

# SIERRA CHARTER SCHOOL PETITION

**Mastery is the journey of continuous improvement...**



**July 1, 2017 to June 30, 2022**

**Submitted to:  
Fresno Unified School District  
School Choice/Charter Office  
Date Submitted: 01/30/17**

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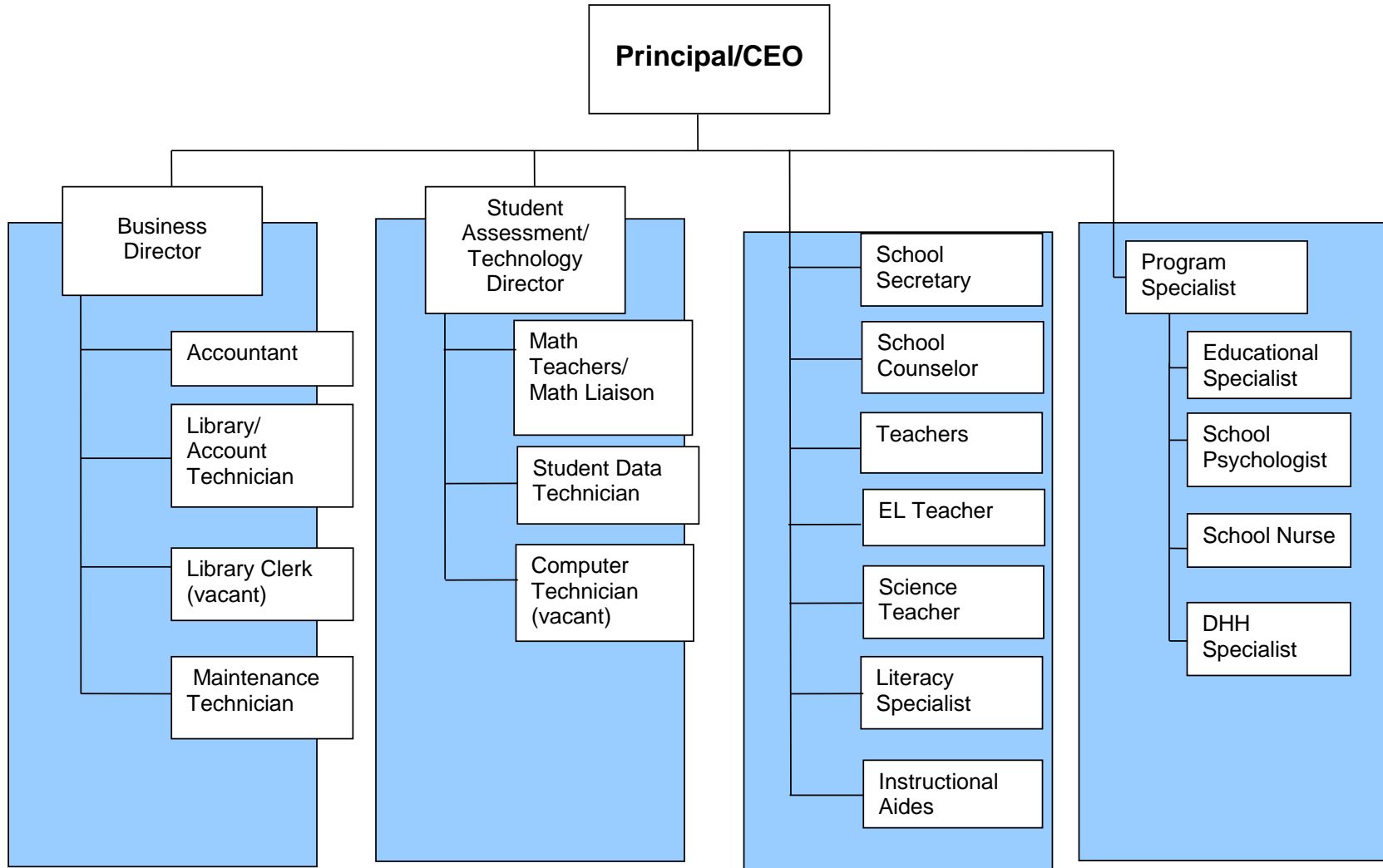
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## Organizational Chart



## SCHOOL OVERVIEW

### Founding Group and History

Sierra Charter School (SCS) was formed in March 1998, as an entity under the Educational Foundation for Ethics and Principles (EFEP) Corporation located in Victorville, California. Sierra Charter School's sponsoring district was Eastern Sierra Unified, located in Bridgeport, California. In April 1998, Lisa Marasco was hired as Principal of SCS. Her immediate function was to secure a location in Fresno for the school site, recruit students and hire staff for the 1998-99 school year. Sierra Charter School began its first year in August 1998 with approximately 80 students and 12 part-time teachers. In December 1998, EFEP contacted Mrs. Marasco to begin discussion on dissolving all ties between SCS and EFEP due to financial difficulties their corporation was experiencing. Not wanting to sacrifice the progress the staff, students and parents had made those four months of the school's first year, Mrs. Marasco contacted Sherry Iida and together they worked with Eastern Sierra Unified's Superintendent and Business Director to keep the school going. In January 1999 all ties were broken with EFEP. At that point Sierra Charter School filed to become a non-profit corporation and a Board of Directors was formed. Eastern Sierra Unified School District continued to be the sponsoring district through this transformation.

Prior to the dissolution with EFEP, some issues came to light regarding the corporation's credibility and accountability. The fallout from those issues was the eventual closing of EFEP by the State. With this closure SCS was faced with financial responsibilities that were procured in their name when SCS was under EFEP. Determined to persevere, SCS assumed responsibility for approximately \$72,000 of EFEP's debt and an additional \$35,000 to the State for miscalculation of ADA by EFEP. All outstanding debts and payments were paid within a year.

Realizing that Eastern Sierra Unified was approximately 200 miles away from Fresno, all day-to-day operations were left in the hands of the school administration and additional staff was hired as ADA increased and money allowed. This meant that the school would need departments which were equivalent to that of a traditional district such as business, finance, human resources, special education, testing and student information services. In 1999, start-up funding for Sierra Charter School was not available so the school's team was able to secure a \$150,000 charter school implementation grant. The grant was used to purchase much of the technology, media and other equipment the school needed.

In July, 2004, Dwayne Stewart was hired to reorganize and oversee the Assessment and Technology departments. Due to his expertise in both areas, the departments were streamlined and as a result became more efficient and productive.



In 2007-08, due to changes in the charter school law, Sierra Charter School petitioned the Fresno Unified School District and received approval for a 5 year charter. The change in the sponsoring school district did not affect the location of the school. FUSD renewed the charter again in 2012.

### **Administrative Team's Qualifications**

Lisa Marasco, Principal/CEO

- 41 years in education as an elementary teacher, K-12 resource/curriculum teacher and principal in numerous Fresno County schools, including Fresno and Clovis Unified and Fresno County Office of Education

Sherry Iida, Business Director/CFO

- 37 years in education business/fiscal services which include 33 years as an administrator in a High School District, Kings and Fresno County Offices of Education

Dwayne Stewart, Assessment/Technology Director/ CIO

- 34 years in electronics and computer technology as an engineer and engineering management including technology company president

### **Staffing**

In August 2016, Sierra Charter began its 19<sup>th</sup> year of operation and 15<sup>th</sup> year of WASC accreditation. Anticipating an enrollment of approximately 450 students, the staff make-up is the following:

- Principal/CEO (administrative & teacher credentialed)
- Business Director
- Assessment/Technology Director
- Counselor (credentialed)
- Program Specialist (credentialed)
- School Psychologist (part-time) (credentialed)
- School Nurse (part-time) (credentialed)
- DHH Teacher (part-time) (credentialed)
- Science Teacher (SS Biological Science credential)
  - Department Chair
- 25 NCLB Highly Qualified Teachers (credentialed)
  - ASL Teacher
  - 504 Coordinator
  - 10 Department Chairs
- 1 NCLB Highly Qualified Special Education Specialist (credentialed)
- 1 NCLB Highly Qualified EL Teacher (credentialed)
  - Department Chair

- 4 Paraprofessional classroom aides
- School Secretary
- Accountant
- Library/Account Technician
- Student Data Technician
- Maintenance Technician
- Consultant services are purchased for curriculum, speech and occupational therapy

### 2015-16 Summary

Sierra Charter School is a K-12 Personalized Learning Public Charter School utilizing a unique definition of Independent Study to teach students. Founded in 1998, our one campus is located in Fresno, California and has been at its current location since 1999, occupying six of the eight buildings. The setting reflects a safe and calm environment in which staff, students and parents interact on a daily basis. With two buildings occupied by other businesses, the school community unconsciously maintains a more professional behavior.

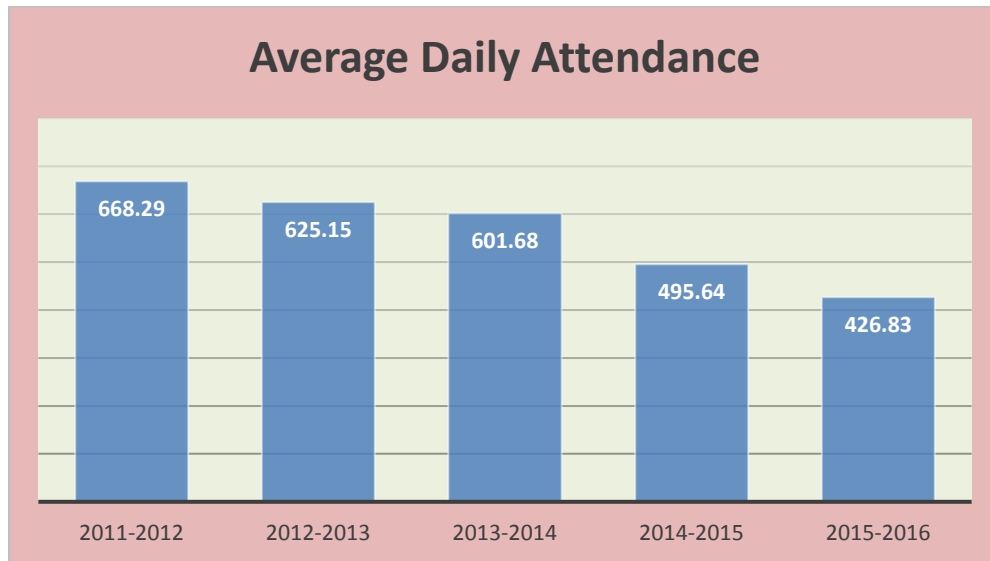
The charter school operates independently from its sponsoring district, Fresno Unified. A five-person governing board meets every quarter to review and approve the school's budget and adopt school policies. Day-to-day operations are managed by the school's Principal and her administrative team of the Business Director and Assessment/Technology Director. The Principal and Business Director have been with the school since its inception, and the Assessment/Technology Director was employed only a few years later. The majority of the 34 certificated and 11 classified staff have been at the school for over 8 years.

The school's October 2015 CBEDS count was 453, which is down from 689 when we submitted our charter renewal petition in 2011. We attribute this decrease to the requirement for students to perform at a higher level of rigor in Literacy, Math and Science. Also requiring more time on campus to attend mandatory Literacy, Math, hands-on Science labs, ICU and Study Hall has influenced some families to leave and enroll in a traditional independent study school that allows them to only meet one day a week for one hour a day.

In keeping with the schoolwide student goals; literacy, math, science, social science and technology are the school's main areas of focus. This is why the direction of the school has changed in the last five years. With the focus towards implementing a hybrid model of mastery learning, alignment to the CCSS, digital education, small group instruction,

peer collaboration, evidenced-driven intervention and more required time on campus, increased achievement results are projected.

The chart below reflects the actual calculated enrollment for the past five years. The school will continue to seek attendance growth as long as the facilities at their current location can support it. As enrollment increases, the school will try to acquire more facilities, if funding allows.



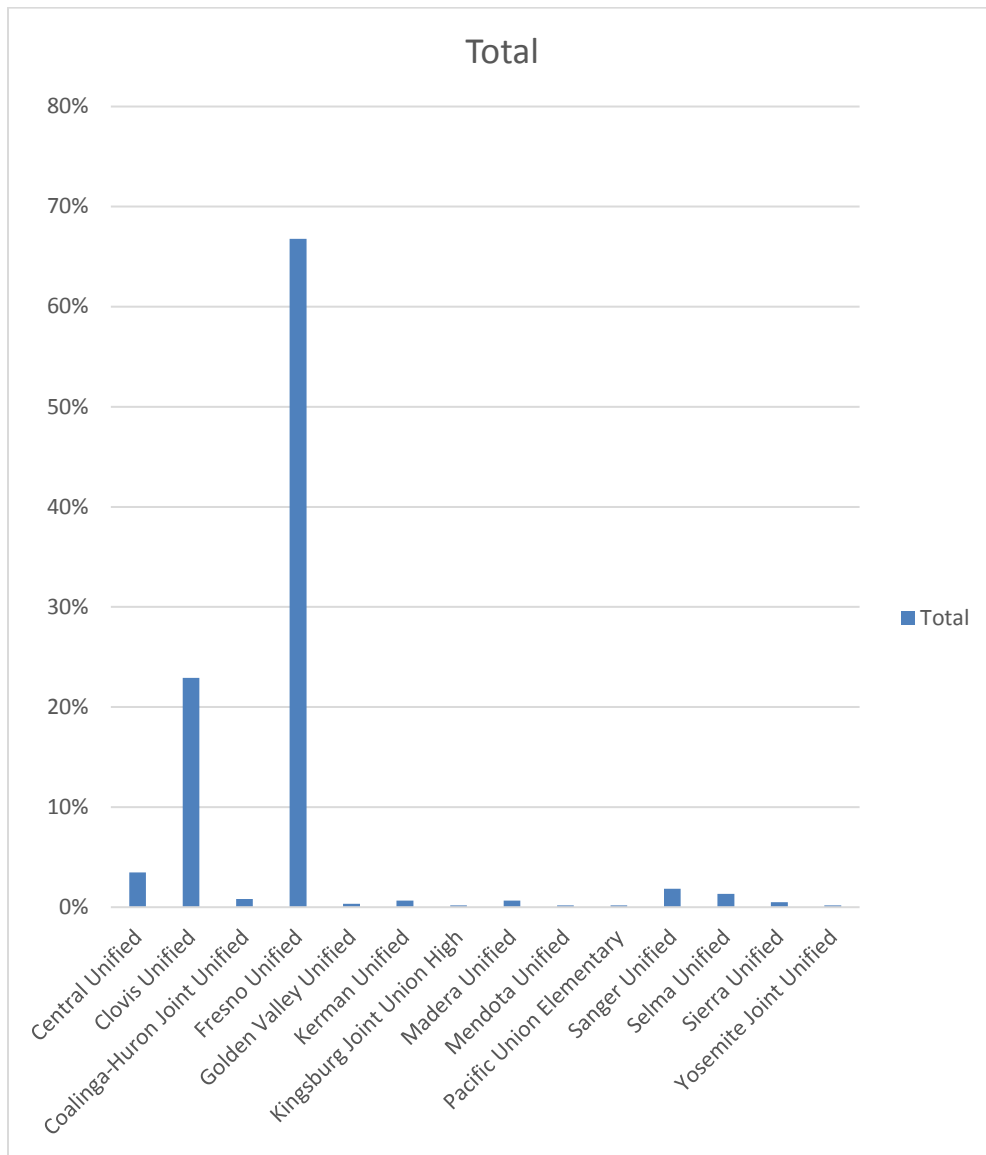
Schoolwide attendance has been steady at 96% since 2011-12 except for this past year, 2015-16, which rose to 98%.

### Racial/Ethnicity Breakdown

The breakdown in 2015 -2016 of 453 students was 58% Hispanic or Latino, 30% White, 4% African American, 2% American Indian or Alaska Native, 3% Asian and 1% or less for Filipino and Pacific Islander. Our Socio-economically Disadvantaged was 79%, Special Education 14% and English Language Learners 6%. Sierra Charter School continues to engage in broad-based outreach to attract a pupil population reflective of the racial and ethnic breakdown of FUSD which is 67% Hispanic or Latino, 11% Asian, 10% White, 9% African American and 1% or less for American Indian or Alaska Native, Filipino and Pacific Islander.

Sierra Charter School attracts students from several areas in the Central Valley but most come from Fresno County. 90% of the students attending SCS come from either Fresno Unified or Clovis Unified. The following chart indicates the school district of residence of current Sierra Charter School students.

## 2015-16 District of Residence of Cumulative Student Population



About 3/4 of the student body is made up of high school students. Whereas independent study for younger students is synonymous with home schooling, few parents are prepared to take on that challenge after middle school.

Enrollment By Grade Span				
Grade Spans	K to 5	6 to 8	9 to 12	Total
2015-16 Student Count	50	105	298	453
Percentage	11%	23%	66%	100%

## ELEMENT A

### Mission

The mission of Sierra Charter School is to offer the choice of a personalized learning program which provides flexibility and support for students to reach their maximum potential in a safe environment. Through Personalized Learning we've designed an educational model that offers choice and flexibility by utilizing Independent Study, Classroom Instruction, Performance-Based Learning, Online Instruction, Hands-on Labs, Tutoring and Community Partners.

While our goal is to have all students become self-motivated, competent, life-long learners, we recognize that not all students achieve the same level of understanding, nor learn by the same teaching method. Therefore, it is the school's aim to present a variety of innovative programs/services designed to meet the various needs of the students. Some of these programs/services are:

- University of California a-g approved courses
- 2-4 hour on-site Literacy and Math classes at all grades
- On-site ASL I & II classes
- Study Hall & ICU
- Homework assistance in all subjects and all grades
- NCLB Highly Qualified Department Chairs in all core high school subjects
- Hands-on Science Labs for Biology, Chemistry, Environmental Science and Physics
- Cyber High for credit recovery
- Diploma Recovery

### Educational Philosophy...Whom the school is attempting to educate

Sierra Charter School shall serve all students residing in Fresno and adjacent counties who wish to attend in grades K-12 subject only to capacity, minimum and maximum age limitations, and any other requirements of Education Code Section 51745.

All types of students can be attracted to Sierra Charter School's personalized learning program, from those who are traditionally labeled as "at risk" based upon socio-economic status, or prior academic history, to those who perform high academically, older students who need to work or care for family members, families who travel, and families who simply prefer to be a part of their child's education.

The students come to Sierra Charter School for many reasons; through referrals from other schools, parents looking for an environment that is safe, parents wanting more involvement in their child's education, to catch up on credits and return to school of

residence and students who are failing in the traditional education setting due to low test scores, grades, and/or attendance, or who want less social drama.

The chart below shows that over the last five years the school is retaining about the same percentage of students from year to year, meaning they do not leave to attend another school. The data from the informal parent/student surveys seem to point out that the main reason is they are increasingly more satisfied with the vision of Sierra Charter School. In the previous five years the retention rate was averaging around 52%. Though we have slightly increased our retention rate, this will be a major focus in current and future years.

Retained Students – 5 Year Chart

School Year	End of Year Enrollments	Rollover into Next Year Counts	% of EOY Total
2011-2012	688	414	60%
2012-2013	635	370	58%
2013-2014	585	339	58%
2014-2015	475	280	59%
2015-2016	419	242	58%

### What it means to be an “Educated Person” in the 21st Century

An educated person in the 21<sup>st</sup> century when graduating from Sierra Charter School shall exhibit the following capabilities which are included in Sierra’s pupil outcomes and annual goals. They are:

- Strong skills in Literacy, Math and Technology as assessed through a performance-based system and standardized test
- Responsible choices in personal accountability by attending school, not dropping out and graduating
- Acceptable progress towards acquiring a high school diploma through mastery
- Graduate with college/career skills

### How Learning Best Occurs

Since the last charter petition was written, Sierra Charter School has gone through a transformation in how we believe learning best occurs. We still believe it is a commitment of all stakeholders (staff, parents, students and community) to be involved in the learning process but the responsibilities of each has changed.

Sierra Charter School does not provide a traditional learning environment where in a classroom all students learn the same thing at the same time according to the learning pace established by the teacher. Instead Sierra Charter School uses a “Performance-

Based System” (PBS) where “mastery” is required before the student moves forward. The pacing is determined by the student’s ability to master the concepts.

At Sierra Charter School we found that traditional learning fails to meet student’s individual needs. Teachers often “teach to the middle”, leaving the rest of the class bored or confused. Even worse, many kids begin to realize their performance has little to do with the grade they are in. They can go through school without learning and move from grade to grade without acquiring the basic skills.

This is why mastery is so important. It gives ownership of learning back to the student at a pace appropriate for them. When students fail to master their work they will have to relearn and try again. They will realize that failure is not a label but a process. The ability to be challenged and persist through failure is the most important thing that school can teach. Students will see that THEIR progress is tied to THEIR learning, and not to anything else. No D’s, No F’s. Students in a mastery course will never receive failing grades because failure means they are not ready to move on.

## 2016-17 Academic Calendar

JULY							AUGUST							SEPTEMBER							OCTOBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
				1	2		1	2	3	4	5	6					1	2	3							1			
3	<del>4</del>	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31															
24	25	26	27	28	29	30	31																						
31																													
15 Days (5 closed days) 1 Holiday							13/23 Days 0 Holidays							21 Days 1 Holiday							21 Days 0 Holidays								

NOVEMBER							DECEMBER							JANUARY							FEBRUARY											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
		1	2	3	4	5					1	2	3	4	5	6	7					1	2	3	4	5	6	7	8	9	10	11
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31														
20	21	22	23	24	25	26	27	28	29	30	31																					
27	28	29	30																													
16 Days (3 closed days) 3 Holidays							16 Days (3 closed days) 3 Holidays							16 Days (4 closed days) 2 Holidays							18 Days 2 Holidays											

MARCH							APRIL							MAY							JUNE											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
			1	2	3	4						1						1	2	3												
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31													
19	20	21	22	23	24	25	26	27	28	29	30	31																				
26	27	28	29	30	31																											
23 Days 0 Holidays							14 Days (4 closed days) 2 Holidays							17/22 Days 1 Holiday							21 Days (1 closed day) 0 Holidays											

School Starts ----- August <b>15</b>	<b>Grading Periods/Semesters*</b>
School Ends ----- May <b>23</b>	1st Gr Pd Aug 15 - Sept 23      3rd Gr Pd Jan 9 - Feb 17
175 Instructional Days →	2nd Gr Pd Sept 26 - Nov 4      4th Gr Pd Feb 21 - March 31
First Semester Ends ----- December <b>22</b>	1st Semester Aug 15 - Dec 22 *      2nd Semester Jan 9 - May 23*
School Not In Session or Closed Days	Teacher Prep Days  10      Curr Dev Days <b>6</b>
Last Day of Enrollment ----- February <b>23</b> Earlier if school is at capacity	

Grade Level	Annual Instructional Minutes	
Kindergarten	36,000	
Grades 1-3	50,400	
Grades 4-8	54,000	
Grades 9-12	64,800	

1st Apportionment	<b>P-1</b>	December 2, 2016	
2nd Apportionment	<b>P-2</b>	March 24, 2017	

Thanksgiving Break	Nov 21st thru Nov 25th	
Winter Break	Dec. 23rd thru Jan 6th	
Spring Break	April 10th thru April 17th	

**Sierra Charter Office - CLOSED**  
Thanksgiving, Winter & Spring Break & Holidays

Holidays (15)		
July	4	Independence Day
September	5	Labor Day
November	11	Veterans' Day
November	24-25	Thanksgiving
December	23	Xmas Eve observed
December	26	Xmas observed
December	30	New Yr's Eve observed
January	2	New Year's Day observed
January	16	Martin Luther King Jr. Day
February	13	Lincoln's Birthday observed
February	20	Presidents' Day (Washington's Birthday)
April	14	Good Friday
April	17	Exchanged for Cesar Chavez
May	29	Memorial Day



## Hours of Operation

Sierra Charter School hours of operation are 8:00 – 4:00, Monday to Friday.

## Instructional Minutes

SCS shall offer, at a minimum, the same number of minutes of instruction set forth in subdivision (a) of Education Code Section 47612.5 for the appropriate grade levels.

Kindergarten	206 minutes per day
1st – 3 <sup>rd</sup>	288 minutes per day
4 <sup>th</sup> – 6 <sup>th</sup>	309 minutes per day
7 <sup>th</sup> – 8 <sup>th</sup>	309 minutes per day
9 <sup>th</sup> – 12 <sup>th</sup>	371 minutes per day

## Master Agreement

The basic document for apportionments based on independent study in place of school attendance is the Master Agreement. The written agreement for independent study is any document that serves as authorization to substitute the student's performance, or study, for the student's presence in a classroom.

Master Agreements indicate that all the parties involved (the student, his or her parent and the certificated teacher who is directly responsible for the student) agree that independent study will be the delivery system used for the student's education for a specific period. The master agreement must include all the components required by Education Code Section 51747(c) and the California Code of Regulations, Title 5, Section 11702, to be valid. A new Master Agreement is valid for the school year but must be updated as the student's course schedule changes.

## Attendance Credit

The Instructional Staff have created year-long assignments for every course offered at each grade level. A Teacher allots a week's worth of assignments for each subject in the form of a contemporaneous record. The amount of assigned work corresponds to the instructional minutes for that student's grade level, which should be the approximate time it would take the student to complete the assignments. When the student returns their completed assignments, the teacher determines the "time-value" of the completed work so that daily attendance may be earned.

A Homework Notification letter is sent out to the parents of students that are past due on their assignments. If the teacher can't contact the home or has not been notified of the missed appointment, an Attendance Notification letter is sent. If no response, or if the assignments are not completed the school counselor makes the final attempt to contact the student/family within 1-2 days before a letter is sent to inform them that they are not

adhering to the conditions of the Master Agreement contract and therefore are in jeopardy of being dropped from the program.

### **Instructional Program**

Though the State identifies Sierra Charter School as an independent study school, it couldn't be further from the actualization of how the school operates. Each grade level group has certain requirements depending on the student's grade and courses.

#### Elementary – Grades K-5

Students attend mandatory 3-4 hour classes for instruction one day a week. During this block of time the students are either being taught Literacy or Math standards while their parent is meeting with another teacher and aide to review the student's homework. If the student's homework is not completed or done to an acceptable level, the student then is allowed to stay after the class and remedy any problems. The remaining 4 days the student is at home where the parent is considered the "teacher" and instructs their child in the assignments designed by the SCS teacher.

#### Middle School – Grades 6-8

Students attend mandatory 2 hour classes for both Literacy and Math one to two days a week. Students not finishing all assignments are allowed to complete them in study hall which is available every afternoon Monday-Thursday. 70% of the students' grades in Literacy and Math come from summative assessments which they are required to pass with a 70% or better. If students don't make a 70% on their first attempt, they are required to complete additional assignments to prepare them to retake the assessment and meet the 70% requirement. Middle School students enrolled in high school courses, ie: Algebra I and Geometry, must adhere to the "mastery concept" in order to earn credits.

#### High School – Grades 9-12

"Learning is earning" is the motto of the high school mastery program. All students are required to attend 2 hour Literacy and Math classes one to two days a week. Students earn credits as they master concepts in these classes, as well as in Science and Social Science. 90% of the students' grades come from summative assessments which require a passing score of 70% or better. Students are required to attend "ICU" after a summative test so that they can be "resuscitated" or retaught the concepts they missed before retaking the assessment. Pacing charts are posted in all classes so that the students are aware of where they are at all times.

### **Curriculum**

With the development of California's Common Core State Standards (CCSS) the SCS instructional staff undertook the challenge and considered the opportunity to design their own curriculum in Literacy and Math at grades K-12 and in Science and Social Science

in grades 6-12. Major standards were identified at all grade levels and units of study were created for each quarter (K-8) or for each earned credit (9-12). Formative and summative assessments were also created to assess the mastery of concepts at the depth of knowledge level required. On the following pages are some samples of the curriculum the staff have created.



# Learning Targets for ELA Kindergarten QUARTER 4



Committed to Excellence

Review all writing genres:

**W.K.2.** Informative/Explanatory **W.K.1.** Opinion **W.K.7.** Research **W.K.3.** Narrative

### Writing Skills: (4<sup>th</sup> quarter)

**W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**With support from adults, I can use digital tools to publish my writing.**

### Mastery Standards Assessments for end of the year from the following:

**RF.K.1** Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page by page. d) Recognize and name all upper- and lowercase letters of the alphabet.

Long-Term Target: **I can show how words are organized and used in a text. a) I can follow words from left to right, top to bottom and page to page. d) I can name all upper and lower case letters of the alphabet.**

**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.

b) Associate the long and short sounds with the common spelling (graphemes) for the five major vowels. c) Read common high-frequency words by sight. (**sight words**)

Long-Term Target: **I can read words using different strategies. b) I can say the long and short sound for each vowel. c) I can read common sight words in a snap.**

### On-going/year-long Speaking and Listening

**SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

**I can participate in small and larger group conversations with peers and adults about kindergarten topics and texts.**

- a. I can follow our class norms when I participate in a conversation.
- b. I can build upon what others say when I participate in a conversation.

### On-going/year-long Language Skills

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.

**I can use grammar conventions to send a clear message to a reader or listener.**

- a. I can print many upper and lower case letters.

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**I can use conventions to send a clear message to my reader.**

- a. I can capitalize the first word in a sentence.
- a. I can capitalize the pronoun *I*.
- b. I can identify ending punctuation marks.
- c. I can write letters for consonant sounds and for short-vowel sounds.

Key: **Writing-W/Reading – Literature-RL/Reading - Informational Text-RI**  
**Reading – Foundational-RF / Language-L / Speaking and Listening-SL**



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## 8th Science - LP 19-23



### Unit 5 - Matter and Molecules

Standards: CCSS.ELA-LITERACY.RST.6-8.1, 2, 10  
MS-PS1-1 - Develop models to describe the atomic composition of simple molecules and extended structures.

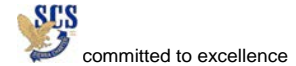
Weekly Pace:

- ❑ Step 1: Complete the Science *Learning Target Assignment (LTA)*
- ❑ Step 2: Complete and turn in Assignments in the “**Developing**” Section below according to the [pacing guide](#)

Progression of Learning	Pacing Guide	Tasks and Activities
<b>EMERGING</b>	LP 19-23	<ul style="list-style-type: none"> <li>❑ Read all readings and watch all videos in the “<i>developing</i>” section below</li> </ul>
<b>DEVELOPING</b>	LP 19	<ul style="list-style-type: none"> <li>❑ Complete the “<a href="#">What is Matter?</a>” Summary</li> <li>❑ Read “<a href="#">Matter, Mass, and Volume</a>” then complete the <a href="#">Practice Quiz</a> (Remember to “Sign in w/Google” and Print)</li> <li>❑ Complete the “Matter, Mass, and Volume” <a href="#">Review Questions</a></li> </ul>
	LP 20	<ul style="list-style-type: none"> <li>❑ Read “<a href="#">Physical Properties of Matter</a>”, then complete the <a href="#">Practice Quiz</a> (Remember to “Sign in w/Google” and Print)</li> <li>❑ Complete the “Physical Properties of Matter” <a href="#">Review Questions</a></li> <li>❑ Read “<a href="#">Chemical Properties of Matter</a>” then complete the <a href="#">Practice Quiz</a>. (Remember to “Sign in w/Google” and Print)</li> <li>❑ Complete the “Chemical Properties of Matter” <a href="#">Review Questions</a></li> </ul>
	LP 21	<ul style="list-style-type: none"> <li>❑ Watch “<a href="#">Bill Nye - Atoms and Molecules</a>” and answer the Bill Nye Video Questions.</li> <li>❑ Read “<a href="#">Elements</a>”, then complete the <a href="#">Practice Quiz</a> (Remember to “Sign in w/Google” and Print)</li> <li>❑ Complete the “Elements” <a href="#">Review Questions</a>.</li> </ul>
	LP 22	<ul style="list-style-type: none"> <li>❑ Read “<a href="#">Compounds</a>” then complete the <a href="#">Practice Quiz</a> (Remember to “Sign in w/Google” and Print)</li> <li>❑ Complete the “Compounds” <a href="#">Review Questions</a>.</li> <li>❑ Complete the “<a href="#">Simple Molecules/Compounds</a>” Worksheet (a copy is attached to your science cover sheet)</li> </ul>
<b>PROFICIENT</b>	LP 23	<ul style="list-style-type: none"> <li>❑ Complete the <a href="#">Unit 5 “Matter and Molecules” Study Guide</a>, then complete the <a href="#">Unit 5 Summative Assessment</a></li> </ul>



# English 12 - Level 5 Level Pace: December



**Theme:** Infotext

**Standard: (RI.11-12.7)** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Step #1: Complete weekly learning target assignments (LTA's) attached to lesson plan  Step #2: Complete the teacher recommended content below

Score	Learning Target	Learning Opportunity	Learning Demonstration
<a href="#">Developing</a>	Identify the types of unemployment and how they affect the economy <u>Integrating</u> facts for how credit works, and creating a <u>checklist</u> of what to watch for when looking at credit.	Students will read economics Article detailing Unemployment. <b>Class:</b> Attend weekly class.  <b>Webpage:</b> Visit the link: <a href="#">Bill Gates Biography</a> and <a href="#">The Network of Entrepreneurs</a> explore both sites to become inspired.	<b>[5.1]</b> Click on and complete this <a href="#">assignment about Unemployment</a> .  <b>[5.1] Create:</b> Use the information given you and complete <a href="#">Personal Finance 5.1</a> (Module 11)  <b>[5.1] Rough Draft</b> - Stock Market Reflection Essay
<a href="#">Proficiency</a>	Describe the causes and effects of Inflation and Poverty in the United states and the world <u>Evaluate</u> a credit report. <u>Evaluate</u> within your own life the importance of good credit.	Students will watch Videos and read about Inflation, Prosperity and Poverty	<b>[5.2]</b> Click on and complete this <a href="#">Assignment on Inflation, Prosperity and Poverty</a> <b>[5.2]</b> Read and complete the project <a href="#">Personal Finance 5.2</a> . Have fun and please feel free to come and work with Mrs. Montierth (Module 12) <b>[5.2] Final Draft</b> - Stock Market Reflection Essay
<a href="#">Proficiency</a>	Gain awareness of Federal Deficit and national debt <u>Analyze</u> relationships among the finance charge, principal of the loan, APR and loan repayment period	Debt clock, discussion  <b>Video:</b> Hands on banking to learn and understand money. Complete " <a href="#">School &amp; Money</a> " Lesson 1-6.	<b>[5.3] Research:</b> Use <a href="#">Collegeboard.org</a> and <a href="#">Colleges.com</a> to research two college choices. Then complete the following <a href="#">Personal Finance 4.1</a> to help you look at some aspects of going to college. (Module 13)
<a href="#">Proficiency</a>	Understand and analyze the concepts the following term: Gross Pay, Income Taxation, Marginal Tax Rate, Net Pay.	<b>Explore:</b> Get some career ideas by going to <a href="#">CareerOneStop.org</a> , and explore some ideas.	<b>[3.3] Research:</b> Use the <a href="#">Occupational Outlook Handbook</a> and research three jobs of interest. (You will use one of these jobs with Mrs. Curtis's Writing) Use the following <a href="#">Personal Finance 3.3</a> to guide your research. (Module 14- 15).
<a href="#">Advanced</a>	See Your Teacher about advanced opportunities.		

Final Evaluation	Assessment:	(1 Week Project)	Score:	Teacher Initials:
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# Biology - Level 2

Level Pace: September 1st - September 30th



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Theme: Homeostasis

Standard: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [\(HS-LS1-3\)](#)

[Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture & temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]

Step #1: Complete weekly learning target assignments (LTA's) attached to lesson plan  Step #2: Complete the teacher recommended content below

Score	Learning Target	Learning Opportunity	Learning Demonstration
<a href="#">Developing</a>	Define the term "Homeostasis" and describe its importance in the survival of living organisms.	<b>Web Page:</b> You will be visiting a website to learn about the term homeostasis and its importance for living organisms.	<b>[2.1] Cornell Notes:</b> Access this assignment in your Biology Google Classroom or through this link <a href="http://bit.ly/2bJGmX1">bit.ly/2bJGmX1</a> . It will provide you with the webpage link and a template for notes.
<a href="#">Proficiency</a>	Compare & contrast positive and negative feedback loops and summarize their differing effects.	<b>Video Study:</b> Watch two videos that will teach you various examples of positive and negative feedback loops. Watch the following videos to learn about various examples of positive and negative feedback loops.	<b>[2.2] Graphic Organizer:</b> The links for these videos can be found in a graphic organizer located in your Biology Google Classroom or through this link <a href="http://bit.ly/2bJGNk8">bit.ly/2bJGNk8</a> . Complete the graphic organizer as you watch the videos.
<a href="#">Proficiency</a>	Choose one example of homeostasis in the human body and teach it using your own words.	<b>Medical Science Article:</b> Visit this article and learn various examples of homeostasis in the human body. Choose one that you would like to learn more about.	<b>[2.3] Slide Presentation:</b> This template <a href="http://bit.ly/2bSw1oL">bit.ly/2bSw1oL</a> contains directions and the link for the article. After choosing your favorite example, create a short 3 slide presentation explaining what you learned.
<a href="#">Proficiency</a>	Evaluate several examples of homeostatic imbalance and create recommendations regarding their prevention and treatment.	<b>Link:</b> Go to this link <a href="http://bit.ly/20Ryja6">bit.ly/20Ryja6</a> to learn about different types of homeostatic imbalances.	<b>[2.4] Poster Board:</b> Acquire a poster board from your teachers or on your own. After viewing the link, create a poster board that discusses one type of imbalance, as well how it can be prevented and/or managed.
<a href="#">Advanced</a>	Design a presentation that models three different methods of homeostasis in the human body.	<b>Program:</b> In this activity, you will visit this website <a href="http://bit.ly/1Li1fkH">bit.ly/1Li1fkH</a> and set up a free account on Prezi by registering as a student.	<b>[2.5] Prezi:</b> After doing research on three methods of homeostasis in the human body, you will create your own Prezi presentation and provide its link with your science teacher.

Final Evaluation	Assessment: Homeostasis Experiment: (1 Week Project- Teacher will provide)	Score:	Teacher Initials:
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# U.S. History - Mastery Matrix 2

Level Pace: September 6-September 30



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**Theme:** Industrialization in the 19th Century

**Standard:** Analyze the relationship among the rise of industrialization, large scale rural-to-urban migration and massive immigration from Southern and Eastern Europe.

Step #1: Complete weekly learning target assignments (LTAs) attached to the lesson plan.

Step #2: Complete the teacher recommended content below.

Score	Learning Target	Learning Opportunity	Learning Demonstration
<a href="#">Developing</a>	Record important information about late 19th century in the U.S.	<b>Textbook:</b> Read chapter 8 sections 1-2 (pages 264-277), chapter 9 sections 1-4 (pages 288-310)	<b>[2.1]Cornell Notes:</b> In <a href="#">Google Classroom</a> find the document titled [2.1] Ch. 8 Cornell Notes. As you read chapter 8, answer the questions provided on the cornell notes page. <b>[2.2]Cornell Notes:</b> In <a href="#">Google Classroom</a> find the document titles [2.2] Ch. 9 Cornell Notes. As you read chapter 9, answer the questions provided on the cornell notes page.
<a href="#">Developing</a>	Demonstrate knowledge about the Gilded Age and Progressive Era by correctly <u>identifying</u> the answer to each prompted question.	<b>EDpuzzle:</b> Watch the videos <i>The Industrial Economy</i> and <i>The Gilded Age</i> to find out information about the economy and corruption in the United States in the 19th century.	<b>[2.3] EDpuzzle Videos:</b> As you watch the videos, you will be prompted to answer questions. Answer the questions to the best of your ability. Your progress will be monitored and your answers will be submitted through EDpuzzle. When you click on the link, choose the option for "student". You can also find the links in <a href="#">Google Classroom</a> titled [2.3] EDpuzzle Videos. <ul style="list-style-type: none"> <li>• The Industrial Economy <a href="http://bit.ly/1UoTMTn">http://bit.ly/1UoTMTn</a></li> <li>• The Gilded Age <a href="http://bit.ly/28i4Snp">http://bit.ly/28i4Snp</a></li> </ul>
<a href="#">Proficiency</a>	Examine and <u>analyze</u> the writings and photos (from <i>How the Other Side Lives</i> ) of the working class in big cities during industrialization.	<b>Google Classroom:</b> Go to your U.S. History Google Classroom and access the activity about Jacob Riis and the Urban Political Machines.	<b>[2.4]Excerpts and Photos:</b> In <a href="#">Google Classroom</a> , click on the assignment to learn about Jacob Riis. Follow the directions carefully. Complete the assignment and submit in Classroom. <b>[2.5]Research:</b> Go to your <a href="#">Google Classroom</a> to access the assignment to research Urban Political machines. Complete the assignment and submit in Classroom.
<a href="#">Proficiency</a>	Design a presentation that shows your understanding of this time.	<b>Google Classroom:</b> The Google slides template can be found in Google Classroom titled [2.6] Industrialization Slide Presentation.	<b>[2.6] Slideshow Presentation:</b> After doing the research on industrialization, create a 10 slide presentation. The slides must represent your knowledge of Industrialization in the U.S. You can access the Slideshow template and guidelines in <a href="#">Google Classroom</a> .
<a href="#">Advanced (optional)</a>			See Ms. Rutherford for advanced options.

Final Evaluation	Assessment: Summative Assessment	Score:	Teacher Initials:
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To access a digital version of this Matrix, go to the about page in your U.S. History Google Classroom.



## Technology and Instructional materials

Technology plays a critical role in our school community. Sierra Charter is a one-to-one school meaning that at any time of the day there is a desktop or Chromebook available for student use and classroom instruction. Electronic Interactive Smartboards are in every classroom which enables teachers to use Google Apps for daily instruction, as well as, access the Internet for research and links to articles for informational text. IPEVO Presenters and Swivl cameras are also provided to assist the staff in classroom instruction. Google Classroom is used in middle and high school as a form of assigning and retrieving student work. This allows teachers to evaluate student's work before class and determine the student's next assignment. Google Voice is used throughout the day to alert parents if students don't show up for class or if they need to stay after and complete missing assignments, attend ICU or study hall.

All instructional staff have access to Surface Pro 3 tablets provided by Sierra Charter School. The tablets are equipped with wireless networking cards allowing them free rein throughout the school campus while still connected to the Internet. The main use of the tablets is for the teachers to develop curriculum and research new ideas for classroom instruction.

Scores from state tests and in-house assessments can also be retrieved which enable the teachers to better assess the student's progress and then assist the teacher in generating future assignments and necessary interventions.

## Staff Development

Title II funds, as well as the general fund have been used for the last four years for curriculum development and implementation of the Performance-Based System. Instructional staff were given opportunities throughout each school year and two weeks during the summer to focus on their curriculum. They attended Google in Education workshops, trainings on CCSS, scaffolding and creating matrices, and researching best practices.

## School Climate

Sierra also conducts annual parent and student satisfaction surveys. The data yielded from these surveys are considered as part of ongoing school improvement. An example is at the high school graduation rehearsal each year, seniors are asked to complete a survey regarding their time at SCS. Some of the questions are why did they come to SCS and what made them stay; how long have they been at the school; what did they like about the school; how was their experience with their teacher and what changes would they suggest. The following is a summary of the results.

Why did you come to Sierra Charter and what made you stay?

- The majority of the students came to SCS because of failing grades and stayed because they improved
- It gave them an opportunity to catch up on credits and graduate on time
- They appreciate the “mastery” philosophy and that they ultimately will succeed
- One-on-one with teachers
- Small class size
- Flexible schedule
- Not so stringent dress code

How long have you attended school here?

- The majority of the senior class seems to enroll by their sophomore year and then stay to graduate

What did you like most about our school?

- The staff seems to care
- You can get all the help you need, when you need it
- More than enough resources
- The students are treated with respect
- Quiet, clean, peaceful and safe campus

What was your experience like with your teacher?

- The teachers could be strict but very supportive, caring and understanding
- The teachers keep you focused and on track to complete assignments
- Very comfortable
- Amazing

What changes would you make?

- A bigger campus to accommodate more students
- More high school activities for students to interact

In response to students’ suggestions, some activities that have been implemented are an Open House in April, a College/Career Fair in March, a student leadership club and student internships within the community. Student’s request for on-site math and literacy classes have been created since the last charter petition.

Sierra Charter School’s administrative team has always exhibited an open-door policy. Students, parents and other community members are informed of this when they enroll in the school.

**Graduation Requirements**

A minimum of 230 credits is required for the completion of high school. The following are the specific course requirements for graduation:

* Language Arts	40 credits
* Geography	5 credits
* United States History	10 credits
* World History	10 credits
* Government	5 credits
* Economics	5 credits
* Mathematics	30 credits
* Science	30 credits
* Health	5 credits
* Physical Education	20 credits
* Visual & Performing Arts or Foreign Language	10 credits
* Electives	60 credits

### Notification to Parents

Parents shall be notified of the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through the annual parent/student handbook, and annually during parent/student orientation meetings.

### Counseling

The counselor assists high school students in staying in school, setting goals and exploring career choices. The counselor is a support to teachers when a student's academic concerns require extra attention. The counselor helps students and their families find community resources to address needs in their personal life, which we know have an effect on academic performance.

Sierra Charter School sees the benefit of maintaining the same student population from year to year, as it takes time to master the process and procedures of a personalized learning program, and allows teachers to have a true impact on student learning. While we want to market our school as a K-12 program, where academic needs can be met for all thirteen years, we understand that students may only need our services for a short time. The Counselor works carefully to keep students on track for graduation but also considers the students' long-range goals so they are successful where ever they find themselves in the future.

Another objective of this department has been to counsel students to set post-graduation goals. 2015-16 results indicated that out of the 78 graduates 14% were attending a 4-

year college, 47% were attending a 2-year college, 18% were attending vocational/technical training, 3% joining the military, 14% working exclusively and 4% undetermined.

In addition to the Counselor, who focuses mainly on high school students, we use our Program Specialist to advise the K-8 and Special Education students and staff. The main function of these two positions is to counsel students on staying in school, achieving grade level requirements, attaining promotion to the next grade, earning a diploma and attending college or entering the workforce. They also meet with perspective new students/families regarding the school and its' requirements.

### **Post-High School Training**

Sierra Charter School is committed to educating tomorrow's leaders. Thus, the following strategies are implemented to ensure appropriate preparation for post-high school options:

- Eighth grade students attend a "Transition to High School" workshop to learn how to maximize their time in high school and prepare early for college and career goals.
- Students are given the opportunity to take a-g courses so they are eligible to explore many post-secondary options.
- Eligible Juniors and Seniors may take courses at the local Community Colleges through the High School Enrichment Program and earn college credit while in High School. Approximately 10 students take advantage of the HSEP each year.
- SCS hosts a Financial Aid Workshop to show students it's possible to pursue post-high school education, whether it is at a Junior College, CSU, UC, Trade or Vocational school.
- SCS hosts a College and Career Fair for grades 7-12 to expose students to higher education options and to encourage early planning.
- Representatives from colleges and trade schools are invited to the campus to hold presentations for students and reinforce the need for further education.
- College campus tours are scheduled to expose students to institutions of higher learning and assist them in narrowing down their choices.
- SCS has partnered with the Valley Dream Center to provide them with student interns who assist all departments in need while earning elective credits and work experience.

- Students are encouraged to create an account on [californiacolleges.edu](http://californiacolleges.edu) to complete self-assessment surveys and begin exploring post-secondary options.
- The 12<sup>th</sup> grade curriculum has included in their Literacy curriculum a year-long unit of study on Personal Finance and Life Skills.
- Students meet with the High School Counselor individually to review graduation requirements, discuss post-high school plans, and obtain information regarding college entrance and career choices.
- FCOE College Night is an annual event for students to meet with representatives from JC's, CSU's, UC's, Trade and Vocational schools, and the Military and learn about entrance requirements, cost, and placement tests. Our students are given the opportunity to attend and earn extra credit.
- Students receive grade level advising on meeting a-g requirements and other post-secondary options.
- Students are encouraged to attend the Spring Showcase at Fresno City College to gain exposure to campus life, activities and academic programs. Extra credit can be earned for attending such events.
- SCS is working with FCC to offer dual enrollment courses for Juniors & Seniors and have a goal of starting a CTE Pathway.

### **Plan for Students Who are Achieving below Grade Level**

In the school's mastery program "pacing" is very important. In order for the students to not fall behind, mandatory Study Hall and ICU are required. Three to four days a week Study Hall is provided at all grade levels so that students that are falling behind in their assignments or below grade level have an opportunity to receive additional teacher support and assistance. ICU is a class that is required immediately following summative assessments when a student does not pass with a 70% or better. The student receives additional instruction/intervention in order to be able to pass the assessment on their next attempt.

### **Diploma Recovery Program (DRP)**

This program targets students who, we believe, are at risk of dropping out of school after their 18<sup>th</sup> birthday and 12<sup>th</sup> grade school year. Many of these students are far behind the traditionally required credits when they come to Sierra Charter School, therefore they often consider dropping out after their 18<sup>th</sup> birthday. Since charter schools can continue educating students until their 22<sup>nd</sup> birthday if the student stays continually enrolled, SCS designed a program tailored just for them. The DRP program allows these students to receive a diploma in their 13<sup>th</sup> year or beyond after earning 180 credits. The 180 credits

include all the traditionally required core academic courses. This is still well above the minimum required credits by the State of California. Other criteria is that the student signs a contract to indicate they are committed and that they maintain a “C” or above in all courses. For many of these potential dropouts, this is much more attainable.

### **Plan for Students Who are Achieving Above Grade Level**

Again due to the nature of a mastery program and self-pacing, students can complete courses in less than a typical school year as long as they are passing all assessments with a 70% or better. This allows them to possibly graduate early.

### **Plan For English Learners**

#### Overview

Sierra Charter School meets all applicable legal requirements for English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, Re-classification to Fluent English Proficient status (RFEP), monitoring, evaluating program effectiveness, and standardized testing requirement. Sierra Charter School implements procedures to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

#### Home Language Survey

Sierra Charter School administers the home language survey after the student is enrolled into the Charter School.

#### CELDT Testing

All students who indicate that their home language is other than English are administered the California English Language Development Test (CELDT) within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

The school notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT, academic grades and the school’s own performance tool Let’s Go Learn are used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

#### Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a student as fluent English proficient (RFEP) including, but not limited to, all of the following:

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

- Assessment of language proficiency using an objective assessment instrument called the CELDT,
- Participation of the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's curriculum mastery and academic grades,
- Comparison of the student's performance in Let's Go Learn on vocabulary and comprehension skills against an empirically established range by English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- RFEP students are monitored for two years or more by the EL teacher. A RFEP Monitoring Form is used to evaluate the student's progress every semester and placed properly in the student's file. Intervention practices like tutorial, Student Study Team (SST), summer school, study skills, and academic counseling are available to the student.



Parent Notification and Student Placement  
Sierra Charter School

Initial
Annual

CELDT Scores

Listening	Reading	Writing	Speaking	Overall

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_

Based on the home language survey, your child’s English proficiency has been measured using the California English Language Development Test (CELDT). The results above illustrates that your child qualifies for placement in a language instruction educational program. In this program, the English learners’ (ELs) expectations are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and graduate at the same rate as mainstream students. Your child has been placed in one of the following:

\_\_\_\_ 1. Structured English Immersion Program

Students in this program will receive English Language Development (ELD) services from the English language (EL) teacher to acquire proficiency in English. Once students have acquired enough English fluency, they will be mainstream into an all English program.

\_\_\_\_ 2. English Language Mainstream Program

In this program, students will be placed directly into the regular English program. Students will receive English Language Development (ELD) or Specially Designed Academic Instruction in English (SDAIE) support services from the classroom teacher until students’ English is proficient.

I acknowledge that I have read the above information and approve the program placement for my child.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

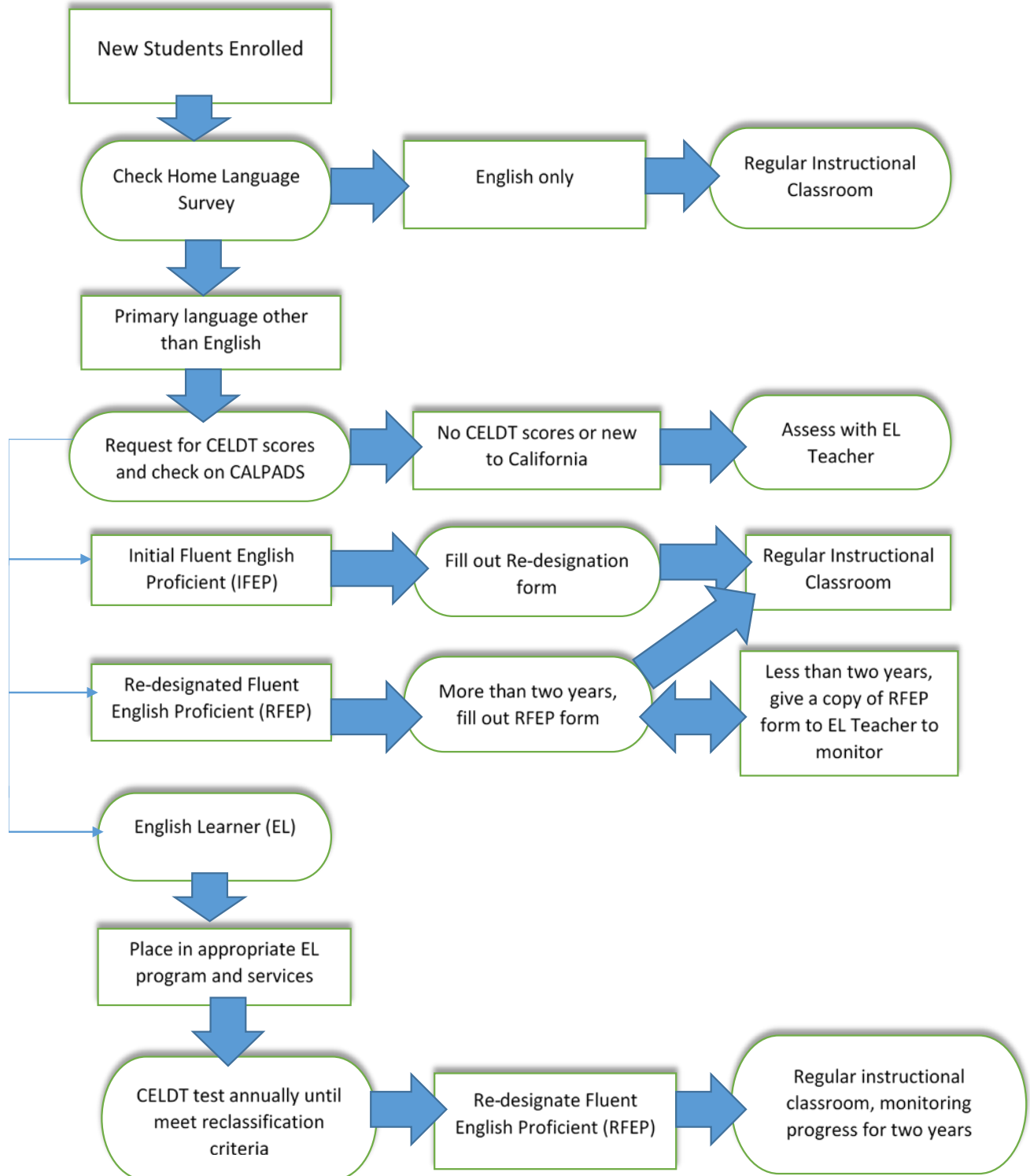
\_\_\_\_\_  
Date





Sierra Charter School

Initial Identification of English Learners' Guide



## Procedures for English Language Learner Instruction and Intervention

1. After enrollment students are identified for primary language, using the Home Language Survey (HLS).
2. Files and transcripts from prior school are reviewed for CELDT scores or RFEP.
3. CELDT is administered at initial enrollment if student is from out of state and listed another language other than English on HLS, or listed another language other than English and is from California.
4. Results from test determine if student is classified as English Learners or English Proficient.
5. Prior year grades, CELDT and Let's Go Learn scores are reviewed to determine RFEP status.
6. English Proficient students and RFEP students are assigned to a regular education teacher and a letter is sent home and placed in students' files. The RFEP students are monitored for two years by the EL teacher and monitored forms are placed in the students' files.
7. English Learners are assigned to an English Learner (EL) teacher and classes are reviewed for proper placement so that integrated and designated English Language Development (ELD) instructions are being met.
8. English Learners have a two (2) hour ELD small class instruction with EL teacher, modified curriculum, and EL tutorial services.

### **EL Staffing**

Once a student has been identified to need EL instruction, the student is assigned to the credentialed EL teacher. The EL teacher reviews the student's previous grades, CELDT and Let's Go Learn scores and meets with the student to determine proper placement. One placement is to have the student in a Structured English Immersion classroom where ELD services is provided in a small classroom setting by the EL teacher. In the other placement called English Language Mainstream setting, the student is placed in the regular mainstream classroom and ELD instruction comes directly from the regular teacher along with extract support from the EL Instructional Aide as well as tutoring time with the EL teacher two (2) hours a week or more if needed.

A RFEP student is monitored by the EL teacher and continuous communication is maintain with other teaching staff to insure the success of the student for two years. The EL teacher, parents and regular education teachers of the RFEP student evaluate the student's progress every semester to ensure that the student is progressing successfully and proper documentations are placed in the student's file. In an event that the student is struggling, extra support such as student study team (SST), one-on-one tutoring, summer school, study skills or academic counseling are available to ensure the student's success. All EL services are overseen by a Department Chair who is credentialed and has EL authorization.

On-going training and education sponsored by the Fresno County Office of Education is attended by the EL teacher annually, if not more. Every Monday, 9:00 – 12:00, the instructional staff has time to meet together, or in groups (departments, grade levels, subjects), to discuss and share current practices.

### **ELD Curriculum**

Specific ELD curriculum has been purchased and utilized with all identified EL students at their specific CELDT proficiency level. The textbooks, Thomson-Heinle and Hampton Brown, identify the EL standards being taught in each lesson. Along with that, lesson plans are created to demonstrate mastery of Common Core and EL Standards.

The EL department, like the Resource department, operates as a school within Sierra Charter School. Students in these programs attend more frequently and are encouraged to do so. They require, and are given, additional help by their teachers who specialize in their areas of need. The required two hours a week of ELD with their grade level teachers applies to the EL students as well as additional time with the EL teacher is required due to their need for ELD instruction. Therefore, the EL students attend more days per week, which are based on need.

Access to core curriculum is provided by the EL teacher with exception of Algebra and Science labs. If the EL students are enrolled in these classes, they attend with the regular classroom students. Due to the nature of both of these subjects being hands-on instruction, SDAIE instruction is being implemented. EL support is then offered by the EL teacher if needed. The EL teacher provides instructional support for all other subjects for mainstreamed and non-mainstreamed EL students as well. If the EL students still need additional interventions, they are able to access the various grade level's tutoring after ELD classes, EL tutoring in the EL classroom or one-on-one tutoring with grade level classroom teachers.

### **Serving Students With Disabilities**

For Special Education, Sierra Charter School operates as an independent Local Education Agency under the El Dorado County Charter SELPA. The School complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

### **Special Education Enrollment Process**

All students are enrolled at Sierra Charter once an enrollment application is submitted. Students with Individual Education Plans (IEP) may submit a copy of their most current IEP documentation. If the student/parent does not have a copy of the IEP, Sierra Charter

School requests a copy from the student's prior school or school district. An Interim IEP meeting is conducted within 30 days of the student's enrollment date.

### Special Education Instruction

Sierra Charter School complies with all state and federal laws related to the provision of special education instruction and related services, and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

Students with IEPs are mainstreamed in general education classes for English/language arts, math, science labs and American Sign Language. Students may receive push-in and/or direct Specialized Academic Instruction, Designated Instructional Services, and supplemental aids and support to meet their individual needs at Sierra Charter.

Students with IEPs, as well as EL students, have benefited from the implementation of the performance-based program. Where as in the past we were seeing that these subgroups received more D's and F's in their courses than some of the others, the mastery program allows them to be successful at their own pace. They know that they can also succeed just maybe at a slower pace when needed. Having additional support in the form of ICU and Study Hall reiterates the fact that the school is doing everything to assist them in their learning.

### Section 504 of the Rehabilitation Act

Sierra Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Sierra Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Sierra Charter School.

A 504 team has been assembled by the Principal and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations are used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes

consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The final determination of whether the student is or is not identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA is made by the 504 team.

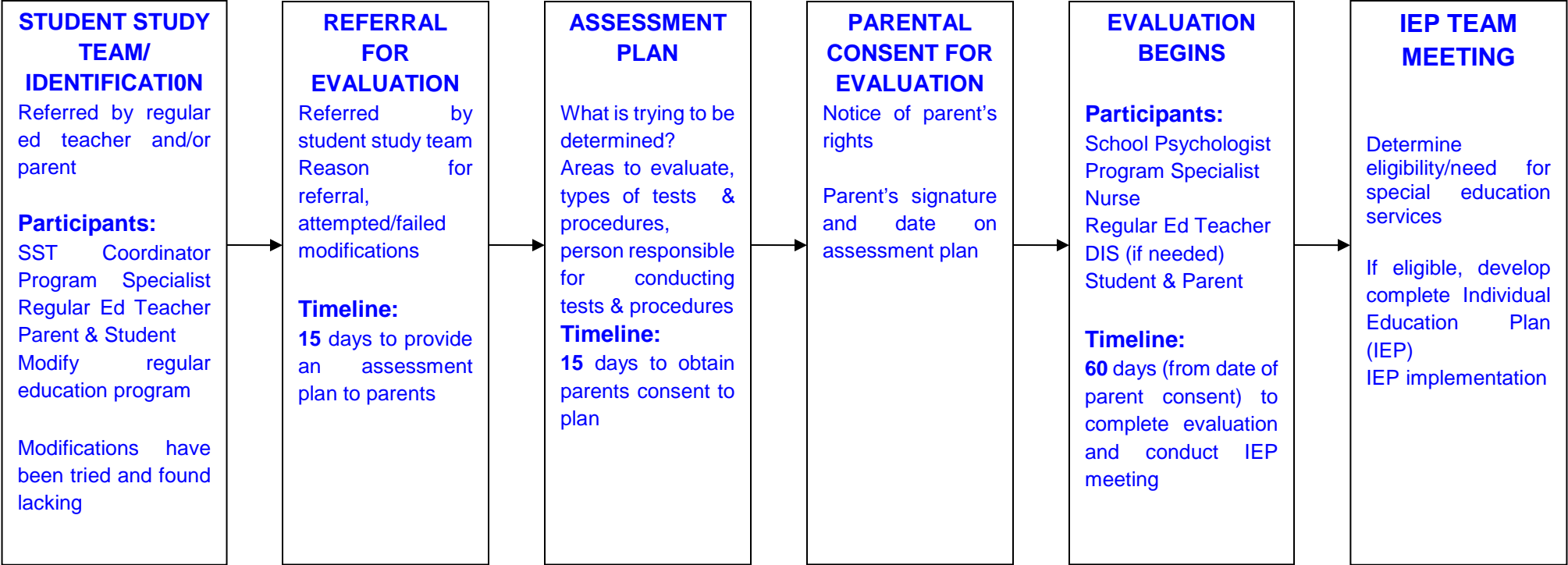
If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that are necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, receives a copy of each student's 504 Plan. A copy of the 504 Plan is maintained in the student's file.

#### 504 Enrollment Process

After enrollment the student/parent submits a copy of the student's most current 504 Plan. If the student/parent does not have a copy of the Plan, Sierra Charter School requests a copy from the student's prior school or school district.

**SIERRA CHARTER SCHOOL  
"CHILD FIND"  
SPECIAL EDUCATION PROCESS**



## **ELEMENT B: MEASURABLE PUPIL OUTCOMES**

Sierra Charter School believes that in order to evaluate student achievement, you have to look at the total student. The student's personal behavior is just as important as how well they perform on tests therefore SCS has divided their pupil outcomes into two-tiers. The first being Academic Goals that would be reviewed and evaluated annually through summative assessments, state assessments and in-house assessments. The other being Personal Responsibility Goals that answer the question "How does the students daily choices' prepare them for their future college or career lives?" These would be evaluated not only by staff who have regular contact with the students but also annually through the school's attendance reports and graduation/college/career reports and CDE's reports on graduation rate, drop-out rate and a-g course completion.

### Academic Goals

The students will acquire academic skills and knowledge by attending mandatory classes, requesting support and utilizing school resources, to demonstrate proficiency in literacy, math and technology.

### Personal Responsibility Goals

The attitudes the students develop will assist them in making positive choices to attend school, complete assignments, enroll in a-g college prep courses or elective courses in an interested career path and ultimately graduate with a high school diploma.

The charts on the following pages are results from the last five years on the academic and personal responsibility goals set by the school in the last charter petition.

## 2011-2016 Targets

Pupil Outcomes						
Academic Goals	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets ( annually)		
Over the past five years the Adequate Yearly Progress (AYP) in ELA.	18 (currently) criteria established by the California Dept. of Education	Annually	Meet established criteria	Year 2011-12 2012-13 2013-14 2014-15	Outcome/Met 10 of 18 10 of 18 N/A 10 of 10	
Sierra Charter School Academic Performance Index (API) growth targets school-wide	California Standards Test	Annually	Proficiency	CST Scores % Proficient/Advanced and API annual comparison review		
	Proficiency	Annually	Meet CDE established annual growth targets	Year 2011-12 2012-13 2013-14 2014-15 2015-16	Target 668 664 N/A N/A N/A	Outcome 661 657 NA N/A N/A
Sierra Charter School CST in ELA (Percent Proficient)	California Standards Test	Annually	20% increase in proficiency levels in ELA over the next 5 years (SH)	Year 2011-12 2012-13 2013-14 2014-15 2015-16	Target 51% 56% N/A N/A N/A	Outcome 44.5% 46.4% N/A N/A N/A
Sierra Charter School CST in Math (Percent Proficient)	California Standards Test	Annually	32% increase in proficiency levels in Math over the next 5 years (SH)	Year 2011-12 2012-13 2013-14 2014-15 2015-16	Target 32% 39% N/A N/A N/A	Outcome 29.5% 23.5% N/A N/A N/A
Sierra Charter School first time passage rate for CAHSEE ELA (Source: CDE 10th grade combined report)	CAHSEE	Annually	10% increase in 10 <sup>th</sup> grade students passing ELA CAHSEE over the next 5 years	Year 2011-12 2012-13 2013-14 2014-15 2015-16	Target 73% 75% 77% N/A N/A	Outcome 66% 66% 72% N/A N/A
Sierra Charter School first time passage rate for CAHSEE MATH (Source: CDE 10th grade combined report)	CAHSEE	Annually	15% increase in 10 <sup>th</sup> grade students passing Math CAHSEE over the next 5 years	Year 2011-12 2012-13 2013-14 2014-15 2015-16	Target 67% 70% 73% N/A N/A	Outcome 59% 61% 68% N/A N/A



Pupil Outcomes					
Personal Responsibility Goals	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets ( annually)	
Students personal responsibility will be assessed through the different reports	Attendance records	Ongoing Annually	90% or better school wide attendance	Attendance has steadily maintained for the last 5 years at 96% or better	
	Mobility rate as defined by CDE (percentage of students who were counted as part of the school's or LEA's enrollment on the October CALPADS data collection and who have been continuously enrolled since that date.)	Annually	Increase mobility rate by 15% over the next five years	Historical data: 2010-2011: 63% Targets:                      Outcomes: 2011-12: 66%                      63% 2012-13: 69%                      62% 2013-14: 72%                      70% 2014-15: 75%                      72% 2015-16: 78%                      74%	
	CDE Graduation Rate	Annually	Meet variable growth target for High School Graduation rate annually	Historical data: 2010-2011: 52.1% Target:                      Outcome: 2011-12: 47%                      41.1% 2012-13: 53%                      55.6% 2013-14: N/A                      49.7% 2014-15: N/A                      47.1% 2015-16: N/A	
	CDE Dropout Rate	Annually	Decrease the Dropout rate annually	Historical data: 2010-11: 29.9% Targets:                      Outcome: 2011-12: 16%                      26.4% 2012-13: 15%                      21.1% 2013-14: 14%                      27.1% 2014-15: 13%                      40.5% 2015-16: 12%	
	Increase the number of graduates enrolling in a 2 or 4-year college or trade school	Annually	Increase graduates continuing education beyond diploma	1% annual increase from 2011 graduates (baseline) Year                      Target                      Outcome 2011-12                      6%                      7% 2012-13                      7%                      1% 2013-14                      8%                      8% 2014-15                      9%                      1% 2015-16                      10%                      14%	

With the expiration of the NCLB Act of 2001, many measurements used to assess student's academic achievement are no longer available. Implementation of new assessments have taken place and the school will use these in place of the prior ones. The academic and personal responsibility goals for the next 5 years are in the following charts.

## 2016-2021 Targets

Pupil Outcomes	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets ( annually)																																																															
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Over the next five years Sierra Charter School SBAC in ELA	Smarter Balanced Assessment Consortium	Annually	Increase “met standards” level at a minimum of 5%	Historical data: 2015-16 40% <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 15%;">Target</th> <th style="width: 70%;">Outcome</th> </tr> </thead> <tbody> <tr><td>2016-17</td><td>45%</td><td></td></tr> <tr><td>2017-18</td><td>50%</td><td></td></tr> <tr><td>2018-19</td><td>55%</td><td></td></tr> <tr><td>2019-20</td><td>60%</td><td></td></tr> <tr><td>2020-21</td><td>65%</td><td></td></tr> </tbody> </table>	Year	Target	Outcome	2016-17	45%		2017-18	50%		2018-19	55%		2019-20	60%		2020-21	65%																																														
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Sierra Charter School SBAC in Math	Smarter Balanced Assessment Consortium	Annually	Increase “met standards” level at a minimum of 4-5%	Historical data: 2015-16 9% <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Year</th> <th style="width: 15%;">Target</th> <th style="width: 70%;">Outcome</th> </tr> </thead> <tbody> <tr><td>2016-17</td><td>13%</td><td></td></tr> <tr><td>2017-18</td><td>17%</td><td></td></tr> <tr><td>2018-19</td><td>25%</td><td></td></tr> <tr><td>2019-20</td><td>30%</td><td></td></tr> <tr><td>2020-21</td><td>35%</td><td></td></tr> </tbody> </table>	Year	Target	Outcome	2016-17	13%		2017-18	17%		2018-19	25%		2019-20	30%		2020-21	35%																																														
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<b>Over the next five years</b> Sierra Charter School scores on the Let's Go Learn Pre-Algebra	Let's Go Learn In-house Standards Assessment	Annually	Increase post test scores in the individual strands 3%	<table border="0"> <tr> <td colspan="2">Historical data:</td> <td>BMS PRE-A</td> </tr> <tr> <td></td> <td>Target</td> <td>56% 54%</td> </tr> <tr> <td></td> <td></td> <td>Outcome</td> </tr> <tr> <td>Year</td> <td>BMS PRE-A</td> <td>BMS PRE-A</td> </tr> <tr> <td>2016-17</td> <td>60% 55%</td> <td></td> </tr> <tr> <td>2017-18</td> <td>63% 58%</td> <td></td> </tr> <tr> <td>2018-19</td> <td>66% 61%</td> <td></td> </tr> <tr> <td>2019-20</td> <td>69% 64%</td> <td></td> </tr> <tr> <td>2020-21</td> <td>72% 67%</td> <td></td> </tr> </table>	Historical data:		BMS PRE-A		Target	56% 54%			Outcome	Year	BMS PRE-A	BMS PRE-A	2016-17	60% 55%		2017-18	63% 58%		2018-19	66% 61%		2019-20	69% 64%		2020-21	72% 67%	
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Sierra Charter School scores on the Let's Go Learn Algebra	Let's Go Learn In-house Standards Assessment	Annually	Increase post test scores in the individual strands 5%	<table border="0"> <tr> <td colspan="2">Historical data:</td> <td>Alg</td> </tr> <tr> <td></td> <td>Target</td> <td>16%</td> </tr> <tr> <td></td> <td></td> <td>Outcome</td> </tr> <tr> <td>Year</td> <td>ALG</td> <td>ALG</td> </tr> <tr> <td>2016-17</td> <td>20%</td> <td></td> </tr> <tr> <td>2017-18</td> <td>25%</td> <td></td> </tr> <tr> <td>2018-19</td> <td>30%</td> <td></td> </tr> <tr> <td>2019-20</td> <td>35%</td> <td></td> </tr> <tr> <td>2020-21</td> <td>40%</td> <td></td> </tr> </table>	Historical data:		Alg		Target	16%			Outcome	Year	ALG	ALG	2016-17	20%		2017-18	25%		2018-19	30%		2019-20	35%		2020-21	40%	
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Legend for Let's Go Learn ELA and Math:

- WR: Word Recognition
- VO: Vocabulary
- CO: Comprehension
- Num: Numbers & Operations
- Mea: Measurement
- Data: Data Analysis
- Geo: Geometry
- Alg: Algebraic Thinking
- BMS: Basic Math Skills
- Pre-A: PreAlgebra

<b>Pupil Outcomes</b>																									
<b>Personal Responsibility Goals</b>	<b>Assessments Used</b>	<b>Frequency</b>	<b>Proficiency Goal/Exit Outcomes</b>	<b>Periodic Progress Targets ( annually)</b>																					
Students personal responsibility will be assessed through the different reports	Attendance records	Annually	90% or better school wide attendance	Attendance is currently 96% and will be reviewed annually.																					
	Mobility rate as defined by CDE (percentage of students who were counted as part of the school's or LEA's enrollment on the October CALPADS data collection and who have been continuously enrolled since that date.)	Annually	Increase mobility rate by 10% over the next five years	Historical data: <table border="1"> <tr> <td>2015-16</td> <td>74%</td> <td></td> </tr> <tr> <td>Year</td> <td>Target</td> <td>Outcome</td> </tr> <tr> <td>2016-17</td> <td>76%</td> <td></td> </tr> <tr> <td>2017-18</td> <td>78%</td> <td></td> </tr> <tr> <td>2018-19</td> <td>80%</td> <td></td> </tr> <tr> <td>2019-20</td> <td>82%</td> <td></td> </tr> <tr> <td>2020-21</td> <td>84%</td> <td></td> </tr> </table>	2015-16	74%		Year	Target	Outcome	2016-17	76%		2017-18	78%		2018-19	80%		2019-20	82%		2020-21	84%	
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CDE Graduation Rate	Annually	Increase graduation rate by 25% over the next five years	Historical data: <table border="1"> <tr> <td>2014-15</td> <td>47%</td> <td></td> </tr> <tr> <td>Year</td> <td>Target</td> <td>Outcome</td> </tr> <tr> <td>2016-17</td> <td>52%</td> <td></td> </tr> <tr> <td>2017-18</td> <td>57%</td> <td></td> </tr> <tr> <td>2018-19</td> <td>62%</td> <td></td> </tr> <tr> <td>2019-20</td> <td>67%</td> <td></td> </tr> <tr> <td>2020-21</td> <td>72%</td> <td></td> </tr> </table>	2014-15	47%		Year	Target	Outcome	2016-17	52%		2017-18	57%		2018-19	62%		2019-20	67%		2020-21	72%		
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In-house Graduation Rate calculated by number of graduating students divided by the number of 12 <sup>th</sup> grade students minus students going to new school or adult school	Annually	Increase the number of 12 <sup>th</sup> grade students graduating by 3%	Historical data: <table border="1"> <tr> <td>2015-16</td> <td>72%</td> <td></td> </tr> <tr> <td>Year</td> <td>Target</td> <td>Outcome</td> </tr> <tr> <td>2016-17</td> <td>75%</td> <td></td> </tr> <tr> <td>2017-18</td> <td>78%</td> <td></td> </tr> <tr> <td>2018-19</td> <td>83%</td> <td></td> </tr> <tr> <td>2019-20</td> <td>88%</td> <td></td> </tr> <tr> <td>2020-21</td> <td>91%</td> <td></td> </tr> </table>	2015-16	72%		Year	Target	Outcome	2016-17	75%		2017-18	78%		2018-19	83%		2019-20	88%		2020-21	91%		
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Chronic Absenteeism	Annually	Maintain or decrease the number of students absent more than 10% of the school year by 0-1%	Historical data: <table border="1"> <tr> <td>2015-16</td> <td>4%</td> <td></td> </tr> <tr> <td>Year</td> <td>Target</td> <td>Outcome</td> </tr> <tr> <td>2016-17</td> <td>4%</td> <td></td> </tr> <tr> <td>2017-18</td> <td>4%</td> <td></td> </tr> <tr> <td>2018-19</td> <td>4%</td> <td></td> </tr> <tr> <td>2019-20</td> <td>4%</td> <td></td> </tr> <tr> <td>2020-21</td> <td>4%</td> <td></td> </tr> </table>	2015-16	4%		Year	Target	Outcome	2016-17	4%		2017-18	4%		2018-19	4%		2019-20	4%		2020-21	4%		
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CDE Dropout Rate	Annually	Decrease dropout rate by 25% over the next five years	Historical data: <table border="1"> <tr> <td>2015-16</td> <td>40.5%</td> <td></td> </tr> <tr> <td>Year</td> <td>Target</td> <td>Outcome</td> </tr> <tr> <td>2016-17</td> <td>35%</td> <td></td> </tr> <tr> <td>2017-18</td> <td>30%</td> <td></td> </tr> <tr> <td>2018-19</td> <td>25%</td> <td></td> </tr> <tr> <td>2019-20</td> <td>20%</td> <td></td> </tr> <tr> <td>2020-21</td> <td>15%</td> <td></td> </tr> </table>	2015-16	40.5%		Year	Target	Outcome	2016-17	35%		2017-18	30%		2018-19	25%		2019-20	20%		2020-21	15%		
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Pupil Outcomes				
Personal Responsibility Goals (continued)	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets ( annually)
Students personal responsibility will be assessed through the different reports	"a-g" Completers	Annually	Increase the number of students completing a-g courses making them eligible for 4 year college by 10% over the next five years	Historical data: 2015-16 25% Year Target Outcome 2016-17 27% 2017-18 29% 2018-19 31% 2019-20 33% 2020-21 35%
	Increase the number of graduates enrolling in a 2 or 4-year college or trade school	Annually	Increase graduates continuing education beyond diploma by 15% over the next five years	Historical data: 2015-16 14% Year Target Outcome 2016-17 17% 2017-18 20% 2018-19 23% 2019-20 26% 2020-21 29%
	English Learners Re-designation Rate	Annually	Increase the number of EL students being Re-designated by 1% annually	Historical data: 2014-15 28% Year Target Outcome 2016-17 29% 2017-18 30% 2018-19 31% 2019-20 32% 2020-21 33%

## ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARD OUTCOMES

The following measurements will assess student’s progress in meeting the schools’ goals. A variety of assessments and reports will be analyzed to determine whether students are making satisfactory progress.

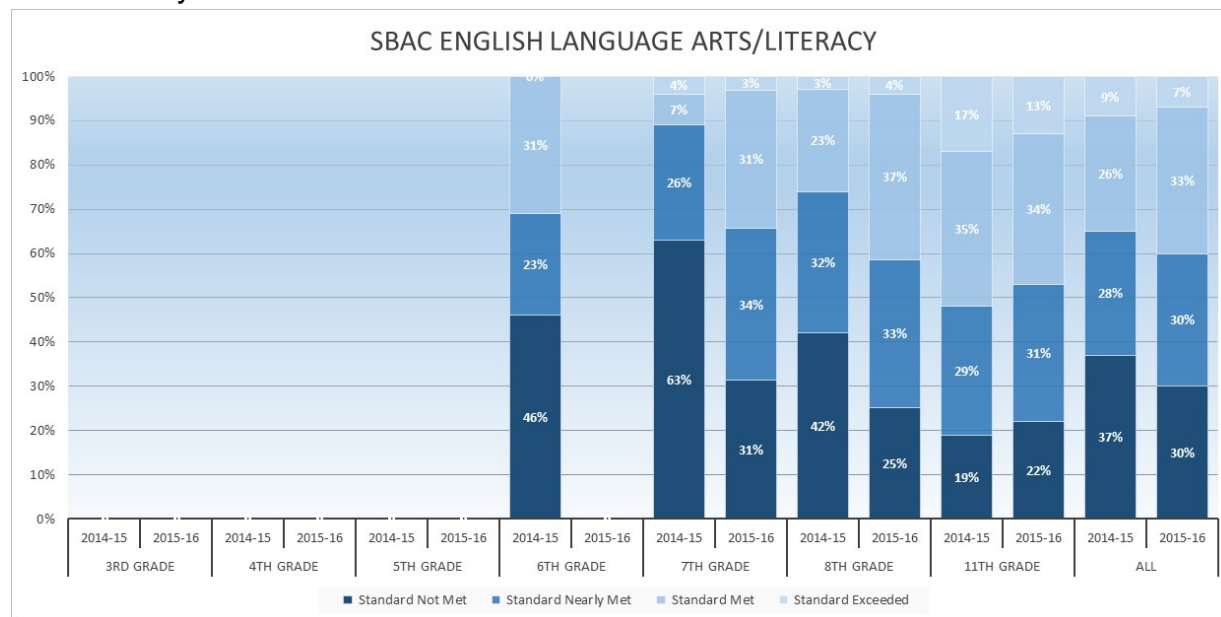
### Display and Analysis of Different Measurements in Student Assessment

#### Smarter Balanced Assessment Consortium (SBAC)

##### Analysis of ELA SBAC

As you will see in many of the charts to follow, our major subgroups have declined over the past few years. For this reason much of our data is based on schoolwide information only. SBAC for the past two years has been a valuable tool in solidifying the information we've expected. Although at the lower grades the sample size was very small and must be analyzed on an individual basis. The upper grades give us much more valuable information. Over the past two years we have increased the students that have nearly met standards and above by approximately 7 % for all grades. That helps to validate the continued strength of our mastery program. As the graph shows, grades 7 and 8 have made great strides in lowering the number of students who have not met standards. We attribute much of that to the newly formed classes for instruction for those students. We recognize there is still much room to grow and will continue to refine our program.

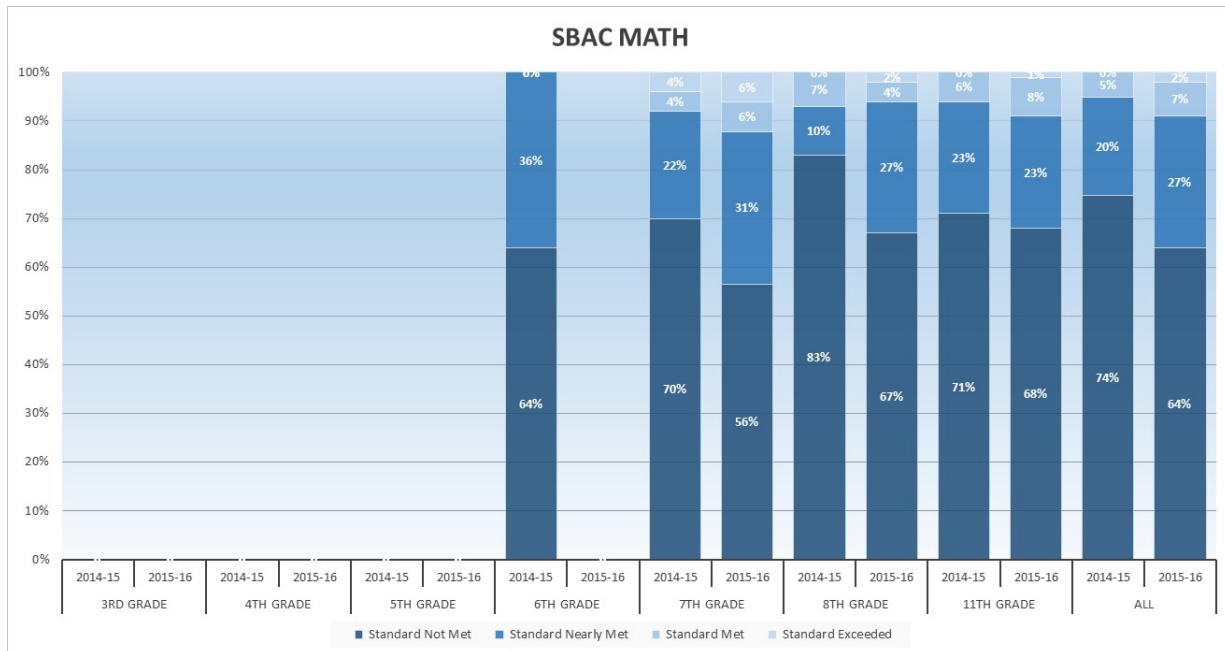
#### ELA/Literacy



## Analysis of Math SBAC

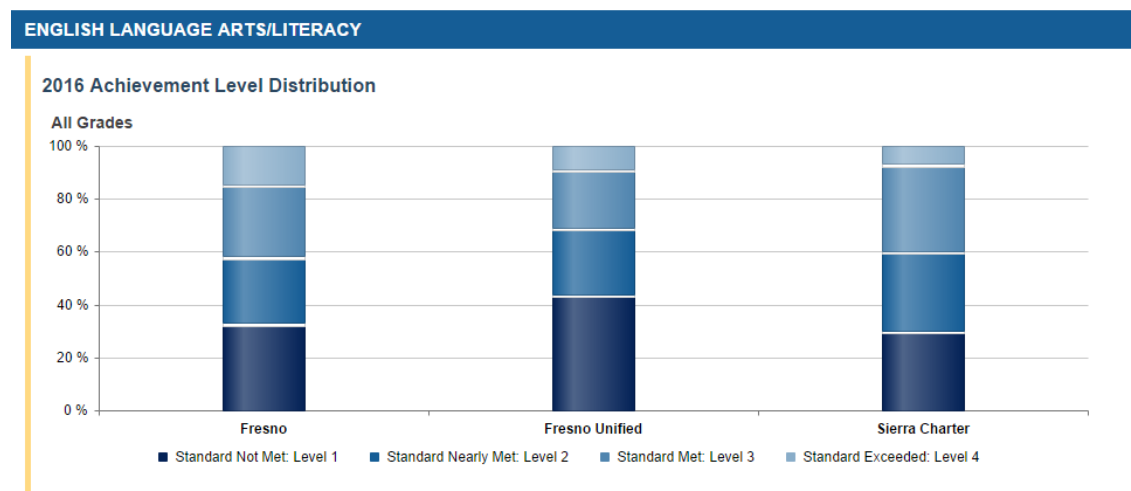
The second chart shows the SBAC math results. The math program was one of the first to implement the mastery process. Through the use of online math courses and classroom instruction, students have been able to learn the content at a pace that allows them to retain the information. Ten Marks is used at the middle school level and Math XL is the program we use at the Pre- algebra and above level. These programs allow the student to move through the learning objectives at a pace which will allow them to pass a summative assessment at the end of their assignments. Though we have made progress at each of the grade levels there is plenty of room to grow and lower the “standards not met” group. We will continue to hone the math program looking for additional ways to address this topic.

### Math



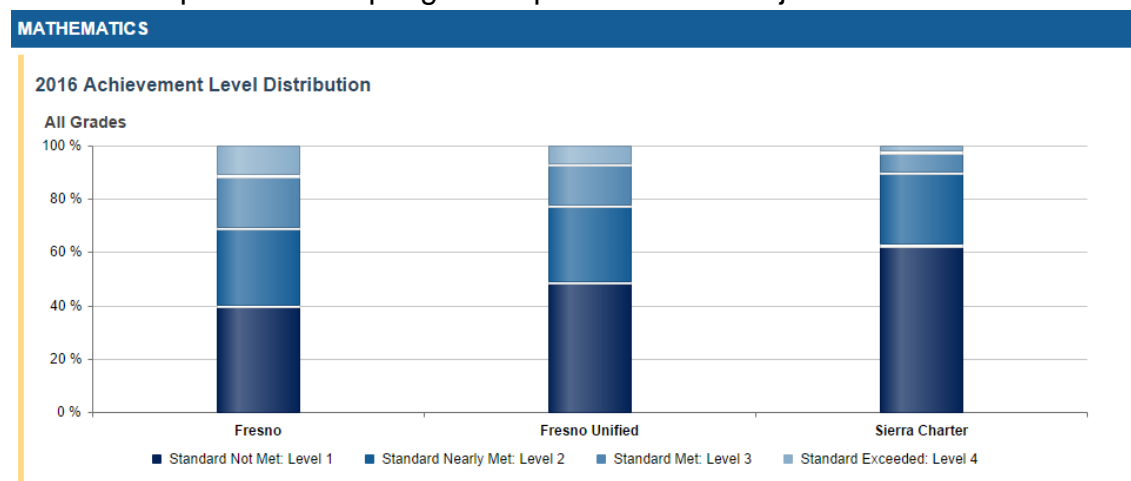
## ELA/Literacy Comparison with Fresno County and FUSD

Below is the English Language Arts/Literacy Comparison chart for Fresno County, Fresno Unified and Sierra Charter School. The data from the three organizations appears to be similar. This is likely due to the fact that the students are primarily part of similar educational environments although Sierra Charter School's mastery program may be unique to the rest. The chart does show that the performance based system is effective.



## Math Comparison with Fresno County and FUSD

The chart below shows the comparison of the county, the district and the charter schools' SBAC scores for mathematics. At Sierra Charter School our individual scores have shown growth over the past year. In-house assessments have also shown growth throughout the year. We will continue to look for more opportunities to provide additional instruction time for our students in an effort to decrease the number of students not meeting mathematics standards. The primary obstacle to achieving this has been new enrollments whom have not met achievement levels at their previous school and must be remediated prior to attempting the expected course objectives.





## Let's Go Learn

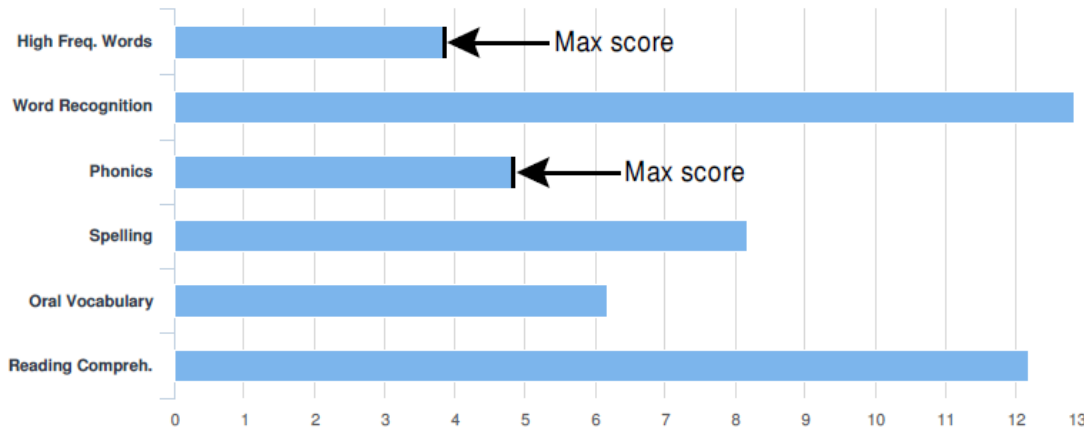
In the fall of 2014 Sierra Charter started using an assessment software called "Let's Go Learn" (LGL), an online diagnostic assessment that is adaptive to the student's response, getting harder or easier as needed to complete the diagnosis in grades K-12 ELA and Math. The assessment is given in the fall and spring to determine year-long growth in many sub-tests. The pre-test allows the teachers to use the results to drive the instruction and the post-test validates whether the instruction was effective. A sample of the information the teacher receives after the student completes the test is below.

- ✔ **High-Frequency Word Sub-test** Score (Range: K to High 3rd): maximum 3.83  
 Examines the learner's ability to quickly identify frequently occurring words. Responses are timed.
- ✔ **Word Recognition Sub-test** Score (Range: K to High 12th): high 12th 12.83  
 Measures the learner's ability to recognize a variety of leveled lists of words.  
 - can read words like "chauffeur" and "promissory".
- ✔ **Phonics (Word Analysis) Sub-test** Score (Range: K to High 4th): maximum 4.83  
 Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This sub-test uses both real and nonsense words.  
 0% of errors were "real-word" questions. 0% of errors were "non-word" questions.

Phonics Principles Mastered				
<input checked="" type="checkbox"/> tested correctly <input type="checkbox"/> tested incorrectly (NT) not tested				
<input checked="" type="checkbox"/> Some beg. letter sounds <i>/a/, /b/, /c/...</i>	<input checked="" type="checkbox"/> Short Vowel Sounds den, nap, fun	<input checked="" type="checkbox"/> Long Vowel Sounds kite, cake, mile	<input checked="" type="checkbox"/> Vowel Digraphs coat, team, train	<input checked="" type="checkbox"/> Diphthongs joy, cloud, aunt
<input checked="" type="checkbox"/> Most/all beg. letter sounds <i>/a/, /b/, /c/...</i>	<input checked="" type="checkbox"/> Consonant Blends snap, crisp, splat	<input checked="" type="checkbox"/> Consonant Digraphs chips, cloth, shed	<input checked="" type="checkbox"/> R-Controlled Vowels dark, form, pert	<input checked="" type="checkbox"/> Multi-Syllable jumping, structure, station

- ✔ **Spelling Sub-test** Score (Range: K to High 12th): low 8th 8.17  
 Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words.  
 - can spell words like "mechanical".  
 - spelled "analyze" for "analyze".
- ✔ **Oral Vocabulary (Word Meaning) Sub-test** Score (Range: K to High 12th): low 6th 6.17  
 Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words.  
 - was able to identify the meaning of words like "dilapidated" and "feline"  
 - had trouble distinguishing the meaning of words like "console" and "upholstery"
- ✔ **Reading Comprehension (Silent Reading) Sub-test** Score (Range: K to High 12th): low 12th 12.17  
 Evaluates the learner's ability to answer factual and inferential questions about a silently read story.  
 33% of errors were "factual" questions. 67% of errors were "inferential" questions.

### Scores as Grade Levels



Phonemic Awareness  High  Low  Not Tested

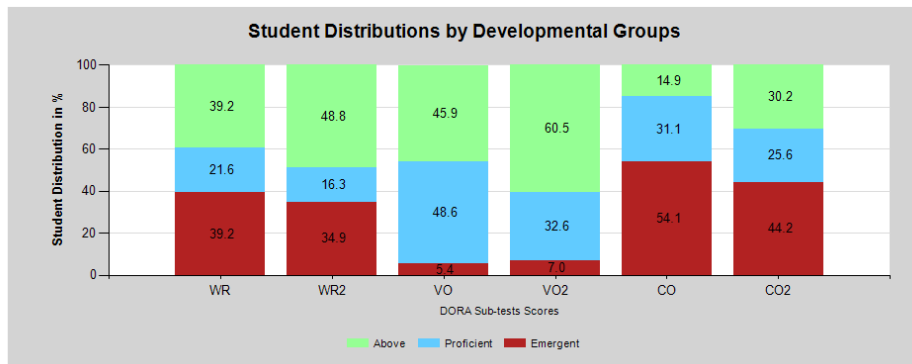
Tid: 8429445 Sid: 1379829

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## 2015 – 16 Let's Go Learn Performance 3-Band Report for ELA

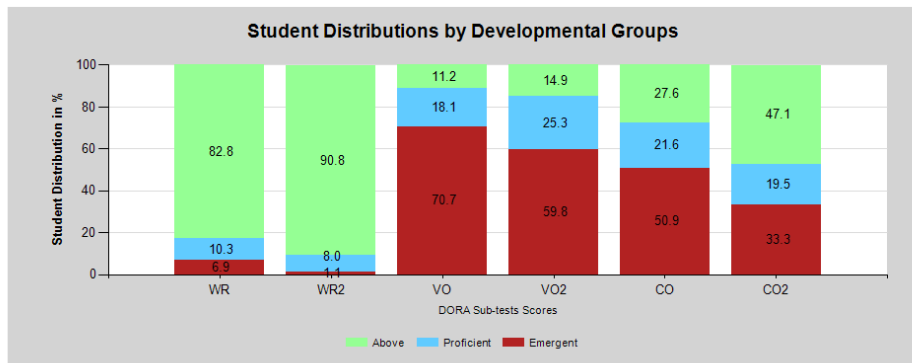
The ELA charts show that in almost all sub-tests at each grade level group, the percent proficient and/or above increased from pre-test to post-test. A strong focus on Literacy the last few years has confirmed the strategies the team is using. Comprehension is still lower than desired and will be given a stronger emphasis in 2016-17.

### Grades K-5



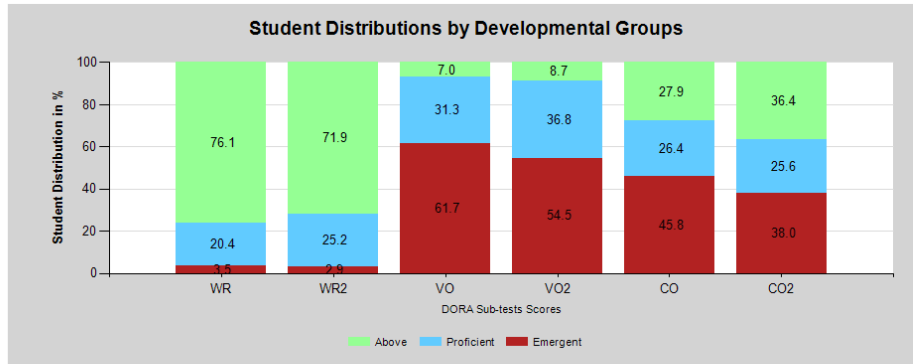
Status	Word Rec.	Vocabulary	Comprehension
Above	39.2%	48.8%	45.9%
Proficient	21.6%	16.3%	48.6%
Emergent	39.2%	34.9%	5.4%

### Grades 6-8



Status	Word Rec.	Vocabulary	Comprehension
Above	82.8%	90.8%	11.2%
Proficient	10.3%	8.0%	18.1%
Emergent	6.9%	1.1%	70.7%

## Grades 9-12

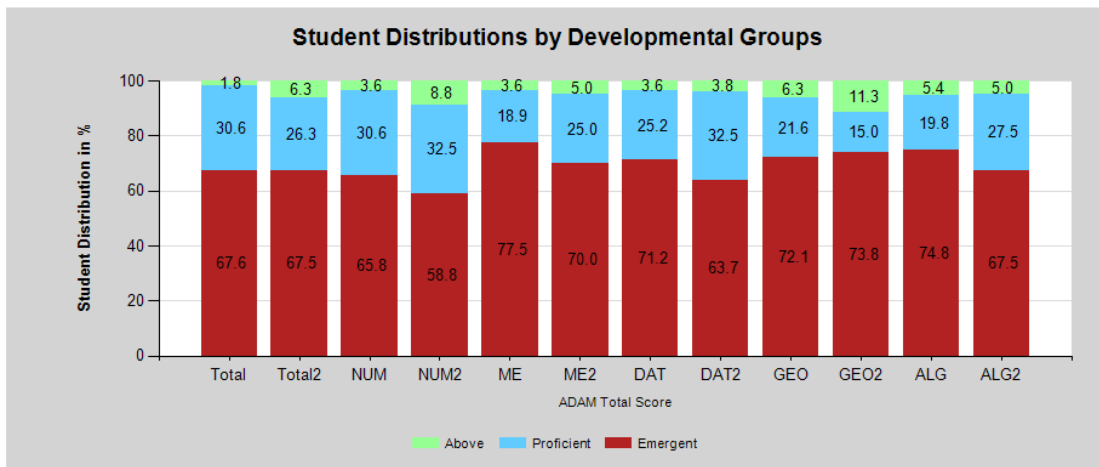


Status	Word Rec.	Vocabulary	Comprehension	
Above	76.1%	71.9%	7.0%	8.7%
Proficient	20.4%	25.2%	31.3%	36.8%
Emergent	3.5%	2.9%	61.7%	54.5%

## 2015-16 Let's Go Learn Performance 3-Band Report for Math

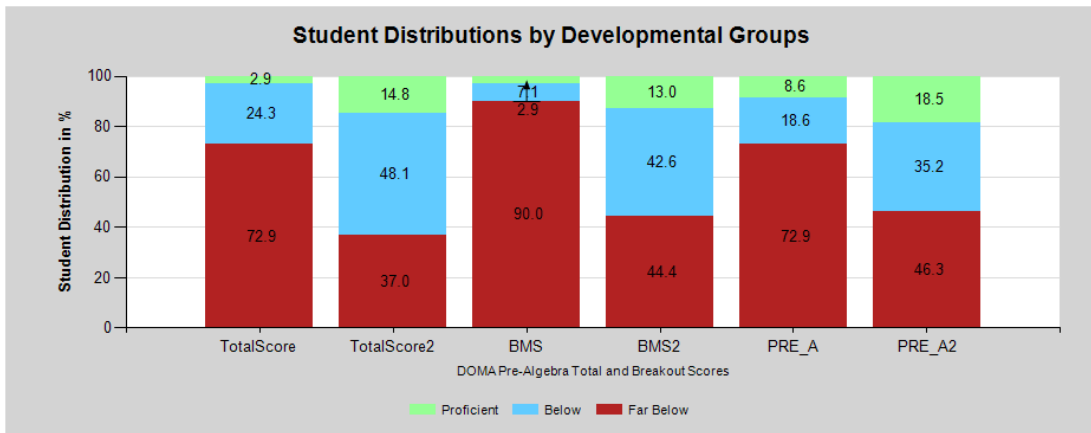
Even though the Math charts show some growth, proficient and above, in all sub-tests at each grade level group on the post-test, they strongly suggest needing more attention. This past summer the teachers worked on “scaffolding” the math standards so that there is a direct correlation between the standards and the instructional activities and assignments. Also more direct instruction is planned in every Math class.

## Grades K-8



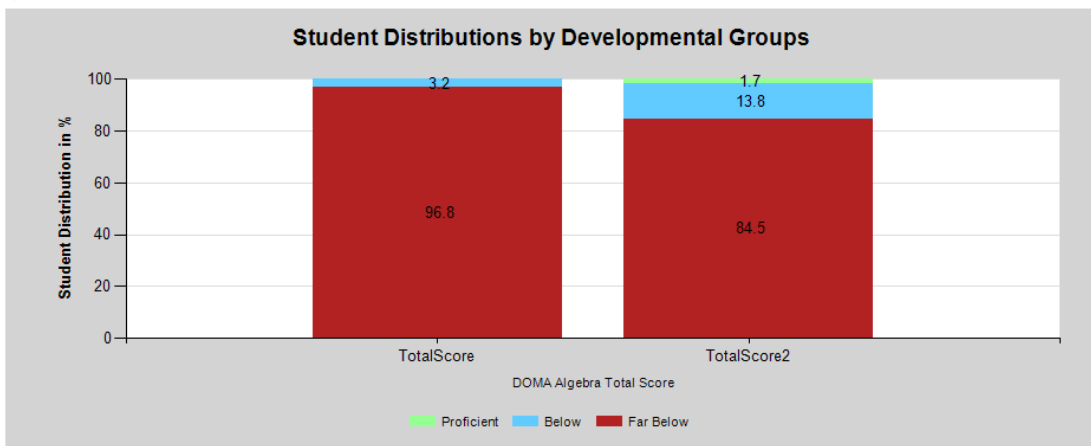
Status	Total Score	Num & Op.	Measurement	Data/Prob.	Geometry	Algebra
Above	1.8%	6.3%	3.6%	8.8%	3.6%	5.0%
Proficient	30.6%	26.3%	30.6%	32.5%	18.9%	25.0%
Emergent	67.6%	67.5%	65.8%	58.8%	77.5%	70.0%

## Pre-Algebra



Status	Total Score		Basic Math		PreA Const.	
Proficient	2.9%	14.8%	2.9%	13.0%	8.6%	18.5%
Below	24.3%	48.1%	7.1%	42.6%	18.6%	35.2%
Far Below	72.9%	37.0%	90.0%	44.4%	72.9%	46.3%

## Algebra



Status	Total Score	
Proficient	0.0%	1.7%
Below	3.2%	13.8%
Far Below	96.8%	84.5%

## Graduation and Dropout CoHort

Sierra Charter School enrolls all students wishing to attend. Many times students are referred to SCS due to being behind in credits. Knowing that most students would not graduate on time has never deterred the school from granting enrollment. It is our policy to support all students in graduating and provide all resources needed for them to be successful learners no matter how long it takes. Independent Study law allows charter schools to keep students who are continuously enrolled up until their 22<sup>nd</sup> birthday.

Year	Number Cohort	Number Graduates	Cohort Graduation Rate	Number Dropouts	Cohort Dropout Rate
2011-12	197	81	41.1	52	26.4
2012-13	171	95	55.6	36	21.1
2013-14	151	75	49.7	41	27.2
2014-15	121	57	47.1	49	40.5

SCS will begin to aggressively monitor the dropout rate to ensure that students have been placed correctly in CALPADS.

In house graduation rate

One of the drawbacks of allowing students to move through a performance-based/mastery system is that even though they may be showing adequate progress and demonstrate learning by passing with nothing less than a 70%, it could take them longer than four years to graduate. At this point in time, the State doesn't take this fact into consideration when they are compiling their graduation and dropout rates. Even though non-classroom based charter schools are allowed to keep a student enrolled till they turn 22 years of age, they are penalized once they pass that 4 year threshold. Sierra Charter School monitors its own graduation rate as shown below

12th Grade Graduate Summary							
School Year	Total 12th Graders	Transferred to New School	Whereabouts Unknown	Adult School	Returned Following School Year	12th Grade Graduates	Graduation Rate
2011-2012	257	40	23	15	64	115	57%
2012-2013	251	20	27	14	42	148	68%
2013-2014	206	35	30	2	35	104	62%
2014-1015	148	24	38	4	10	72	60%
2015-2016	115	16	12	2	15	70	72%

As indicated in an earlier chart, CDE has the school averaging around a 49% graduation rate. This is based on students graduating in four years. If you take that factor out and look at total 12 graders and subtract students transferring to a different school or adult school, you have a more reflective graduation rate of our school. Sierra Charter School will continue with the policy of allowing students who are making adequate progress to continue working towards a high school diploma until their 22<sup>nd</sup> birthday.

Attendance

Schoolwide attendance has been steady at 96 % since 2010-11 except for this past year, 2015-16, which rose to 98%.

### Chronic Absenteeism

Chronic Absenteeism is defined as students who are absent 10% or more of the total school year. 10% would equate to 18 days or more. The chart indicates that we are slowly lowering our percentage of student who would be considered chronically absent.

School Year	Total Enrollment for the Year	Absent over 18 Days	Percent Chronic Absent
2011-2012	1037	85	8%
2012-2013	952	87	9%
2013-2014	860	77	9%
2014-2015	701	55	8%
2015-2016	602	25	4%

### Mobility Rate

The mobility rate is defined as students who were here from CBEDS date to the end of the school year. For the three years of data that we can report on before the STAR test was discontinued, we saw no change. Our mobility rate was 63% in 2011-12, 62% in 2012-13, 70% in 2013-14, 72% in 2014-15 and 74% in 2015-16. Our goal is to continue to increase our mobility rate.

### English Learners Re-designation

SCS has always provided our English Learners with the skills and resources needed to transition into the regular education program. Once mainstreamed, continuous monitoring of their progress is an important factor in their success. Our goal is to continue to support EL students as they work towards completing their graduation requirements and receiving a high school diploma.

School Year	Students with EL Designation	Students Redesignated English Proficient	Percent RFEP
2011-2012	25	2	8%
2012-2013	30	2	7%
2013-2014	37	4	11%
2014-2015	24	3	13%
2015-2016	18	5	28%

### “a-g” Completers

Through our counseling program, Sierra Charter School will continue to work towards increasing the number of students meeting the a-g requirements which will allow them the opportunity to attend a four year college.

School Year	Total Graduates	Meet a-g	Percent Meet a-g
2012-2013	146	5	3%
2013-2014	108	12	11%
2014-2015	75	13	17%
2015-2016	77	19	25%

### Graduates continuing to College or Trade School

Sierra Charter School respects all students’ post-graduate goals, whether it be going to college/trade school or immediately entering the workforce. Our goal is to prepare them for all choices, therefore not only do we offer a-g courses but a course in personal finance/life skills is required by all 12<sup>th</sup> grade students.

School Year	Target Percent	Total Graduates	Graduates Continuing to College or Trade School
2011-2012	6%	115	7%
2012-2013	7%	146	1%
2013-2014	8%	108	8%
2014-2015	9%	75	1%
2015-2016	10%	77	14%

### Use and Reporting Of Data

Sierra Charter School uses Let’s Go Learn to monitor and assess student’s mastery of the California State Standards. Each teacher is required to administer the test in reading, math and language to their students individually at the beginning of the year, or upon enrollment, and again in the Spring. The results from this on-line test are then viewed immediately by the teacher to determine a prescriptive plan, as well as teaching objectives. Administration also reviews Let’s Go Learn scores, as well as other programs, to monitor total schoolwide student achievement and identify areas of need.

At the elementary level the teacher meets one-on-one with the parents/guardians to review pupil achievement data on an ongoing basis. The results are used to make specific recommendations to each family to guide their instruction efforts to maximize educational improvements. At the middle school and high school grades the achievement data is used to drive classroom instruction and intervention strategies.



## State Priorities

The Local Control and Accountability Plan (LCAP) is now used as a vehicle in providing details to all stakeholders and the public regarding the school's use of funding to support pupil outcomes and overall performance. The state priorities within the LCAP can be categorized into three areas; Conditions of Learning, Pupil Outcomes, and Engagement.

In the charter petition's Element A, the Conditions of Learning were described through explanation on school staffing, highly qualified teachers (NCLB) and curriculum that included the teaching of common core. Equitable access to all courses by EL and special education students was also addressed.

Elements B & C addresses Pupil Outcomes and Pupil Engagement in the areas of standardized and in-house assessments, graduation and dropout rates, college and career readiness, EL re-designation, attendance, mobility and a-g completers.

Parent Engagement is explained in Element D through the school's parent involvement practices, required student/parent orientations, parent-teacher conferences, parent club and school site council.

The School Climate is an on-going and top priority in the minds of the administrative team and school staff. A safe, peaceful, non-threatening, clean and conducive to learning environment is what the school strives for year after year. Parent/Student/Community surveys were reported on Element A.

## **ELEMENT D: SCHOOL GOVERNANCE**

### **Nonprofit Public Benefit Corporation**

While Sierra Charter School intends to continue collaborating and working cooperatively with the District, SCS operates as a separate legal entity, independent of the District. SCS operates as a duly constituted California nonprofit public benefit corporation, and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, Sierra Charter School is governed by its Board of Directors, whose members have a legal fiduciary responsibility for the well-being of Sierra Charter School. The Articles of Incorporation and Corporate Bylaws for Sierra Charter School are *available upon request*.

Sierra Charter School and the Sierra Charter Board of Directors comply with the California Public Records Act (Gov Code 6250 et seq.) and all Sierra Charter School officers, employees, Board Members and prospective Board Members comply with the conflict of interest laws, including the Political Reform Act (Gov Code 87100) and Government Code Section 1090, except as it would prevent the Principal/CEO from membership on the Board of Directors. The Board adopted conflict of interest policy is *available upon request*.

Sierra Charter Board of Directors meets a minimum of four times a year to review and act on its responsibilities. All Board meetings shall be conducted in accordance with and pursuant to the Ralph M. Brown Act (Brown Act – Gov Code 54950-54963) and applicable open meeting laws

Pursuant to Education Code Section 47604(c), the District in performing its oversight of Sierra Charter School is not liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by Sierra Charter School.

### **Board of Directors**

Sierra Charter School is governed by a five member Board of Directors. The Principal/CEO of SCS serves as a member of the Board and recuses herself from any agenda items/votes that involve her employment relationship with the charter school. All other Board members are elected by vote of the majority of the members of the entire Board of Directors. Board members are selected, removed, and replaced in accordance with the corporate bylaws. With the exception of the Principal/CEO, no paid employees of Sierra Charter School may serve on the Board of Directors.

The current Board of Directors, which has remained the same since the last charter renewal, is as follows:

Joann Evans

Lupe (Garcia) Delgado

Frank Kraus

Lisa Marasco

Charlotte Nunn

Information about each Board Member is in the “Resume of Board Members” section of this charter.

### **Board Duties**

The Board of Directors is responsible for the operation and fiscal affairs of the school including but not limited to:

- Approve all long-term contractual agreements over \$50,000.00, excluding payroll taxes, retirement and health benefits.
- Approve and monitor the implementation of all policies of Sierra.
- Approve and monitor Sierra’s annual budget and budget revisions.
- Act as a fiscal agent.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Approve the school calendar and schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for District consideration.
- Approve annual fiscal audit and performance report.

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

The Board of Directors meetings are headed by a Board President which, unless re-established, will be the Principal/CEO.

All acts or decision of the Board of Directors are by majority vote based upon the presence of a quorum. A majority of the voting directors then in office shall constitute a quorum.

Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Sierra Charter School's Board of Directors attends an in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, the Brown Act and SB740.

### **The Principal/CEO**

The Principal/CEO is the leader of the school. The Principal/CEO ensures that the curriculum is implemented in order to maximize student-learning experiences. The Principal/CEO reports directly to Sierra's Board of Directors, and she is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Principal/CEO is assigned to perform assigned tasks directed from Sierra Charter School's Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure Sierra Charter School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to Sierra's Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the School.
- Employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Sierra's Board of Directors and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school buildings

- Promote and publish Sierra's Program in the community and promote positive public relations and interact effectively with the media
- Encourage and support teachers on on-going professional development
- Attend District Administrative meetings as necessary and stay in direct contact with the District regarding changes, progress, etc.
- Provide all necessary financial reports as required for proper ADA reporting
- Present fiscal audit to Sierra's Board of Directors, to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

### **Administrative Team**

Although the Principal/CEO is at the top of the organizational chart, Lisa Marasco has included the other two administrators; Sherry Iida, Business Director and Dwayne Stewart, Assessment/Technology Director, in the day to day operations of the school. Due to the fact that the three administrators' duties are intertwined, it made sense to share the leadership role. Consequently, the Board of Directors, as well as the total staff, feels Sierra Charter School has a more cohesive and stronger decision-making body.

### **Parent Involvement**

Due to the nature of independent study, and a personalized learning program, the parent has the opportunity to be involved in their child's daily learning. Many parents are on campus all day with their children in order for the student to take full advantage of all the activities and interventions offered. Sierra Charter School encourages and has an open invitation for parents and students to utilize the facilities and equipment (computer labs) at any time. The school believes that student's learning is enhanced when all community stakeholders are supportive. If we focus all collective energies on the student, student achievement will occur.

Parents also participate in school activities that engage them in the overall school process. As stakeholders in such reports as the LCAP and WASC documents, the parent's input provides beneficial advice in the success of the school. A parent club meets regularly to provide a forum for them to share ideas and strategies. Also the annual open house encourages parents to attend and meet informally with administration and staff.

### **School Site Council**

The School Site Council meets at a minimum of once per year to review and advise on Title I funding. Representatives from the students, parents, teachers and administrators

participate on this committee. Sierra Charter School will attempt to recruit a parent representative of EL and special education students to sit on the SSC. Copies of Sierra's Site Council (SSC) bylaws, agendas, and meeting minutes are available for review.

### **Title I Funding**

Sierra Charter School's Title I funds are used schoolwide therefore no student is designated Title I but rather all students are eligible for assistance. Title I funds are used to implement the school's intervention program, which focuses on the academic needs of individual students.

## **ELEMENT E: EMPLOYEE QUALIFICATIONS**

### **Job Descriptions**

All positions employed by Sierra Charter School have job descriptions that are *available upon request*. Sierra Charter School contracts with CDE approved agencies for a consultant for the following positions:

- Speech Therapist
- Occupational Therapist
- Adaptive PE
- Curriculum Specialist Not CDE approved
- Computer Programmer for Financial System (part-time) Not CDE approved

### **Staff Selection Procedures**

Sierra Charter School does not discriminate on the basis of gender, sex, race, ethnicity, national origin, religion, political beliefs, sexual orientation, disability, immigration status, residency and other protected class established by state or federal law.

When a vacancy occurs, the Administrative Team shall:

- Announce openings;
- Recruit applications; request resumes; and
- Interview and select candidates.
- Only hire certificated teachers for core courses/Department Chair positions

### **Highly Qualified Teachers**

In 2006-07 Sierra Charter School went through a restructuring of their high school instructional staff and curriculum. Existing teachers were interviewed and evaluated to determine curriculum strengths, educational background and knowledge. Those with the appropriate qualifications were appointed Department Chairs and certified as NCLB highly qualified in their subject matter of expertise. The school did not have to hire additional teachers to make sure that all the core subjects were covered by highly qualified staff beginning with the start of the 2007-08 school year.

In grades K-8<sup>th</sup> and Special Education the teachers hold the proper credential and certificates for their position. EL is overseen by a Department Chair who is credentialed and has EL authorization.

## **ELEMENT F: HEALTH AND SAFETY PROCEDURES**

In order to provide safety for all students and staff, Sierra Charter School has adopted and implemented health and safety policies and risk management procedures at the school site in consultation with its insurance carriers and risk management experts. Current Sierra Charter School health and safety policies are *available upon request*. The following is a summary of the health and safety policies of Sierra Charter School:

### **Procedures for Background Checks**

All employees of Sierra Charter School are required to submit to a criminal background check as required by Ed. Code. All new employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary from the DOJ and FBI. The Principal/CEO of the school monitors compliance with this policy. The Board monitors the fingerprinting and background clearance of the Principal/CEO.

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

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws. Training for staff is completed annually.

### **TB Testing**

Faculty, staff and volunteers are tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. This process is repeated every four years.

### **Immunizations**

All enrolled students are required to provide records documenting immunizations as is required at all public schools in California.

### **Medication in School**

Sierra Charter School adheres to Education Code regarding administration of medication in school.

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

Students are screened for vision, hearing and scoliosis. Sierra Charter School adheres to Education Code as applicable to the grade levels served by the school.

### **Emergency Preparedness/School Safety Plan**

Sierra Charter School adheres to the Emergency Preparedness/School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement



and the Fire Marshall. This plan includes, but not be limited to the following responses: fire, flood, earthquake and terrorist threats.

### **Blood borne Pathogens**

Sierra Charter School meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The staff is shown a video to protect them and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

### **Drug Free/Alcohol Free/Smoke Free Environment**

Sierra Charter School functions as a drug, alcohol and tobacco free workplace.

### **Comprehensive Sexual Harassment Policies and Procedures**

Sierra Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. Sierra Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Sierra Charter School's sexual harassment policy, which is *available upon request*.

## **ELEMENT G: MEANS TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC BALANCE**

Sierra Charter School is open to all students. The goal of Sierra Charter School is to implement a recruitment strategy in the community in an attempt to achieve a racial and ethnic balance among the student body which reflects the general population of students residing in the District. This is accomplished through an open enrollment policy and active recruitment activities. Recruitment and outreach includes but is not limited to the following:

- Word of mouth from our existing students and parents
- Open house for new families, the community and any other interested persons
- Networking with other existing charters and non-charter schools
- Former students and staff
- SCS counselor networking with other counselors throughout the county
- Participation in central valley community events, such as Kerman's St. Patrick Catholic Church carnival, Clovis and Riverpark's Farmers Markets, CSUF Vintage Days and The Big Fresno Fair

## **ELEMENT H: ADMISSIONS REQUIREMENTS**

As required by law, Sierra Charter School is open to all students residing in Fresno County or one of its contiguous counties. SCS admits all pupils who wish to attend the school up to capacity. No test or assessments are administered to students prior to acceptance and enrollment into the school.

Sierra Charter School shall not discriminate on the basis of the following characteristics: race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. Also any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristic.

No student “otherwise eligible” to enroll in Sierra Charter School will be denied enrollment due to a disability or Sierra Charter School’s inability to provide necessary services.

Sierra Charter School is a public charter school and as such will not charge tuition. Sierra Charter School is nonsectarian in its programs, admission policies, employment practices and all other operations.

Sierra Charter School complies with all State of California laws establishing the minimum and maximum age for public school attendance.

The application process is comprised of the following two steps.

1. Completion of a student enrollment form providing the following information:
  - Withdrawal form from current school
  - Proof of age
  - Proof of Residency
  - Proof of Immunization
2. After enrollment complete additional information, including but not limited to:
  - Home Language Surveys
  - Read & sign Student Internet Policy
  - Confidential Financial Surveys
  - Completion of Emergency Medical Information
  - View on-line orientation on school’s policies and procedures
  - Execution of a master agreement
  - View Student/Parent Handbook on the school’s website

Applications are accepted for new students during an open enrollment period each July for enrollment in the following school year. Following the open enrollment period each year applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment for the impacted grade level. Existing students enrolled in Sierra Charter School are exempt from the public random lottery.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order:

1. District residents
2. Siblings of existing students or children of teaching staff
3. All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are given the option to put their name on a wait list according to their draw in the lottery. This wait list allows students the option of enrollment in the case of an opening during the school year.

## **ELEMENT I: FINANCIAL (and PROGRAMMATIC) AUDIT**

Independent Study charter schools are under the strictest standards of attendance accounting in accordance with the State Controllers Audit Guide Regulations as applicable to charter schools, Title 5 California Code of Regulations Sections 19850-19854. Sierra Charter School knows that it must ensure accurate attendance accounting and meet all procedural requirements of Education Code Section 51745, et. seq., in order to minimize major risks to the school's revenue including but not limited to the requirements to adopt a legally compliant Board Policy, executing legally sufficient master agreements for all students prior to reporting any attendance, and implementing legally appropriate attendance accounting procedures. Sierra Charter School submits all attendance data to the District's attendance accounting program in the manner and format specified by the CDE.

An annual independent fiscal audit of the books and records of Sierra Charter School is conducted as required under Charter Schools Act, section 47605(b)(5)(l) and 47605(m). The books and records of Sierra Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter school as published in the State Controllers Guide.

The auditor has, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit is completed within six months of the close of the fiscal year and that a copy of the auditor's findings is forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal reviews any audit exceptions or deficiencies and reports to Sierra Charter Schools' Board of Directors with recommendations on how to resolve them. The Principal, or Business Director, submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process referenced in Section N of this Charter.

The independent fiscal audit of Sierra Charter School is public record to be provided to the public upon request.

## **ELEMENT J: PUPIL SUSPENSION and EXPULSION**

### **SCS Pupil Suspension and Expulsion Policy**

Sierra Charter School has adopted a suspension and expulsion policy in accordance with *Education Code Section 48900* protecting the due process rights of pupils during the suspension and expulsion process, and as applicable the legal rights of students with disabilities under the Individuals with Disabilities in Education Improvement Act and Section 504 of the Rehabilitation Act.

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at the SCS. When the Policy is violated, it may be necessary to suspend or expel a student from coming onto the school's campus. This policy shall serve as Sierra Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School follows Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students. Sierra Charter School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

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

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity occurring at the School or at any other school or a School sponsored event at any time including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus;
- d) during, going to, or coming from a school-sponsored activity.

### **Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to



be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
24. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/CEO or designee's concurrence.

Students MUST be suspended and recommended for expulsion when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/CEO or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committed or attempted to commit a sexual assault as defined in subdivision (n) of Section 48900 or committed a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possessed an explosive.

### **Suspension Procedure**

Suspensions are initiated according to the following procedures:

#### Conference

1. Suspension are preceded, if possible, by a conference conducted by the Principal/CEO or the Principal/CEO's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal/CEO. The conference may be omitted if the Principal/CEO or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student are notified of the student's right to return to school for the purpose of a conference.
2. At the conference, the pupil is informed of the reason for the disciplinary action and the evidence against him or her and is given the opportunity to present his or her version and evidence in his or her defense.
3. This conference is held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
4. No penalties are imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### Notice to Parents/Guardians

1. At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian is notified in writing of the

suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### Suspension Time Limits/Recommendation for Placement/Expulsion

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

#### **Authority to Expel**

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

#### **Expulsion Procedures**

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

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

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

### **Record of Hearing**

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

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

### **Written Notice to Expel**

The Principal/CEO or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal/CEO or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Sierra Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

### **Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

### **No Right to Appeal**

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

### **Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

### **Rehabilitation Plans**

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

### **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Sierra Charter School shall be at the sole discretion of the Principal/CEO and the pupil and guardian to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

This procedure for student suspension may be amended from time to time without the need to amend the charter so long as the amendments comply with legal requirements.



### Notice to the District of Residence

If a pupil is expelled or leaves Sierra Charter School without graduating or completing the school year for any reason, Sierra Charter School shall notify the superintendent, or designee, of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

### SCS Academic/Attendance Success

Students may be placed on Student Success Plan (SSP) for not making appropriate progress or attendance. This plan is a collaboration between the teacher, student and parent to ensure that all opportunities are given to help the student succeed. When the following actions are **not** happening, the teacher or counselor may initiate a SSP:

- Complete/submit required weekly assigned work
- Study for the minimum required time
- Attend mandatory onsite classes
- Submit required assignments by deadlines
- Meet minimum requirements of the program as outlined in the Master Agreement

If the SSP is not adhered to the following steps will take place:

- Verbal Warning
- Academic Probation contract (Written Warning)
- Withdrawal from SCS
  - If a student is dropped from SCS the school of residence is notified
  - If a student is allowed to return on a probationary basis, a contract must be signed by the parent/guardian, student, and counselor or administrator
  - If the contract is violated, the student may be dropped

An Attendance/Homework Notification will be sent when one of the following occurs:

- The teacher can't contact the home to set up the initial appointment
- A class/lab/appointment is repeatedly missed and there has not been any communication between the school and home
- Excessive absences



## **ELEMENT K: STAFF RETIREMENT SYSTEM**

The credentialed staff is part of the State Teachers Retirement System. The Business Director is responsible for ensuring that the appropriate arrangements for STRS coverage have been made and that reports are forwarded to the Fresno County Office of Education. Non-certificated instructional support staff pays into the federal Social Security System and an optional 403(b). Sierra Charter School informs all applicants for positions within Sierra Charter School of the retirement system options for employees of Sierra Charter School. Sierra may continue to research alternative retirement systems and make this information available to interested employees. Credentialed staff may also pay into an optional 403(b) but with no employer contribution.

## **ELEMENT L: ATTENDANCE ALTERNATIVES**

Enrollment at Sierra Charter School is entirely voluntary. Students who reside within the District who choose not to attend Sierra Charter School may attend school within their school of residence according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in Sierra Charter are informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in Sierra Charter School, except to the extent that such a right is extended by the local education agency.

## **ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS**

Fresno Unified School District (FUSD) teachers and any other FUSD employees do not have any automatic or special employment rights with respect to Sierra Charter School, nor does Sierra Charter School employees have any automatic or special employment rights in the FUSD. Any FUSD teacher or other employee who leaves the employment of FUSD to accept employment with Sierra Charter School will not have any automatic right to return or years of service credit, sick, or vacation time.

## **ELEMENT N: DISPUTE RESOLUTION PROCESS**

Should a conflict or dispute arise between the District and Sierra Charter School, the parties will endeavor to resolve the conflict or dispute through negotiations between each party's designated representative(s). If the negotiations do not result in a resolution of the matter, then the parties may agree to resolve the dispute utilizing mediation prior to resorting to other legal remedies. Each party will bear its own fees and costs in the event of a dispute between FUSD and Sierra Charter School.

Notwithstanding anything in this charter petition to the contrary, participation in any dispute resolution procedure is entirely voluntary for FUSD to the extent the District is carrying out its oversight responsibilities, up to and including revocation of the charter. Disputes related to revocation of the charter or acts or omissions of Sierra Charter School that constitute grounds for revocation of the charter shall be handled pursuant to Education Code section 47607.

Except those disputes between the District and Sierra, all disputes involving the charter shall be resolved by the charter according to its own internal policies as described in SCS Operational Policy #41.

## **ELEMENT O: SCHOOL CLOSURE PROCEDURES AND ASSURANCES**

### **School Closure Procedures**

The following are closing procedures that abide by California Education Code section 47605(b)(5)(P), should Sierra Charter School close for any reason. The decision to close Sierra Charter School either by Sierra Charter School's Board of Directors or by the Fresno Unified School District Board will be documented in a closure action. The closure action shall be deemed to have been automatically made when any of the following occurs: the charter is revoked or not renewed by the FUSD Board of Education; Sierra Charter School Board votes to close Sierra Charter School; or the charter lapses. In the event of such a closure action, the following steps are to be implemented:

1. Sierra Charter School and Sierra Charter School's Board of Directors shall cooperate and assist the District in all matters pertaining to the closure of Sierra Charter School, including, without limitation, working with the District in creating and implementing a Sierra Charter School Closure Agreement, attending meetings with the District, Fresno County Office of Education, and/or the State Department of Education, preparing a schedule of closing tasks with dates, obtaining and providing additional information and documentation, and interpreting and explaining any ambiguous records or information.
2. Closure of Sierra Charter School will be documented by official action of Sierra Charter School's Board of Directors or the Fresno Unified School District Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.
3. Sierra Charter School Board of Directors will promptly issue written notification by registered mail to parents/guardians and students of Sierra Charter School, the District, the Fresno County Office of Education, the SELPA, the retirement systems in which the School's employees participate (e.g., State Teachers' Retirement

System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

- a. Sierra Charter School Board will ensure that the written notification to the parents/guardians and students of Sierra Charter School of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
4. Sierra Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.
5. Sierra Charter School shall provide written notification to FUSD of the list of returning students and their home schools, to be made promptly upon the closure action.
6. Sierra Charter School shall allow the District access, inspection and copying of all school records, including financial and attendance records, upon written request by FUSD.
7. As applicable, Sierra Charter School will provide parents/guardians, students and the District with copies of all appropriate student records, including grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements, and will otherwise assist students in transferring to their next school. The process for transferring student records to the receiving schools shall be in accordance with FUSD procedures for students moving from one school to another. Sierra Charter School shall transfer student records to the receiving schools, within seven calendar days from the determination of an action to close or when parents notify Sierra Charter School of the receiving school. Records of students who have not notified Sierra Charter School in writing of a receiving school will be sent to the student's school of residence. All transfers of student records will be made in compliance with the Family Educational Rights and

Privacy Act (“FERPA”) 20 U.S.C. § 1232g. Sierra Charter School will ask the District to store and maintain original records of Sierra Charter School students. All records of Sierra Charter School shall be transferred to the District upon Sierra Charter School’s closure. If the District will not or cannot store the records, Sierra Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

8. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
9. As soon as reasonably practical, Sierra Charter School will prepare final financial records. Sierra Charter School will also have an independent audit completed within six months after Sierra Charter School’s closure. Sierra Charter School will pay for the final audit. This final audit can also function as the annual audit. The audit will be prepared by a qualified Certified Public Accountant selected by Sierra Charter School. The audit will be conducted using Generally Accepted Accounting Principles. The audit will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Sierra Charter School.
10. Sierra Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.
11. On closure of Sierra Charter School, Sierra Charter School shall dispose of any and all net assets of Sierra Charter School remaining after all liabilities of Sierra Charter School have been paid or otherwise addressed in accordance with the provisions of this section. The disposition of Sierra Charter School’s assets shall include, but not be limited by the following dispositions:
  - a. All assets of Sierra Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Sierra Charter School, remain the sole property of Sierra Charter School and shall be distributed in accordance with the Articles of Incorporation or bylaws upon the dissolution of the non-profit public benefit corporation.

- b. Any liability or debt incurred by Sierra Charter School will be the responsibility of the Charter and not the District. Sierra Charter School understands and acknowledges that Sierra Charter School will cover the outstanding debts or liabilities of Sierra Charter School. Sierra Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors.
  - c. Any assets originally acquired from the District or District property will be promptly returned upon Sierra Charter School's closure to the District.
  - d. The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
  - e. The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
12. On closure, Sierra Charter School shall remain solely responsible for all liabilities arising from the operation of Sierra Charter School. The District shall not assume, in any way, responsibility or liability for any debts, obligations, or liabilities of Sierra Charter School, including, without limitation, liability for any and all claims, damages, losses, causes of action and demands, including reasonable attorneys' fees and costs, liability for claims of any employees for unpaid wages or other damages, liability for "start-up" loans received by Sierra Charter School, "bridge" loans received by Sierra Charter School, liability for personal injury or property damage, or liability to any vendors, lessors, creditors, or parents.
13. As Sierra Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Sierra Charter School, the Board will follow the procedures in the non-profit public benefit corporations bylaws and as set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
14. For six calendar months from the closure action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by Sierra Charter School Board

will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

15. This Element O shall survive the revocation, expiration, termination, or cancellation of this charter or any other act or event that would end Sierra Charter School's right to operate as a Charter School or cause Sierra Charter School to cease operation. Sierra Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Sierra Charter School breach any obligation under this Element P. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element P or any provision of this Element P or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

#### **General Assurances**

1. The District shall not assume, in any way, responsibility or liability for any debts, obligations, or liabilities of Sierra Charter School, including, without limitation, liability for any and all claims, damages, losses, causes of action and demands, including reasonable attorneys' fees and costs, liability for claims of any employees for unpaid wages or other damages, liability for "start-up" loans received by Sierra Charter School, "bridge" loans received by Sierra Charter School, liability for personal injury or property damage, or liability to any vendors, lessors, creditors, or parents.
2. Except with regard to special education claims which are handled in accordance with a separate memorandum of understanding between the District and Sierra Charter School, Sierra Charter School shall indemnify, defend, and hold the District, its governing board, officers, agents, attorneys and employees harmless from any and all claims, damages, losses, causes of action and demands, including reasonable attorneys' fees and costs, incurred in connection with or in any manner arising out of the operations of Sierra Charter School. Sierra Charter School shall further indemnify, defend, and hold the District, its officers, agents, attorneys and employees harmless from and against claims, liabilities, or legal proceedings brought by any person or entity if such claims, liabilities, or proceedings arise from or relate to acts or omissions committed by Sierra Charter School, its officers, agents, employees, or students.

3. Sierra Charter School shall be responsible at its own expense for defending any claim, liabilities, or legal proceedings brought against Sierra Charter School by any person or entity.
4. Sierra Charter School shall secure and maintain insurance policies covering Sierra Charter School and its operations, including, without limitation, general liability, Workers' Compensation, and bodily injury and casualty policies.

## **FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY**

### **Fiscal Budget Report**

Sierra Charter Board of Directors oversees the budget of Sierra Charter School. The primary budgetary consideration is to ensure the school's fiscal solvency while fostering the development of a quality educational program and improved student achievement.

In another section of this charter titled "Projected Budgets" is financial data for Sierra Charter School that reflects current year 2016-2017 projections and five (5) subsequent years, 2017-2022, financial projections as well as ADA projections. Sierra Charter School has also established a \$500,000 line of credit with WestAmerica Bank.

The Projected Budgets section is based upon the best data available to the Charter School at this time.

### **Financial/Budget Data Reporting**

Sierra Charter School provides reports to the District as follows, and shall provide additional fiscal reports as requested by the District:

1. A preliminary budget shall be provided to the District by May 15 of each year. All key budget variables, including revenue, expenditure and beginning and ending balance variables shall be defined.
2. The First Interim Financial Report shall be provided to the District within 45 days after October 31 of each year, and approved no later than December 15 of each year.
3. The Second Interim Financial Report shall be provided to the District within 45 days after January 31 of each year, and approved no later than March 15 of each year.
4. The Third Interim Financial Report shall be provided to the District within 45 days after April 30 of each year, if deemed necessary.
5. The Unaudited Actual Financial Report shall be provided to the District on or before September 15, as required by law. The report submitted shall include revenues, expenditures, and beginning and ending balances for the preceding fiscal year.
6. Cash Flow Data shall be submitted to the District with each quarterly financial report.



### **Financial Audit Report**

Sierra Charter School provides a copy of the school's independent financial audit report for the preceding fiscal year to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year with the report *available upon request*.

### **Financial Non-Profit Tax Returns**

Sierra Charter School files the non-profit tax returns, federal IRS Form 990 and state California State Form 199 annually to the appropriate agencies and provides a copy of the non-profit tax returns, federal IRS Form 990 and state California State Form 199, to the District, which has been approved by the Sierra Board of Directors.

### **Financial Attendance Accounting**

Sierra Charter School maintains contemporaneous written records of enrollment and ADA and make available to the District for inspection or audit. Attendance reports, P-1, P-2, and Annual shall be submitted to the District by January 15, April 30, and June 30 respectively, each year.

### **Operational/Financial Policies**

Sierra Charter School has operational and financial policies, procedures and internal controls for managing the financial operations that meet state laws, generally accepted practices and ethical standards.

### **Insurance**

Sierra Charter School maintains its own insurance of general liability, directors and officers, professional liability, workers compensation and any other necessary insurance coverage to cover the operations of Sierra Charter. This would also include fidelity bonding to secure against financial risks. Current documentation of insurance is *available upon request*.

### **IMPACT ON THE DISTRICT**

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to

assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding which shall provide for indemnification of the District by the Charter School. The District shall be named an additional insured on the general liability insurance of the Charter School.

### **Administrative Services**

Sierra Charter School is unique in that due to the location of its prior sponsoring district, it has operated similar to a school district rather than a school. It has all the departments that are equivalent to a traditional district such as business finance, human resources, and student information services.

Sierra Charter Board of Directors authorizes the Principal/CEO with lead responsibility for administering the school under policies adopted by the school's governing board. The school provides or procures most of its own administrative services independent of the District. These include financial management, personnel, instructional programs development, special education, testing, student information services, payroll, accounting, budget development, insurance, legal and other services.

### **Facilities**

As a non-classroom-based charter school, Sierra Charter School does require a substantial amount of facilities but not as much as a traditional classroom-based school. However, the school is currently located and plans to continue to utilize its facilities at 1931 N. Fine Ave, Fresno, California. Sierra is considering purchasing its current site but negotiations have not yet taken place. As a non-site based education program, Sierra will not seek facilities from FUSD, unless agreed upon and explained in detail in the Memorandum of Understanding (MOU) between the Charter School and the District. The maintenance, remodel, and adaptations of any facility are the responsibility of Sierra.

These facilities shall meet the requirements of the Americans with Disabilities Act. The buildings shall receive local fire marshal approval, including fire and safety code requirements, and shall comply with all applicable State/County building codes. A copy of the lease shall be provided to the District upon request.



Sierra Charter School's campus is in the professional environment of the Monterey Village Business complex. The school occupies suites in six different buildings on the eight building site. Since requiring all grades to teach Literacy and Math onsite classes, classrooms for each of the grade level teams (K-5, 6-8, and 9-12) have been designed throughout the campus to accommodate around 20 students per class. The teaching teams are assigned to buildings other than the classrooms and have the space to provide additional support in the forms of study hall, small group instruction and/or one-on-one tutoring. A counselor, program specialist/counselor and records technician are located within these same buildings. Another building is shared by Resource, EL, Science Lab and Math Teachers. The Math team have additional classrooms for instruction. All the buildings have computer labs of various sizes to accommodate student needs, as well as 20 chrome books in every classroom. The school's Library is housed in another building and primarily stores the schools textbooks, novels and instructional materials. All 450 students are provided with a full array of textbooks/curriculum and instructional materials for their course load. Lastly, the school's office of Administration and finance department are together in the main building. The school's total facility square footage is approximately 20,920 sq. ft.

## **Transportation**

For many of the students attending Sierra Charter School, transportation to the school can be a major obstacle keeping them from meeting with their teacher or taking advantage of supplemental services. For many of them, both parents work during the day or they may not own a car. Many of the high school students are expected to get to their appointments on their own. The school, which is located within walking distance from one of the City of Fresno's main public transportation routes, provides bus tokens to students as needed.

## **SPECIAL EDUCATION LOCAL PLAN AREA**

July 1, 2016 Sierra Charter School elected to participate as an independent Local Education Agency for Special Education services with the El Dorado County Charter SELPA. Sierra Charter School is responsible for providing Special Education services for all Sierra Charter School students with disabilities.

# PROJECTED BUDGETS

## SIERRA CHARTER SCHOOL

## 2016-2017 ADOPTED BUDGET (09/16) AND MULTI-YEAR PROJECTIONS

OBJECT	2016-17 BUDGET	2017-18 BUDGET	2018-19 BUDGET	2019-20 BUDGET	2020-21 BUDGET	2021-22 BUDGET
TOTAL: 8015 GENERAL PURPOSE - STATE AID	3,125,212	3,601,849	4,152,895	4,607,471	4,607,471	4,607,471
TOTAL: 8096 IN LIEU OF PROPERTY TAXES	294,000	319,725	334,425	334,425	334,425	334,425
TOTAL: 8012 EPA FUNDS	595,437	595,734	298,016	-	-	-
TOTAL: 8000 GENERAL PURPOSE ENTITLEMENT	4,014,649	4,517,308	4,785,336	4,941,896	4,941,896	4,941,896
TOTAL: 8181 SPECIAL ED ENTITLEMENT-FEDERAL	56,625	51,125	55,625	55,625	55,625	55,625
TOTAL: 8290 ALL OTHER FEDERAL REVENUE	159,401	159,401	159,401	159,401	159,401	159,401
TOTAL: 8100/8200 FEDERAL REVENUE	216,026	210,526	215,026	215,026	215,026	215,026
TOTAL: 8550 MANDATED COSTS REIMB	13,971	12,743	13,824	14,386	14,386	14,386
TOTAL: 8560 STATE LOTTERY REVENUE	83,608	77,974	84,883	88,831	88,831	88,831
TOTAL: 8590 ALL OTHER STATE REVENUE	78,000	3,000	3,000	3,000	3,000	3,000
TOTAL: 8500 OTHER STATE REVENUE	175,579	93,717	101,707	106,217	106,217	106,217
TOTAL: 8660 INTEREST	4,000	4,000	4,000	4,000	4,000	4,000
TOTAL: 8699 ALL OTHER LOCAL REVENUE	5,500	5,500	5,500	5,500	5,500	5,500
TOTAL: 8600 LOCAL REVENUE	9,500	9,500	9,500	9,500	9,500	9,500
TOTAL: 8791 TRANS OF APPORT FROM DISTRICT (SP ED)	(25,736)	-	-	-	-	-
TOTAL: 8792 TRANS OF APPORT FROM COUNTY (SP ED)	183,730	205,308	214,640	214,640	214,640	214,640
TOTAL: 8700 TRANSFERS OF APPORTIONMENT	157,994	205,308	214,640	214,640	214,640	214,640
<b>TOTAL: 8000 REVENUE</b>	<b>4,573,748</b>	<b>5,036,359</b>	<b>5,326,209</b>	<b>5,487,279</b>	<b>5,487,279</b>	<b>5,487,279</b>
<b>TOTAL: 1000 CERTIFICATED SALARIES</b>	<b>1,890,210</b>	<b>1,955,605</b>	<b>2,006,754</b>	<b>2,006,754</b>	<b>2,006,754</b>	<b>2,006,754</b>
<b>TOTAL: 2000 CLASSIFIED SALARIES</b>	<b>596,606</b>	<b>623,230</b>	<b>624,046</b>	<b>624,046</b>	<b>624,046</b>	<b>624,046</b>
<b>TOTAL: 3000 EMPLOYEE BENEFITS</b>	<b>948,883</b>	<b>1,030,537</b>	<b>1,157,770</b>	<b>1,267,422</b>	<b>1,361,012</b>	<b>1,436,887</b>
<b>TOTAL: 4000 BOOKS &amp; SUPPLIES</b>	<b>167,627</b>	<b>367,181</b>	<b>362,699</b>	<b>405,460</b>	<b>299,136</b>	<b>287,600</b>
<b>TOTAL: 5000 SERVICES &amp; OTHER OPER EXP</b>	<b>1,094,297</b>	<b>898,434</b>	<b>960,905</b>	<b>1,027,122</b>	<b>1,057,603</b>	<b>1,120,737</b>
<b>TOTAL: 6000 CAPITAL OUTLAY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
TOTAL: 8000 REVENUE	4,573,748	5,036,359	5,326,209	5,487,279	5,487,279	5,487,279
TOTAL: 1000-3000 SALARIES & BENEFITS	3,435,699	3,609,372	3,788,570	3,898,222	3,991,812	4,067,687
TOTAL: 4000-7000 SUPPLIES & SERVICES	1,261,924	1,265,615	1,323,604	1,432,582	1,356,739	1,408,337
TOTAL: 1000-7000 ALL EXPENDITURES	4,697,623	4,874,987	5,112,174	5,330,804	5,348,551	5,476,023
<b>BALANCE</b>	<b>(123,875)</b>	<b>161,372</b>	<b>214,035</b>	<b>156,475</b>	<b>138,728</b>	<b>11,256</b>
<b>BEGINNING FUND BALANCE</b>	<b>2,585,552</b>	<b>2,461,677</b>	<b>2,623,048</b>	<b>2,837,083</b>	<b>2,993,558</b>	<b>3,132,287</b>
<b>TOTAL RESOURCES AVAILABLE</b> (total revenue plus beginning fund balance)	<b>7,159,300</b>	<b>7,498,036</b>	<b>7,949,257</b>	<b>8,324,362</b>	<b>8,480,837</b>	<b>8,619,566</b>
<b>RESERVE / ENDING FUND BALANCE</b> (total resources available minus total expenditures)	<b>2,461,677</b>	<b>2,623,048</b>	<b>2,837,083</b>	<b>2,993,558</b>	<b>3,132,287</b>	<b>3,143,542</b>
<b>RESERVE % OF TOTAL EXPENDITURES</b>	<b>52.40%</b>	<b>53.81%</b>	<b>55.50%</b>	<b>56.16%</b>	<b>58.56%</b>	<b>57.41%</b>
<b>INSTR. &amp; RELATED EXP (w/ Allowable Oper. &amp; Facilities)</b>	<b>80.09%</b>	<b>81.13%</b>	<b>80.39%</b>	<b>81.19%</b>	<b>81.07%</b>	<b>82.53%</b>
CERTIFICATED INSTR & RELATED SALARIES/BENEFITS	60.28%	58.37%	58.33%	58.23%	59.72%	60.95%
<b>ESTIMATED P-2 ADA</b>	<b>400</b>	<b>435</b>	<b>455</b>	<b>455</b>	<b>455</b>	<b>455</b>
<b>ESTIMATED CASH BALANCE ON JUNE 30th</b>	<b>1,875,286</b>	<b>1,974,273</b>	<b>2,199,875</b>			
<b>THE INFORMATION BELOW EXCLUDES RESTRICTED BALANCE</b>						
<b>UNRESTRICTED RESERVE / ENDING FUND BALANCE</b> (excludes restricted balance of \$75,000)	<b>2,386,677</b>					
<b>UNRESTRICTED RESERVE % OF TOTAL EXPENDITURES</b>	<b>50.81%</b>					

SCHOOL HAS A \$500,000 LINE OF CREDIT

## ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Sierra Charter School to be located at 1931 N. Fine Ave., Fresno, CA, 93727 is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. Will/will not (**circle one**) be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.<sup>2</sup> [Ref. California Education Code §47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
4. Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Lisa Marasco,

Authorized Representative's Signature

01/30/17

Date

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<sup>2</sup> In the case of any petition to establish a charter school that is approved by the State Board of Education, the charter school must be deemed the exclusive public school employer.

## RESUMES OF BOARD MEMBERS

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for

Fresno Unified School District Request for Board Member Information	
Personal Information	
Name of Board Member (First/Middle/Last): <b>Joann Elizabeth Selkirk-Evans</b>	
Other Names Used (i.e. Maiden/Former Married):	
Current address: <b>5579 N. Sixth Street</b>	
City: <b>Fresno</b>	State: <b>CA</b> Zip Code: <b>93710</b>
Daytime Phone: <b>(559) 439-3005</b>	Cell: <b>(559) 259-7450</b>
Email Address: <b>joannesevans@att.net</b>	
Board position to be held: <b>Board Member for Sierra Charter School</b>	

the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

\* *Please provide typed written responses to questions below.*

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Will you will be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  Yes  No

**Please submit typed responses to the inquiries below:**

1. Please provide your educational and employment history. Please attach your resume.

a) Background information (include this information in the attached resume):

- **Education History**

- ◇ **Fresno Pacific College, Master of Arts Degree in Education, 1990**
- ◇ **CSU Fresno, Elementary Teaching Credential, 1968**
- ◇ **CSU Fresno, Bachelor of Arts Degree in Speech Communications, 1967**

- **Employment History**

- ◇ **Retired Administrator**
- ◇ **Golden Plains Unified School District, Fresno County – 1998 to 2008**
  - **District Superintendent – 2005 to 2008**
  - **Retired Administrator – 2004 to 2005**
  - **Assistant Superintendent – 2000 to 2004**
  - **Director of State and Federal Programs – 1998 to 2000**
- ◇ **Self-Employed Business Owner and President, Clovis, California – 1992 to 1998**
- ◇ **Fresno County Office of Education, Migrant Education Program – 1975 to 1992**
  - **Associate Administrator – August 1, 1991 to June 30, 1992**
  - **Program Manager, Staff Development/Curriculum and Fresno Unified School District – 1982 to 1991**
  - **Coordinator, Staff Development – 1980 to 1982**
  - **Migrant Consultant, Fresno Unified School District – 1979 to 1980**
  - **Migrant Area Consultant, County Schools – 1976 to 1979**
  - **Migrant Resource Teacher – 1975 to 1976**
- ◇ **Chula Vista City School District, Harborside Elementary School, Chula Vista, CA**



– 1968 to 1975

- Remedial Reading Teacher, E.S.A.A. – 1974 to 1975
- Elementary Teacher – 1968 to 1974

- **Professional Licenses/Credentials**

- ◊ Standard Administrative Credential (Life)
- ◊ Standard Elementary Teaching Credential (Life)

- **Professional Affiliations (Corporate Positions, Board Positions, etc)**

- ◊ Member, Phi Delta Kappa, 1989- present
- ◊ Member, Association of California School Administrators, 1984-1992 and 2001-2008
- ◊ Member, California Association of Compensatory Education, 1988-1992
- ◊ Member, International Reading Association, 1975-1992
- ◊ Member, California Reading Association, 1975-1992
- ◊ Member, California Teachers Association, 1968-1976
- ◊ Member, Chula Vista Elementary Education Association (C.V.E.E.A.) 1968-1975:  
Secretary (1973-1974)  
Appointed Representative to CEC (1972-1973)

- **Professional References**

- ◊ JoAnn Minnite – 905-7683
- ◊ Sylvia Grider – 229-2694

2. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you, to sit on the board.

**Lisa Marasco and I worked together at FCOE in the Migrant Education Program; therefore, I have been aware of Sierra Charter School from its inception. During the time I was Superintendent at Golden Plains USD, Lisa and I first discussed the possibility of serving on the board once I retired from the district. When an opening on the board became available, Lisa invited me to sit on the board.**

3. Explain why you wish to serve on the board.

**I wish to serve on the board because I truly believe Sierra Charter School is an excellent Charter School with a highly qualified administrative staff who believe in quality education for all their students. I also believe that for me, as a retired school administrator, this is a natural progression in my educational career; and perhaps, in some way as a Board Member, I will be able to help see that the school continues to maintain and provide this high standard of education for all of their students.**

4. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
- No, I have not previously served on a board of a school district or a not-for-profit corporation.**

5. Describe your understanding of the appropriate role of a public charter school board member.
- The appropriate role would be to oversee the school's budget and policies.**

6. Indicate specifically the knowledge and experience that you would bring to the board.

**I believe that my employment history listed in question #1 indicates the knowledge and the experience that I would bring to the board.**

7. Please provide a forecast of where you see the school in one year and then again in five years.

**In One Year and Five Years:**

**For the school to continue to be financially sound, successfully completion of the Charter Renewal with FUSD and remain WASC accredited.**



8. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**I would bring it to the attention of Lisa Marasco, the principal of Sierra Charter School, so that she would be able to investigate and bring her findings and her recommendations to the Board.**

**Conflict of Interest**

9. If you, your spouse or other immediate family members know any of the
- (a) other board members prior to being invited to sit on the board;
  - (b) current or prospective school employees; or
  - (c) plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

**I have, in prior employment, worked with two other Board Members and one other current school employee.**

10. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members:

- (a) know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship; or
- (b) have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

**It is my understanding that the school will not partner with a management company; therefore, my answer is "no".**

11. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

**N/A**

12. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

**No, I do not anticipate conducting any business with the school.**

13. Please indicate if you foresee any potential ethical or legal conflicts of interests by you serving on the school's board. If so, describe such potential conflicts.

**No, I do not foresee any potential ethical or legal conflicts of interests by serving on the school's board.**

**Educational Philosophy**

14. Please describe your understanding of the school’s mission and/or philosophy.

**It is my understanding that the mission of Sierra Charter School (SCS) is to offer students an Independent Study program in a safe environment that is conducive to learning and the flexibility to utilize the tools provided to reach their maximum academic potential.**

15. Please indicate your level of familiarity with the educational program that the school utilizes.

**My level of familiarity with the educational program that the school utilizes is good.**

16. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school continues to be successful?

**I believe that for a school to be successful it should have a strong and supportive Board that will help oversee that the school has a strong budget, dedicated and highly qualified administrators, teachers and support staff, and quality student and staff materials.**

**Authorization to Release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition review process.
- Is an indication of my understanding that any reports generated by the Office of the Inspector General will not be confidential and my knowing and voluntary waiver of any such confidentiality.

**Joann E.S. Evans**

Name (please print)

**Joann E. S. Evans**

Signature

**September 30, 2016**

Date

**Fresno Unified School District  
Request for Board Member Information**

**Personal Information**

Name of Board Member (First/Middle/Last): <b>Maria Guadalupe Garcia</b>		
Other Names Used (i.e. Maiden/Former Married): <b>Lupe Garcia</b>		
Current address: <b>115 South Granada Drive, #13</b>		
City : <b>Madera</b>	State: <b>CA</b>	Zip Code: <b>93637</b>
Daytime Phone: <b>559.664.8404</b>	Cell: <b>559.232.6403</b>	
Email Address: <b>Garcia-fam@comcast.net</b>		
Board position to be held: <b>Board Member for Sierra Charter School</b>		

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

\* *Please provide typed written responses to questions below.*

Will you will be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? **X Yes**  No

**Please submit typed responses to the inquiries below:**

1. Please provide your educational and employment history. Please attach your resume.

**Education History**

- Graduate from Merced High School, North Campus, Merced, California June 1984
- Associates of Art Degree – June 1987, Merced Jr. College, Merced, CA
- Paralegal Certification - September 1990, Humphrey’s Law School, Stockton, CA
- **Employment History:**
  - 1990 to 1993, Law Office of Cyril L. Lawrence, 2111 K Street, Merced, CA 95340, Taxation Paralegal;
  - 1993 to 1995, Law Office of Geraldine Brown, 640 West 20<sup>th</sup> Street, Merced, CA 95340; Family Law Paralegal
  - 1996 to 2000, Law Office of Nancy C. Staggs, 2000 No. Schnoor Ave., Madera, CA 93637, Family Law Paralegal
  - 2000 to 2004 – Law Office of Richard A. Lima, Family Law Paralegal
  - 2005 to present – Executive Legal Solutions, Self-employed legal document assistant, specializing in family law related issues.

- **Professional Licenses/Credentials:**
  - **Paralegal certification**
- **Professional Affiliations:**
  - **Latinas Unidas, Treasurer (2002 and 2003). La Raza Lawyers Association – Secretary (Calendar years: 2001, 2002, 2003)**
- **Professional References:**
  - **Roseanne S. Bonilla, Realtor/Broker, Nora Salazar & Associates, 559.673.6672,**
  - **Alfred A. Gallegos, Law Office of Alfred A. Gallegos, 559.288.1624**

2. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you, to sit on the board.

**I became aware of the position to serve as a board member for Sierra Charter School, through Mr. Dwayne Stewart. He cordially invited me to sit on the board.**

3. Explain why you wish to serve on the board.

**I wish to serve on the board as an “outside” person. While the current members of the board have been previously educators, I believe that my input as a parent of a child who attended a public school would bring new and refreshing ideas and input from a different point of view.**

4. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

**I previously have been involved in two professional not-for-profit organizations. The primary purposes of the organizations were to promote and encourage a higher education for our Hispanic youths throughout the Central Valley. As treasurer of the Latinas Unidas; my primary function was to oversee the organization’s cash flow including but not limited to balancing the budget, compose projected budgets, prepare profit and loss statements. My tenure for this position was for two years.**

5. Describe your understanding of the appropriate role of a public charter school board member.

**Oversee the school’s budget and school policies.**

6. Indicate specifically the knowledge and experience that you would bring to the board.

**As previously stated, I have previously served as the treasurer for a not-for-profit organization whereby I was in charge of preparing as well as presenting to our board an accountings, profit and loss statements as well as budgets for this organization. Although, this was on a smaller scale, this position was highly regarded in that I was responsible to thoroughly give the board members as well as members of the organization an accounting for such funds.**

7. Please provide a forecast of where you see the school in one year and then again in five years.

**Given the current status of our State's financial crisis, my "projected" forecast for Sierra Charter in either one or five years would be that the school would be able to provide and offer its students the same level of personalized instruction as well as the technology that would not otherwise be provided at the public school level. Sierra Charter prides itself in its "one on one" approach to teaching because it does not have as many students to teacher ratio. In addition, given the very conservative expenditures by Sierra Charter's administration, Sierra is able to provide its instructors benefits they would not otherwise receive if they were to work for a public school. In other words, where so many of our public schools are having to cutback from instructional aides, staff, materials, etc., Sierra Charter is able to operate functionally at or near the same level year after year with very little budget cuts because of the prudent decisions being made on the part of the administration as well as the board.**

8. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**The best way to approach any situation would be honest and forthright. The first step would be to personally approach the member in which you have information and belief may be working for their own self benefit. Once the parties have met and discussed the potential conflict, then the next action would be to bring it before the Board.**

### **Conflict of Interest**

9. If you, your spouse or other immediate family members know any of the:

- (d) other board members prior to being invited to sit on the board;
- (e) current or prospective school employees; or
- (f) plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

### **Current school employee**

10. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members:

- (c) know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship; or
- (d) have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

**Not applicable**

11. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

**Not applicable.**

12. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

**No**

13. Please indicate if you foresee any potential ethical or legal conflicts of interests by you serving on the school's board. If so, describe such potential conflicts.

**None**

**Educational Philosophy**

14. Please describe your understanding of the school's mission and/or philosophy.

**As with any public or private school, my philosophy and understanding of a school's mission is to wit: Teachers and staff are employed to the best of their ability to educate our children as this is their level of expertise and as parents we are reliant of their expertise to teach our children.**

**With regard to a parent's responsibility, it is our duties as parents to reinforce and support our children with what they are being taught as well as being involved with the day to day facets of their learning as well as maintaining a relationship with their teachers.**

**It is a pretty simple formula to follow and if you are just as involved in your child's education just as much as they are, there should be no reason any student would ever be deprived of a proper education through the private or public sector.**

15. Please indicate your level of familiarity with the educational program that the school utilizes.

**Sierra Charter School prides itself in a more personal level with its students because of its students/teacher ratio. Therefore, the students benefit in a more "one on one" basis.**

16. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school continues to be successful?

**It is my opinion that the key characteristics to operate a successful school starts from the top administration officials. Such individuals must maintain a level of competence, education, on the job experience, professional expertise and a level of personal integrity in order to perform the technical and sometimes difficult tasks presented to them. Administrators are held to a higher standard and as such their responsibilities as well as their decisions ultimately affect everyone.**

**If you operate a school where the administrators are strong individuals who are well organized, pay particular attention to detail, keep the lines of communication open not only with fellow administrators but with the support staff the school “as a whole” will function more appropriately.**

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**Authorization to Release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition review process.
- Is an indication of my understanding that any reports generated by the Office of the Inspector General will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Lupe Garcia

Name (please print)

Lupe Garcia

Signature

10-10-2016

Date

**Fresno Unified School District  
Request for Board Member Information**

**Personal Information**

Name of Board Member (First/Middle/Last): <b>Frank Kraus</b>		
Other Names Used (i.e. Maiden/Former Married):		
Current address: <b>214 West Lester</b>		
City: <b>Clovis</b>	State: <b>CA</b>	Zip Code: <b>93619</b>
Daytime Phone: <b>559-434-1702</b>	Cell: <b>559-269-3382</b>	
Email Address: <b>frankkraus@comcast.net</b>		
Board position to be held: <b>Board Member for Sierra Charter School</b>		

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

\* *Please provide typed written responses to questions below.*

Will you will be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  **Yes**    No

**Please submit typed responses to the inquiries below:**

1. Please provide your educational and employment history. Please attach your resume.
  - b) Background information (include this information in the attached resume):
    - **See attached Resume**
  
2. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you, to sit on the board.
 

**I met Mrs. Marasco through her husband Ed. Over the next few months we would discuss the charter school and it trials and tribulations. I found it fascinating. I was told by Mrs. Marasco there was an opening on the board and was asked if I was interested in serving. I said yes.**
  
3. Explain why you wish to serve on the board.
 

**It is an honor for me to serve on the board. This board is down to earth. The charter school is well managed and is meticulous in their accounting procedures. They have the students in mind in their decision making process. I enjoy watching the process it is a pleasure to serve with people who always want to do the right thing.**
  
4. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.



**I was on Fresno's Visitors & Convention Bureau board for sixteen years. I was president of the bureau in 1999-2000**

5. Describe your understanding of the appropriate role of a public charter school board member.  
**To oversee and approve the school budget and policies.**
6. Indicate specifically the knowledge and experience that you would bring to the board.  
**I bring 48 years of business experience to this board**
7. Please provide a forecast of where you see the school in one year and then again in five years.  
**In one year I see the school struggling to get it allotted funds from the state. This charter school was smart enough to see this funding problem coming so they increased their reserves so they may pay their teachers and suppliers. In the next five years with their management style and controls I see this school as one of the top charter schools in the state.**
8. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?  
**I would not let that happen. Bad business when there is a conflict of interest. Bad feelings and no one wins.**

**Conflict of Interest**

9. If you, your spouse or other immediate family members know any of the:
  - (g) other board members prior to being invited to sit on the board;
  - (h) current or prospective school employees; or **Current employee**
  - (i) plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
10. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members:
  - (e) know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship; or
  - (f) have a direct or indirect ownership, employment, contractual or management interest in the educational service provider. **No**
11. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider. **N/A**
12. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship. **NO**

13. Please indicate if you foresee any potential ethical or legal conflicts of interests by you serving on the school's board. If so, describe such potential conflicts. **NO**

**Educational Philosophy**

14. Please describe your understanding of the school's mission and/or philosophy.

**I believe the mission is teach, counsel, and ensure the student graduates with the skills to be a good citizen.**

15. Please indicate your level of familiarity with the educational program that the school utilizes.

**Not involved in day to day operations.**

16. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school continues to be successful?

**This charter school has a great management team. Keep the team intact will keep the school successful.**

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**Authorization to Release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition review process.
- Is an indication of my understanding that any reports generated by the Office of the Inspector General will not be confidential and my knowing and voluntary waiver of any such confidentiality.

**Frank Kraus**

Name (please print)

*Frank Kraus*

Signature

**10-03-2016**

Date

# FRANK J. KRAUS

214 West Lester  
Clovis, California 93619

frankkraus@comcast.net

Residence 559.323.0735  
Cell 559.269.3382

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## QUALIFICATIONS SUMMARY

**COUNTRY CLUB/HOTEL MANAGEMENT** – More than 25 years of experience directing club and hotel operations; providing fiscal leadership; training/supervising food, beverage, and management staff; overseeing member, guest, and board relations; implementing sales/marketing plans; and enforcing club policies and procedures.

- ▶ **Management Approach:** Utilize hands-on management practices that have resulted in significantly high member/guest satisfaction and retention ratios.
- ▶ **Profit Focused:** Developed successful food and beverage operation generating average of \$250-\$300K in annual profit with no assessments levied on club members.
- ▶ **Event Sales and Coordination:** Plan and organize over 300 annual club dinners and functions, including a weekly Sunday brunch. Generate more than 60 non-member events each year by marketing club facilities and services to community and service groups.
- ▶ **Staff Development and Supervision:** Staff turnover has been extremely low reflecting my ability to provide a fair, congenial work environment—several staff members have remained under my leadership during my 14-year tenure.

## EXPERIENCE

### FORT WASHINGTON COUNTRY CLUB, Fresno, California

1995 – PRESENT

**General Manager** – *Direct clubhouse operations for prestigious, private country club with 500 members (420 golf and 80 social memberships). Report to 12-member board of directors.*

- ▶ Plan and administer \$6 million clubhouse operations and food/beverage budget.
- ▶ Manage food and beverage operation that generates \$250K - \$300K annual profit.
- ▶ Supervise assistant manager, executive chef, and staff of 25.
- ▶ Develop and coordinate more than 300 club functions and 60-70 outside events (weddings, dinners, etc.) annually with as many as 400 guests in attendance.
- ▶ Manage Safety Committee; coordinating risk management functions in all departments.
- ▶ Maintain high profile and interact regularly with members and guests resulting in superior member satisfaction and retention record.
- ▶ Prepare board reports, club communications, financial statement, and monthly newsletter.

### HILTON HOTELS, Fresno, California

1991 – 1995

**General Manager** – *Managed 194-room convention hotel with 60 full and part-time staff. Administered \$8 million budget comprised of \$6.3 million room budget and \$1.7 million for food and beverages.*

- ▶ Directed major renovation of four guestroom floors and updating/redecorating hotel lobby.
- ▶ Increased annual occupancy by 6% and food/beverage profit by \$300K.

### RAMADA HOTEL GROUP

14 YEARS

**General Manager** – *Managed convention, beachfront, and airport hotels located on east and west coasts.*

# FRANK J. KRAUS

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## EDUCATION / TRAINING

### **Associate of Arts Degree in Hotel and Restaurant Management**

State University of New York, Delhi, NY

#### **Training (Partial Listing):**

#### **Club Managers Association: *(Partial Listing)***

- *Train the Trainer*
- *Business Law*
- *Club Management*
- *Selling for Profit*
- *Marketing*
- *Safety Training*
- *Labor Relations*
- *Food for Profit*
- *Yield Management*

#### **Hilton Priority I Training**

**Hospitality Management I, II, III** – Ramada Management Institute

#### **Certifications:**

**Certified Hotel Administrator**

**Certified in Automated External Defibrillation**

## AFFILIATIONS

### **CLUB MANAGERS ASSOCIATION OF AMERICA (CMAA)**

- Member of CMAA International Wine Society
- Completed 198 continuing education hours toward CMAA Certification

### **FRESNO CONVENTION CENTER**

- President, Board of Directors, 1999 – 2000

### **SIERRA CHARTER SCHOOL**

- Board of Directors, 2004 – Present

## PROFESSIONAL REFERENCES

- Dave Morris, San Diego Country Club, Chula Vista, CA 619-962-2200
- Kevin Finnegan, Chicago Yacht Club, Chicago, ILL, 847-366-5801

**Fresno Unified School District  
Request for Board Member Information**

**Personal Information**

Name of Board Member (First/Middle/Last): <b>Lisa Maria Marasco</b>		
Other Names Used (i.e. Maiden/Former Married): <b>Lisa Maria Freeman</b>		
Current address: <b>11875 Topper Road</b>		
City: <b>Madera</b>	State: <b>CA</b>	Zip Code: <b>93636</b>
Daytime Phone: <b>(559) 476-3401</b>	Cell: <b>(559) 285-1676</b>	
Email Address: <b>lmarasco@sierracharter.org</b>		
Board position to be held: <b>Board Member for Sierra Charter School</b>		

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

\* *Please provide typed written responses to questions below.*

Will you will be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?  **Yes**    **No**

**Please submit typed responses to the inquiries below:**

1. Please provide your educational and employment history. Please attach your resume.
  - c) Background information (include this information in the attached resume):
    - **Education History**
      - **Queen of the Valley Academy, Fresno – HS Diploma, 1970**
      - **CSUFresno - BS Child Development, 1974**
      - **CSUFresno - Elementary Teaching Credential, 1979**
      - **Fresno Pacific University – Administrative Services Credential, 1984**
      - **Fresno Pacific University – MA Language Development, 1994**
    - **Employment History**
      - **April 1998 – Present: Sierra Charter School, Principal**
      - **August 1995 – March 1998: FCOE Migrant Education, Coordinator**
      - **July 1992 – June 1995: Clovis Unified, Special Projects, Resource Teacher**
      - **August 1980 – June 1992: FCOE Migrant Education, Resource Teacher**
      - **August 1976 – June 1980: Oro Loma School, Firebaugh, Teacher**
    - **Professional Licenses/Credentials**
      - **Clear Crosscultural, Language and Academic Development Certificate, 1994**
      - **Personnel Administrators Academy, 1997**
    - **Professional References**

- **Kevin Cookingham, CUSD Administrator – 327-2800**
  - **Carol J. Lopez – FCOE California PASS Director – 265-4050**
2. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you, to sit on the board.
    - **Founding Member**
  3. Explain why you wish to serve on the board.
    - **School Representative**
  4. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
    - **No**
  5. Describe your understanding of the appropriate role of a public charter school board member.
    - **Sierra Charter School Board Members oversee the school's budget and policies**
  6. Indicate specifically the knowledge and experience that you would bring to the board.
    - **First-hand knowledge of school**
  7. Please provide a forecast of where you see the school in one year and then again in five years.
    - **In One Year:**
      - ✓ **Successful completion of 5 year Charter Renewal with FUSD**
      - ✓ **Successful WASC Accreditation (6 year renewal)**
      - ✓ **Continued Financially Sound**
    - **In Five Years:**
      - ✓ **Successful completion of another 5 year Charter Renewal with FUSD**
      - ✓ **Continued Financially Sound**
      - ✓ **Continued WASC Accreditation**
  8. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?
    - **Investigate and then based on findings, recommend termination on Board, if warranted**

**Conflict of Interest**

9. If you, your spouse or other immediate family members know any of the:
  - (j) other board members prior to being invited to sit on the board;
  - (k) current or prospective school employees; or
  - (l) plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
    - **As the school's principal, I have, in prior employment, worked with the other Board Members, or knew them in a personal nature.**

10. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members:
- (g) know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship; or
  - (h) have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
    - **School will not partner with a management company because it employs people to do the work.**
11. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
- **N/A**
12. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.
- **No**
13. Please indicate if you foresee any potential ethical or legal conflicts of interests by you serving on the school's board. If so, describe such potential conflicts.
- **If any matters come up before the board that there is a legal conflict, such as my contract, I abstain from voting.**

### **Educational Philosophy**

14. Please describe your understanding of the school's mission and/or philosophy.
- **The mission of Sierra Charter School (SCS) is to offer students an Independent Study program in a safe environment that is conducive to learning and the flexibility to utilize the tools provided to reach their maximum academic potential.**
  - **I have a very clear and thoroughly understanding of the school's mission and philosophy.**
15. Please indicate your level of familiarity with the educational program that the school utilizes.
- **Exceptional**
16. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school continues to be successful?
- **Strong Budget**
  - **Dedicated and highly qualified staff**
  - **Quality student and staff materials**

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### Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

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- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition review process.
- Is an indication of my understanding that any reports generated by the Office of the Inspector General will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Lisa Marasco

Name (please print)

*Lisa Marasco*

Signature

09-09-16

Date



**Fresno Unified School District  
Request for Board Member Information**

**Personal Information**

Name of Board Member (First/Middle/Last):	<b>Charlotte Earlene Nunn</b>		
Other Names Used (i.e. Maiden/Former Married):	<b>Charlotte Earlene Broadway</b>		
Current address:	<b>51 Cole Avenue</b>		
City:	<b>Clovis</b>	State:	<b>CA</b> Zip Code: <b>93612</b>
Daytime Phone:	<b>559/299-2349</b>	Cell:	<b>559/797-5108</b>
Email Address:	<b>charnunn@sbcglobal.net</b>		
Board position to be held:	<b>Board Member for Sierra Charter School</b>		

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

\* *Please provide typed written responses to questions below.*

Will you will be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school?    **Yes**     **No**

**Please submit typed responses to the inquiries below:**

1. Please provide your educational and employment history. Please attach your resume.

**Education History, Professional Licenses/Credentials**

**I graduated from High school in 1957. Took various classes at Fresno City College (did not earn a degree) and enrolled in multiple professional development classes:**

**Teaching credential – designated subjects – adult education – preliminary (Foundations of Adult Education: Learning and Instruction – U.C. Berkeley November, 1977**

**Shorthand Speed Certificate – June, 1979**

**Notary Public – State of California June 1986 – 1990**

**National Notary Association Educational Seminar - 1993**

**Successfully completed:**

**Professional Woman Manager – seven week workshop – California State University, Fresno- 1985**

**How to Organize and Manage the Personnel Function Today – Council on Education in Management – 1985**

**First Line Supervision Workshop Series A and B – California State University, Fresno - 1985**

**Effective Business Writing – Guarantee Financial – 1986**

**Building Managerial Relationships – 1988**

**Grammar and Usage for Business Professional – Fred Pryer – 1990**  
**Employee Evaluation Training Workshop – Fresno County Office of Education – 1990**  
**Education of the Year Selection Committee – (served on committee for 15 years)**  
**The Take Charge Assistant – Padgett Thompson – 1992**  
**WordPerfect Workshop – Padgett Thompson – 1994**  
**Annual Assistant’s Seminar – P.A. Douglas & Associates – 1999**

**Professional Affiliations:**

**Member of the American Society for Personnel Administration – 1985**  
**Member of the City of Clovis Personnel Commission 1989-1997**  
**Member of the Board of Fresno Athletic Hall of Fame – 20 years**

**Employment History**

**Clovis Unified School District –Administrative Assistant for Deputy Superintendent**  
**Fresno County Office of Education – Administrative Assistant for Superintendent**

**Professional References**

**Armen Bacon – FCOE Public Relations/Communications Administrator - 265-3012**  
**Bob Swenson – 251-8949**

2. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you, to sit on the board.

**I was contacted by Sherry Iida asking if I might be interested in serving on the Board. There was an opening at the time. I made a visit to the campus, was impressed with what I saw and indicated I would be happy to be considered to serve on the board.**

3. Explain why you wish to serve on the board.

**There was a need and I felt I had something to offer because of my employment background.**

4. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

**I currently serve as a board member and recording secretary for the Fresno Athletic Hall of Fame, a Non-profit organization.**

5. Describe your understanding of the appropriate role of a public charter school board member.

**Oversee school’s budget and policies.**

6. Indicate specifically the knowledge and experience that you would bring to the board.

**Retired after working 33 years as an administrative assistant for Clovis Unified School District (16 years) and Fresno County Office of Education (16 years and 8 months). I worked directly for the Deputy Superintendent (CUSD) and for the County Superintendent (FCOE). I was a member of the Superintendent’s Cabinet at FCOE.**

7. Please provide a forecast of where you see the school in one year and then again in five years.

**Continued increases in enrollment and continued Charter Renewal with Fresno Unified School District. Continue to be financially sound and remain WASC accredited.**

8. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

**I would convey my observation to the school administration and request an independent investigation. If the situation proved the charge was proven, recommend termination from the board.**

**Conflict of Interest**

9. If you, your spouse or other immediate family members know any of the:

- (m) other board members prior to being invited to sit on the board;
- (n) current or prospective school employees; or
- (o) plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

**I worked at Fresno County Office of Education at the same time that Sherry Iida and Lisa Marasco were employed there. Due to their positions there at the time, I had more interaction with Ms. Iida than with Ms. Marasco, although I knew her.**

**The current front desk secretary at Sierra Charter School and I worked at FCOE at the same time.**

**I have no plans to do business with Sierra Charter School.**

10. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members:

- (i) know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship; or
- (j) have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

**N/A**

11. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

**N/A**

12. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

**No**

13. Please indicate if you foresee any potential ethical or legal conflicts of interests by you serving on the school's board. If so, describe such potential conflicts.

**No**

**Educational Philosophy**

14. Please describe your understanding of the school's mission and/or philosophy.  
**After having served on the board for only one year, I have a basic understanding. I learn more and more as I interact with the school's administration and other board members.**

15. Please indicate your level of familiarity with the educational program that the school utilizes.  
**Same as #14 above.**

16. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school continues to be successful?

**Maintain a good strong budget**  
**Hire highly motivated, dedicated and qualified staff**  
**Offer quality learning materials to students and staff**

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#### Authorization to Release Information

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- Is an indication of my understanding that any reports generated by the Office of the Inspector General will not be confidential and my knowing and voluntary waiver of any such confidentiality.

**Charlotte Earlene Nunn**

Name (please print)

**Charlotte Earlene Nunn**

Signature

**09-25-16**

Date

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