now. Cycle B will be contacted in August 2024 with detailed information, instructions and training opportunities to begin their cyclical monitoring. Cycle C does not need to take any action this year and should continue to locally monitor their compliance and performance for their students with disabilities.

### **Compliance and Timelines**

The CDE assesses an LEA in several key timeline areas and provides you with preliminary information to review your current local data systems. Please see the information in the table below:

Timeline Compliance Data	
Timeline Compliance Elements	Number of Students
The number of children who were not evaluated within 60 days of receiving parental consent for initial evaluation. <sup>[1]</sup>	0
The number of children referred by Part C prior to age 3, who are found eligible for Part B, but who did not have an IEP developed and implemented by their third birthday. <sup>[2]</sup>	-
The number of youth aged 16 and older who has an IEP that does not include the eight required elements of transition from school to adult life. <sup>[3]</sup>	0
The number of students who did not have an annual IEP meeting within one year. <sup>[4]</sup>	1
The number of students who did not have a “triennial” re-evaluation to determine the student’s continued eligibility for special education at least once in the past three years. <sup>[5]</sup>	0

NOTE: “-” means that the LEA had no data in the Data Source and the corresponding Number of Students will be blank.

The CDE will review this information again during the End of Year (EOY) California Longitudinal Pupil Achievement Data System (CALPADS) submission to determine if there is noncompliance and required corrective actions.

### Next Steps

The CDE will provide a detailed introduction to the CIM Process at the following webinar: March 21, 2024, 3:00 to 4:00 p.m.

This webinar is required for LEAs identified for Targeted-S and Intensive-S. Attendance is optional for LEAs identified for Compliance Only. This webinar will be recorded for future reference. Please register here: [https://us02web.zoom.us/webinar/register/WN\\_wl8MtJuzT-CJzfeF4ryTvA](https://us02web.zoom.us/webinar/register/WN_wl8MtJuzT-CJzfeF4ryTvA)

The CDE looks forward to supporting LEAs’ efforts under the IDEA to improve outcomes for SWD. We hope this communication is a helpful overview of the monitoring you can expect to see from the CDE in the coming months. If you have any questions or concerns, please reach out to me by email at [CDESPEDDIRECTOR@cde.ca.gov](mailto:CDESPEDDIRECTOR@cde.ca.gov).

# Consumer Confidence Report Certification Form

(to be submitted with a copy of the CCR)

(to certify electronic delivery of the CCR, use the certification form on the State Water Board's website at [http://www.swrcb.ca.gov/drinking\\_water/certlic/drinkingwater/CCR.shtml](http://www.swrcb.ca.gov/drinking_water/certlic/drinkingwater/CCR.shtml))

Water System Name:	<b>LONG VALLEY CHARTER SCHOOL</b>
Water System Number:	<b>CA1800576</b>

The water system named above hereby certifies that its Consumer Confidence Report was distributed on 4/9/2024 (date) to customers (and appropriate notices of availability have been given). Further, the system certifies that the information contained in the report is correct and consistent with the compliance monitoring data previously submitted to the State Water Resources Control Board, Division of Drinking Water.

Certified By:	Name:	Jerad Morgan	
	Signature:		
	Title:	Site Administrator	
	Phone Number:	( 530 ) 827-3967	Date: 4/9/2024

To summarize report delivery used and good-faith efforts taken, please complete the form below by checking all items that apply and fill-in where appropriate:

- ☒ CCR was distributed by mail or other direct delivery methods. Specify other direct delivery methods used:  
CCR was distributed through ParentSquare app directly to all families and staff.
- ☐ "Good faith" efforts were used to reach non-bill paying customers. Those efforts included the following methods:
- ☒ Posted the CCR on the internet at [http:// www.longvalleycs.org](http://www.longvalleycs.org)
  - ☐ Mailed the CCR to postal patrons within the service area (attach zip codes used)
  - ☐ Advertised the availability of the CCR in news media (attach a copy of press release)
  - ☐ Publication of the CCR in a local newspaper of general circulation (attach a copy of the published notice, including name of the newspaper and date published)
  - ☒ Posted the CCR in public places (attach a list of locations) Long Valley School, USPS Doyle & USPS Herlong
  - ☐ Delivery of multiple copies of CCR to single bill addresses serving several persons, such as apartments, businesses, and schools
  - ☐ Delivery to community organizations (attach a list of organizations)
  - ☐ Other (attach a list of other methods used)
- ☐ For systems serving at least 100,000 persons: Posted CCR on a publicly-accessible internet site at the following address: <http://> \_\_\_\_\_
- ☐ For investor-owned utilities: Delivered the CCR to the California Public Utilities Commission

(This form is provided as a convenience and may be used to meet the certification requirement of section 64483(c), California Code of Regulations.)

# 2023 Consumer Confidence Report

Water System Name: LONG VALLEY CHARTER SCHOOL

Report Date: March 2024

*We test the drinking water quality for many constituents as required by state and federal regulations. This report shows the results of our monitoring for the period of January 1 - December 31, 2023.*

**Este informe contiene información muy importante sobre su agua potable. Tradúzcalo ó hable con alguien que lo entienda bien.**

**Type of water source(s) in use:** According to SWCB records, this Source is Groundwater. This Assessment was done using the Default Groundwater System Method.

**Your water comes from 1 source(s):** Well 01

**Opportunities for public participation in decisions that affect drinking water quality:** Regularly-scheduled water board or city/county council meetings are held at 436965 Susan Drive, Doyle CA 96109 Bi-Annually on the 2nd Wednesday of the month @5:30pm.

For more information about this report, or any questions relating to your drinking water, please call and ask for Sherri Morgan or email [smorgan@longvalleycs.org](mailto:smorgan@longvalleycs.org).

## TERMS USED IN THIS REPORT

**Maximum Contaminant Level (MCL):** The highest level of contaminant that is allowed in drinking water. Primary MCLs are set as close to the PHGs (or MCLGs) as is economically feasible. Secondary MCLs are set to protect the odor, taste, and appearance of drinking water.

**Maximum Contaminant Level Goal (MCLG):** The level of a contaminant in drinking water below which there is no known or expected risk to health. MCLGs are set by the U.S. Environmental Protection Agency (USEPA).

**Public Health Goal (PHG):** The level of a contaminant in drinking water below which there is no known or expected risk to health. PHGs are set by the California Environmental Protection Agency.

**Maximum Residual Disinfectant Level (MRDL):** The highest level of a disinfectant allowed in drinking water. There is convincing evidence that addition of a disinfectant is necessary for control of microbial contaminants.

**Maximum Residual Disinfectant Level Goal (MRDLG):** The level of a drinking water disinfectant below which there is no known or expected risk to health. MRDLGs do not reflect the benefits of the use of disinfectants to control microbial contaminants.

**Primary Drinking Water Standards (PDWS):** MCLs and MRDLs for the contaminants that affect health along with their monitoring and reporting requirements, and water treatment requirements.

**Secondary Drinking Water Standards (SDWS):** MCLs for the contaminants that affect taste, odor, or appearance of the drinking water. Contaminants with SDWSs do not affect the health at the MCL levels.

**Treatment Technique (TT):** A required process intended to reduce the level of a contaminant in drinking water.

**Regulatory Action Level (AL):** The concentration of a contaminant which, if exceeded, triggers treatment or other requirements that a water system must follow.

**Level 1 Assessment:** A Level 1 assessment is a study of the water system to identify potential problems and determine (if possible) why total coliform bacteria have been found in our water system.

**Level 2 Assessment:** A Level 2 assessment is a very detailed study of the water system to identify potential problems and determine (if possible) why an E. coli MCL violation has occurred and/or why total coliform bacteria have been found in our water system on multiple occasions.

**mg/L:** milligrams per liter or parts per million (ppm)

**ug/L:** micrograms per liter or parts per billion (ppb)

**pCi/L:** picocuries per liter (a measure of radiation)

**NTU:** Nephelometric Turbidity Units

**umhos/cm:** micro mhos per centimeter

**The sources of drinking water:** (both tap water and bottled water) include rivers, lakes, streams, ponds, reservoirs, springs, and wells. As water travels over the surface of the land or through the ground, it dissolves naturally-occurring minerals and, in some cases, radioactive material, and can pick up substances resulting from the presence of animals or from human activity.



**Contaminants that may be present in source water include:**

- *Microbial contaminants*, such as viruses and bacteria, that may come from sewage treatment plants, septic systems, agricultural livestock operations, and wildlife.
- *Inorganic contaminants*, such as salts and metals, that can be naturally-occurring or result from urban stormwater runoff, industrial or domestic wastewater discharges, oil and gas production, mining, or farming.
- *Pesticides and herbicides*, that may come from a variety of sources such as agriculture, urban stormwater runoff, and residential uses.
- *Organic chemical contaminants*, including synthetic and volatile organic chemicals, that are by-products of industrial processes and petroleum production, and can also come from gas stations, urban stormwater runoff, agricultural application, and septic systems.
- *Radioactive contaminants*, that can be naturally-occurring or be the result of oil and gas production and mining activities.

**In order to ensure that tap water is safe to drink**, the USEPA and the State Water Resource Control Board (State Water Board) prescribe regulations that limit the amount of certain contaminants in water provided by public water systems. State Water Board regulations also establish limits for contaminants in bottled water that provide the same protection for public health.

**Tables 1, 2, 3, 4 and 5 list all of the drinking water contaminants that were detected during the most recent sampling for the constituent.** The presence of these contaminants in the water does not necessarily indicate that the water poses a health risk. The State Water Board allows us to monitor for certain contaminants less than once per year because the concentrations of these contaminants do not change frequently. Some of the data, though representative of the water quality, are more than one year old.

**Any violation of MCL, AL or MRDL is highlighted. Additional information regarding the violation is provided later in this report.**

<b>Table 1 - SAMPLING RESULTS SHOWING THE DETECTION OF LEAD AND COPPER</b>							
<b>Lead and Copper</b> (complete if lead or copper detected in last sample set)	<b>Sample Date</b>	<b>No. of Samples</b>	<b>90th percentile level detected</b>	<b>No. Sites Exceeding AL</b>	<b>AL</b>	<b>PHG</b>	<b>Typical Sources of Contaminant</b>
Copper (mg/L)	(2021)	5	0.15	0	1.3	.3	Internal corrosion of household plumbing systems; erosion of natural deposits; leaching from wood preservatives

<b>Table 2 - SAMPLING RESULTS FOR SODIUM AND HARDNESS</b>						
<b>Chemical or Constituent</b> (and reporting units)	<b>Sample Date</b>	<b>Average Level Detected</b>	<b>Range of Detections</b>	<b>MCL</b>	<b>PHG (MCLG)</b>	<b>Typical Sources of Contaminant</b>
Sodium (mg/L)	(2015)	25	n/a	none	none	Salt present in the water and is generally naturally occurring
Hardness (mg/L)	(2015)	94.4	n/a	none	none	Sum of polyvalent cations present in the water, generally magnesium and calcium, and are usually naturally occurring

<b>Table 3 - DETECTION OF CONTAMINANTS WITH A PRIMARY DRINKING WATER STANDARD</b>						
<b>Chemical or Constituent</b> (and reporting units)	<b>Sample Date</b>	<b>Average Level Detected</b>	<b>Range of Detections</b>	<b>MCL [MRDL]</b>	<b>PHG (MCLG) [MRDLG]</b>	<b>Typical Sources of Contaminant</b>
Arsenic (ug/L)	(2015)	4	n/a	10	0.004	Erosion of natural deposits; runoff from orchards, glass and electronics production wastes

Fluoride (mg/L)	(2015)	0.3	n/a	2	1	Erosion of natural deposits; water additive that promotes strong teeth; discharge from fertilizer and aluminum factories.
Nitrate as N (mg/L)	(2023)	2.1	n/a	10	10	Runoff and leaching from fertilizer use; leaching from septic tanks and sewage; erosion of natural deposits
Nitrate + Nitrite as N (mg/L)	(2015)	1.7	n/a	10	10	Runoff and leaching from fertilizer use; leaching from septic tanks and sewage; erosion of natural deposits
Gross Alpha (pCi/L)	(2021)	4.73	n/a	15	(0)	Erosion of natural deposits.
Uranium (pCi/L)	(2021)	3.53	n/a	20	0.43	Erosion of natural deposits

<b>Table 4 - DETECTION OF CONTAMINANTS WITH A SECONDARY DRINKING WATER STANDARD</b>						
<b>Chemical or Constituent</b> (and reporting units)	<b>Sample Date</b>	<b>Average Level Detected</b>	<b>Range of Detections</b>	<b>MCL</b>	<b>PHG (MCLG)</b>	<b>Typical Sources of Contaminant</b>
Chloride (mg/L)	(2015)	5	n/a	500	n/a	Runoff/leaching from natural deposits; seawater influence
Specific Conductance (umhos/cm)	(2015)	280	n/a	1600	n/a	Substances that form ions when in water; seawater influence
Sulfate (mg/L)	(2015)	24	n/a	500	n/a	Runoff/leaching from natural deposits; industrial wastes
Total Dissolved Solids (mg/L)	(2015)	210	n/a	1000	n/a	Runoff/leaching from natural deposits
Turbidity (NTU)	(2018)	0.2	n/a	5	n/a	Soil runoff

<b>Table 5 - ADDITIONAL DETECTIONS</b>					
<b>Chemical or Constituent</b> (and reporting units)	<b>Sample Date</b>	<b>Average Level Detected</b>	<b>Range of Detections</b>	<b>Notification Level</b>	<b>Typical Sources of Contaminant</b>
Calcium (mg/L)	(2015)	23	n/a	n/a	n/a
Magnesium (mg/L)	(2015)	9	n/a	n/a	n/a
pH (units)	(2015)	7.8	n/a	n/a	n/a
Alkalinity (mg/L)	(2015)	100	n/a	n/a	n/a
Aggressiveness Index	(2015)	11.6	n/a	n/a	n/a
Langelier Index	(2015)	-0.3	n/a	n/a	n/a

## Additional General Information on Drinking Water

Drinking water, including bottled water, may reasonably be expected to contain at least small amounts of some contaminants. The presence of contaminants does not necessarily indicate that the water poses a health risk. More information about contaminants and potential health effects can be obtained by calling the USEPA's Safe Drinking Water Hotline (1-800-426-4791).

Some people may be more vulnerable to contaminants in drinking water than the general population. Immuno-compromised persons such as persons with cancer undergoing chemotherapy, persons who have undergone organ transplants, people with HIV/AIDS or other immune system disorders, some elderly, and infants can be particularly at risk from infections. These people should seek advice about drinking water from their health care providers. USEPA/Centers for Disease Control (CDC) guidelines on appropriate means to lessen the risk of infection by *Cryptosporidium* and other microbial contaminants are available from the Safe Drinking Water Hotline (1-800-426-4791).

Lead Specific Language for Community Water Systems: If present, elevated levels of lead can cause serious health problems, especially for pregnant women and young children. Lead in drinking water is primarily from materials and components associated with the service lines and home plumbing. *Long Valley Charter School* is responsible for providing high quality drinking water, but cannot control the variety of materials used in plumbing components. When your water has been sitting for several hours, you can minimize the potential for lead exposure by flushing your tap for

30 seconds to 2 minutes before using water for drinking or cooking. If you are concerned about lead in your water, you may wish to have your water tested. Information on lead in drinking water, testing methods, and steps you can take to minimize exposure is available from the Safe Drinking Water Hotline or at <http://www.epa.gov/lead>.

## **2023 Consumer Confidence Report**

### **Drinking Water Assessment Information**

#### **Assessment Information**

A source water assessment was conducted for the WELL 01 of the LONG VALLEY CHARTER SCHOOL water system in November, 2001.

Well 01 - is considered most vulnerable to the following activities associated with contaminants detected in the water supply:

- Sewer collection systems
- Pesticide/fertilizer/petroleum storage & transfer areas
- Agricultural Drainage
- Fertilizer/Pesticide/Herbicide Application
- Sewage sludge/biosolids application
- Septic systems - low density [ $<1/\text{acre}$ ]
- Crops, nonirrigated [e.g., Christmas trees, grains, grass seeds, hay]

is considered most vulnerable to the following activities not associated with any detected contaminants:

- Automobile - Gas stations
- Chemical/petroleum processing/storage

#### **Discussion of Vulnerability**

Due to the detection of Nitrate (as  $\text{NO}_3$ ) detected in the month of July 2000, and Nitrate + Nitrite (as N) detected in the month of September 1997, Well 01 is considered most vulnerable to activities that may have contributed to or caused the release of Nitrates. Nitrate is associated with runoff and leaching from fertilizer use; leaching from septic tanks and sewage; erosion of natural deposits. Both of these chemicals have been nondetected since. During September 2000 Well 01 tested positive for Fluoride. This chemical is associated with the erosion of natural deposits; discharge from fertilizer and aluminum factories and is a water additive that promotes strong teeth. This particular chemical has been nondetected since. Well 01 is also considered to be vulnerable to Arsenic. Arsenic is associated with runoff from orchards, glass and electronics production wastes, and erosion of natural deposits. This chemical has been nondetected since.

#### **Acquiring Information**

A copy of the complete assessment may be viewed at:

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

You may request a summary of the assessment be sent to you by contacting:

Michael McNamara  
Assoc. Sanitary Engineer  
(530) 224-4800

# Long Valley Charter School

## Analytical Results By FGL - 2023

### LEAD AND COPPER RULE

		Units	MCLG	CA-MCL	PHG	Sampled	Result	90th Percentile	# Samples
<b>Copper</b>		mg/L		1.3	.3			0.145	5
Drinking Fountain	CH 2175860-5	mg/L				2021-08-04	0.12		
Girls Bathroom	CH 2175860-3	mg/L				2021-08-04	0.08		
Kitchen	CH 2175860-4	mg/L				2021-08-04	0.13		
Library	CH 2175860-1	mg/L				2021-08-04	0.11		
Tinker Lab	CH 2175860-2	mg/L				2021-08-04	0.16		

### SAMPLING RESULTS FOR SODIUM AND HARDNESS

		Units	MCLG	CA-MCL	PHG	Sampled	Result	Avg. Result(a)	Range (b)
<b>Sodium</b>		mg/L		none	none			25	25 - 25
Well 01	CH 1571318-1	mg/L				2015-03-04	25		
<b>Hardness</b>		mg/L		none	none			94.4	94.4 - 94.4
Well 01	CH 1571318-1	mg/L				2015-03-04	94.4		

### PRIMARY DRINKING WATER STANDARDS (PDWS)

		Units	MCLG	CA-MCL	PHG	Sampled	Result	Avg. Result(a)	Range (b)
<b>Arsenic</b>		ug/L		10	0.004			4	4 - 4
Well 01	CH 1571318-1	ug/L				2015-03-04	4		
<b>Fluoride</b>		mg/L		2	1			0.3	0.3 - 0.3
Well 01	CH 1571318-1	mg/L				2015-03-04	0.3		
<b>Nitrate as N</b>		mg/L		10	10			2.1	2.1 - 2.1
Well 01	CH 2371619-1	mg/L				2023-03-15	2.1		
<b>Nitrate + Nitrite as N</b>		mg/L		10	10			1.7	1.7 - 1.7
Well 01	CH 1571318-1	mg/L				2015-03-04	1.7		
<b>Gross Alpha</b>		pCi/L		15	(0)			4.73	4.73 - 4.73
Well 01	CH 2173822-1	pCi/L				2021-06-02	4.73		
<b>Uranium</b>		pCi/L		20	0.43			3.53	3.53 - 3.53
Well 01	CH 2173822-1	pCi/L				2021-06-02	3.53		

### SECONDARY DRINKING WATER STANDARDS (SDWS)

		Units	MCLG	CA-MCL	PHG	Sampled	Result	Avg. Result(a)	Range (b)
<b>Chloride</b>		mg/L		500	n/a			5	5 - 5
Well 01	CH 1571318-1	mg/L				2015-03-04	5		
<b>Specific Conductance</b>		umhos/cm		1600	n/a			280	280 - 280
Well 01	CH 1571318-1	umhos/cm				2015-03-04	280		
<b>Sulfate</b>		mg/L		500	n/a			24	24 - 24
Well 01	CH 1571318-1	mg/L				2015-03-04	24		
<b>Total Dissolved Solids</b>		mg/L		1000	n/a			210	210 - 210
Well 01	CH 1571318-1	mg/L				2015-03-04	210		
<b>Turbidity</b>		NTU		5	n/a			0.2	0.2 - 0.2
Well 01	CH 1871808-1	NTU				2018-03-14	0.2		

### ADDITIONAL DETECTIONS

		Units	MCLG	CA-MCL	PHG	Sampled	Result	Avg. Result(a)	Range (b)
<b>Calcium</b>		mg/L			n/a			23	23 - 23
Well 01	CH 1571318-1	mg/L				2015-03-04	23		
<b>Magnesium</b>		mg/L			n/a			9	9 - 9
Well 01	CH 1571318-1	mg/L				2015-03-04	9		
<b>pH</b>		units			n/a			7.8	7.8 - 7.8

Well 01	CH 1571318-1	units				2015-03-04	7.8		
<b>Alkalinity</b>		mg/L			n/a			100	100 - 100
Well 01	CH 1571318-1	mg/L				2015-03-04	100		
<b>Aggressiveness Index</b>					n/a			11.6	11.6 - 11.6
Well 01	CH 1571318-1					2015-03-04	11.6		
<b>Langelier Index</b>					n/a			-0.3	-0.3 - -0.3
Well 01	CH 1571318-1					2015-03-04	-0.3		

# Long Valley Charter School

## CCR Login Linkage - 2023

FGL Code	Lab ID	Date_Sampled	Method	Description	Property
BATHRM SINK	CH 2390201-1	2023-12-06	Coliform	Bathroom Sink	Drinking Water Monitoring
Drinking Founta	CH 2175860-5	2021-08-04	Metals, Total	Drinking Fountain	Copper & Lead Monitoring
Girls Bathroom	CH 2175860-3	2021-08-04	Metals, Total	Girls Bathroom	Copper & Lead Monitoring
Kitchen	CH 2175860-4	2021-08-04	Metals, Total	Kitchen	Copper & Lead Monitoring
Library	CH 2175860-1	2021-08-04	Metals, Total	Library	Copper & Lead Monitoring
OffsSnk	CH 2370024-1	2023-01-03	Coliform	Office Sink	Bacteriological Monitoring
	CH 2370572-1	2023-02-01	Coliform	Office Sink	Bacteriological Monitoring
	CH 2371621-1	2023-03-15	Coliform	Office Sink	Bacteriological Monitoring
	CH 2372103-1	2023-04-05	Coliform	Office Sink	Bacteriological Monitoring
	CH 2373283-1	2023-05-17	Coliform	Office Sink	Bacteriological Monitoring
	CH 2373822-1	2023-06-07	Coliform	Office Sink	Bacteriological Monitoring
	CH 2374906-1	2023-07-05	Coliform	Office Sink	Bacteriological Monitoring
	CH 2376211-1	2023-08-02	Coliform	Office Sink	Bacteriological Monitoring
	CH 2377496-1	2023-09-06	Coliform	Office Sink	Bacteriological Monitoring
	CH 2378606-1	2023-10-05	Coliform	Office Sink	Bacteriological Monitoring
	CH 2379375-1	2023-11-01	Coliform	Office Sink	Bacteriological Monitoring
Tinker Lab	CH 2175860-2	2021-08-04	Metals, Total	Tinker Lab	Copper & Lead Monitoring
WELL 01	CH 1571318-1	2015-03-04	General Mineral	Well 01	Water Quality Monitoring
	CH 1571318-1	2015-03-04	Metals, Total	Well 01	Water Quality Monitoring
	CH 1871808-1	2018-03-14	Wet Chemistry	Well 01	Water Quality Monitoring
	CH 2173822-1	2021-06-02	Radio Chemistry	Well 01	Water Quality Monitoring
	CH 2173822-1	2021-06-02	Metals, Total	Well 01	Water Quality Monitoring
	CH 2371619-1	2023-03-15	Wet Chemistry	Well 01	Water Quality Monitoring

EST NO.	ESTIMATOR	DATE	DUE DATE	REVISION	BLDG (SF)	SITE (SF)	LD AMOUNT	PROJECT LOCATION	BID LOCATION	DISTANCE (MILES)		PROJECT POC		
21021	Andrew Headley/David Velasco	9/27/2022		0	8,096.00	N/A	N/A	Doyle, CA	Chico, CA	143		Sherri Morgan   Nick Trover		
PROJECT NAME		OWNER / GENERAL			EST. CONST. START		EST. CONST. DURATION (WKS)   (MO)		LABOR RATE		MH	530-827-2395   530-519-7132		
Long Valley Charter School Gym		Long Valley Charter School			3/1/2022		22		5.0		\$65.00		N/A	smorgan@longvalleycs.org   nicktrover@trovercpm.com
MASTER ESTIMATE														
CODE	BID ITEM	QTY	UNIT	MATERIAL		LABOR		EQUIPMENT		SUBCONTRACT		SUBTOTAL	CONTRACTOR	NOTES
				U/P	BUDGET	MH	BUDGET	U/P	BUDGET	U/P	BUDGET			
DIVISION 02	SITEWORK													
200	Clear & Grub/Grading	15000.00	SF		\$0.00		\$0.00		\$0.00	\$4.25	\$63,750.00	\$ 63,750.00	BUDGET	
200	Tree Demo	1.00	EA		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	BUDGET	Included w/ Clear & Grub
200	Landscaping	0.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	BUDGET	By Owner
200	Parking Lot Prep, Paving, Stripe & Signage	6000.00	SF		\$0.00		\$0.00		\$0.00	\$6.00	\$36,000.00	\$ 36,000.00	BUDGET	
200	Sidewalk Prep and Base	500.00	LF		\$0.00		\$0.00		\$0.00	\$5.00	\$2,500.00	\$ 2,500.00	ALLOWANCE	
200	Seal & Stripe Existing Parking Lot	28000.00	SF		\$0.00		\$0.00		\$0.00	\$0.30	\$8,400.00	\$ 8,400.00	BUDGET	
200	Septic Tie-in on Site	65.00	LF		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	BUDGET	Covered by Plumbing
200	Electrical Service - Primary & Secondary Trenching & Conduit ONLY	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	Included w/ electrical
200	Propane Gas Line	100.00	LF		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	BUDGET	Covered by Plumbing
200	Propane Gas Tank	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	By Vendor
200	Fire Water Main Line - 4"	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	
200	Fire Water Tank & Pump	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	
200	Domestic Water Line - 2"	0.00	LF		\$0.00		\$0.00		\$0.00	\$55.00	\$0.00	\$ -	BUDGET	Covered by Plumbing
200	Fire Water Backflow	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	
200	Fire Hydrant w/ Bollards	0.00	EA		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	
200	Domestic Water Backflow	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -		N/A
200	Irrigation Main Water Line - 1"	0.00	LF		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	Existing to Remain
200	Fencing & Gates at Trash Enclosure	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	Existing to Remain
200	Site Perimeter Fencing	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	Existing to Remain
200	Building Pad Construction	10000.00	SF		\$0.00		\$0.00		\$0.00	\$5.00	\$50,000.00	\$ 50,000.00	BUDGET	
200	Erosion Control	0.00	LS		\$0.00		\$0.00		\$0.00	\$5,000.00	\$0.00	\$ -	EXCLUDED	By Owner
DIVISION 03	CONCRETE													
300	Truncated Dome Pavers	1.00	LS		\$0.00		\$0.00		\$0.00	\$600.00	\$600.00	\$ 600.00	BUDGET	included below
300	Site Curb	176.00	LF		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	BUDGET	included below
300	Sidewalk	500.00	LF		\$0.00		\$0.00		\$0.00	\$55.00	\$27,500.00	\$ 27,500.00	ALLOWANCE	
300	Paving Section at ADA Stalls	1.00	LS		\$0.00		\$0.00		\$0.00	\$15,500.00	\$15,500.00	\$ 15,500.00	BUDGET	included below
300	Reinfocing Steel	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	BUDGET	included below
300	Footings & Slab	8096.00	SF		\$0.00		\$0.00		\$0.00	\$17.50	\$141,680.00	\$ 141,680.00	BUDGET	
300	Basketball Hoop Column Foundations	0.00	EA		\$0.00		\$0.00		\$0.00	\$1,000.00	\$0.00	\$ -	BUDGET	included in building foundation
DIVISION 04	MASONRY													
400	NONE	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	
DIVISION 05	METALS													
500	NONE	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	
DIVISION 06	WOODS, PLASTICS, & COMPOSITES													
600	Plywood around Gym Perimeter	0.00	LS		\$0.00		\$0.00		\$0.00	\$10,000.00	\$0.00	\$ -	BUDGET	3/4" Plywood to 8' Girt Around Perimeter included in Metal S
600	Plastic Laminate Cabinets	0.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	
600	Plastic Laminate Countertops at Public Spaces	0.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	
600	Acrylic Solid Surface Countertop	0.00	SF		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	
DIVISION 07	THERMAL & MOISTURE PROTECTION													
700	Building Insulation - Interior Walls	1.00	LS		\$0.00		\$0.00		\$0.00	\$3,000.00	\$3,000.00	\$ 3,000.00	BUDGET	In Lean-to portion only
700	Batt Insulation at Girt Cavity of Lean-to	1.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	BUDGET	included above in Lean-to portion only
700	1.25" Rigid Insulation	0.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	
700	Misc. Flashings	1.00	LS		\$0.00		\$0.00		\$0.00	\$2,000.00	\$2,000.00	\$ 2,000.00	BUDGET	
700	Vapor Barrier Building Wrap	0.00	SF	\$0.35	\$0.00		\$0.00		\$0.00		\$0.00	\$ -	N/A	
DIVISION 08	OPENINGS													
800	Hollow Metal Doors & Frames at Exterior	17.00	EA		\$0.00		\$0.00		\$0.00	\$1,500.00	\$25,500.00	\$ 25,500.00	BUDGET	
800	Timely Frame w/ College Guard Wood Doors at Interior	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	BUDGET	Included w/ Doors
800	Pair of Storefront Main Entrance Doors	0.00	LS		\$0.00		\$0.00		\$0.00	\$12,000.00	\$0.00	\$ -	EXCLUDED	Hollow Metal Door in Lieu

EST NO.	ESTIMATOR	DATE	DUE DATE	REVISION	BLDG (SF)	SITE (SF)	LD AMOUNT	PROJECT LOCATION	BID LOCATION	DISTANCE (MILES)		PROJECT POC				
21021	Andrew Headley/David Velasco	9/27/2022		0	8,096.00	N/A	N/A	Doyle, CA	Chico, CA	143		Sherri Morgan   Nick Trover				
PROJECT NAME		OWNER / GENERAL			EST. CONST. START		EST. CONST. DURATION (WKS)   (MO)		LABOR RATE		MH	530-827-2395   530-519-7132				
Long Valley Charter School Gym		Long Valley Charter School			3/1/2022		22		5.0		\$65.00		N/A	smorgan@longvalleycs.org   nicktrover@trovercpm.com		
MASTER ESTIMATE																
CODE	BID ITEM	QTY	UNIT	MATERIAL		LABOR		EQUIPMENT		SUBCONTRACT		SUBTOTAL	CONTRACTOR	NOTES		
				U/P	BUDGET	MH	BUDGET	U/P	BUDGET	U/P	BUDGET					
800	Restroom Mirrors	1.00	EA		\$0.00		\$0.00		\$0.00	\$500.00	\$500.00	\$ 500.00	BUDGET			
800	Vinyl Windows	4.00	EA		\$0.00		\$0.00		\$0.00	\$500.00	\$2,000.00	\$ 2,000.00	BUDGET	Classroom windows only		
800	Skylights	0.00	EA		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	N/A			
800	Roll Up Curtain Door	0.00	EA		\$0.00		\$0.00		\$0.00	\$3,500.00	\$0.00	\$ -	EXCLUDED			
DIVISION 09	FINISHES															
900	Light Gauge Metal Framing	1.00	LS		\$0.00		\$0.00		\$0.00	\$76,000.00	\$76,000.00	\$ 76,000.00	BUDGET			
900	Drywall / Tape / Top / Texture / Prep Coat	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	BUDGET	Included w/ Drywall		
900	Interior Painting	6500.00	SF		\$0.00		\$0.00		\$0.00	\$3.50	\$22,750.00	\$ 22,750.00	BUDGET	No paint on Gym plywood		
900	Accent Walls	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED			
900	Acoustical T-Bar Ceiling System	2512.00	SF		\$0.00		\$0.00		\$0.00	\$3.75	\$9,420.00	\$ 9,420.00	BUDGET			
900	Murals	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED			
900	Wall Paper	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED			
900	Wall Graphics	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED			
900	Sealed Concrete Floor	0.00	SF		\$0.00		\$0.00		\$0.00	\$3.00	\$0.00	\$ -	EXCLUDED	Court Striping by Owner		
900	4" Rubber Base throughout	446.00	LF		\$0.00		\$0.00		\$0.00	\$3.54	\$1,578.84	\$ 1,578.84	BUDGET			
900	Sheet Lynolium w/ Rolled Cove Base in Restrooms	304.00	SF		\$0.00		\$0.00		\$0.00	\$8.00	\$2,432.00	\$ 2,432.00	BUDGET	included w/ rubber base		
900	Carpet Tile	0.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED			
900	FRP	128.00	SF		\$0.00		\$0.00		\$0.00	\$15.00	\$1,920.00	\$ 1,920.00	BUDGET	58" AFF at 4 Restrooms, Wet Walls Only		
900	Ceramic Tile - Wainscot Wet Walls & Cove Base	0.00	SF		\$0.00		\$0.00		\$0.00	\$16.00	\$0.00	\$ -	EXCLUDED			
900	Ceramic Tile - Floors	0.00	SF		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED			
DIVISION 10	SPECIALTIES															
1000	Restroom Signage	1.00	LS	\$150.00	\$150.00	2.00	\$130.00		\$0.00	\$0.00	\$0.00	\$ 280.00	BUDGET			
1000	Grab Bars - Short	2.00	LS	\$150.00	\$300.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ 300.00	BUDGET			
1000	Grab Bars - Long	2.00	LS	\$200.00	\$400.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ 400.00	BUDGET			
1000	Toilet Paper Dispensers	0.00	EA	\$200.00	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	by Owner		
1000	Soap Dispensers	0.00	LS	\$50.00	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	by Owner		
1000	Paper Towel Dispenser & Waste Dispenser Combo	0.00	LS	\$350.00	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	by Owner		
1000	Sanitary Napkin Disposal Containers	0.00	EA	\$50.00	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	by Owner		
1000	Baby Changing Station	0.00	EA	\$350.00	\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	by Owner		
1000	Fire Extinguisher Cabinets	3.00	EA	\$200.00	\$600.00		\$0.00		\$0.00		\$0.00	\$ 600.00	BUDGET			
1000	Fire Extinguishers	3.00	EA	\$75.00	\$225.00		\$0.00		\$0.00		\$0.00	\$ 225.00	BUDGET			
1000	Display Cases	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED			
1000	Computer and/or TV Wall Mounts	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED			
1000	Flag Pole & Footing for Flag Pole	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	Existing to Remain		
1000	Bike Racks	0.00	EA		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	Existing to Remain		
1000	Building Signage	0.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	Existing to Remain		
1000	Building Address Signage	1.00	LS	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED	Existing to Remain		
1000	Building Monument Sign	1.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	Existing to Remain		
1000	Knox Box	1.00	LS	\$0.00	\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	Existing to Remain		
DIVISION 11	EQUIPMENT															
1103	Basketball Hoops	0.00	EA		\$0.00		\$0.00		\$0.00	\$4,000.00	\$0.00	\$ -	EXCLUDED	By Owner		
DIVISION 12	FURNISHINGS															
1200	Blinds	1.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	by Owner		
1200	White Boards - Labor Only	0.00	LS		\$0.00	8.00	\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	By Owner		
1200	Trash Cans	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	by Owner		
1200	Park Benches	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	by Owner		
1200	Lockers	0.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	by Owner		
DIVISION 13	SPECIAL CONSTRUCTION															
1300	Metal Building Design	1.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	BUDGET	Included w/ MBC Building Sale Price		
1300	Metal Building Delivery	1.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	BUDGET	Included w/ MBC Building Sale Price		



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21021	Andrew Headley/David Velasco	9/27/2022		0	8,096.00	N/A	N/A	Doyle, CA	Chico, CA	143		Sherri Morgan   Nick Trover				
PROJECT NAME		OWNER / GENERAL			EST. CONST. START		EST. CONST. DURATION (WKS)   (MO)		LABOR RATE		MH	530-827-2395   530-519-7132				
Long Valley Charter School Gym		Long Valley Charter School			3/1/2022		22		5.0		\$65.00		N/A	smorgan@longvalleycs.org   nicktrover@trovercpm.com		
MASTER ESTIMATE																
CODE	BID ITEM	QTY	UNIT	MATERIAL		LABOR		EQUIPMENT		SUBCONTRACT		SUBTOTAL	CONTRACTOR	NOTES		
				U/P	BUDGET	MH	BUDGET	U/P	BUDGET	U/P	BUDGET					
1300	Metal Building Erection & Off Loading	8096.00	SF		\$0.00		\$0.00		\$0.00	\$9.00	\$72,864.00	\$ 72,864.00	BUDGET			
1300	Metal Building Materials	1.00	LS		\$0.00		\$0.00		\$0.00	\$260,000.00	\$260,000.00	\$ 260,000.00	BUDGET	Includes 5' canopy off front & back of building		
1300	Metal Building Roofing - Standing Seam	1.00	SF		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	BUDGET	Included w/ MBC Building Sale Price		
DIVISION 14	CONVEYING SYSTEMS															
1400	NONE		LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	EXCLUDED	N/A		
DIVISION 15	MECHANICAL															
1500	Building Plumbing	1.00	LS		\$0.00		\$0.00		\$0.00	\$66,560.00	\$66,560.00	\$ 66,560.00	WAVE PLUMBING			
1500	Building HVAC	1.00	LS		\$0.00		\$0.00		\$0.00	\$120,000.00	\$120,000.00	\$ 120,000.00	JESSEE	Ductless Splits in Lean-to, Heat & Exhaust only in Gym		
1500	Building Fire Sprinkler System	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED			
1500	Dry Standpipe System above ceiling for sub 40 degree temps	0.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED			
DIVISION 16	ELECTRICAL															
1600	Building Electrical & Power	1.00	LS		\$0.00		\$0.00		\$0.00	\$385,000.00	\$385,000.00	\$ 385,000.00	CW			
1600	Building Data & Communication - Wire & Trim Out	1.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	CW			
1600	Building Data & Communication - Phones - Install Only	1.00	LS		\$0.00		\$0.00		\$0.00		\$0.00	\$ -	CW			
1600	Building Security Alarm	1.00	LS		\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$ -	EXCLUDED			
1600	Building Fire Alarm	1.00	LS		\$0.00		\$0.00		\$0.00	\$30,000.00	\$30,000.00	\$ 30,000.00	FOOTHILL	Extend Existing System		
SUBTOTAL - BASE BID M/L/E/S		5.0	MO		\$1,675.00		\$130.00		\$0.00		\$1,427,454.84	\$ 1,429,259.84	SUBTOTAL - BASE BID M/L/E/S			
SUBTOTAL - DESIGN		5.0	MO		\$0.00		\$0.00		\$0.00		\$67,800.00	\$67,800.00	SUBTOTAL - GENERAL CONDITIONS			
SUBTOTAL - GENERAL CONDITIONS		5.0	MO		\$46,725.00		\$128,420.00		\$2,500.00		\$8,049.54	\$ 185,694.54	SUBTOTAL - GENERAL CONDITIONS			
SUBTOTAL - PROJECT		5.0	MO		\$48,400.00		\$128,550.00		\$2,500.00		\$1,503,304.38	\$ 1,682,754.38	SUBTOTAL - PROJECT			
OVERHEAD & PROFIT		8.00%	FEE									\$ 134,620.35	OVERHEAD & PROFIT			
CONTRACTOR DESIGN & CONSTRUCTION CONTINGENCY		3.00%	FEE									\$ 50,482.63	CONTRACTOR DESIGN & CONSTRUCTION CONTINGENCY			
BOND		100.00%	FEE							\$20,932.00	\$20,932.00	\$ 20,932.00	BOND			
INSURANCE		0.00%	FEE									\$ -	See GC's Line Item for Insurance (WC, GL, Auto ONLY)			
PROJECT TOTAL - BID VALUE		5.0	MO		\$0.00		\$0.00		\$0.00		\$0.00	\$ 1,888,789.36	TOTAL			

# LONG VALLEY CHARTER SCHOOL BOARD RECOMMENDATION FORM

AGENDA ITEM:      Action Item A-Construction Costs

SUMMARY:

As we near the conclusion of the project, the following costs that were not included in the budget for this project are provided here for your approval. We are seeking approval of up to \$320,000.00.

**Confirmed or in Review Quotes**

Row	Description	Cost
1	Basketball Court (playground) re-paving Remove and replace 2" compacted asphalt	\$88,738.60
2	Ramp work for existing portables: Quick Deck ramps and labor for demolition and disposal of current ramps	\$19,818.60
3	Epoxy Flooring includes floor prep allowance of \$4k and credit from vinyl flooring included in GMP of \$2,432	13,213.41
4	Concrete sealer in gym, storage room and hallway (Sika Seal Plus)	13,694.09
5	Basketball Hoops (gym) includes labor, hoops, concrete foundations	8,019.00
6	Insulated Roll-up Door with automatic opener	7,218.72
7	Add backing to walls to support markerboards, TVs	1,277.65
Total Expenditures		\$151,980.07

**Quotes Currently Under Review-based on Rough Order of Magnitude (ROM)**

Row	Description	Cost
8	Additional sidewalk expense (due to entrance design)	\$55,000.00
	Wall sound proofing	6,500.00
	Painting upgrade	5,600.00
	Additional FRP for non-wet walls in bathroom stalls up to 4'	25,500.00
	Expansion joint sealant	9,500.00
	Entry way construction cost	42,500.00
	Extra wall sheeting for soundproofing along classroom walls	10,000.00
	Sound proofing the doors of the classrooms that face the gym	Not Provided
	Drainage at downspouts	
Total of Rough Estimates		\$154,600.00

Confirmed Quotes	\$151,980.07
ROM Quotes	154,600.00
Not Provided "guess"	12,000.00
<b>Total to complete the project (request rounded to \$320,000.00)</b>	<b>\$318,580.07</b>

Original Contingency-5%	\$170,591.50
Previously approved (windows, wainscoting, engineering for entryway)	(31,658.59)
Total to complete the project	(318,580.07)
Estimated expenditure from \$471,478.50 cash reserves to complete the project (see next page for reserve details)	\$179,647.16

LVS Cash Reserves

Reserved for Ramps	\$20,000.00
Reserved for BB Courts repaving (playground)	244,800.00
Remainder of Project Reserves after contribution at time of purchase	206,678.50
Total Reserves Allocated to Doyle Construction Project	\$471,478.50

DIRECTOR'S RECOMMENDATION:

☒ Approve as Presented      ☐ Disapprove

This action item concerns:      ☒ Long Valley School    ☐ Thompson Peak Charter



# FIELD TRIPS

## LONG VALLEY CHARTERS OVERNIGHT FIELD TRIP PREAUTHORIZATION FORM (SUBMIT TO EXECUTIVE DIRECTOR/ SUPERINTENDENT)

This form is due at least one week before the board meeting.

Name (sponsoring certificated): Ms. Tello Today's date: 4/11/24  
☐ My CPR/first aid is current

Trip/Destination: Tahoe & Reno Date of trip: 5/15/24 - 5/16/24

Educational objective of trip (attach related California State Standards addressed):

See Attached

Grade levels included: 12<sup>th</sup>

Number of students: 3 Number of chaperones (adults): 1

Ratio of students to chaperones: 3:1 Restroom facilities available? ☒ Boys ☒ Girls

Overnight accommodations plan: See Attached

(Maximum of one student per bed)

Meal plans: <sup>15<sup>th</sup></sup> Breakfast at school, Lunch & Dinner paid for w/ funds  
<sup>16<sup>th</sup></sup> Breakfast, Lunch, & Dinner paid for w/ funds

☐ Transportation is by private vehicle ☒ Other School Van

★Please attach itinerary and parent letter.

☐ Approved as proposed ☐ Approved with modifications ☐ Not approved

Board Agenda date: \_\_\_\_\_

Final Field Trip Details form due date: \_\_\_\_\_

(due two weeks prior to trip)

Executive Director/ Superintendent \_\_\_\_\_

Date \_\_\_\_\_

Senior Trip:

Hotel: Apex Inn

1171 Emerald Bay Rd, South Lake Tahoe, California, 96150

Cost: \$291.36 for two bedrooms with separate beds.

Activities:

Fishing license for one day total cost for all students is \$70

E-Bike Rental ranges from \$80 for all students for one hour or \$160 for all day

Swimming and hiking are free. South Harbor has a lifeguard.

Coconut Bowl in Reno all day pass is \$55 per student, so total is \$220

1-hour of Billiards is \$25

Total not including food is \$766.36



# FIELD TRIPS

## LONG VALLEY CHARTERS OVERNIGHT FIELD TRIP PREAUTHORIZATION FORM (SUBMIT TO EXECUTIVE DIRECTOR/ SUPERINTENDENT)

This form is due at least one week before the board meeting.

Name (sponsoring certificated): Mrs. Brussator Today's date: 4/12/24  
☐ My CPR/first aid is current

Trip/Destination: Manteca, CA Great Wolf Lodge Date of trip: 5/17/24 - 5/18/24

Educational objective of trip (attach related California State Standards addressed):  
See Attached Packet

Grade levels included: 8th

Number of students: 25 Number of chaperones (adults): 5

Ratio of students to chaperones: 5:1 Restroom facilities available? ☒ Boys ☒ Girls

Overnight accommodations plan: See Attached Packet

(Maximum of one student per bed)

Meal plans: See Attached Packet

☐ Transportation is by private vehicle ☒ Other School Vehicles

✦Please attach itinerary and parent letter.

☐ Approved as proposed ☐ Approved with modifications ☐ Not approved

Board Agenda date: \_\_\_\_\_

Final Field Trip Details form due date: \_\_\_\_\_ (due two weeks prior to trip)

\_\_\_\_\_  
Executive Director/ Superintendent

\_\_\_\_\_  
Date

## Final Field Trip Details-Classrooms

This form is **REQUIRED** for all field trips. For day trips, please complete and submit to your site administrator at least **one week** prior to trip. For overnight trips, please submit at least **two weeks** before trip.

TRIP SUMMARY	
Date/time of trip	5/17-5/18-6:00 am-6:00 pm <sup>17th 18th</sup>
Due date for this form	5/3/2024
Destination(s) If more than one, attach a detailed itinerary	Great Wolf Lodge-Manteca
Credentialed staff member responsible for trip coordination (one person whose CPR is current)	Sherman/Brussato
Additional Chaperones	Mr. Bowers, Mr. Christen

### Student Permission Slips

ALL PERMISSION SLIPS MUST BE COMPLETED AND COPIES SUBMITTED AT THIS TIME. These are the copies that will remain at school for emergencies. The date this form is due, is the last date for submitting permission slips.

Number of students with permission to attend the trip: 25

**Note: Original permission slips will travel with staff on trip.**

### Mode of Transportation

<input type="checkbox"/> Private Vehicle(s)	Complete vehicle & passenger plans
<input checked="" type="checkbox"/> School Vehicle(s)	
<input type="checkbox"/> Parents driving their own child	Parent Driver Waivers are required. Note on vehicle plan and attach to this document.
<input type="checkbox"/> Bus	If bus is chosen, verify reservation with Doyle Principal. Verified? _____

### Food

If DOYLE students are to miss lunch: \_\_\_\_ Cafeteria notified? \_\_\_\_ Lunches to-go ordered?

For more than one meal, please complete details on meal plan. All meals paid for with fundraising funds.

### Notifications

Please attach the notification given to parents/guardians with details of what to wear, what to bring, and the itinerary.

### Overnight Accommodations

Overnight trips require an accommodation plan

Approved by Principal: \_\_\_\_\_ Date: \_\_\_\_\_



**ACCOMMODATIONS PLAN**  
(required for overnight trips)

Room: <u>Kid Suite</u>	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Number of sleeping spaces: <u>8</u>
Students sleeping in this room/cabin		
Space 1: <u>S. Bowers</u>	Space 2: <u>Hayden</u>	Space 3: <u>Brody</u>
Space 4: <u>Lee</u>	Space 5: <u>Phillip</u>	Space 6: <u>Markus</u>
Additional Notes (optional) <u>1) Chris 8) Da Ryaker</u>		

Room: <u>Kid Suite</u>	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Number of sleeping spaces: <u>8</u>
Students sleeping in this room/cabin		
Space 1: <u>J. Christen</u>	Space 2: <u>Aaron</u>	Space 3: <u>A. montano</u>
Space 4: <u>Lucas</u>	Space 5: <u>Elijah</u>	Space 6: <u>A. montano</u>
Additional Notes (optional) <u>1) Jaxon 8) Anthony G.</u>		

Room: <u>Sherman</u>	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	Number of sleeping spaces: <u>5</u>
Students sleeping in this room/cabin		
Space 1: <u>Sherman/Kate</u>	Space 2: <u><del>Ariza</del></u>	Space 3: <u>Zoe</u>
Space 4: <u>Bria</u>	Space 5: <u>Maliya</u>	Space 6: <u>Dayden</u>
Additional Notes (optional)		

Room: <u>Bussator</u>	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	Number of sleeping spaces: <u>5</u>
Students sleeping in this room/cabin		
Space 1: <u>Bussator</u>	Space 2: <u>Ariza</u>	Space 3: <u>charlet</u>
Space 4: <u>Kali</u>	Space 5:	Space 6:
Additional Notes (optional)		

Add additional tables as needed. If there is a room with adults/chaperones only, be sure to include a table as well.

Adult - Female 3 -  
Adult  
Addi  
Morgan

# 8th Grade Trip

Great wolf lodge

May 17th - May 18

## Timeline/schedule

### Friday

- Meet at school by 5:45am
- Leave school by 6:00am
- Driving/making stops 6:00 am - 3:00:00am
  - Arrive at Great wolf lodge 3:00pm
  - Checkin 3:00pm
- School time/fun time 3:00pm - 6:00pm
- Meet for Dinner at restaurant 6:00pm - 8:00pm
- More school time/fun time 8:00pm - 10:00pm
  - Be in bed by 10:00pm

### Saturday

- Wake up/get ready 6:30am - 7:00am
- pack up/breakfast 7:00am - 9:00am
- school time/ fun time more attractions  
9:00am- 2:00pm
  - Leave 2:00pm
- Travel time 2:00pm - 6:00pm - 7:00pm

## 8th Grade Field Trip Itinerary

Manteca, CA

May 17th -May 18th

- Hotel-Call for discounts for schools, group rates and AARP.  
Great Wolf's Lodge- \$2,200- 6 rooms for 25 students and 5 adults.
  
- Chaperones- 5 Adults
  - 2-Certificated staff- Female
  - 2 Males
  - 1 Female
  
- Standards we will address on the trip:
  - P.E. Standards- 8th Grade
    - STANDARD 3
      - 3.2 Refine individual personal physical fitness goals for each of the five components of health related physical fitness.
      - 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
      - 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury). Students assess and maintain a level of physical fitness to improve health and performance.

- Social Science Standards- 8th Grade
    - This course will also explore the geography of place, movement, and region.
  - Science Standards- 8th Grade
    - Define the criteria and constraints of a region, taking into account scientific principles and potential impacts on people in the natural environment.
- Itinerary:
  - Travel Time: 3 hrs 53 minutes- 238 miles.
  - Friday- Leave school at 6:00 am
  - Saturday- Return to School at 11:00 pm
- School/Fun Time:
  - Friday- Traveling to Great Wolf Lodge, then sight-seeing Great Wolf Lodge attractions.
  - Lunch will be provided during travel time and we will all eat dinner together, dinner is still being decided based on funds available from our last fundraiser ending 4/30.
  - Saturday: Going to lodge and bowling, attending mini golf, and interactive arcade. All exclusive ("Wolf Pass" tickets) 30 people x \$90.00 per person = \$2,700. We will also add spending money for students if extra funds allow.
- Food-
  - Lunch for 30 people x 2 days = \$20 per meal x 30 person = \$600.00

- Dinner for 30 people x 2 days =\$20 per meal x 30 people = \$600.00. Other evening group meals paid for with fundraising money.
- Total Cost: \$6,100
- Funds Available - \$7,000.00 not including funds from the last fundraiser.

Teacher Competency		Special Education Teacher Competency	
<b>1 Facilitating Student Learning</b>		<b>1 Facilitating Student Learning</b>	
<b>1.1 Curriculum and Planning</b>		<b>1.1 Curriculum and Planning</b>	
1.1a	Organizing curriculum to facilitate student understanding of the subject matter	1.1 a	Collaborates with General Education teacher and/or secondary/related services staff and/or education assistants when developing and organizing a framework to align curriculum, assessments and instruction that reflects appropriate accommodations and specialized instruction from students IEP's
1.1b	Well-designed and planned instruction and adjusting instruction to fit the diverse needs of the learner	1.1b	Collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered to accommodate some student needs
1.1c	Developing and sequencing long-term and short-term instructional plans to support student learning	1.1c	Collaborates with the General Education teacher, educational assistants and related services staff to plan quality teaching and learning activities that align the IEP with curriculum, assessment, and instruction
<b>1.2 Instructional Delivery</b>		<b>1.2 Instructional Delivery</b>	
1.2a	Engaging students in learning by connecting subject matter to meaningful, real-life contexts	1.2a	Delivers instruction using techniques that assist students in applying what they have learned to real life situations
1.2b	Promoting critical thinking through inquiry, problem solving and reflection	1.2b	Emphasizes and encourages students to maximize thinking/reasoning skills and processes
1.2c	Monitoring student learning and adjusting instruction	1.2c	Collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered to accommodate some student needs
<b>1.3 Management of Learning Environment</b>		<b>1.3 Management of Learning Environment</b>	
1.3a	Implement routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn	1.3a	Implement routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn
1.3b	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	1.3b	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
1.3c	Effective instructional time to optimize learning	1.3c	Effective instructional time to optimize learning
<b>2 Assessing and Reporting Student Learning Outcomes</b>		<b>2 Assessing and Reporting Student Learning Outcomes</b>	
2.1	Progress monitoring through variety of assessments to inform instruction	2.1	Track data on IEP goals, monitor student progress and adjust instruction to meet students' individual learning needs according to their IEPs.
2.2	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	2.2	Use grade-level standards or life skills (certificate track only), assessment data, learning progressions, student prior knowledge, and IEP goals to determine key priorities and develop both long- and short-term goals
2.3	Using assessment information to share timely and comprehensible feedback with students and their families	2.3	Clearly communicates and updates parents regarding curriculum learning, and behavioral expectations (if applicable); describing both current issues and positive news first before communicating any red flag issue
<b>3 Professional responsibilities</b>		<b>3 Professional responsibilities</b>	
3.1	Reflecting on teaching practice in support of student learning	3.1	Reflecting on teaching practice in support of student learning
3.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development	3.2	Establishing professional goals and seeking out best practices, feedback, and suggestions, which are integrated into practice.
3.3	Working with families to support student learning	3.3	Collaborate with families about individual children's needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs, IFSPs)

	<b>Teacher Competency</b>		<b>Special Education Teacher Competency</b>
3.4	Demonstrating professional responsibility, integrity, and ethical conduct	3.4	Demonstrating professional responsibility, integrity, and ethical conduct. Completes all required and assigned duties related to the special education process



# TC.1 Facilitating Student Learning

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

## 1.1 Curriculum and Planning

	Developing	Proficient	Exemplary
<b>1.1a Collaborates with General Education teacher and/or secondary/related services staff and/or education assistants when developing and organizing framework to align curriculum, assessments and instruction that reflects appropriate accommodations and</b>	<ul style="list-style-type: none"> <li>-I occasionally consult with General Education teachers and/or related services staff when developing curriculum, assessments, and instruction for students with IEPs.</li> <li>-I demonstrate some understanding of the need for accommodations and specialized instruction but may struggle to effectively implement them.</li> <li>-I rely on others to take the lead in organizing and aligning curriculum, assessments, and instruction for students with IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>-I effectively collaborate with General Education teachers and/or related services staff to develop and organize a framework that aligns curriculum, assessments, and instruction with students' IEPs.</li> <li>-I demonstrate a strong understanding of accommodations and specialized instruction and integrates them seamlessly into curriculum and instruction.</li> <li>-I take an active role in leading the development and organization of curriculum, assessments, and instruction for students with IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>-I seamlessly collaborate with General Education teachers and/or related services staff to develop and organize a highly effective framework that aligns curriculum, assessments, and instruction with students' IEPs.</li> <li>-I demonstrate exceptional understanding and implementation of accommodations and specialized instruction, leading to meaningful and measurable outcomes for students with IEPs.</li> <li>-I act as a leader in the school community, sharing expertise and best practices for developing and organizing curriculum, assessments, and instruction for students with IEPs.</li> </ul>
<b>1.1b Collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered to accommodate some student needs</b>	<ul style="list-style-type: none"> <li>-I participate in planning specialized instruction but may not fully understand the purpose of flexible grouping or small group instruction.</li> <li>-I require guidance in determining appropriate strategies and accommodations for students with diverse needs.</li> <li>-I rely on the General Education teacher or others to lead the planning process for specialized instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-I collaborate effectively with the General Education teacher, related services staff, and/or educational assistants in planning specialized instruction through flexible grouping or small group classes.</li> <li>-I demonstrate a solid understanding of the purpose of flexible grouping and small group instruction to accommodate student needs.</li> <li>-I contribute ideas and strategies to the planning process and implements them effectively in the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>-I seamlessly collaborate with the General Education teacher, related services staff, and educational assistants in planning highly effective specialized instruction through flexible grouping or small group classes.</li> <li>-I demonstrate exceptional understanding and implementation of flexible grouping and small group instruction to meet diverse student needs.</li> <li>-I act as a leader in developing innovative and effective strategies for specialized instruction and shares expertise with colleagues.</li> </ul>
<b>1.1c Collaborates with the General Education teacher, educational assistants and related services staff to plan quality teaching and learning activities that align the IEP with curriculum, assessment, and</b>	<ul style="list-style-type: none"> <li>-I participate in collaborative planning but may struggle to fully align the IEP with curriculum, assessment, and instruction.</li> <li>-I require support in understanding how to effectively integrate accommodations and specialized instruction into teaching and learning activities.</li> <li>-I rely on others to take the lead in planning activities that align with the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>-I collaborate effectively with the General Education teacher, educational assistants, and related services staff to plan teaching and learning activities that align with the IEP.</li> <li>-I demonstrate a solid understanding of how to integrate accommodations and specialized instruction into curriculum, assessment, and instruction.</li> <li>-I take an active role in planning activities that are meaningful and relevant to students' IEP goals.</li> </ul>	<ul style="list-style-type: none"> <li>-I collaborate seamlessly with the General Education teacher, educational assistants, and related services staff to plan high-quality teaching and learning activities that align with the IEP.</li> <li>-I demonstrate exceptional understanding and implementation of how to align the IEP with curriculum, assessment, and instruction, leading to meaningful outcomes for students.</li> <li>-I act as a leader in developing innovative and effective teaching and learning activities that meet the diverse needs of students with IEPs.</li> </ul>

## 1.2 Instructional Delivery

Developing	Proficient	Exemplary
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## TC.1 Facilitating Student Learning

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

<b>1.2a Delivers instruction using techniques that assist students in applying what they have learned to real life situations</b>	<ul style="list-style-type: none"> <li>-I occasionally incorporate real-life examples into instruction but may struggle to make meaningful connections for students.</li> <li>-I require support in selecting and implementing techniques that effectively apply learning to real-life situations.</li> <li>-I rely on others or pre-packaged materials to provide examples of real-life application.</li> </ul>	<ul style="list-style-type: none"> <li>-I regularly incorporate real-life examples into instruction, helping students make connections between concepts and their everyday experiences.</li> <li>-I demonstrate a solid understanding of how to select and implement techniques that effectively apply learning to real-life situations.</li> <li>-I create learning experiences that encourage students to apply what they have learned in meaningful ways outside the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>-I routinely deliver instruction using a variety of techniques that effectively assist students in applying what they have learned to real-life situations.</li> <li>-I demonstrate exceptional skill in selecting and implementing techniques that connect learning to real-life experiences, making learning relevant and engaging for students.</li> <li>-I act as a leader in developing innovative and effective strategies for applying learning to real-life situations and shares expertise with colleagues.</li> </ul>
<b>1.2b Emphasizes and encourages students to maximize thinking/reasoning skills and processes</b>	<ul style="list-style-type: none"> <li>-I occasionally prompt students to think critically or use reasoning skills, but may not consistently emphasize these skills.</li> <li>-I require support in understanding how to effectively encourage and develop students' thinking and reasoning skills.</li> <li>-I rely on traditional teaching methods that do not prioritize thinking and reasoning processes.</li> </ul>	<ul style="list-style-type: none"> <li>-I regularly emphasize the importance of thinking and reasoning skills to students.</li> <li>-I provide opportunities for students to practice and develop their thinking and reasoning skills.</li> <li>-I encourage students to think critically and apply reasoning in various contexts.</li> </ul>	<ul style="list-style-type: none"> <li>-I consistently prioritize and emphasize thinking and reasoning skills in all aspects of instruction.</li> <li>-I create a learning environment that encourages students to think critically and develop their reasoning processes.</li> <li>-I use a variety of strategies and techniques to challenge students' thinking and reasoning abilities, helping them maximize these skills.</li> </ul>
<b>1.2c Collaborates with the General Education teacher, related services staff and/or educational assistants in planning specialized instruction delivered to accommodate some student needs</b>	<ul style="list-style-type: none"> <li>-I participate in planning specialized instruction but may not fully understand the purpose of flexible grouping or small group instruction.</li> <li>-I require guidance in determining appropriate strategies and accommodations for students with diverse needs.</li> <li>-I rely on the General Education teacher or others to lead the planning process for specialized instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-I collaborate effectively with the General Education teacher, related services staff, and/or educational assistants in planning specialized instruction through flexible grouping or small group classes.</li> <li>-I demonstrate a solid understanding of the purpose of flexible grouping and small group instruction to accommodate student needs.</li> <li>-I contribute ideas and strategies to the planning process and implements them effectively in the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>-I collaborate seamlessly with the General Education teacher, related services staff, and educational assistants in planning highly effective specialized instruction through flexible grouping or small group classes.</li> <li>-I demonstrate exceptional understanding and implementation of flexible grouping and small group instruction to meet diverse student needs.</li> <li>-I act as a leader in developing innovative and effective strategies for specialized instruction and shares expertise with colleagues.</li> </ul>

### 1.3 Management of Learning Environment

Developing

Proficient

Exemplary

# TC.1 Facilitating Student Learning

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

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

## TC.2 Assessing and Reporting Student Learning Outcomes

Teachers monitor, assess, record and report student learning.

	Developing	Proficient	Exemplary
<b>2.1 Track data on IEP goals, monitor student progress and adjust instruction to meet students' individual learning needs according to their IEPs.</b>	<ul style="list-style-type: none"> <li>- I attempt to gather data on IEP goals but may struggle to do so effectively.</li> <li>- I require support in understanding how to use data to monitor student progress and adjust instruction.</li> <li>- I may not consistently adjust instruction based on assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>- I use data to track student progress on IEP goals/objectives and monitor student progress.</li> <li>- I demonstrate a solid understanding of how to use assessment data to adjust instruction to meet students' individual learning needs according to their IEPs.</li> <li>- I adjust instruction based on assessment data and student progress, but may not always do so in a timely or targeted manner.</li> </ul>	<ul style="list-style-type: none"> <li>- I seamlessly integrate data on IEP goals/objectives, monitor student progress, and adjust instruction.</li> <li>- I demonstrate exceptional skill in using assessment data to tailor instruction to meet students' individual learning needs according to their IEPs.</li> <li>- I regularly adjust instruction based on assessment data and student progress, leading to significant gains in student learning.</li> </ul>
<b>2.2 Use grade-level standards or life skills (certificate track only), assessment data, learning progressions, student prior knowledge, and IEP goals to determine</b>	<ul style="list-style-type: none"> <li>- I attempt to use standards or life skills (certificate track only), assessment data, and other sources to determine priorities and set goals but may struggle to do so effectively.</li> <li>- I require support in understanding how to use these (see above) sources to develop meaningful goals for students.</li> <li>- My goals may not always align closely with standards, assessment data, or student needs.</li> </ul>	<ul style="list-style-type: none"> <li>- I use grade-level standards or life skills (certificate track only), assessment data, learning progressions, student prior knowledge, and IEP goals to determine key priorities.</li> <li>- I develop both long- and short-term goals that are aligned with these (see above) sources and are appropriate for student needs.</li> <li>- I regularly review and adjust goals based on assessment data and student progress.</li> </ul>	<ul style="list-style-type: none"> <li>- I seamlessly integrate grade-level standards or life skills (certificate track only), assessment data, learning progressions, student prior knowledge, and IEP goals to determine key priorities.</li> <li>- I develop ambitious yet achievable long- and short-term goals that are closely aligned with these (see above) sources and meet the diverse needs of students.</li> <li>- I demonstrate exceptional skill in using data and other sources to continuously refine and improve goals for student learning.</li> </ul>
<b>2.3 Clearly communicates and updates parents regarding curriculum learning, and behavioral expectations if applicable; describing both current issues and positive news first before communicating any</b>	<ul style="list-style-type: none"> <li>- I attempt to communicate with parents but may not provide regular updates or may struggle to clearly convey information.</li> <li>- I may focus more on red flag issues than on positive news or current issues.</li> <li>- I require support in developing effective communication strategies with parents.</li> </ul>	<ul style="list-style-type: none"> <li>- I communicate regularly with parents, providing updates on curriculum learning and behavioral expectations (if applicable).</li> <li>- I describe current issues and positive news before communicating any red flag issues.</li> <li>- I use a variety of communication methods to keep parents informed and engaged in their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>- I communicate proactively with parents, providing regular updates on curriculum learning and behavioral expectations (if applicable).</li> <li>- I clearly describe both current issues and positive news before communicating any red flag issues.</li> <li>- I establish a positive and collaborative relationship with parents, fostering a supportive learning environment for students.</li> </ul>

## TC.3 Professional responsibilities

### Teachers develop and reflect as a professional educator

	Developing	Proficient	Exemplary
<b>3.1 Reflecting on teaching practice in support of student learning</b>	<ul style="list-style-type: none"> <li>- I am beginning to engage in reflection on my teaching practice, and consult with colleagues to consider how best to support teacher and student learning.</li> <li>- I am beginning to identify how to make changes to instructional strategies based on my reflections but may need guidance or support to put into practice.</li> </ul>	<ul style="list-style-type: none"> <li>- I regularly engage in reflection on my teaching practice, and collaborate with colleagues to improve student learning and engagement.</li> <li>- I consider a variety of factors, including student engagement, assessment data, and make meaningful adjustments to my instructional strategies based on my reflections.</li> </ul>	<ul style="list-style-type: none"> <li>- I excel in reflective practices, consistently and systematically evaluating my teaching to support student learning, and actively seek feedback from colleagues, mentors, and students, using it to inform teaching practices.</li> <li>- I make intentional and impactful changes to my instructional strategies, always striving for continuous improvement.</li> </ul>
<b>3.2 Establishing professional goals and seeking out best practices, feedback, and suggestions, which are integrated into practice</b>	<ul style="list-style-type: none"> <li>- I attempt to establish professional goals but may not always follow through with seeking out best practices, feedback, and suggestions.</li> <li>- I require support in identifying and setting achievable professional goals.</li> <li>- I may be hesitant to seek feedback or suggestions from others.</li> </ul>	<ul style="list-style-type: none"> <li>- I establish professional goals and actively seek out best practices, feedback, and suggestions.</li> <li>- I demonstrate a commitment to continuous improvement by integrating feedback and suggestions into practice.</li> <li>- I seek feedback from a variety of sources and uses it to inform and improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>- I set ambitious yet achievable professional goals and actively seek out best practices, feedback, and suggestions to achieve them.</li> <li>- I demonstrate exceptional skill in integrating feedback and suggestions into practice, leading to continuous improvement.</li> <li>- I actively seek out and engage with new ideas and approaches, contributing to a culture of learning and innovation.</li> </ul>
<b>3.3 Collaborate with families about individual children's needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education</b>	<ul style="list-style-type: none"> <li>- I attempt to collaborate with families but may struggle to effectively communicate about individual children's needs, goals, programs, and progress.</li> <li>- I require support in understanding and explaining special education processes to families.</li> <li>- I may not consistently keep families informed about their rights or special education processes.</li> </ul>	<ul style="list-style-type: none"> <li>- I collaborate effectively with families about individual children's needs, goals, programs, and progress over time.</li> <li>- I demonstrate a solid understanding of special education processes and effectively communicates this information to families.</li> <li>- I ensure that families are informed about their rights and the special education processes relevant to their child.</li> </ul>	<ul style="list-style-type: none"> <li>- I seamlessly collaborate with families about individual children's needs, goals, programs, and progress over time, fostering a strong partnership.</li> <li>- I demonstrate exceptional skill in explaining special education processes to families, ensuring they are well-informed and able to participate meaningfully in decision-making.</li> <li>- I proactively communicate with families about their rights and the special education processes, empowering them to advocate for their child's needs.</li> </ul>
<b>3.4 Demonstrating professional responsibility, integrity, and ethical conduct</b>	<ul style="list-style-type: none"> <li>- I attempt to fulfill required duties related to the special education process but may not always do so effectively.</li> <li>- I require support in understanding and adhering to professional responsibilities, integrity, and ethical conduct.</li> </ul>	<ul style="list-style-type: none"> <li>- I demonstrate professional responsibility, integrity, and ethical conduct in all aspects of the special education process.</li> <li>- I complete all required and assigned duties related to the special education process in a timely and thorough manner.</li> </ul>	<ul style="list-style-type: none"> <li>- I exemplify professional responsibility, integrity, and ethical conduct in every aspect of the special education process, serving as a role model for others.</li> <li>- I go above and beyond in completing all required and assigned duties related to the special education process, ensuring no task</li> </ul>

## TC.3 Professional responsibilities

Teachers develop and reflect as a professional educator

	Developing	Proficient	Exepmplary
<b>integrity, and ethical conduct. Completes all required and assigned duties related to the special education process</b>	-I may need reminders or guidance to complete all required and assigned duties.	- I take ownership of responsibilities and consistently follows through on commitments.	<p>is left undone.</p> <p>- I am highly respected for my commitment to professional standards and dedication to fulfilling responsibilities related to the special education process.</p>

**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**WESTWOOD UNIFIED SCHOOL DISTRICT AND**  
**THOMPSON PEAK CHARTER**

This Memorandum of Understanding (“Agreement”) is entered by and between Westwood Unified School District (“WUSD”) and Thompson Peak Charter (“TPC”), collectively “the Parties,” for the purpose of student engagement and participation in student athletics on athletic teams. TPC students participating on WUSD athletic teams will hereinafter be referred to as “Activities.”

**RECITALS**

1. WUSD and TPC desire to enter into an Agreement to allow for the participation of TPC students in WUSD’s Activities.
2. WUSD and TPC desire to enter into an Agreement to govern students’ participation in the Activity and the responsibilities and obligations between WUSD and TPC that are necessary to hold and allow students to participate in the Activities.

**PURPOSE**

The purpose of this Agreement is to provide the framework for the Activities and to govern WUSD’s and TPC’s respective students’ participation in the Activities. This Agreement is to create a safe environment for student participants.

**1. Participation and Communication.**

- a. TPC students will be allowed to participate on athletic teams on an equal basis to WUSD students. WUSD will contact Stephanie Preston, Principal with announcements regarding try-outs and requirements so that TPC may notify students.
- b. WUSD coaches and the WUSD Athletic Director will keep TPC regularly informed of schedules for all teams on which TPC students are participating, including dates and times for practices, scrimmages, games, awards ceremonies, etc. The TPC employee who will be the point of contact for these communications is Stephanie Preston, Principal.
- c. The Parties agree to work together in the true spirit of partnership to ensure their respective students are fully able to participate in the Activities. WUSD and TPC will both communicate regularly and appropriately with one another to ensure all necessary information is being shared related to participation, scheduling, transportation, eligibility requirements, and all other issues and topics related to the participation of TPC students in WUSD’s Activities.
- d. WUSD will provide TPC with information regarding eligibility requirements for TPC students to participate in each sport included in the Activities prior to the start of each sport’s season.



Eligibility requirements include those located in WUSD Athletic policies and student handbooks. These represent academic and behavioral expectations. WUSD and TPC will work together to evaluate and determine eligibility for each student prior to commencement of competition. If TPC's eligibility requirements are more restrictive than WUSD's, those will be also be considered for eligibility for TPC students.

e. WUSD will notify TPC regarding student requirements beyond academic and behavioral expectation noted in section 1d. Requirements may be related to personal equipment necessary (such as footwear) and individual insurance coverages. TPC acknowledges that students who do not meet these requirements will not be allowed to participate in WUSD Activities.

## **2. Reimbursement of Actual Costs**

At the conclusion of each sport in which TPC students participate, WUSD will invoice TPC with the actual costs of participation that include but are not limited to following: equipment rental, uniform and other required equipment costs, CIF dues, Feather River League Dues, and the prorated cost of official fees.

## **3. Insurance.**

WUSD shall continue to maintain its existing liability insurance, including both bodily injury and property damage, with limits no less than the following: General liability-\$1,000,000 per claim.

WUSD shall provide TPC with valid and current copy of the WUSD's certificate of insurance evidencing the liability limits set forth above. TPC shall also be named as an additional insurance under WUSD's insurance policy. WUSD assumes all responsibilities with respect to risk of injury and policy for students participating in the Activity, except where caused by TPC's negligence or misconduct. TPC shall not be held liable for or provide coverage to any of the WUSD's students who participate in the Activity.

## **4. Termination.**

The term of this Agreement shall be effective from the date of full execution through 6/30/2025 unless terminated by either Party by providing thirty (30) days written notice indicating the intent to terminate this Agreement.

## **5. Limited Liability.**

No liability will arise or be assumed between the Parties as a result of this Agreement. This provision allocates the risks under this Agreement between WUSD and TPC. However, either party shall remain liable for bodily injury or personal property damage resulting from the negligence or misconduct of their employees or agents while participating in the Activity. NEITHER PARTY TO THIS AGREEMENT SHALL BE LIABLE FOR THE OTHER'S LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.

## 6. Indemnification and Hold Harmless.

a. WUSD shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless TPC, its officers, Board of Directors, employees, attorneys, agents, representatives, volunteers, successors and assigns, including TPC employees, attorneys, agents, representatives, volunteers, successors and assigns, (collectively hereinafter “TPC and TPC Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorneys’ fees, and expert witness fees (hereafter “Claims”), whether or not suit is actually filed, and/or any judgment rendered against TPC and TPC Personnel, that may be asserted or claimed by any person, firm or entity acting on behalf of WUSD, WUSD personnel or WUSD’s students, parents or guardians, or anyone who may claim any right due to any relationship with the WUSD, arising out of, or in connection with, the WUSD’s performance under this Agreement, or any acts, errors, or omissions by the WUSD or its Board of Directors, administrators, employees, agents, representatives, volunteers, successors and assigns. However, WUSD shall not have any obligation to indemnify, hold harmless or defend TPC and TPC Personnel against Claims that may be asserted or claimed by any person, firm or entity acting on behalf of WUSD, WUSD personnel or WUSD’s students, parents or guardians, resulting from or arising out of the negligence or intentional acts, errors or omissions of TPC and TPC Personnel.

b. TPC shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the WUSD, its officers, Board of Directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “WUSD and WUSD Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorneys’ fees, and expert witness fees (hereafter “Claims”), whether or not suit is actually filed, and/or any judgment rendered against the WUSD and WUSD Personnel, that may be asserted or claimed by any person, firm or entity acting on behalf of TPC, TPC personnel or TPC students, parents or guardians, or anyone who may claim any right due to any relationship with TPC, arising out of, or in connection with, TPC’s performance under this Agreement, or any acts, errors, or omissions by TPC or its Board of Directors, administrators, employees, agents, representatives, volunteers, successors and assigns. However, TPC shall not have any obligation to indemnify, hold harmless or defend the WUSD and WUSD Personnel against Claims that may be asserted or claimed by any person, firm or entity acting on behalf of TPC, TPC personnel or TPC’s students, parents or guardians, resulting from or arising out of the negligence or intentional acts, errors or omissions of the WUSD and WUSD Personnel.

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Paula Silva, Superintendent/Principal

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Date

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Sherri Morgan, Executive Director/ Superintendent

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Date

**LONG VALLEY CHARTER SCHOOL  
BOARD RECOMMENDATION FORM**

AGENDA ITEM:      Action Item E

SUMMARY:

The Strong Workforce Program Grant included a Work Based Learning Coordinator for Agriculture to support expanding our hands-on coursework in CTE Ag Pathways. This action item is to approve the position which has grant funds to support it. If the candidate does not yet have a credential, they will be hired as a classified person on Column C; once a preliminary CTE credential is received, the new hire will be reclassified as a credentialed teacher.

In the longer term, I expect this individual to assist us in developing a plan for the use and care of our 100 acres and in the implementation of any farm to school grants we might receive.

DIRECTOR'S RECOMMENDATION:

☒ Approve as Presented      ☐ Disapprove

This action item concerns:

- ☒ Long Valley School
- ☒ Thompson Peak Charter



# Long Valley Charter School

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## Job Description

### **WORK-BASED LEARNING COORDINATOR AGRICULTURE PATHWAYS**

The Work-Based Learning Coordinator for Agriculture is responsible for expanding hands-on agricultural pathways in the development of a “living classroom”, providing hands-on learning experiences. Efforts will be based on student interest and in alignment with the Career Technology Education standards and received grant funding. The Coordinator will plan, develop, and implement hands-on activities & learning labs in collaboration with staff, students, families and local producers.

Classified/ Certificated Position: 185-220 days

Reports to Site Administrator/ Principal

#### Specific duties may include:

- Communicate and collaborate with the CTE Coordinator, School Administrators, Teachers and the community to develop and deliver standards aligned lessons and hands-on laboratory experiences in Agriculture Pathways.
- Collaborate with Career and College Counselor to assist students with work-based learning opportunities, completion of Agriculture based coursework, and support student Capstone Projects.
- Ascertain student interest in specific pathways in which to base areas of agricultural focus; Current CTE Pathways include: Animal Science, Agriscience, Agriculture Mechanics, and Plant and Soil Science.
- Work with community and governmental organizations to establish the care and maintenance of the schools’ agricultural spaces to incorporate climate-smart processes.
- Collaborate with the community colleges to support dual enrollment opportunities in Agriculture, facilitating seamless transitions for students into aligned degree and certificate programs.
- Work with the Community Schools Coordinator to develop activities to involve parents and other volunteer community members.
- Recruit students to participate in Agriculture Pathways.

- Additionally, work with students in elementary grades to provide exposure to career exploration and science topics.
- Serve as part of a team to create a plan and develop the 100-acre property in a manner that best serves the school and community.
- Additional related duties as assigned.

The Work-Based Learning Coordinator for Agriculture is able to:

- Carry out activities with students following established lesson plans.
- Evaluate and the program to include continuous improvements.
- Monitor and control expenses within scope of designated functions
- Maintain and track student participation and provide reports based on collected data.
- Positively establish effective working relationships with those contacted in the performance of required duties.
- Demonstrate qualities of leadership, collaboration, communication and initiative.
- Operate a variety of technology and agriculture equipment in the conduct of assigned duties and tasks.
- Transport small groups of students (via school vans) as needed.
- Continue to develop professional expertise in areas of agriculture and education by attending professional conferences and workshops, and engaging in professional development experiences.

The Work-Based Learning Coordinator for Agriculture requirements:

- Degree in a related Agriculture field
- Clear Driver's license
- Career Technology Education Credential or qualify for a Preliminary Certification



# Long Valley Charter School

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## Job Description

### **TRANSITIONAL ASSISTANT DIRECTOR**

The Transitional Assistant Director (TAD) position is intended to be in place for one school year. The focus of this position will be to assist the Executive Director/ Superintendent in instructional leadership and the administration, management and operation of the overall school program. The TAD will emphasize gaining the knowledge necessary for the Director's role.

Administrative Position: 220 days

#### Specific duties may include:

- Serve as Administrative Designee as requested by Executive Director/ Superintendent
- Facilitate and plan staff development opportunities
- Responsible for the implementation of academic essential standards and the development of supporting materials/ lessons.
- Responsible for the successful implementation of staff evaluation systems.
- Draft and propose policies leading to improved school functioning and student achievement
- Adhere to the Charter's Policies, Procedures, and Code of Ethics
- Maintain current administrative responsibilities; as responsibilities of TAD increase, there will be an equal reduction in responsibilities of the current administrative role.
- Additional related duties as assigned.

#### The Transitional Assistant Director is able to:

- Interpret and successfully apply a variety of federal and state laws, regulations, and guidelines as they relate to public education and administration
- Interpret and successfully implement District policies, objectives, directives and educational philosophy
- Communicate effectively and tactfully in both oral and written forms.
- Supervise, motivate, and evaluate direct reports
- Plan, manage and prioritize a wide variety of functions within designated scope.

- Monitor and control expenses within scope of designated functions
- Prepare a wide variety of reports and presentations
- Positively establish effective working relationships with those contacted in the performance of required duties.
- Operate a variety of technology equipment types and office machines in the conduct of assigned duties and tasks.
- Continue to develop professional expertise in areas of educational philosophies and practices, management skills, and administration by attending professional conferences and workshops, and reviewing various job-related journals while networking with other school administrators

The Transitional Assistant Director requirements:

- Commitment to the school's mission and vision
- Professional demeanor and dress
- Administrative Credential (earned no later than 6/30/25)