



Long Valley Charter School

A Non-Profit Public Benefit Corporation

REGULAR BOARD MEETING

Wednesday, February 18, 2026 at 5:30PM

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

Teleconference Participation available via Zoom

<https://us02web.zoom.us/j/89500376910?pwd=OhGYAhhr3fbL3uaMgbrFqnQxjbXosN.1>

Teleconference Participation is also available at these physical locations:

257 E. Sierra Street Suite C, Portola, CA 96122 and
995 Paiute Lane, Susanville, CA 96130

Agenda

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Sherri Morgan, Executive Director/Superintendent at 530-257-2395 at least 48 hours before meeting, if possible.

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

I. Call to order and roll call Time: PM

Shaun Giese Wilma Kominek Stacy Kirklin Jason Ingram Allegra Isbell

II. Pledge of Allegiance

III. Approval of the Agenda

IV. Consent Agenda

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

A. Board Minutes

Regular Meeting 1/21/26

Special Meeting 1/21/26

B. Bills & Warrants 1/1/26-1/31/26

V. Public Comments

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

VI. Reports

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

VII. Information Items

- A. Update on Gymnasium Status
- B. Director Goals
- C. Mid-Cycle LCAP Report
- D. Funding Determination Forms

VIII. Action Items

- A. Discussion and possible action regarding approval of 2025 Comprehensive Safety Plan.
- B. Discussion and possible action regarding approval of 2026-27 Long Valley Charter School Calendar.
- C. Discussion and possible action regarding approval of Audit Engagement for 2025-26 school year with Matthew Lemas, CPA.
- D. Discussion and possible action regarding approval of replacing Doyle roof (admin offices/middle school building).
- E. Discussion and possible action regarding approval of new vehicle for Doyle with a budget not to exceed \$110,000.
- F. Discussion and possible action regarding approval of a mini-split for Doyle.
- G. Discussion and possible action regarding approval of partnering with Modoc County Office of Education for K-12 Strong Workforce Program Grant in CTE Digital Science/AI Pathway.
- H. Discussion and possible action regarding approval of participation in Small School District's Association Board Policy Program.

IX. Future Items: Immigration Policy**X. Adjournment:** Meeting adjourned at _____ PM. The next regular meeting will be held, March 18, 2026.

ZOOM details

Dial in: 1 669 900 6833

Meeting ID: 895 0037 6910

Passcode: e2541C or 148578



Long Valley Charter School

A Non-Profit Public Benefit Corporation

REGULAR BOARD MEETING

Wednesday, January 21, 2026 at 5:30PM

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

Minutes

I. Call to order and roll call Time: 5:30PM

Shaun Giese Wilma Kominek Stacy Kirklin Jason Ingram Allegra Isbell

II. Pledge of Allegiance

III. Approval of the Agenda

MSCU (Kominek, Kirklin)

IV. Governing Board Annual Reorganization

A. Election of Officers:

President

Vice-President

Clerk

Motion to elect the following slate of officers:

President: Shaun Giese, Vice President: Wilma Kominek, Clerk: Stacy Kirklin

MSCU (Isbell, Kominek)

Note: The newly elected President will conduct the remainder of the meeting.

V. Consent Agenda

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

A. Board Minutes

Regular Meeting 12/17/25

B. Bills & Warrants 11/1/25-12/31/25

C. Enrollment Periods for Spring 2026

D. Quarterly Complaint Summary October 1- December 31, 2025

MSCU (Isbell, Kominek)

VI. Public Comments

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

VII. Reports

- A. Board Members
- B. Executive Director
- C. Finance Report

D. Program Reports – submitted in writing: Campus Locations, Counseling, and Safety

VIII. Information Items

- A. Quarterly Vehicle Report
- B. i-Ready Scores
- C. Comparison of School Accountability Report Card Template with State Model

IX. Action Items

A. Discussion and possible action regarding approval of updated Attendance Policy #6001.
MSCU (Kominek, Kirklin)

B. Discussion and possible action regarding approval of reinstating the updated Transitional Kindergarten Enrollment Policy #3008.
MSCU (Kominek, Kirklin)

C. Discussion and possible action regarding approval of Transitional Kindergarten Teacher Qualifications Policy #6022.

MSCU (Kirklin, Kominek)

D. Discussion and possible action regarding approval of Mental & Behavioral Health Referral Policy #6023.
MSCU (Kirklin, Kominek)

E. Discussion and possible action regarding approval of Resolution 2025-26-01 Designated Reserves.

MSCU (Giese, Kominek)

F. Discussion and possible action regarding approval of Resolution 2025-26-02 Authorization for Executive Director/Superintendent to Represent LVCS (Lassen County Planning Department).

MSCU (Giese, Kominek)

G. Discussion and possible action regarding approval of acoustical ceiling tile replacement in Doyle.

MSCU (Kominek, Isbell)

H. Discussion and possible action regarding approval of adding wall pads to gymnasium.

MSCU (Kominek, Kirklin)

I. Discussion and possible action regarding approval of publication of the School Accountability Report Card.

MSCU (Giese, Kominek)

X. Future Items: Immigration Policy, Update on gymnasium status, Director Goals

XI. Adjournment: Meeting adjourned at 5:59PM. The next regular meeting will be held, February 18, 2026.



Long Valley Charter School

A Non-Profit Public Benefit Corporation

SPECIAL BOARD MEETING

January 21, 2026

Immediately following the Regular School Board meeting which starts at 5:30PM.

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

Minutes

I. Call to order and roll call Time: 6:00PM

Shaun Giese Wilma Kominek Stacy Kirklin Jason Ingram Allegra Isbell

II. Approval of agenda

MSCU (Kominek, Kirklin)

III. Information Items

A. Discipline Matrix

IV. Action Items

A. Discussion and possible action regarding approval of Student Cell Phone/ Personal Electronics Use Policy #6022.

MSCU (Kominek, Kirklin)

B. Discussion and possible action regarding approval of Internet Services Agreement with Lassen County Office of Education for TPC and LVS.

MSCU (Kominek, Kirklin)

C. Discussion and possible action regarding approval of Internet Services Agreement with Sierra Plumas Telecommunications (LVS only).

MSCU (Giese, Kominek)

IV. Adjournment: Meeting adjourned at 6:05PM.

Long Valley School
WARRANT REGISTER: January 2026

Check Number	Check Date	Payee	Reason	School	Total
011526-Bank Fee	1/15/2026	US Bank	011526 - Bank Fee	LVCS	\$ 45.85
011526-Bank Fee Total					\$ 45.85
012125-Stamps.com	1/21/2026	AUCTANE Inc	012125-Stamps.com	LVCS	\$ 125.00
012125-Stamps.com Total					\$ 125.00
19491611	1/22/2026	LEAF	Tax 2 Kyocere 4053ci Copier 2 Kyocere 4053ci Copier Documentation Fees	LVCS	\$ 26.39 \$ 337.61 \$ 17.72
19491611 Total					\$ 381.72
91627	1/6/2026	CSM Consulting Inc	E-Rate Installment July, August & Sept 2025	LVCS	\$ 875.00
91627 Total					\$ 875.00
91630	1/6/2026	LEAF	Tax 2 Kyocere 4053ci Copier 2 Kyocere 4053ci Copier Documentation Fees	LVCS	\$ 26.39 \$ 337.61 \$ 17.72
91630 Total					\$ 381.72
91637	1/6/2026	AUCTANE Inc	stamps.com monthly service	LVCS	\$ 14.99
91637 Total					\$ 14.99
91638	1/6/2026	Tulare County Office of Education	Dec 9 2025 - Virtual PK-12 Educational Employment Fair	LVCS	\$ 150.00
91638 Total					\$ 150.00
91639	1/6/2026	Verizon Wireless	Verizon - Wireless Phone Service Hot Spots 542362909-00002	LVCS	\$ 289.69
91639 Total					\$ 289.69
91640	1/6/2026	Verizon Wireless	Verizon - Sherri Morgan Verizon - Stephanie Stelzriede Verizon - El Roper Verizon - Sarah Froud Verizon - Jerad Morgan Verizon - Misty Brussatoi Verizon - Jenavieve Telemontes	LVCS	\$ 36.04 \$ 19.43 \$ 19.43 \$ 19.43 \$ 27.20 \$ 19.43 \$ 38.86
91640 Total					\$ 179.82
91650	1/15/2026	Department of Motor Vehicles	DMV - Pull Notice	LVCS	\$ 2.50
91650 Total					\$ 2.50
91652	1/15/2026	Forest Office Supplies	Tax Contract Base Service 436-965 Susan Dr #7054ci Other Charges Cloud Print & Scan	LVCS	\$ 31.32 \$ 632.65 \$ 20.00
91652 Total					\$ 683.97
91656	1/15/2026	Law Offices of Young, Minney & Corr, LLP	2025 Dec Legal Services	LVCS	\$ 355.50

Long Valley School
WARRANT REGISTER: January 2026

91656 Total					\$ 355.50
	Plumas-Sierra				
91660	1/15/2026	Telecommunications	Telecom Dial Up Internet	LVCS	\$ 12.50
91660 Total					\$ 12.50
	Amazon Business-				
91662	1/15/2026	(Punchout)	9FT Realistic Christmas Cedar Garland, Artificial Christmas Candy Mix Bulk Bag 2LB - Assorted Individually	LVCS	\$ 75.05
			Cosco Window Paint Marker	LVCS	\$ 99.80
			HooIn Christmas Sacks. 15.7x22 Inches Large Christmas Burlap	LVCS	\$ 10.06
			Ollny Christmas Lights, 500LED 164FT Long Christmas Tree Lig	LVCS	\$ 16.29
				LVCS	\$ 64.33
91662 Total					\$ 265.53
	School Pathways Holdings,				
91663	1/15/2026	LLC	Agilix BUZZ Annual Subscription Enrollment True up 10/1-12/	LVCS	\$ 86.28
			BUZZ Connect Integration Annual Subscription Enrollment Tr	LVCS	\$ 31.82
			LVCS PLS Annual Subscription Enrollment True Up 10/1-12/31/2	LVCS	\$ 106.12
			LVCS 2025-26 Agilix BUZZ Sub Fee, Barcode Attend Sub See, Pa	LVCS	\$ 4,691.99
91663 Total					\$ 4,916.21
91665	1/15/2026	TALKPATH LIVE	Counseling Dec 2025	LVCS	\$ 1,526.70
91665 Total					\$ 1,526.70
	Tri-County Schools Ins				
91668	1/15/2026	Group	112625-122425 TCSIG	LVCS	\$ 46,912.18
			112625-122425 TCSIG variance	LVCS	\$ 292.52
91668 Total					\$ 47,204.70
91683	1/23/2026	Jerad Morgan	Employee Jan 2026 Reimbs UMASS Admin Credential Clearing	LVCS	\$ 334.75
91683 Total					\$ 334.75
91686	1/23/2026	LEAF	Tax	LVCS	\$ 26.39
			2 Kyocera 4053ci Copier	LVCS	\$ 364.00
			2 Kyocera 4053ci Copier Documentation Fees	LVCS	\$ 55.89
91686 Total					\$ 446.28
91691	1/23/2026	Staples eCommerce	TRU RED 8.5 x 11 Copy Paper, 20 lbs., 92 Brightness, 500 S	LVCS	\$ 493.35
			Sustainable Earth by Staples Recycled Hardwound Paper Towels	LVCS	\$ 871.51
			Dixie Lunch Napkin, 2-ply, Brown, 250 Napkins/Pack, 24/Carto	LVCS	\$ 61.63
			Perk Medium-Weight Paper Plates, 8.5, Teal/White, 500/Carto	LVCS	\$ 49.37
			Perk Paper Hot Cups, 8 oz., White, 50/Sleeve, 10 Sleeves/Car	LVCS	\$ 32.49
			Staples 1-Hole Punch, 6 Sheet Capacity, Silver (10573-CC)	LVCS	\$ 10.39
			BIC Soft Feel Retractable Ballpoint Pen, Medium Point, 1.0mm	LVCS	\$ 13.50
			Brother TN-630 Black Standard Yield Toner Cartridge, Print U	LVCS	\$ 82.54
			CloroxPro Disinfecting Wipes, Fresh Scent, 75 Wipes/Contain	LVCS	\$ 221.62
			Duracell Coppertop AA Alkaline Batteries, 36/Pack (MN15P36)	LVCS	\$ 16.88
			Duracell Coppertop AAA Alkaline Battery, 36/Pack (MN24P36)	LVCS	\$ 16.80
			Fabuloso Professional All Purpose Cleaner & Degreaser, Laven	LVCS	\$ 50.00

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91691	1/23/2026	Staples eCommerce	PhysiciansCare 135 pc. First Aid Kit, 25 People, White (6000 Post-it Pop-up Notes, 3 x 3, Poptimistic Collection, 100 S Post-it Super Sticky Notes, 3 x 3, Energy Boost Collection Staples 4 3-Ring Better Binder, D-Ring, White (ST55817-CC) Staples Customizable Table of Contents A-Z Dividers, 26-Tabs Staples Double-Sided Tape with Dispenser, 1/2 x 13.8 yds., Staples Electronics Air Duster, 10 oz., 4/Pack (SPL10ENFR-4) Staples QuickStrip EasyClose Self Seal Security Tinted #10 B Staples Standard Staples, 1/4 Leg Length, 5000/Box, 5/Pack Staples Wall Clock, Plastic, 14 Diameter (18380) Velcro Brand Industrial Strength 2 x 4 Hook & Loop Fastene	LVCS	\$ 56.24 \$ 22.35 \$ 57.05 \$ 20.88 \$ 3.64 \$ 5.96 \$ 21.43 \$ 52.08 \$ 4.44 \$ 22.50 \$ 9.56
91691 Total					\$ 2,196.21
91699	1/28/2026	CSM Consulting Inc	E-Rate Installment Oct, Nov, Dec 2025	LVCS	\$ 875.00
91699 Total					\$ 875.00
91707	1/28/2026	Verizon Wireless	Verizon - Wireless Phone Service Hot Spots 542362909-00002	LVCS	\$ 290.04
91707 Total					\$ 290.04
ACH-0120	1/23/2026	Delta Managed Solutions	Monthly Fee - Jan 2026	LVCS	\$ 7,587.50
ACH-0120 Total					\$ 7,587.50
012226-US Bank CC	1/22/2026	US Bank Credit Card	January US Bank Credit Card Payment	LVCS	\$ 2,307.61
012226-US Bank CC Total					\$ 2,307.61
012626-USDA Doyle	1/26/2026	USDA Rural Development	010126-USDA Loan - Doyle	LVCS	\$ 9,402.00
012626-USDA Doyle Total					\$ 9,402.00
91628	1/6/2026	Ed Staub & Sons Propane	Propane 436-965 Susan Dr C#262845	LVCS	\$ 1,419.27
91628 Total					\$ 1,419.27
91631	1/6/2026	Liberty Utilities	Monthly Utilities, 257 Unit 1	LVCS	\$ 108.49
91631 Total					\$ 108.49
91632	1/6/2026	Liberty Utilities	Utilities for 257 Unit 2	LVCS	\$ 102.75
91632 Total					\$ 102.75
91633	1/6/2026	Liberty Utilities	Utilities for 257 Unit 5	LVCS	\$ 98.09
91633 Total					\$ 98.09
91634	1/6/2026	Liberty Utilities	Utilities for 257 Unit 4 111524-121624	LVCS	\$ 180.57
91634 Total					\$ 180.57
91635	1/6/2026	Liberty Utilities	Monthly Utilities, 217 E Sierra	LVCS	\$ 705.04
91635 Total					\$ 705.04
		All Season Heating and Air			
91644	1/15/2026	Inc	Service - Preventative Maintenance Service Contract - LVC	LVCS	\$ 1,153.60
91644 Total					\$ 1,153.60
91645	1/15/2026	AmeriGas	Service location 257 E Sierra ST Unit D Service location 257 E Sierra ST Unit A Service location 257 E Sierra ST #B Service location 257 E Sierra ST Unit C	LVCS	\$ 99.19 \$ 71.84 \$ 110.13 \$ 66.37

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91645 Total					\$ 347.53
91646	1/15/2026	Bonanza Produce Co.	Food Service 12/31/25 Food Service 1/08/26	LVCS	\$ 613.45 \$ 103.70
91646 Total					\$ 717.15
91648	1/15/2026	City of Portola	Utility Bill Service Location 217 Sierra Avel	LVCS	\$ 75.78
91648 Total					\$ 75.78
91649	1/15/2026	Country Breeze Cleaning	Portola Office cleaning service December 2025	LVCS	\$ 480.00
91649 Total					\$ 480.00
91651	1/15/2026	Entourage Yearbooks	First Installment 2026 Yearbooks	LVCS	\$ 107.25
91651 Total					\$ 107.25
91653	1/15/2026	Hunt & Sons INC	Tax Red Dyed Kerosene	LVCS	\$ 33.45 \$ 461.42
91653 Total					\$ 494.87
		Intermountain Disposal, Inc.			
91654	1/15/2026	Portola Division	Disposal service for Portola	LVCS	\$ 109.21
91654 Total					\$ 109.21
91657	1/15/2026	McRuffy Press, LLC	Fourth Grade Color Math Curriculum and Manipulative Kit, Per Fourth Grade Language Arts Curriculum with Coil Bound Langua	LVCS	\$ 167.95 \$ 231.95
91657 Total					\$ 399.90
91658	1/15/2026	Morning Glory, Inc.	Food delivery 1/05/25	LVCS	\$ 126.00
91658 Total					\$ 126.00
		Plumas-Sierra Rural Electric			
91659	1/15/2026	Cooperative	Electrical Service location 436-965 Susan Drive	LVCS	\$ 3,089.06
91659 Total					\$ 3,089.06
		Plumas-Sierra			
91661	1/15/2026	Telecommunications	257 E Sierra Ave (Admin) - 59549 257 E Sierra St (School) - 57298 436-965 Susan Dr - 57917	LVCS	\$ 10.90 \$ 240.28 \$ 140.63
91661 Total					\$ 391.81
91666	1/15/2026	Derick Taylor Flooring	Carpet Tear Out and Installation Carpet Tile	LVCS	\$ 1,312.00
91666 Total					\$ 1,312.00
91667	1/15/2026	Tom Hammond Inc.	Fuel - student transportation Fuel - Regular	LVCS	\$ 1,498.18 \$ 208.22
91667 Total					\$ 1,706.40
91669	1/15/2026	UBEO Business Service	Tax Doyle Copy Room Base rate -IR 8786 Base	LVCS	\$ 3.08 \$ 125.00
91669 Total					\$ 128.08
91675	1/23/2026	American Floor Mats	Shipping Professional Grade I-Beam Protection Pads	LVCS	\$ 100.35 \$ 896.00
91675 Total					\$ 996.35
91676	1/23/2026	AT&T	Monthly phone Statement 9391080288	LVCS	\$ 74.15

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WARRANT REGISTER: January 2026

91676 Total					\$ 74.15
91677	1/23/2026	Bonanza Produce Co.	Food Service 1/08/26 Food Service 1/15/26	LVCS LVCS	\$ 290.95 \$ 393.50
91677 Total					\$ 684.45
91678	1/23/2026	Canon Financial Service, Inc c/o Operational Accounting	Monthly Contract Base 601848-1 CA 2025 Property Tax	LVCS LVCS	\$ 177.48 \$ 11.72
91678 Total					\$ 189.20
91679	1/23/2026	Ed Staub & Sons Propane	Propane 436-965 Susan Dr C#262845	LVCS	\$ 1,689.60
91679 Total					\$ 1,689.60
91680	1/23/2026	Entourage Yearbooks	Full 2026 Yearbooks	LVCS	\$ 1,072.50
91680 Total					\$ 1,072.50
91681	1/23/2026	Govconnection, Inc.	Acad. Acrobat Pro for Teams Named License Level 1 1-9, 9 mon	LVCS	\$ 162.19
91681 Total					\$ 162.19
91682	1/23/2026	James Merzon	257 East Sierra CAM 24-25 City of Portola 80% common area 257 East Sierra CAM 24-25 Insurance 257 East Sierra CAM 24-25 Liberty Electric 80% Unit 3/common 257 East Sierra CAM 24-25 Prop Tax 257 East Sierra Rents 2025	LVCS LVCS LVCS LVCS LVCS	\$ 81.41 \$ 206.07 \$ 54.09 \$ 309.84 \$ 3,176.46
91682 Total					\$ 3,827.87
91687	1/23/2026	Morning Glory, Inc.	Food delivery 1/14/25	LVCS	\$ 63.00
91687 Total					\$ 63.00
91688	1/23/2026	Patricia Wemken	Employee Reimbs Jan 2026	LVCS	\$ 155.00
91688 Total					\$ 155.00
91689	1/23/2026	Amazon Business- (Punchout)	Tax Amount Shipping Amount Refrigerator and Freezer Thermometer Fridge Thermometer 2 Pcs	LVCS LVCS LVCS	\$ 1.45 \$ 6.99 \$ 12.99
91689 Total					\$ 21.43
91690	1/23/2026	Stericycle Inc	Service Location 257 E. Sierra St	LVCS	\$ 144.62
91690 Total					\$ 144.62
91692	1/23/2026	Janesville Union Elementary School	basketball tournament Jan29-31 2026	LVCS	\$ 180.00
91692 Total					\$ 180.00
91693	1/28/2026	Primo Brand	Drinking Water 257 E Sierra & 436-965 Susan Dr	LVCS	\$ 293.07
91693 Total					\$ 293.07
91694	1/28/2026	Alicia Ballentine	Employee Mileage Reimbs 01/07/26	LVCS	\$ 56.12
91694 Total					\$ 56.12
91695	1/28/2026	All Season Heating and Air Inc	Diagnostic Service in portable 2 and portable 4	LVCS	\$ 250.00

Long Valley School
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91695 Total					\$ 250.00
91696	1/28/2026	Bonanza Produce Co.	Food Service 1/15/26 Food Service 1/22/26 Credit Memo 1/15/26 - sold on inv 3879384	LVCS	\$ 157.25 \$ 475.75 \$ (19.10)
91696 Total					\$ 613.90
91700	1/28/2026	FGL Environmental	Coliform - Colilert-P & Materials/Disposal/Sampling Fee	LVCS	\$ 59.00
91700 Total					\$ 59.00
91703	1/28/2026	Morning Glory, Inc.	Food delivery 1/21/25	LVCS	\$ 163.45
91703 Total					\$ 163.45
Amazon Business-					
91704	1/28/2026	(Punchout)	Tax Amount	LVCS	\$ 34.02
			Captivating Stories for Curious Kids: Unbelievable Tales Fro	LVCS	\$ 10.32
			Coogam Wooden Magnetic Fishing Sight Words Game Learning	LVCS	\$ 23.74
			Emily Windsnap: Six Swishy Tails of Land and Sea: Books 1-6	LVCS	\$ 30.58
			Fablehaven Complete Set (Boxed Set): Fablehaven; Rise of the	LVCS	\$ 38.64
			Phonics Flash Cards Word Family Build Book,Learn to Read 30	LVCS	\$ 35.14
			The City of Ember Complete Boxed Set (People of Sparks; Diam	LVCS	\$ 20.12
			The Storybook of Inspiring Tales: 10 Heartwarming Stories Ex	LVCS	\$ 11.99
			Theodore Boone 6-Book Box Set	LVCS	\$ 23.00
			Catchmaster Max-Catch Mouse & Insect Glue Trap 36pk, Mouse	LVCS	\$ 23.02
			E-Z Ink Compatible Toner Cartridge Replacement for Canon 137	LVCS	\$ 23.99
			Huaute V13H010L61 / ELPLP61 Replacement Projector Lamp wti	LVCS	\$ 71.98
			LAO XUE Basketball Net Outdoor,(7.16 oz) 12 Loops Profession	LVCS	\$ 39.49
			Amazon Essentials Men's Regular-Fit Short-Sleeve V-Neck, Pac	LVCS	\$ 79.60
			HOME GROWN Zinnia Dahlia Seeds Pack for 2026 Non GMO 524	LVCS	\$ 6.64
			Miracle-Gro Indoor Potting Mix, Blended for a Variety of Hou	LVCS	\$ 9.84
			Vanstek Tie Dye Kit, 24 Colors Tie Dye Shirt DIY Fabric Dye	LVCS	\$ 21.24
91704 Total					\$ 503.35
91705	1/28/2026	Susanville Ford	Maintenance on 2005 Blue Bird Bus	LVCS	\$ 399.98
91705 Total					\$ 399.98
Susanville Towing Lassen					
91706	1/28/2026	Tire Lake Almanor	Heavy Duty Tow from Herlong to Silverstate IH Reno Yellow Bl	LVCS	\$ 2,100.00
91706 Total					\$ 2,100.00
ACH-0118	1/6/2026	US Foods	Food Deliver 436-965 Susan Drive 12/16/25 Food Deliver 436-965 Susan Drive 12/23/25 Food Deliver 436-965 Susan Drive 12/31/25 Food Deliver 436-965 Susan Drive 12/11/25 Credit Memo	LVCS	\$ 724.83 \$ 50.92 \$ 1,741.71 \$ (143.34)
ACH-0118 Total					\$ 2,374.12
ACH-0119	1/15/2026	US Foods	Food Deliver 436-965 Susan Drive 01/05/26 Food Deliver 436-965 Susan Drive 1/08/26 Food Deliver 436-965 Susan Drive 12/31/25 Credit Memo	LVCS	\$ 586.12 \$ 1,845.95 \$ (153.51)

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ACH-0119 Total					\$ 2,278.56
ACH-0121	1/23/2026	US Foods	Food Deliver 436-965 Susan Drive 1/13/26	LVCS	\$ 46.40
			Food Deliver 436-965 Susan Drive 1/14/26	LVCS	\$ 694.46
			Food Deliver 436-965 Susan Drive 1/15/26	LVCS	\$ 3,674.05
			Food Deliver 436-965 Susan Drive 1/16/26	LVCS	\$ 215.72
ACH-0121 Total					\$ 4,630.63
ACH-0122	1/28/2026	US Foods	Food Deliver 436-965 Susan Drive 1/20/26	LVCS	\$ 180.89
			Food Deliver 436-965 Susan Drive 1/22/26	LVCS	\$ 2,322.80
			Food Deliver 436-965 Susan Drive 1/23/26	LVCS	\$ 110.47
			Credit Memo delivery arrived late 436-965 Susan Drive 1/15/2	LVCS	\$ (1,872.65)
ACH-0122 Total					\$ 741.51
Q4 2025 Use Tax	1/15/2026	Board of Equalization	Q4 100125-123125 Use Tax	LVCS	\$ 40.20
			Q4 100125-123125 Use Tax Difference	LVCS	\$ (10.20)
Q4 2025 Use Tax Total					\$ 30.00
Grand Total					\$ 117,857.69

Thompson Peak Charter
WARRANT REGISTER: January 2026

Check Number	Check Date	Payee	Reason	School	Total
011526-Bank Fee	1/15/2026	US Bank	011526 - Bank Fee	Thompson Peak LVCS-Susanville	\$ 45.84
011526-Bank Fee Total					\$ 45.84
012125-Stamp.com	1/21/2026	AUCTANE Inc	012125-Stamp.com	Thompson Peak LVCS-Susanville	\$ 125.00
012125-Stamp.com Total					\$ 125.00
012626-USDA Loan	1/26/2026	USDA Rural Development	012426-USDA Loan - Susanville	Thompson Peak LVCS-Susanville	\$ 4,296.00
012626-USDA Loan Total					\$ 4,296.00
19491611	1/22/2026	LEAF	Tax 2 Kyocera 4053ci Copier 2 Kyocera 4053ci Copier Documentation Fees	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 26.39 \$ 337.61 \$ 17.72
19491611 Total					\$ 381.72
19523899	1/22/2026	LEAF	2 Kyocera 4053ci Copier 2 Kyocera 4053ci Copier Insurance	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 276.27 \$ 17.53
19523899 Total					\$ 293.80
91625	1/6/2026	City of Susanville	995 Paiute Lane Gas & Water Service 111925-121825	Thompson Peak LVCS-Susanville	\$ 53.91
91625 Total					\$ 53.91
91626	1/6/2026	City of Susanville	995 Paiute Lane Gas & Water Service 111925-121825	Thompson Peak LVCS-Susanville	\$ 183.39
91626 Total					\$ 183.39
91627	1/6/2026	CSM Consulting Inc	E-Rate Installment July, August & Sept 2025	Thompson Peak LVCS-Susanville	\$ 700.00
91627 Total					\$ 700.00
91629	1/6/2026	Govconnection, Inc.	ICX 7650 Fan Module Front to Back Airflow/Exhaust Duct	Thompson Peak LVCS-Susanville	\$ 198.10
91629 Total					\$ 198.10
91630	1/6/2026	LEAF	Tax 2 Kyocera 4053ci Copier 2 Kyocera 4053ci Copier Documentation Fees	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 26.39 \$ 337.61 \$ 17.72
91630 Total					\$ 381.72
91636	1/6/2026	Amazon Business-(Punchout)	Tax Amount Shipping Amount Shipping Discount Magicard MA300YMCKO Color Ribbon - YMCKO - 300 Prints with B Mifflin-USA Card Protector (4x3 Inch, Clear, Bulk 250 Pack) HUIZDQ 1500 Pieces Building Bricks, Classic Bulk Small Block Husfunov 4 Pack Classic Baseplates, Building Plates for Buil Play-Doh Modeling Compound 36-Pack Case of Colors, Non-Toxic 100 Pcs Clear Plastic Horizontal Name Badge ID Werxili Custom Lanyards, Personalized Breakaway Lanyard Bulk	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 16.01 \$ 10.83 \$ 7.57 \$ (1.25) \$ 104.53 \$ 37.82 \$ 24.99 \$ 7.99 \$ 19.99 \$ 32.44 \$ 231.64
91636 Total					\$ 492.56
91637	1/6/2026	AUCTANE Inc	stamps.com monthly service	Thompson Peak LVCS-Susanville	\$ 15.00
91637 Total					\$ 15.00
91638	1/6/2026	Tulare County Office of Education	Dec 9 2025 - Virtual PK-12 Educational Employment Fair	Thompson Peak LVCS-Susanville	\$ 150.00
91638 Total					\$ 150.00
91639	1/6/2026	Verizon Wireless	Verizon - Wireless Phone Service Hot Spots 542362909-00002	Thompson Peak LVCS-Susanville	\$ 289.70
91639 Total					\$ 289.70
91640	1/6/2026	Verizon Wireless	Verizon - Sherri Morgan Verizon - Stephanie Stelzriede Verizon - El Roper Verizon - Sarah Froud Verizon - Jerad Morgan Verizon - Misty Brussatoi	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 36.04 \$ 19.43 \$ 19.43 \$ 19.43 \$ 11.66 \$ 19.43
91640 Total					\$ 125.42

Thompson Peak Charter
WARRANT REGISTER: January 2026

Check Number	Check Date	Payee	Reason	School	Total
91643	1/15/2026	Advanced Comfort Control Inc.	Duplex Receptacle Replacement - TPC	Thompson Peak LVCS-Susanville	\$ 458.50
91643 Total					\$ 458.50
91647	1/15/2026	C&S Waste Solutions of Lassen County	Service Location 995 Paiute Ln 2025-26	Thompson Peak LVCS-Susanville	\$ 8.39
91647 Total					\$ 8.39
91650	1/15/2026	Department of Motor Vehicles	DMV - Pull Notice	Thompson Peak LVCS-Susanville	\$ 2.50
91650 Total					\$ 2.50
91652	1/15/2026	Forest Office Supplies	Tax Contract Base Service 995 Paiute In Unit 0536 Meter Charge Contract Base Service 995 Paiute In Unit monthly period chg	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 34.81 \$ 513.15 \$ 190.00
91652 Total					\$ 737.96
91655	1/15/2026	Kaitlyn Thorne	Employee Mileage Reimbs Nov - Dec 2025 Employee Reimbs Nov-Dec 2025 Phone Reimb Employee Reimbs Nov-Dec 2025 Travel	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 267.12 \$ 153.43 \$ 358.79
91655 Total					\$ 779.34
91656	1/15/2026	Law Offices of Young, Minney & Corr, LLP	2025 Dec Legal Services	Thompson Peak LVCS-Susanville	\$ 355.50
91656 Total					\$ 355.50
91660	1/15/2026	Plumas-Sierra Telecommunications	Telecom Dial Up Internet	Thompson Peak LVCS-Susanville	\$ 12.50
91660 Total					\$ 12.50
91662	1/15/2026	Amazon Business-(Punchout)	Tax Amount Shipping Calvert Education 2nd Grade 4 Subject Set - Math, Language A Teach Your Child to Read in 100 Easy Lessons: Revised and Up Writing Workbook Companion for Teach Your Child to Read in 1	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 41.00 \$ 6.99 \$ 468.00 \$ 13.00 \$ 8.99
91662 Total					\$ 537.98
91663	1/15/2026	School Pathways Holdings, LLC	TPCS 2025-26 Agilix BUZZ Sub Fee, Barcode Attend Sub See, Pa	Thompson Peak LVCS-Susanville	\$ 4,740.80
91663 Total					\$ 4,740.80
91664	1/15/2026	Susanville Sanitary District	Sewer Service 995 Paiute In	Thompson Peak LVCS-Susanville	\$ 68.44
91664 Total					\$ 68.44
91665	1/15/2026	TALKPATH LIVE	Counseling Dec 2025	Thompson Peak LVCS-Susanville	\$ 1,946.39
91665 Total					\$ 1,946.39
91668	1/15/2026	Tri-County Schools Ins Group	112625-122425 TCSIG	Thompson Peak LVCS-Susanville	\$ 36,168.66
91668 Total					\$ 36,168.66
91683	1/23/2026	Jerad Morgan	Employee Jan 2026 Reimbs UMASS Admin Credential Clearing	Thompson Peak LVCS-Susanville	\$ 334.75
91683 Total					\$ 334.75
91684	1/23/2026	Lassen Municipal Utility District	Electric - 438132 Municipal Utility 955 Paiute Ln	Thompson Peak LVCS-Susanville	\$ 72.06
91684 Total					\$ 72.06
91685	1/23/2026	Lassen Municipal Utility District	Electric Municipal Utility 415072 955 Paiute Ln	Thompson Peak LVCS-Susanville	\$ 1,555.20
91685 Total					\$ 1,555.20
91686	1/23/2026	LEAF	Tax 2 Kyocere 4053ci Copier 2 Kyocere 4053ci Copier Documentation Fees	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 26.39 \$ 364.00 \$ 55.89
91686 Total					\$ 446.28
91691	1/23/2026	Staples eCommerce	Febreze AIR Heavy-Duty Air Freshener Spray, Crisp Clean Scen Kleenex Premiere Recycled Multifold Paper Towels, 1-ply, 120 Clorox Disinfecting Toilet Bowl Cleaner with Bleach, Rain Cl Dawn Professional Manual Pot & Pan Dish Soap, Original Scent Expo Whiteboard Care Cleaner, Blue (1752229) Fabuloso Professional All-Purpose Cleaner & Degreaser, Laven	Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville Thompson Peak LVCS-Susanville	\$ 44.13 \$ 529.56 \$ 20.75 \$ 26.89 \$ 18.58 \$ 12.94

Thompson Peak Charter
WARRANT REGISTER: January 2026

Check Number	Check Date	Payee	Reason	School	Total
91691	1/23/2026	Staples eCommerce	GOJO Antibacterial Foaming Hand Soap Refill for ADX-12 Dispenser	Thompson Peak LVCS-Susanville	\$ 141.69
			Kleenex Professional Facial Tissue, 2-ply, White, 100 Sheets	Thompson Peak LVCS-Susanville	\$ 49.21
			Pacific Blue Select 2-Ply Embossed Toilet Paper by GP PRO, White, 100 Sheets	Thompson Peak LVCS-Susanville	\$ 414.38
			Scotch-Brite Zero Scratch Scrub Sponge, Blue, 6/Pack (526-5)	Thompson Peak LVCS-Susanville	\$ 19.97
			GOJ ADX PLUM ANTBC SOAP 1250 ML	Thompson Peak LVCS-Susanville	\$ 47.23
91691 Total					\$ 1,325.33
91697	1/28/2026	City of Susanville	995 Paiute Lane Gas & Water Service 121925-11826	Thompson Peak LVCS-Susanville	\$ 53.91
91697 Total					\$ 53.91
91698	1/28/2026	City of Susanville	995 Paiute Lane Gas & Water Service 121925-11826	Thompson Peak LVCS-Susanville	\$ 651.14
91698 Total					\$ 651.14
91699	1/28/2026	CSM Consulting Inc	E-Rate Installment Oct, Nov, Dec 2025	Thompson Peak LVCS-Susanville	\$ 700.00
91699 Total					\$ 700.00
91701	1/28/2026	LEAF	2 Kyocera 4053ci Copier	Thompson Peak LVCS-Susanville	\$ 276.27
			2 Kyocera 4053ci Copier Insurance	Thompson Peak LVCS-Susanville	\$ 46.91
91701 Total					\$ 323.18
91702	1/28/2026	Kirack Construction Inc	12/26/2025 Snow Removal by Bobcat	Thompson Peak LVCS-Susanville	\$ 375.00
91702 Total					\$ 375.00
91707	1/28/2026	Verizon Wireless	Verizon - Wireless Phone Service Hot Spots 542362909-00002	Thompson Peak LVCS-Susanville	\$ 290.04
91707 Total					\$ 290.04
ACH-0120	1/23/2026	Delta Managed Solutions	Monthly Fee - Jan 2026	Thompson Peak LVCS-Susanville	\$ 7,587.50
ACH-0120 Total					\$ 7,587.50
Grand Total					\$ 67,263.51

LONG VALLEY CHARTER SCHOOL
Executive Director's Report
February 2026

ENROLLMENT

Schools	1/13/26	2/05/26	Change
Long Valley School	234	239	+5
Thompson Peak Charter	168	175	+7
Total	402	414	+12

The school has almost fully recovered enrollment numbers from December (417) prior to the mid-year graduations.

BUDGET TRAILER BILL

The budget trailer bill has been released and there are some elements that will affect our schools. These for the most part concern audits. There are now consequences for late audits. The State Controller will review and approve audits and can request working papers from the audit. The law builds in requirements for continuing education (16 hours) every two years for auditors and require schools to withhold 10% of the audit fee until approved by the controller. I suspect this will cause auditors to increase their fees for the additional time on their parts.

The state has extended the use of verified data when presenting a renewal. This is positive as we are able to use tools such as i-Ready for growth data instead of just relying on the CAASPP results.

OPEN STAFF POSITIONS (2025-26)

>Mental Health Therapist (shared with both)

EARLY ADMIT TRANSITIONAL KINDERGARTEN

We approved one TK student from Portola as an early admit. This student was enrolled at the start of the year in error. Gratefully, this student meets our requirements for early admission.

TK TEACHER 24 UNIT REQUIREMENT EVALUATIONS

This confirms the following teacher has been evaluated and determined to meet the early childhood education 24 unit (or equivalent) requirement:

Cooper, Kristine

Additional teachers' evaluations are currently under consideration.



Long Valley School and Thompson Peak Charter

Financial Update through January 2026



Long Valley School



Thompson Peak Charter

This report is intended to provide a financial update comparing the First Interim Budget with actuals through January 31st. Along with an update on the financial health of the organization, these updates are a means to review and detect coding and budgeting issues and to make corrections throughout the year. Reviewing and collaborating together on a monthly basis to thoughtfully address these issues, especially early in the year, are the key to successful financial reporting.

At this point with 58% of the year (7 months) completed, YTD expense results are 55% of the First Interim Budget. Expenditures are on-target with the budget.

IMPORTANT: monthly closing activites and entries may change these results.

Revenues through January 31st were \$1.6million: 39% of the First Interim Budget.

It is important to keep in mind that state and federal revenues do not flow evenly throughout the year and for this reason YTD results are not a valuable measure of financial performance.

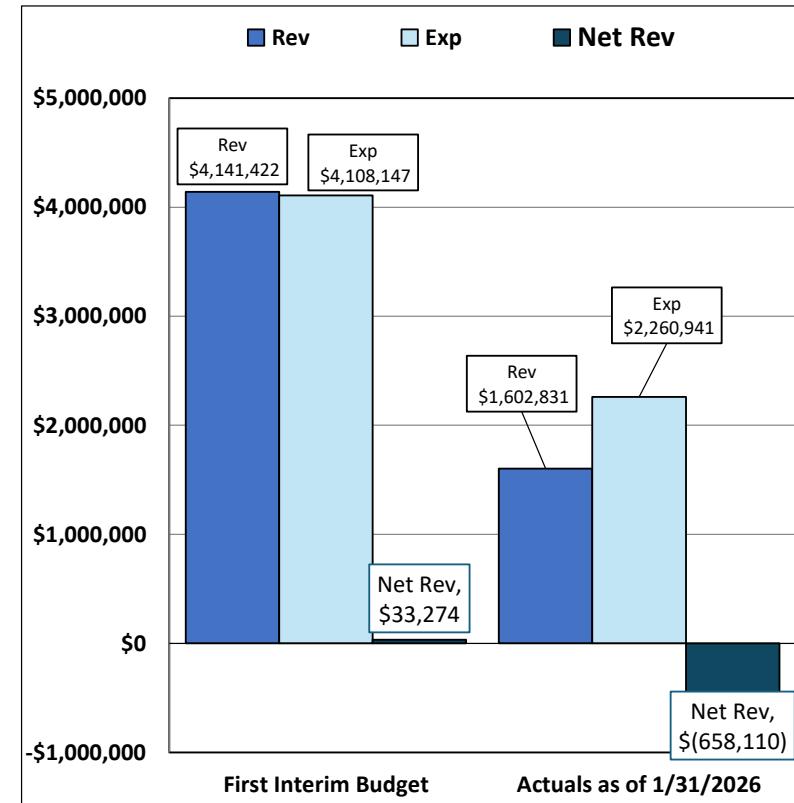
IMPORTANT: monthly closing activites and entries may change these results.

Cash Flow - A *preliminary cash flow for FY25-26* projects the school will have sufficient funds to meet its financial obligations through the end of FY25-26. ** *The school is projected to end the year with \$1,419,565 or 128 Days Cash on Hand.*

LVCS Executive Management and DMS will begin working on the FY2025-26 Second Interim Budget shortly.

**Long Valley Charter
2025-26 Financial Update
Budget vs Actuals Summary**

	First Interim Budget	Actuals as of 1/31/2026	% of Budget
Projected Enrollment:	250		
Projected P-2 ADA:	237.64		
Revenues:			
General Purpose Entitlement	\$ 2,969,196	\$ 1,228,437	41%
Federal Revenue	385,821	67,994	18%
Other State Revenue	710,267	292,480	41%
Other Local Revenue	76,138	13,920	18%
TTL Revenues	\$ 4,141,422	\$ 1,602,831	39%
Expenditures:			
Certificated Salaries	\$ 1,210,362	\$ 643,459	53%
Non-Certificated Salaries	721,499	414,926	58%
Benefits	850,729	460,859	54%
Books/Supplies/Materials	393,500	247,119	63%
Services/Operations	819,137	459,438	56%
Capital Outlay	52,920	-	0%
Other Outgo	60,000	35,140	59%
TTL Expenditures	\$ 4,108,147	\$ 2,260,941	55%
Net Revenues	\$ 33,274	\$ (658,110)	



Long Valley Charter
2025-26 Financial Update
Budget vs Actuals

Description	First Interim Budget	Actuals as of 1/31/2026	% of Budget	Comments
Enrollment (CALPADS)	250			
Average Daily Attendance (P-2)	237.64			
REVENUES				
General Purpose Entitlement				
8011 LCFF General Entitlement	2,698,297	1,070,828	40%	
8012 EPA Entitlement	43,616	11,722	27%	
8019 Prior Year Unrestricted Revenue	-	-		
8096 In-Lieu-Of Property Taxes	227,283	145,887	64%	
TTL General Purpose Entitlement	2,969,196	1,228,437	41%	
Federal Revenue				
8182 SpEd - Discretionary Grants	3,000	-	0%	
8220 School Nutrition Program-Federal	118,920	47,307	40%	
8290 Other Federal Revenue	263,901	20,687	8%	
TTL Federal Revenue	385,821	67,994	18%	
Other State Revenue				
8311 AB602 State SpEd Revenue	125,376	17,540	14%	
8520 School Nutrition Program-State	77,133	26,383	34%	
8550 Mandated Cost Reimbursements	6,912	6,961	101%	
8560 State Lottery Revenue	61,954	-	0%	
8590 Other State Revenue	438,891	241,596	55%	
TTL Other State Revenue	710,267	292,480	41%	
Other Local Revenue				
8634 Student Lunch Fees	638	3,020		
8660 Interest Income	5,000	3,082	62%	
8698 Other Revenue (Suspense)	-	-		
8699 Other Revenue	70,500	7,817	11%	
TTL Other Local Revenue	76,138	13,920	18%	
TTL REVENUES	4,141,422	1,602,831	39%	
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	749,281	373,027	50%	
1130 Substitute Teacher Compensation	3,000	6,600	220%	
1150 Teacher Stipends/Extra Duty	28,014	8,541	30%	
1200 Student Support	28,983	14,899	51%	
1300 Certificated Administrators	383,085	223,315	58%	
1350 Administrator Stipends/Extra Duty	18,000	17,076	95%	
TTL Certificated Salaries	1,210,362	643,459	53%	

Long Valley Charter
2025-26 Financial Update
Budget vs Actuals

Description	First Interim Budget	Actuals as of 1/31/2026	% of Budget	Comments
2000 - Non - Certificated Salaries				
2100 Instructional Aides	287,691	156,120	54%	
2130 Classified Substitutes	4,000	6,712	168%	
2150 Instructional Aides Stipends	7,500	-	0%	
2200 Pupil Support Administration	204,069	111,691	55%	
2230 Substitute Pupil Support	-	-	0%	
2300 Classified Administrators	56,302	32,518	58%	
2400 Clerical & Technical Staff	161,787	107,885	67%	
2450 Clerical & Technical Stipends	150	-	0%	
2900 Other Classified Positions	-	-	0%	
TTL Non - Certificated Salaries	721,499	414,926	58%	
3000 - Employee Benefits				
3101 STRS Certificated	231,179	113,628	49%	
3301 OASDI/Medicare Exp	72,745	40,171	55%	
3401 Health Care Certificated	303,607	163,478	54%	
3402 Health Care Classified	220,478	124,355	56%	
3501 Unemployment Insurance	966	792	82%	
3601 Workers' Comp Certificated	13,629	7,732	57%	
3602 Workers' Comp Classified	8,124	5,070	62%	
3901 Other Benefits Cert	-	3,751	0%	
3902 Other Benefits Class	-	1,883	0%	
TTL Employee Benefits	850,729	460,859	54%	
4000 - Books/Supplies/Materials				
4310 Materials & Supplies	210,000	118,605	56%	
4320 Office Supplies	18,000	14,621	81%	
4330 Meals & Events	2,500	1,787	71%	
4390 Suspense	-	17,984	0%	
4400 Non-Capitalized Equipment	55,000	25,606	47%	
4700 School Nutrition Program	108,000	68,516	63%	
TTL Books/Supplies/Materials	393,500	247,119	63%	
5000 - Services & Operations				
5100 SpEd Consultants and Vendors Subagreements	25,950	28,927	111%	
5200 Travel & Conferences	15,000	12,899	86%	
5215 Staff Education	7,000	4,039	58%	
5300 Dues & Memberships	12,500	7,950	64%	
5400 Insurance	78,997	59,257	75%	
5500 Operations & Housekeeping	79,356	56,337	71%	
5510 Utilities (General)	80,000	35,941	45%	
5610 Facility Rents & Leases	44,217	6,353	14%	
5611 Lease Interest Expense	5,482	-	0%	
5620 Equipment Leases	16,000	11,781	74%	
5630 Maintenance & Repair	80,578	32,146	40%	

**Long Valley Charter
2025-26 Financial Update
Budget vs Actuals**

Description	First Interim Budget	Actuals as of 1/31/2026	% of Budget	Comments
5800 Professional Services - Non-instructional	55,000	33,312	61%	
5802 Professional Development	25,000	29,118	116%	
5810 Legal	15,000	4,724	31%	
5820 Audit & CPA	15,660	-	0%	
5825 DMS Business Services	91,050	53,113	58%	
5830 Non-Instructional Software Licenses/Fees	-	-	0%	
5835 Field Trips	5,000	1,113	22%	
5836 Instructional Transport	44,000	17,768	40%	
5840 Advertising & Recruitment	4,000	2,731	68%	
5850 Oversight Fees	29,692	-	0%	
5851 Charter Shift Fees	-	-	0%	
5860 Service Fees	5,077	1,575	31%	
5870 Livescan Fingerprinting	1,040	474	46%	
5880 Instructional Vendors & Consultants	4,000	-	0%	
5890 Misc Other Outside Services	-	539	0%	
5900 Communications	30,373	11,981	39%	
5910 Telephone	-	-	0%	
5930 Postage	3,000	1,196	40%	
5940 Technology	46,165	46,165	100%	
5990 PY Services Adjustments	-	-	0%	
TTL Services & Operations	819,137	459,438	56%	
6000 - Capital Outlay				
6900 Depreciation	52,920	-	0%	
TTL Capital Outlay	52,920	-	0%	
7000 - Other Outgo				
7438 Interest Expense	60,000	35,140	59%	
TTL Other Outgo	60,000	35,140	59%	
TTL EXPENDITURES	4,108,147	2,260,941		55%
Revenues less Expenditures	33,274	(658,110)		

**Long Valley Charter
2025-26 Cash Flow**

Description	25-26 July Budget	2025-26 Cash Flow													
		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,530,577	1,700,916	1,677,232	1,268,531	959,803	1,251,588	1,210,915	1,089,710	1,115,632	1,178,145	1,261,212	1,319,280		
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,698,297	-	144,706	144,706	-	520,944	260,472	-	240,760	277,342	277,342	277,342	277,342	277,342	2,698,297
Education Protection Account	43,616	-	-	-	-	11,722	-	-	-	15,947	-	-	-	15,947	43,616
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	227,283	20,841	-	-	62,523	-	-	62,523	13,520	13,520	18,119	9,059	9,059	18,119	227,283
Other Federal Revenues	385,821	18,841	-	-	6,472	18,187	2,500	21,994	32,152	32,152	32,152	32,152	32,152	157,068	385,821
Other State Revenues	710,267	30,709	50,705	9,556	4,844	51,942	96,186	48,539	59,189	59,189	59,189	59,189	59,189	121,842	710,267
Local Revenues	76,138	1,791	465	469	2,413	415	413	7,954	6,345	6,345	6,345	6,345	6,345	30,494	76,138
TOTAL REVENUES	4,141,422	72,183	195,875	154,731	76,252	603,210	359,571	141,010	351,965	388,547	409,093	384,087	384,087	620,812	4,141,422
EXPENDITURES															
Certificated Salaries	1,210,362	29,391	92,676	94,904	101,128	102,239	108,369	114,752	114,752	114,752	114,752	114,752	107,894	0	1,210,362
Classified Salaries	721,499	14,702	49,593	76,201	79,592	75,676	62,903	56,259	64,213	64,213	64,213	64,213	41,764	7,955	721,499
Benefits	850,729	37,640	63,230	69,743	69,200	78,532	73,383	69,132	78,811	78,811	78,811	78,811	65,905	8,722	850,729
Books & Supplies	393,500	24,893	37,303	86,214	30,845	25,079	24,616	18,169	18,169	18,169	18,169	18,169	18,169	55,536	393,500
Services & Operations	819,137	53,950	70,091	109,077	61,581	47,896	71,733	45,110	45,110	45,110	45,110	45,110	45,110	134,150	819,137
Capital Outlay	52,920	-	-	-	-	-	-	-	-	-	-	-	-	52,920	52,920
Other Outgo	60,000	5,045	5,036	5,028	5,020	5,012	5,004	4,995	4,987	4,979	4,971	4,963	4,959	(0)	60,000
TOTAL EXPENSES	4,108,147	165,622	317,929	441,167	347,365	334,434	346,007	308,417	326,042	326,034	326,026	326,018	336,722	206,362	4,108,147
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)	541,970	182,056	1,845	5,889	18,206	2,500	-	-	-	-	-	-	-		
Net Change in Payables	(230,507)	8,561	30,295	(11,743)	16,781	(38,918)	50,609	-	-	-	-	-	-		
Fixed Asset Acquisitions	(43,328)	(93,878)	(152,193)	(27,378)	(15,371)	(17,311)	-	-	-	-	-	-	-	52,920	
Other Inflows/(Outflows)	(4,357)	1,630	(2,212)	(4,382)	3,392	(507)	(4,407)	-	-	-	-	-	-	-	
NET INFLOWS/OUTFLOWS	263,778	98,370	(122,265)	(37,615)	23,009	(54,237)	46,202	-	-	-	-	-	-	52,920	
ENDING CASH BALANCE	1,700,916	1,677,232	1,268,531	959,803	1,251,588	1,210,915	1,089,710	1,115,632	1,178,145	1,261,212	1,319,280	1,419,565			
Days Cash On Hand	153	151	114	86	113	109	98	100	106	114	119	128			

This report is intended to provide a financial update comparing the First Interim Budget with actuals through January 31st. Along with an update on the financial health of the organization, these updates are a means to review and detect coding and budgeting issues and to make corrections throughout the year. Reviewing and collaborating together on a monthly basis to thoughtfully address these issues, especially early in the year, are the key to successful financial reporting.

At this point with 58% of the year (7 months) completed, YTD expense results are 55% of the First Interim Budget. Expenditures are on-target with the budget.

IMPORTANT: monthly closing activites and entries may change these results.

Revenues through January 31st were \$1.0million: 35% of the First Interim Budget.

It is important to keep in mind that state and federal revenues do not flow evenly throughout the year and for this reason YTD results are not a valuable measure of financial performance.

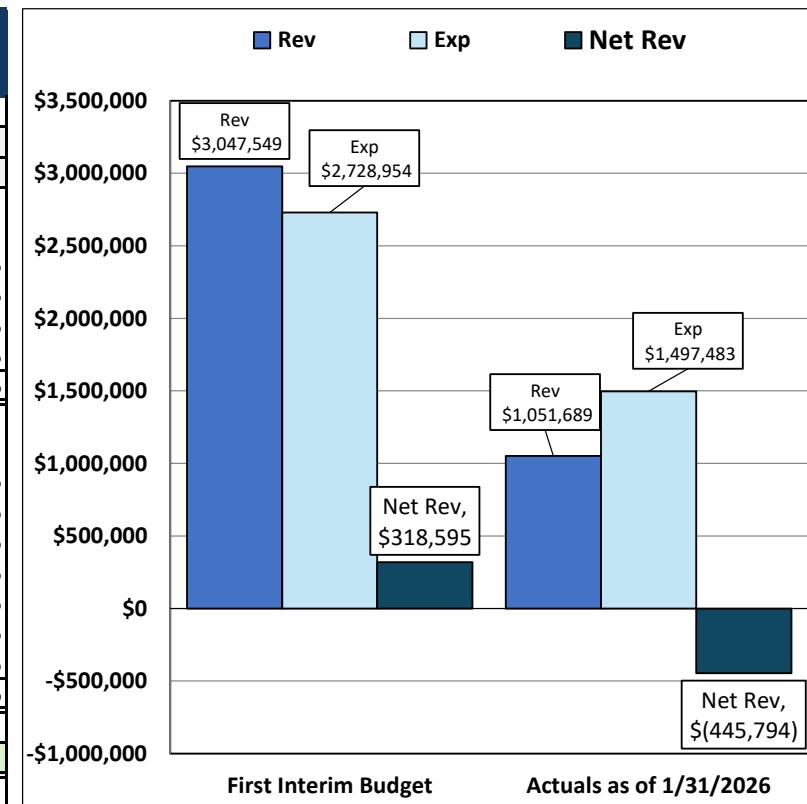
IMPORTANT: monthly closing activites and entries may change these results.

Cash Flow - A *preliminary cash flow for FY25-26* projects the school will have sufficient funds to meet its financial obligations through the end of FY25-26. ** *The school is projected to end the year with \$1,540,540 or 209 Days Cash on Hand.*

LVCS Executive Management and DMS will begin working on the FY2025-26 Second Interim Budget shortly.

Thompson Peak Charter School
2025-26 Financial Update
Budget vs Actuals Summary

	First Interim Budget	Actuals as of 1/31/2026	% of Budget
	151		
	158.05		
Revenues:			
General Purpose Entitlement	\$ 2,343,861	\$ 802,690	34%
Federal Revenue	55,364	13,184	24%
Other State Revenue	436,261	231,653	53%
Other Local Revenue	212,063	4,162	2%
TTL Revenues	\$ 3,047,549	\$ 1,051,689	35%
Expenditures:			
Certificated Salaries	\$ 942,872	\$ 519,264	55%
Non-Certificated Salaries	455,455	244,332	54%
Benefits	619,911	360,928	58%
Books/Supplies/Materials	109,738	101,555	93%
Services/Operations	528,639	254,854	48%
Capital Outlay	44,040	-	0%
Other Outgo	28,298	16,550	58%
TTL Expenditures	\$ 2,728,954	\$ 1,497,483	55%
Net Revenues	\$ 318,595	\$ (445,794)	



Thompson Peak Charter School
2025-26 Financial Update
Budget vs Actuals

Description	First Interim Budget	Actuals as of 1/31/2026	% of Budget	Comments
Enrollment (CALPADS)	151			
Average Daily Attendance (P-2)	158.05			
REVENUES				
General Purpose Entitlement				
8011 LCFF General Entitlement	1,892,093	663,188	35%	
8012 EPA Entitlement	34,400	8,100	24%	
8019 Prior Year Unrestricted Revenue	-	1	0%	
8096 In-Lieu-Of Property Taxes	417,368	131,402	31%	
TTL General Purpose Entitlement	2,343,861	802,690	34%	
Federal Revenue				
8182 SpEd - Discretionary Grants	1,700	-	0%	
8220 School Nutrition Program-Federal	-	-	0%	
8290 Other Federal Revenue	53,664	13,184	25%	
TTL Federal Revenue	55,364	13,184	24%	
Other State Revenue				
8311 AB602 State SpEd Revenue	75,028	12,152	16%	
8520 School Nutrition Program-State	-	-	0%	
8550 Mandated Cost Reimbursements	6,250	6,135	98%	
8560 State Lottery Revenue	48,864	-	0%	
8590 Other State Revenue	306,119	213,366	70%	
TTL Other State Revenue	436,261	231,653	53%	
Other Local Revenue				
8634 Student Lunch Fees	-	-	0%	
8660 Interest Income	8,000	3,082	39%	
8698 Other Revenue (Suspense)	-	-	0%	
8699 Other Revenue	204,063	1,080	1%	
TTL Other Local Revenue	212,063	4,162	2%	
TTL REVENUES	3,047,549	1,051,689	35%	
EXPENDITURES				
1000 - Certificated Salaries				
1100 Teacher Compensation	592,374	325,147	55%	
1130 Substitute Teacher Compensation	-	-	0%	
1150 Teacher Stipends/Extra Duty	-	2,614	0%	
1200 Student Support	28,983	14,899	51%	
1300 Certificated Administrators	321,516	176,605	55%	
1350 Administrator Stipends/Extra Duty	-	-	0%	
TTL Certificated Salaries	942,872	519,264	55%	

Thompson Peak Charter School
2025-26 Financial Update
Budget vs Actuals

Description	First Interim Budget	Actuals as of 1/31/2026	% of Budget	Comments
2000 - Non - Certificated Salaries				
2100 Instructional Aides	122,243	63,642	52%	
2130 Classified Substitutes	-	-	0%	
2150 Instructional Aides Stipends	-	-	0%	
2200 Pupil Support Administration	31,405	18,311	58%	
2230 Substitute Pupil Support	3,770	974	26%	
2300 Classified Administrators	56,302	32,518	58%	
2400 Clerical & Technical Staff	167,457	85,987	51%	
2450 Clerical & Technical Stipends	-	-	0%	
2900 Other Classified Positions	74,277	42,900	58%	
TTL Non - Certificated Salaries	455,455	244,332	54%	
3000 - Employee Benefits				
3101 STRS Certificated	180,089	96,676	54%	
3301 OASDI/Medicare Exp	48,514	25,513	53%	
3401 Health Care Certificated	229,255	143,921	63%	
3402 Health Care Classified	145,610	81,112	56%	
3501 Unemployment Insurance	699	728	104%	
3601 Workers' Comp Certificated	10,617	6,225	59%	
3602 Workers' Comp Classified	5,128	2,841	55%	
3901 Other Benefits Cert	-	2,849	0%	
3902 Other Benefits Class	-	1,061	0%	
TTL Employee Benefits	619,911	360,928	58%	
4000 - Books/Supplies/Materials				
4310 Materials & Supplies	80,000	75,091	94%	
4320 Office Supplies	10,000	5,134	51%	
4330 Meals & Events	2,000	1,312	66%	
4390 Suspense	-	-	0%	
4400 Non-Capitalized Equipment	17,738	20,002	113%	
4700 School Nutrition Program	-	15	0%	
TTL Books/Supplies/Materials	109,738	101,555	93%	
5000 - Services & Operations				
5100 SpEd Consultants and Vendors Subagreements	5,000	8,125	162%	
5200 Travel & Conferences	15,000	10,565	70%	
5215 Staff Education	8,150	4,747	58%	
5300 Dues & Memberships	8,160	6,412	79%	
5400 Insurance	76,918	57,608	75%	
5500 Operations & Housekeeping	20,000	8,942	45%	
5510 Utilities (General)	23,929	13,175	55%	
5610 Facility Rents & Leases	-	-	0%	
5611 Lease Interest Expense	5,482	-	0%	
5620 Equipment Leases	14,500	9,573	66%	
5630 Maintenance & Repair	18,894	17,4617	24%	

Thompson Peak Charter School
2025-26 Financial Update
Budget vs Actuals

Description	First Interim Budget	Actuals as of 1/31/2026	% of Budget	Comments
5800 Professional Services - Non-instructional	46,596	24,048	52%	
5802 Professional Development	14,000	12,294	88%	
5810 Legal	6,000	4,724	79%	
5820 Audit & CPA	15,660	-	0%	
5825 DMS Business Services	91,050	53,113	58%	
5830 Non-Instructional Software Licenses/Fees	-	-	0%	
5835 Field Trips	10,000	(875)	-9%	
5836 Instructional Transport	200	1,148	574%	
5840 Advertising & Recruitment	1,800	1,000	56%	
5850 Oversight Fees	23,439	-	0%	
5851 Charter Shift Fees	73,958	-	0%	
5860 Service Fees	1,568	1,400	89%	
5870 Livescan Fingerprinting	780	284	36%	
5880 Instructional Vendors & Consultants	3,000	-	0%	
5890 Misc Other Outside Services	-	-	0%	
5900 Communications	14,839	8,558	58%	
5910 Telephone	-	-	0%	
5930 Postage	1,717	1,603	93%	
5940 Technology	28,000	23,795	85%	
5990 PY Services Adjustments	-	-	0%	
TTL Services & Operations	528,639	254,854	48%	
6000 - Capital Outlay				
6900 Depreciation	44,040	-	0%	
TTL Capital Outlay	44,040	-	0%	
7000 - Other Outgo				
7438 Interest Expense	28,298	16,550	58%	
TTL Other Outgo	28,298	16,550	58%	
TTL EXPENDITURES	2,728,954	1,497,483		55%
Revenues less Expenditures	318,595	(445,794)		

Thompson Peak Charter School
2025-26 Cash Flow

Description	25-26 July Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,011,854	1,125,588	1,189,758	993,443	905,330	1,066,746	1,029,879	1,010,671	1,049,267	1,206,427	1,306,919	1,407,414		
CASH INFLOWS															
REVENUES															
LCFF State Aid	1,892,093	-	89,620	89,620	-	322,632	161,316	-	168,825	212,016	212,016	212,016	212,016	212,016	1,892,093
Education Protection Account	34,400	-	-	-	-	8,100	-	-	-	13,150	-	-	13,150	-	34,400
Prior Year Adjustments	-	-	-	-	1	-	-	-	-	-	-	-	-	(1)	-
In-Lieu-Of Property Taxes	417,368	-	-	-	-	-	-	131,402	24,827	87,046	43,523	43,523	43,523	43,523	417,368
Other Federal Revenues	55,364	-	-	-	-	10,684	2,500	-	4,614	4,614	4,614	4,614	4,614	19,112	55,364
Other State Revenues	436,261	-	687	687	140,000	14,626	55,541	20,112	36,355	36,355	36,355	36,355	36,355	22,833	436,261
Local Revenues	212,063	500	464	449	483	415	413	1,438	17,672	17,672	17,672	17,672	17,672	119,542	212,063
TOTAL REVENUES	3,047,549	500	90,771	90,756	140,483	356,457	219,770	152,951	252,292	370,853	314,180	314,180	327,330	417,025	3,047,549
EXPENDITURES															
Certificated Salaries	942,872	26,548	79,572	80,502	82,446	83,046	82,446	84,704	84,173	84,173	84,173	84,173	84,173	2,744	942,872
Classified Salaries	455,455	17,281	30,611	37,622	40,663	44,587	38,359	35,209	40,535	40,535	40,535	40,535	40,535	8,445	455,455
Benefits	619,911	42,517	48,879	49,218	52,318	59,487	55,271	53,238	55,283	55,283	55,283	55,283	55,283	2,044	619,911
Books & Supplies	109,738	34,190	25,810	23,600	3,746	1,999	10,980	1,229	1,229	1,229	1,229	1,229	1,229	2,040	109,738
Services & Operations	528,639	33,422	41,465	62,911	22,327	35,659	28,942	30,128	30,128	30,128	30,128	30,128	30,128	123,143	528,639
Capital Outlay	44,040	-	-	-	-	-	-	-	-	-	-	-	-	44,040	-
Other Outgo	28,298	2,376	2,372	2,368	2,364	2,360	2,356	2,352	2,348	2,344	2,340	2,336	2,332	48	28,298
TOTAL EXPENSES	2,728,954	156,335	228,710	256,221	203,863	227,139	218,354	206,861	213,696	213,692	213,688	213,684	238,244	138,464	2,728,954
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)	380,504	203,389	999	40,612	10,510	-	-	-	-	-	-	-	-		636,014
Net Change in Payables	(109,015)	(2,732)	(31,259)	(63,413)	18,713	(38,750)	36,646	-	-	-	-	-	-		(189,810)
Fixed Asset Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-		44,040
Other Inflows/(Outflows)	(1,920)	1,450	(591)	(1,932)	2,876	466	(1,944)	-	-	-	-	-	-		(1,593)
NET INFLOWS/OUTFLOWS	269,569	202,108	(30,850)	(24,733)	32,099	(38,284)	34,702	-	-	-	-	-	-	44,040	
ENDING CASH BALANCE	1,125,588	1,189,758	993,443	905,330	1,066,746	1,029,879	1,010,671	1,049,267	1,206,427	1,306,919	1,407,414	1,540,540			
Days Cash On Hand	153	162	135	123	145	140	137	143	164	178	191	209			

February Portola Board Update

February 9th, 2026

Portola Student Count by Location		
Plumas Unified SD students	Other Students	Total Student
74	10	84

- Mrs. Pfingston took 5 students to the LCOE You Matter event.
- Mr. Morgan and Mrs. Allingham have joined with LCOE to investigate the possibility of a Universal Mental Health screening. The family and community surveys were sent out, LCOE is looking for as much feedback as possible to help shape the way forward.
- Mrs. Pfingston is doing a science enrichment class. This particular one was for natural selection and the students were wearing sunglasses with a sheet of bubbles and they had to be able to pick up different colored paperclips on different colored paper. Showing that the adaption was either successful or not.





Long Valley School -Doyle-

Quarterly Awards Assembly

On January 9th, Long Valley School held its Quarterly Awards Assembly to recognize students for academic achievement, perfect attendance, and other accomplishments

🎉📚🏆 We are proud to celebrate our students' hard work and dedication— congratulations to all of our award recipients! 🎉✨



Patriot Pen Winner!

On January 9th, we were proud to recognize our student, Andrea, for receiving the Patriot's Pen Award from the VFW 🥇. Andrea not only won at the district level, but also advanced to the state competition for her submission—an outstanding and well-deserved honor.



The Science of Human Bones

Mrs. Mary's and Mr. Aaron's 3rd–5th grade classes created their own paper skeletons as part of a hands-on science experiment 💪📄. This fun activity helped students learn about the bones in the human body and how they work together.



Long Valley School

-Doyle-

100's Day

On January 28, Mrs. Oswald's 1st/2nd graders had a great time celebrating 100's Day by dressing like they were 100 years old! From Mrs. Oswald using a walker in the first photo to a brother-and-sister duo in the second photo looking old as ever, the laughs and creativity made it a fun day of celebrating 100 days of learning. 😊



Lego Day

Our students celebrated LEGO Day with hands-on learning in every classroom! Mrs. Mary's 3rd/4th grade class was working hard at building something very interesting, and a very smiley 1st grader from Mrs. Oswald's class proudly shows off her creative LEGO build. What a way to learn through teamwork and imagination! 🧱😊

Big Hearts, Little Pages

Our Reading Buddy program is still a hit! It's a special time where an older student and a younger student come together to share a story, build confidence, and enjoy the joy of



Thompson Peak Charter School



6th - 12th grade
students attend the
annual You Matter
Conference



TPC Celebrates
School Choice Week!!



Students and Staff were excited
to share all the reasons why they
love TPC....



field trip



8th grade students learn about the role of
courts in interpreting laws & protecting
rights on their visit to Lassen Superior
Court.

Support Services Report

February 2026

SPED

Campus	Total #	Speech Only	New Students	Initial Assessments	% of SPED Students/School
Doyle	26	14	0	0	16%
Portola	14	1	1	1	
Susanville	24	3	0	0	

Counseling

Campus	Gen Ed	IEP/504s
Doyle	11	0
Portola	0	0
Susanville	10	5



College Visits: In January, we visited the Chico fairgrounds and participated in Chico Trades Day. The students were able to use professional tools, go on heavy operating equipment used in various trades, and listen to many presentations put on by industry professionals. In March, LCC has announced their annual 8th Grade Day, the week of the 16th through the 20th. I would like to take eighth graders from Doyle and Thompson Peak. FRC is having a job fair on March 6 and I want to take high schoolers from Doyle and Portola.

Guest Speakers: Sierra Pacific Industries met with students from both TPC and Doyle on the 14th of January. They did a great job of talking about their company and explaining to kids what they do and how they work with students out of high school. They even went into the application and interview process. On the 10th of this month I have SDPO Phillips and DPO Zamora coming from Lassen County Probation department to TPC to talk about what Probation has to offer in ways of careers.

Action Plans: I still have three seniors I need to catch. I have completed most of Doyle's freshman, sophomore, and juniors, and am working on Portola and TPC. I have started to switch days to better accommodate meeting students' needs for this. I find when I can't reach them through texting or email, it's best to just be on their campus the day they are there.

Building A Bridge Workbook: It has been about a month since starting our workbook, *Building a Better Bridge to Your Future*, with the seventh and eighth graders. We have met several times already and I am enjoying being with the students in a small setting. I hope the students enjoy their time too.

A-G Qualified/ Cords: I have begun assessing who is qualified for A-G for graduation. I have also been going over CTEs and seeing who qualifies for a cord for completing a pathway. I already completed Golden State Seal qualifications. I will be coming up with a letter template to send to all who qualified in their categories so we can get those sent out before graduation.

Please let me know if you have any ideas or questions, I would enjoy the input. Have a nice evening.

Mrs. M. Gammie
College/Career Counselor

Facilities Inspection Tool
Report

January 15th, 2026			
Sites	Portola	Susanville	Doyle
Category	G = Good, F = Fair, P= Poor, N/A=Not Applicable		
Gas Leaks	G	G	G
Heating/Cooling Systems		G	F- Portable 2 needs heater repaired waiting on a quote.
Windows/Doors/	G	G	G
Gates/Fences	N/A	G	G
Interior Surfaces	G	G	F-Ceiling tiles in multiple rooms need replaced, contracted for repair Feb/Mar, Paint touched up in teachers room where old heater was removed.
Hazardous Materials	G	G	G
Structural Damage	F-Side walk drain needs to be repaired	G	F-floor high in the middle portable #1
Fire Safety	G	G	G
Electrical	G	G	G
Pest/Vermin Infestation	G	G	G
Sinks and Drinking Fountains	G	G	G
Restrooms	G	G- Staff restroom needs flooring replaced	F- Lock replacement needed in girls restroom.
Sewer System	G	G	G
Roofs	G	G	G
Playground/ Schoolyard	N/A	N/A	F- new door on order for play shed in littles playground
Covid Safety	G	G	G
Overall Cleanliness	G	G-Parking lot needs striping	G
Notes	Does not include the house next to the new building in portola.		
Newly added items are highlighted in yellow.			

Comprehensive School Safety Plan

2025-26 School Year

School: Long Valley School
CDS Code: 18-75036-6010763
District: Long Valley School
Address: PO Box 7 / 436-935 Susan Drive
Doyle
Date of Adoption: 04/11/2019
Date of Update: 02/16/2024
Date of Review:
- with Staff November 2024
- with Law Enforcement February 2021
- with Fire Authority n/a

Approved by:

Name	Title	Signature	Date
Sherri Morgan	Executive Director/ Superintendent		
Misty Brussatoi	Principal, Doyle Campus		
Jerad Morgan	Site Administrator, Portola Resource Center		

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- **A protocol for opioid overdose** for grades 7-12.
- **An Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at www.longvalleycs.org, Long Valley School, 436-965 Susan Dr., Doyle CA 96109 and 257 Sierra St, Portola CA 96122.

Safety Plan Vision

Long Valley School (LVS) operates a safe and secure campus, and staff members provide a nurturing environment where students and staff feel welcome and protected from harm. LVS acknowledges its core responsibility to protect all children. Staff members are

committed to creating an environment free from verbal or physical abuse, threatening behavior, sexual harassment, racial tension or other unsafe conditions that may result in distractions from learning. LVS works collaboratively with stakeholders to create a Comprehensive School Safety Plan that supports the needs of staff, students, and the broader school community.

Components of the Comprehensive School Safety Plan (EC 32281)

Long Valley School Safety Committee

The school safety committee is made up of classified and certificated staff. Members review safety procedures and policies, and identify, and sometimes provide, appropriate trainings for students and staff.

Assessment of School Safety

Monthly safety drills (fire, earthquake, or lock-down) and procedures are regularly reviewed. Monthly FIT reports of facility safety ensure the physical safety of the campus. Students in 5th through 12th grade have the opportunity to take the California Healthy Kids survey to provide data about school climate and student perception of school safety.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

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

- A requirement that all enrolling students who receive classroom-based instruction provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075, and a requirement that all rising 7th grade students are immunized with a pertussis (whooping cough) vaccine booster.
- A requirement that each employee and contractor of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.
- A requirement that all employees will be mandated child abuse reporters in compliance with all applicable reporting laws, and that the Charter School will provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.
- A policy requiring tuberculosis risk assessments and examinations (if necessary) for employees prior to commencing employment and working with students, and for employees at least once each four years thereafter.
- Policies and procedures for responding to emergencies and natural disasters.
- Policies and procedures for contacting parents or guardians in case of an emergency.
- Policies relating to the prevention of exposure to blood borne pathogens and communicable diseases.
- A policy regarding the administration of medication in school in compliance with Education Code Section 49423, and epinephrine auto-injectors in compliance with Education Code Section 49414.
- A policy requiring that instructional staff receive training in first aid and CPR or its equivalent.
- A policy establishing that Long Valley School operates as a drug, alcohol, and tobacco free environment.
- A policy for the prevention of discrimination and sexual harassment, as well as any harassment based upon protected characteristics.
- A policy for facility safety, including seismic safety.
- The site based program will participate in the annual vision, hearing, and scoliosis screening provided by the Lassen County Office of Education in compliance with Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.
- A policy on student suicide prevention in accordance with Education Code Section 215.
- Diabetes: The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7

In addition, Long Valley School maintains a positive behavior support system to reinforce pro-social behavior and , uses progressive discipline and restorative justice concepts to ensure equity and reduce or eliminate instances of bullying, harassment, and other undesirable behavioral outcomes.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Long Valley School follows the provisions of California Penal Code section 11166, and requires any employee who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

LVCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Long Valley School employees are instructed to report suspected child abuse to Lassen or Plumas County Child Protective Services (depending on the site attended by the child) and/or to Law Enforcement (Lassen or Plumas County Sheriff).

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

Procedures follow in each subsequent section of this plan.

Adaptations for Students with Disabilities

- In the event of an evacuation, students with disabilities will be ushered to appropriate exits to meet their needs
- In the event of a lockdown, students with disabilities will be accommodated with accessible equipment, including but not limited to restrooms
- Accessible accommodations will be made by staff for students with disabilities

Public Agency Use of School Buildings for Emergency Shelters

LVS communicates and collaborates with public agencies to provide facilities in the event of local disasters.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Long Valley School maintains suspension, expulsion, and mandatory expulsion policies that comply with Education Code Section 47605 (b)(5)(J). The complete policy can be found in the LVS Charter, as well as board policy 6003, approved 5-16-17 by the Long Valley School Board of Directors. This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student.

Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A list of enumerated offenses which may result in suspension or expulsion follows.

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
 - r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the

personal property of the person threatened or his or her immediate family.

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

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

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

institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence. If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Teachers are informed of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code Section 48900 except possession or use of tobacco products (Sections 48900.2, 48900.3, 48900.4, 48900.7) This information is based on district records maintained in the ordinary course of business or records received from a law enforcement agency. At the beginning of each year, the school administrator provides to each teacher a list of students suspended or expelled for review. The teacher documents the notification

by signature.

(E) Sexual Harassment Policies (EC 212.6 [b])

Long Valley School (LVS) is committed to providing a work environment free of invidious discrimination. In keeping with this commitment, LVS prohibits sexual harassment of LVS employees and applicants for employment in the working environment. This policy applies to all of the LVS employees. It prohibits harassment of any form, including verbal, physical, and visual harassment of a sexual nature.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, physical, or visual conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is either explicitly or implicitly made a term or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.
9. Any act of retaliation against an individual who reports a violation of LVS' sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Employees who permit or engage in such harassment will be subject to discipline up to and including termination of employment. Each supervisor has the responsibility of maintaining an education and work environment free of sexual harassment. This responsibility includes discussing LVS's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting degrading, or exploitative treatment or any form of sexual harassment. Any employee who believes he or she has been harassed by a co-worker or manager of LVS should promptly report the facts of the incident or incidents and the names of the individuals involved on the complaint form attached to this policy, and file a complaint with his or her supervisor, the Director, or the Board of Directors. Such claims will be investigated and all information forwarded to the Board of Directors for appropriate action. LVS prohibits retaliatory behavior against any participant in the complaint process. Each complaint shall be investigated in a way that respects the privacy of all parties.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Students are expected to dress in a manner that will not disrupt the learning environment. Students are to come to school clean and dressed modestly.

Hair should be worn in a manner that does not obstruct the student's vision or distract others.

The following are considered inappropriate clothing and will lead to the student's referral to the office to contact their parents to bring suitable clothing.

- Shoes with hard/firm soles must be worn at all times. Skate shoes, slippers, and cleats are not permitted. Shoes must have a heel strap, which secures the shoe to the foot.
- Logos on clothing or backpack type items may not advertise or promote smoking, alcohol, drugs, gang related slogans, or display vulgar or sexually suggestive comments.
- Aerosol cans of hair spray or hair color are not permitted at school. Coloring products may not be water-soluble or transfer to clothing or school materials.
- Any immodest clothing including but not limited to: tube tops, sheer shirts, backless, halter, low cut, or swimsuit tops. Midriffs may not show when arms are at their side. Shirts with large armholes (muscle shirts) and tank tops with less than 1-inch strap are not allowed.
- Undergarments may not show.
- Shorts and skirts must be no more than 4 inches above the knee or shorter than the end of the extended fingertips and must be hemmed. No spandex shorts or pajamas.
- Pants that do not fit without sagging or falling off hips
- Clothing with holes that make undergarments or midriff visible
- Students may not wear hats in the classrooms, cafeteria, library or office
- Make-up, cosmetics, or jewelry must be appropriate to the age level of the student and shall not cause a distraction to the learning or teaching process.

Although students are not required to wear uniforms for P.E., they are expected to wear appropriate footwear and clothing for daily P.E. class.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

At the Long Valley School Classroom Program site in Doyle, the majority of students ride the school bus to and from school. Riding the school bus is a privilege, not a right. Students are expected to obey all bus rules and directions of the bus driver. The bus driver may issue citations for any infractions and refer student to the Site Administrator for further discipline action including losing the privilege of riding the bus.

A student is responsible for his/her actions going to and from school just as if he/she were on campus. Students are expected to obey all traffic and/or bus rules, respecting the property and rights of others on their route, and obeying all school rules.

The Doyle site has a closed campus. Students are allowed to leave only when signed out by a parent/guardian or person listed on their emergency form.

The Portola Independent Study site does not provide bussing, and the majority of students arrive via personal vehicle accompanied by family members. While on site, the campus is closed for students below ninth grade, and they must be signed out by an authorized adult. The campus is open for high school students, who may leave and return for a lunch break in circumstances where they will remain on campus for a period of time that extends across such a break. Students are expected to follow school rules going to and from school, or on a lunch break in the community just as if they were on campus.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Component:

Component 1

Element:

Opportunity for Improvement:

Ensure pavement at ingress and egress sites is maintained. Continue to maintain a clean, safe environment at all sites. Establish procedures for the timely reporting of unsafe conditions in the physical environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To achieve a "good" rating or higher on Monthly Facility Inspection Tool (FIT) reports.	Monthly FIT tests performed by site administrators and reported to the governing board.	Checklist document	Site Administrators	FIT checklist reports.
Passing external facilities audits.	Continue triennial Loss Control and Safety Audits	CharterSafe Joint Powers Authority	Site Administrators and Executive Director	Loss Control and Safety Audit report shared and updated with governing board.
Ensure safe drinking water is available for staff and students.	Maintain certified water operator on staff.	California Water board CCR and regular monthly reports	Water Operator (Jerad Morgan)	Ongoing water quality certification from contract laboratory.

Goal**Component:**

Component 2

Element:

Behavioral and Mental Health

Opportunity for Improvement:

Ensure availability of mental health services at all sites, and provide staff training on identification of at-risk pupils.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide short-term counseling as needed to general education students.	Identify, evaluate, and retain professionals, including tele-health professionals, to provide services.	LCAP; partnerships with local mental health facilities and providers.	Site Administrators and Executive Director	California Healthy Kids Survey (CHKS) results; enrollment of students in counseling services; program evaluation via LEA surveys.
Provide short-term counseling as needed to students with disabilities.	Continue to provide services under the auspices of Educationally-related Mental Health Services (ERMHS) in conjunction with Lassen County SELPA.	ERMHS funding	Site Administrators and Executive Director	Program outcomes

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide pro-social training for staff and students.	Identify, evaluate, and retain professionals, including tele-health professionals, to provide services.	LCAP; partnerships with local mental and public health facilities	Site Administrators and Executive Director	Effect on referrals for counseling; CHKS results.

Goal

Component:

Component 3

Element:

School Climate

Opportunity for Improvement:

Provide uniform whole-school positive behavior support.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide social-emotional curriculum instruction to students.	Identify, evaluate, purchase and administer social-emotional curriculum across grade spans.	LCAP	Site Administrators and Executive Director	CHKS results
Provide professional development to Staff on the implementation of whole-school positive behavior systems	Work with stakeholders to identify programs; identify appropriate trainings	LCAP	Site Administrators and Executive Director	Staff participation
Increase consistency of disciplinary action across sites	Develop district wide discipline matrix	LCAP	Site Administrators and Executive Director	Change in discipline referral rate, suspension rate, and drop-out rate.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Long Valley School Student Conduct Code

The following behavior expectations are expected to be followed by students on campus and during school activities at all times. All students, parents, and teachers have been given the Student/Teacher/Parent Expectations to sign at the beginning of the year. There are three School Expectations/Rules that are guides for behavior are as follows:

Be Responsible!

Students will be expected to respond appropriately to issues and problems that arise – not react to them! Students are expected to conduct themselves responsibly, and depend less on outside controls to manage their behavior.

Be Safe!

Abide by all laws, rules, procedures, and instructions.

Be Respectful!

Students will respect others through their actions, attitudes, and speech.

Conduct Code Procedures

Long Valley School is centered on positive reinforcements to correct inappropriate behavior exhibited during school hours. Although teachers may have their own way of creating/posting class rules, all classes will use the following guidelines.

- (1) Students are instructed on the expected social behavior
- (2) A verbal warning is given to correct the student's behavior.

(3) A second warning and a consequence are given. An example of a consequence is the relocation within the room to work or loss of privileges.

(4) Final warning and an additional consequence is given. This could be a note sent home, a call home made by the teacher; an action plan, and/or relocation to another teacher's room to work for the remainder of the instructional period

After classroom level interventions have failed to change the student's disruptive behavior, the Administration Office will become involved as follows:

1st Visit to Office: After counseling, the child will be required to write about how their behavior has broken one or more of the Three School Rules. They will then be required, in writing to make a plan that will allow them to avoid any repeat of this disruptive behavior. Students unable to complete a formal writing task may dictate and then copy their statements or draw illustrations at the discretion of the Administration Office.

2nd Visit to Office: The same procedures reported above will happen, plus the parent/guardian will be notified and the child, parent, and Administrator will plan together strategies to change the misbehavior. Parent and child will be reminded that as a school of choice, it is clearly outside our policies and interests to allow any child to be an ongoing disruptive agent at Long Valley School. A Student Study Team will be created, and a behavior plan will be developed.

3rd Visit to the Office: The child will be required to write about how their behavior has broken one or more of the Three School Rules. The parent will be notified and the child may be suspended. A final contract, signed by the site administrator, parent, and student will indicate that any further misbehavior will result in suspension, and possible referral for expulsion.

Please note that if an offense is severe, the child will be sent directly to the Administrator's Office and placed at Step 3. Such behaviors could be, but are not limited to, violence towards self or others.

(K) Hate Crime Reporting Procedures and Policies

Long Valley School will not tolerate hate-motivated behavior. Students who believe themselves to be victims of hate-motivated behavior must immediately contact site leadership (principal or designee). Students found to have demonstrated hate-motivated behaviors shall be subject to disciplinary procedures in accordance with board policy. Students that are victims of hate-motivated behavior may file a complaint in accordance with charter complaint procedures if they feel that site leader (principal or designee) has failed to remedy the situation.

For anonymous reporting, the school utilizes the "Stop-It" application.

(J) Procedures to Prepare for Active Shooters

In February 2021, school administrators took part in a 2-day ALICE training to become certified trainers in violent critical incidents. Planning for implementation will be accomplished by 6/30/2021.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

The Charter School informs LVS employees, students, and parents/guardians of the Charter School's policies regarding the use of technology in and out of the classroom. The Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at the Charter School and encourages students to practice compassion and respect each other.

The Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

The Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The Charter School informs the Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The Charter School annually makes available the online training module developed by the California Department of Education and/or the modules developed by Safe Schools Training pursuant Education Code section 32283.5(a) to its certificated employees and all other the Charter School employees who have regular interaction with pupils.

The Charter School informs certificated employees about the common signs that a student is a target of bullying including

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

The Charter School also informs certificated employees about the groups of students determined by the Charter School and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the Charter School's students.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator: Sherri Morgan Executive Director/Superintendent, P.O. Box 7 Doyle, CA 96109 (530) 827-2395, smorgan@longvalleycs.org.

Opioid Prevention and Life-Saving Response Procedures

Purpose: To establish guidelines and regulations governing the utilization of naloxone nasal spray administered by Long Valley Charter employees. The objective is to treat opioid overdoses and get those overdosed transported to an emergency department to reduce the number of fatal overdoses. Reference board policy 5012 (rev: 12/1/2022) Opioid Antagonist Policy.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Overview: Our school district has established a Critical Incident Plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

A risk to the life and safety of students and staff may exist when there is a serious display of disordered thought or behavior, including disorderly conduct from staff, students, or visitors. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head or cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place. This Section is intended to address any violent, dangerous, or unlawful activities on school grounds and at school-sponsored events

Procedure:

Follow the procedures ascribed to in the Critical Incident Plan: RUN – HIDE – FIGHT

a) Report the incident:

- i) If possible, call 911
- b) Run: Evacuate if possible
- c) HIDE: Shelter if necessary “In Cases Such as the Danger is More Imminent if you Evacuate”
- d) Fight-Take action, if you must
- e) Respond Appropriately When Law Enforcement Arrives

Instructional Continuity Plan

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by non-school entity, or other official order issued to meet a state of emergency or war, the student’s instruction will be provided by one or more of the means stated below in light of the emergency circumstances and District policy. Some form of engagement will be offered in the first 5 days.

Means of Delivery, to greatest extent possible

- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher appointments (virtual or in-person, as available)
- Scheduled email check-ins (parent or student)
- Virtual office hours (drop-in; parent or student)

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 2/18/206 and adopted by Long Valley School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The purpose of this Instructional Continuity Plan (ICP) is to ensure that all pupils continue to have access to high-quality instruction and essential services during emergencies or natural disasters that disrupt in-person learning. This plan supports continuity of learning, minimizes instructional disruption, and addresses pupils' academic, social-emotional, and mental health needs in accordance with state law and California Department of Education (CDE) guidance.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Long Valley School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Long Valley School will engage with pupils and their families as soon as practicable, but no later than five (5) calendar days following an emergency. Engagement efforts will be clear, timely, and supportive, with the goal of maintaining instructional continuity and addressing family needs.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- ParentSquare

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of power outages, internet disruptions, or infrastructure damage, the school will utilize alternative communication and instructional methods, including paper-based instructional packets, phone outreach, and in-person distribution of materials when safe to do so.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The school will identify and provide support for pupils' social-emotional, mental health, and academic needs during an emergency. This may include counseling services, increased staff check-ins, academic accommodations, and referrals to community-based supports.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Long Valley School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Long Valley School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to

those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Instructional materials will be distributed digitally and, when necessary, through non-digital formats to ensure equitable access for all pupils.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Pupils will access and submit schoolwork through district-approved learning platforms or alternative methods as needed to ensure continuity and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Long Valley School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Long Valley School will support pupils and families with temporary reassignment or enrollment options with neighboring LEAs, county offices of education, or charter schools when an emergency disrupts in-person learning.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, students, and staff will receive regular updates regarding instructional expectations, schedules, and available supports using established communication channels.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The school will maintain readiness to pivot to remote learning through access to devices, online platforms, instructional resources, and independent study agreements.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction will prioritize essential standards-aligned learning objectives, with progress monitoring and additional supports such as tutoring, check-ins, and virtual office hours when feasible.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All students, including students with disabilities, students experiencing homelessness, foster youth, and English learners, will continue to have equitable access to instruction and support services.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEP services will continue to be implemented and documented in accordance with state and federal law.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students will continue to receive designated and integrated supports aligned with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Professional learning opportunities and resources will be provided to staff to support effective remote instruction and assessment as needed.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The LEA will provide access to physical and mental health professionals, including multilingual services when available. Plans will also address access to backup food, water, medications, and continuity of services such as special education, counseling, after-school programs, and meal services.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators, faculty, IT staff, students, and parents will collaborate in the development, implementation, and review of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to returning to in-person instruction, safety conditions and operational readiness will be verified.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Long Valley School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Long Valley School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

The school principal or designee shall serve as the primary point of contact for any immigration enforcement activity involving the school site. If an immigration enforcement officer requests access to the school site, the principal or designee shall immediately contact the superintendent or designee for guidance. Confirmation of immigration enforcement presence shall occur only through direct contact with the officer, review of official documentation (e.g., judicial warrant or subpoena), or verification through the superintendent or legal counsel. No notification shall be issued until confirmation is completed to ensure accuracy and compliance with state law.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Upon confirmation, notification procedures shall ensure timely communication to the following groups: - Parents and guardians of pupils - Teachers - Administrators - School personnel

Notification shall be consistent across groups to ensure shared understanding and coordinated response

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notifications shall be issued as soon as reasonably practicable following confirmation, and no later than the same school day when feasible. Timing shall be carefully considered to balance transparency, safety, and the need to minimize panic or disruption to the instructional environment.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content and timing of all notifications shall prioritize the physical safety, emotional well-being, and privacy of pupils, employees, and community members. Communications shall be factual, calm, and supportive in tone, and shall avoid speculation or language that could cause fear or confusion.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notifications shall not include personally identifiable information (PII) of any student, family member, or employee. This includes, but is not limited to, names, immigration status, addresses, or any other information that could reasonably identify an individual.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Secure, two-way communication methods shall be used to issue notifications, which may include: Email to staff and families - Secure school or district portals (e.g., ParentSquare)

These systems shall be regularly maintained, updated, and tested to ensure accuracy of contact information and reliability during

emergencies.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

When appropriate, notifications may include hyperlinks or references to additional resources for families, including: - Information on students' educational rights - State laws that protect parents' and students' privacy and confidentiality - Counseling and support services, including services for families impacted by immigration enforcement and any model policies adopted by the Local Educational Agency (LEA)

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

These procedures shall be reviewed and evaluated by the school safety planning committee at least once annually, and amended as needed to reflect changes in law, guidance, or school operations.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated file of all safety-related plans and materials, including these procedures, shall be maintained and made readily available for public inspection in accordance with applicable laws and district policies.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Implementation of this plan shall align with the Department of Education's checklist for developing a comprehensive school safety plan, as required by state law and as maintained and conspicuously posted on the Department of Education's website.

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

The LVS school safety plan shall be reviewed annually by staff and the site safety committee (Advisory Council). Suggestions for edit will be considered and cause the plan to be amended. Once approved, the updated plan will be submitted to the Board of Directors for final approval.

Site Safety Committee at a minimum must include:

1. The principal or the principal's designee.
2. One teacher.
3. One parent whose child attends the school.
4. One classified employee.

Emergency Contact Numbers

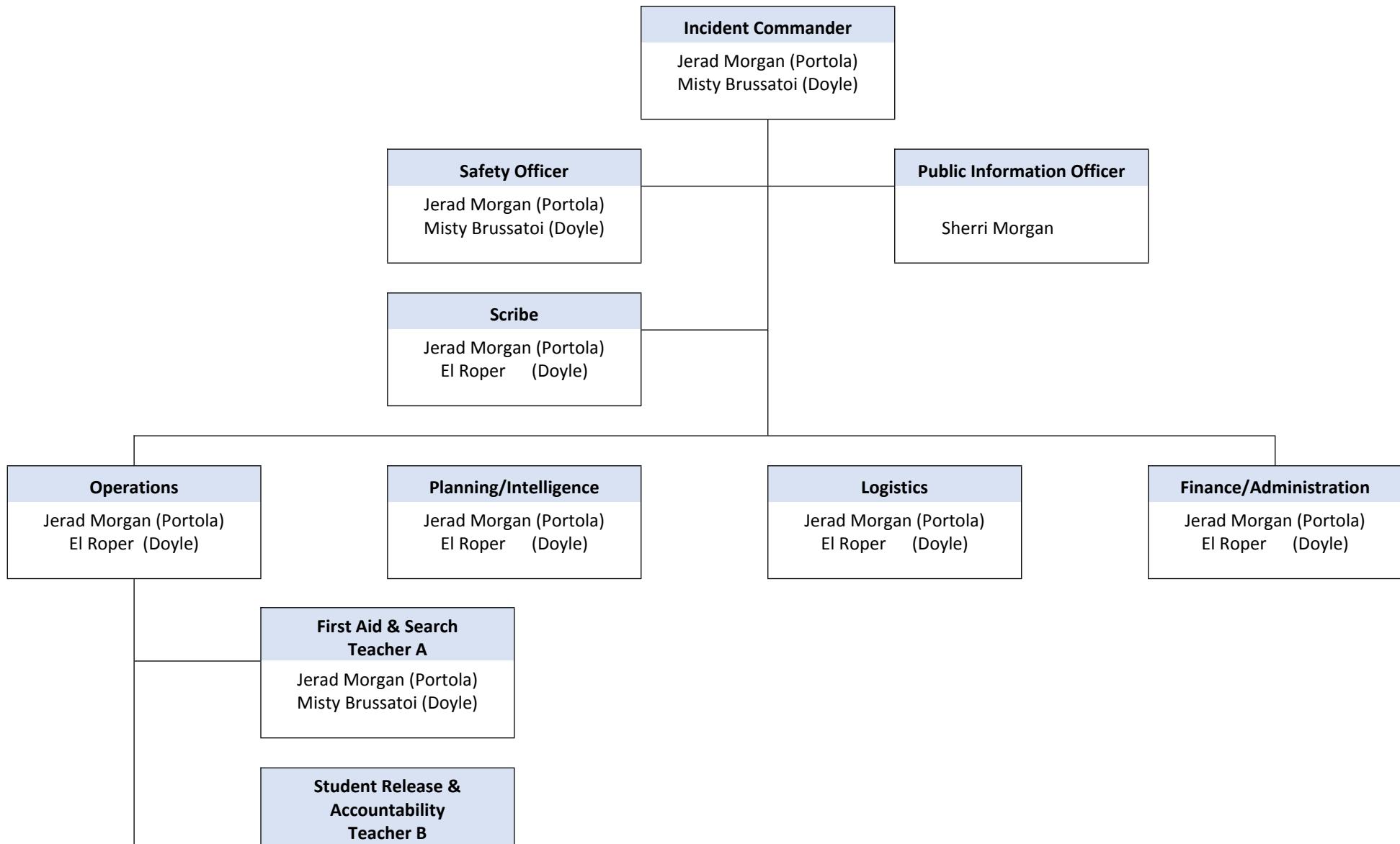
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Emergency	911	
Public Utilities	Liberty Utilities Electric	1-800-552-6258	Portola
City Services	Water, Sewer	530 832-4216	Portola
Law Enforcement/Fire/Paramedic	Sheriff	530 832-4242	Portola
Public Utilities	Gas; Amerigas	530 832-7700	Portola
Law Enforcement/Fire/Paramedic	Emergency	911	Local number Fire 827-2681 Doyle
Public Utilities	PSREC	530 832-4261	Electric
Law Enforcement/Fire/Paramedic	Sheriff	530 257-6121	Doyle
Public Utilities	Gas	530 257-4161	Doyle

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Meeting with Deputy Mai (SRO in Lassen County)	2-4-2021	
Meeting with CHP in Portola	2-11-2020	
Meeting with Site Administrators	2-09-2024	
Meeting with Advisory Council	10-03-2025	Teleconference via Zoom and in person at each location; announced with Parent Square.
Presentation to Governing Board	2-18-2026	Teleconference via Zoom and in person at Doyle location; posted to www.longvalleycs.org .

Long Valley School Incident Command System



Jerad Morgan (Portola)
El Roper (Doyle)

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Incident commander (Principal or designee):

1. Call 9-1-1 to report the crash.
2. Perform a quick assessment of the situation and determine if immediate evacuation is necessary. If necessary, follow evacuation procedures.
3. Establish a Command Post. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive.
4. Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.

Teachers:

1. Determine if your class is in immediate danger.
2. If the class is in danger evacuate your class to a safe location. If it is safe, stay in your room.
3. If you evacuate, take roll and document absent and/or missing students on class attendance sheet.
4. Move your class to the designated Assembly Area, as directed.
5. Wait for further instructions.

Animal Disturbance

- Open your outside room door and direct anyone nearby to come into the room.
- Lock your outside door.
- If you have a door to the multi-purpose room, open it and direct anyone nearby to come into the room.
- Lock your inside door.
- Close any window shades, blinds, or drapes.
- Direct everyone in the room to move away from doors and windows and sit on the floor.
- Wait until a school administrator, employee, or emergency personnel open your door and advise it is safe or gives you other directions.

Armed Assault on Campus

*Report any suspicious person(s) you see on campus to the office immediately. Call 911.

OFFICE ANNOUNCES "There is a dangerous person on campus, lockdown, shelter in place" by intercom or phone.

- Open your outside room door and direct anyone nearby to come into the room.
- Lock your outside door.
- If you have a door to the multi-purpose room, open it and direct anyone nearby to come into the room.
- Lock your inside door.
- Close any window shades, blinds, or drapes.
- Direct everyone in the room to move away from doors and windows and sit on the floor.
- Wait until a school administrator, employee, or emergency personnel open your door and advise it is safe or gives you other directions.

Biological or Chemical Release

Anyone noticing a biological or chemical release should notify the office or site administrator immediately.

All Personnel:

1. Upon notification that a hazardous materials incident has affected the school, keep calm while preparing for an evacuation to

another location, if directed. Unless otherwise instructed, shelter in place. Keep your radio on and listen for instructions.

2. Keep students calm.
3. Close all classroom doors and windows.
4. Ensure that the heating-ventilation and cooling system is shut down.

Site Administrator:

Communicate with the Police and Fire Department to determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take. If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources. Until ordered to evacuate assume that a "shelter-in-place" strategy will be employed and do the following:

- a. Direct that all students and staff remain indoors until it is safe.
- b. Direct that all heating-ventilation and cooling units are shut down.
- c. Direct that all windows are shut.

Bomb Threat/ Threat Of violence

Bomb threats must be taken seriously!

If you receive a bomb threat over the telephone, be calm, courteous, listen and do not interrupt. Attempt to gather as much information as possible.

Report the matter immediately to the police at 911, and then contact the office and explain the situation.

Do not evacuate unless instructed to do so by the police, LVS Administration, or other emergency personnel.

If instructed to evacuate, follow the evacuation procedures in this plan.

Bus Disaster

In the event of a bus accident or disaster, the bus driver shall follow the bus evacuation procedure, the California Vehicle Code, and the California Dept. of Education code. The bus driver will call 911 if possible. If possible, the bus driver will be the incident commander until help arrives. As soon as it is safe to do so, the bus driver will notify the Doyle site principal, who will begin the process of notifying families of the disaster.

Cardiac Arrest

Disorderly Conduct

In the event of an adult engaged in disorderly conduct at the school site or environs, including verbal abuse, physical abuse, or other activities disruptive to the learning environment, the principal will assume the responsibility of incident command. If the principal feels it is safe to approach the individual, the individual may be asked to please leave the premises. If the individual does not comply, or if the principal feels it is unsafe to approach the individual, Lassen or Plumas County Sheriff Department must be notified. Explain the situation to the dispatcher. If threat of violence or possible harm to students and staff is apparent or deemed possible, the school should enter into lockdown, following the shelter-in-place protocol.

Earthquake

During an earthquake, follow these steps.

1. Stay in the building. Do not evacuate.
2. Take shelter under tables or desks and in doorways (Drop, cover and hold on).
3. Keep away from overhead fixtures, windows, filing cabinets, and book cases.
4. Assist any person with disabilities in the area and find a safe place for them.

5. If you are outside, stay outside. Move to an open area away from buildings, trees, power lines, and roadways.

Explosion or Risk Of Explosion

In the event of an explosion in the building, remember the following steps.

1. Immediately take cover under tables or desks which give protection against flying glass and debris (Drop, cover and hold on).
2. After the effects of the explosion have subsided, call 911 and then contact the office and explain the situation.
3. In the event of a fire, activate the building alarm system.
4. Follow evacuation procedures for the building in the immediate area of the explosion.

Extreme Weather

Fire in Surrounding Area

In the event of a fire in area surrounding the school, notify the fire department. The principal or designee is the incident commander, and should make a reasonable determination about whether to evacuate students or shelter-in-place. If sheltering in place, keep students inside and shut down ventilation systems to avoid smoke inhalation. Evacuate if instructed to do so by the incident commander or first responders using the procedure for Fire on School Grounds.

Fire on School Grounds

FIRE ALARM SOUNDS (Will sound through intercom or building alarm system)

Teachers: Line students up at the exit door. Students are to leave all belonging in the room. Take Fire Drill Folder, Attendance Sheet, Emergency backpack, and radio and proceed along the evacuation route to the Assembly area. The teacher shall be the last person to leave the room, turning off lights and leaving door unlocked. Once at the Assembly area, the teacher shall take attendance and hold up the Green card if all students are accounted for, or the orange card in the case that there are unaccounted for students.

Principal and designated staff: Principal, with assistance from designated staff (i.e. school secretaries other administrative employees) will verify that all students are accounted for. In the case where there are unaccounted for students, wait for help unless the students can be found safely. Do not enter a burning building.

If the fire is minor in nature, return students to safe facilities upon the instruction from the fire department that the facilities are safe. For major fires, the principal will instruct administrative support staff to begin the process of notifying parents or guardians to come get their children as soon as the incident command personnel deem it is safe to do so.

Flooding

In the event of notification of a flood, evacuate students to higher ground if instructed to do so. If moving to higher ground is not possible, students and staff should seek shelter on upper floors of buildings or roof-top areas. Keep students calm and wait for help. Keep radios on and close by to listen for instructions.

Loss or Failure Of Utilities

In the event of an electrical failure impacting the ability of students to learn due to loss of water and sanitation facilities, heating, air conditioning, or lighting, students shall be released to parents or guardians after a failure exceeding two hours. The principal or designee will contact the utility company during the outage to determine if there is projected duration for the outage, and will conduct a brief assessment to determine if imminent safety issues exist, such as a downed power line.

In the event of the rupture of a vessel or pipe containing natural gas, kerosene, or other flammable gas or liquid occurs as a result of a utilities issue, the school shall be evacuated immediately using the fire evacuation procedure, except that light switches and other

electrical circuits shall not be switched on or off.

In the event of a lack of water service due to non-electrical issues, proper drinking water mitigation techniques will be employed and testing conducted to verify that the school has safe drinking water available.

Motor Vehicle Crash

In the event of a motor vehicle crash on the school premises, the principal is the incident commander. Have someone call 911 to report the crash. Assess the scene to ensure there is no imminent danger which might result in a need to evacuate all or part of the school buildings. If so, the principal shall call upon administrative staff to implement evacuation procedures. If no imminent danger is noted, and there are no apparent injuries, wait for first responders to arrive at the scene. If there are injuries, employees trained in CPR/First Aid may use their training to assist and support the victims until the arrival of first responders.

Pandemic

Pandemic policies and procedures are thoroughly delineated in the Injury & Illness Prevention Plan (1012-Rev. 1-14-21) and Health and Safety-COVID Policy (5010-Rev. 1-26-21).

Psychological Trauma

In the event of a traumatic event occurring at or outside of the school setting, during or beyond school hours, the school will provide opportunities for students to receive counseling as part of its agreement with Lassen County Office of Education. If the traumatic event is a suicide, staff will follow the suicide prevention board policy. If a traumatic event happens at school, teachers and staff will work to first ensure that students are safe. The principal will work with admin staff to notify families, and will, in conjunction with the executive director, make a determination about whether to cancel school for the remainder of the school day.

Suspected Contamination of Food or Water

If an incidence of suspected food or water contamination occurs, first ensure that the food or water is quarantined to a place where it cannot be further consumed. Do not throw the food away, as it may be needed by first responders, physicians, or public health workers to determine the nature of any illness that has occurred. If the suspected food was produced by the school as part of the lunch and breakfast program, follow the procedures in place to notify the appropriate public health entity. If the suspected food was brought by a student or parent/guardian, so note this in the incident report.

If students have become sick, notify family of the potential source of the contamination, and be available to help with the public health investigation.

If the drinking water becomes contaminated, immediately notify the water operator, begin the process of mitigating the contamination using appropriate and approved safe drinking water practices and contractors as outlined by the California Water Board.

Water Contamination notification will proceed as follow:

1. The school will begin its procedures for sending home students upon the first sign of water being unfit to consume.
2. Signage at points of consumption will be posted: "Unsafe to drink."
3. Families and staff will be notified via the school's existing all-call system.
4. The school's website will be updated with an alert.
5. Local radio station KSUE will be notified to broadcast an announcement.
6. Notification of persons speaking a language other than English will be done through the all-call system or via personal phone calls from bilingual individuals speaking the target language.

Tactical Responses to Criminal Incidents

Guns are not permitted on school campuses and school-sponsored events.

Unlawful Demonstration or Walkout

In the event of an unlawful demonstration or walkout, the principal is the incident commander. If an dangerous or violent situation appears imminent, contact local law enforcement and await further instructions. Place the school in lockdown to protect students as appropriate. Notify parents when safe to do so.

If no dangerous or violent situation does not appear imminent, instruct the remaining students to stay at school. Do not attempt to force a crowd of angry individuals to return to school. Notify parents of the situation and take roll to help determine later which students left the school grounds. Students leaving the school grounds outside of open campus hours, or younger than ninth grade, may be subject to the school's discipline policy.

Emergency Evacuation Map

Comprehensive School Safety Plan

2025-26 School Year

School: Thompson Peak Charter School

CDS Code: 18-64196-0135756

District: Thompson Peak Charter School

Address: 995 Paiute Lane
Susanville, CA 96130

Date of Adoption: 4/11/2019

Date of Update: 2/16/2024

Date of Review:

- with Staff October 2024

- with Law Enforcement 2/4/2021

- with Fire Authority

Approved by:

Name	Title	Signature	Date
Sherri Morgan	Executive Director/ Superintendent		
Stephanie Preston	Site Administrator		

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- **A protocol for opioid overdose** for grades 7-12.
- **An Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at www.longvalleycs.org, Long Valley Charter School, 436-965 Susan Dr., Doyle CA 96109 and 257 Sierra St, Portola CA 96122.

Safety Plan Vision

Thompson Peak Charter School is a safe and secure campus, and staff members provide a nurturing environment where students and staff feel welcome and protected from harm. TPCS acknowledges its core responsibility to protect all children. Staff members

are committed to creating an environment free from verbal or physical abuse, threatening behavior, sexual harassment, racial tension or other unsafe conditions that may result in distractions from learning. TPCS works collaboratively with stakeholders to create a Comprehensive School Safety Plan that supports the needs of staff, students, and the broader school community.

Components of the Comprehensive School Safety Plan (EC 32281)

Thompson Peak Charter School Safety Committee

The school safety committee is made up of classified and certificated staff. Members review safety procedures and policies, and identify, and sometimes provide, appropriate trainings for students and staff.

Assessment of School Safety

Monthly safety drills (fire, earthquake, or lock-down) and procedures are regularly reviewed. Monthly FIT reports of facility safety ensure the physical safety of the campus. Students in 5th through 12th grade have the opportunity to take the California Healthy Kids survey to provide data about school climate and student perception of school safety.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

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

- A requirement that all enrolling students who receive classroom-based instruction provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075, and a requirement that all rising 7th grade students are immunized with a pertussis (whooping cough) vaccine booster.
- A requirement that each employee and contractor of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.
- A requirement that all employees will be mandated child abuse reporters in compliance with all applicable reporting laws, and that the Charter School will provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.
- A policy requiring tuberculosis risk assessments and examinations (if necessary) for employees prior to commencing employment and working with students, and for employees at least once each four years thereafter.
- Policies and procedures for responding to emergencies and natural disasters.
- Policies and procedures for contacting parents or guardians in case of an emergency.
- Policies relating to the prevention of exposure to blood borne pathogens and communicable diseases.
- A policy regarding the administration of medication in school in compliance with Education Code Section 49423, and epinephrine auto-injectors in compliance with Education Code Section 49414.
- A policy requiring that instructional staff receive training in first aid and CPR or its equivalent.
- A policy establishing that Long Valley Charter School operates as a drug, alcohol, and tobacco free environment.
- A policy for the prevention of discrimination and sexual harassment, as well as any harassment based upon protected characteristics.
- A policy for facility safety, including seismic safety.
- The site based program will participate in the annual vision, hearing, and scoliosis screening provided by the Lassen County Office of Education in compliance with Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.
- A policy on student suicide prevention in accordance with Education Code Section 215.
- Diabetes: The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7

In addition, Thompson Peak Charter School maintains a positive behavior support system to reinforce prosocial behavior and , uses progressive discipline and restorative justice concepts to ensure equity and reduce or eliminate instances of bullying, harassment, and other undesirable behavioral outcomes.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Thompson Peak Charter School follows the provisions of California Penal Code section 11166, and requires any employee who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

TPCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Thompson Peak Charter School employees are instructed to report suspected child abuse to Lassen County Child Protective Services and/or to Law Enforcement (Lassen County Sheriff).

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

Procedures follow in each subsequent section of this plan.

Adaptations for Students with Disabilities

- In the event of an evacuation, students with disabilities will be ushered to appropriate exits to meet their needs
- In the event of a lockdown, students with disabilities will be accommodated with accessible equipment, including but not limited to restrooms
- Accessible accommodations will be made by staff for students with disabilities

Public Agency Use of School Buildings for Emergency Shelters

TPCS communicates and collaborates with public agencies to provide facilities in the event of local disasters.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Thompson Peak Charter School maintains suspension, expulsion, and mandatory expulsion policies that comply with Education Code Section 47605 (b)(5)(J). The complete policy can be found in the TPCS Charter, as well as board policy 6003, approved 5-16-17 by the Long Valley Charter School Board of Directors. This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against

any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A list of enumerated offenses which may result in suspension or expulsion follows.

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the

personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence. If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Teachers are informed of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code Section 48900 except possession or use of tobacco products (Sections 48900.2, 48900.3, 48900.4, 48900.7) This information is based on district records maintained in the ordinary course of business or records received from a law enforcement agency. At the beginning of each year, the school administrator provides to each teacher a list of students suspended or expelled for review. The teacher documents the notification by signature.

(E) Sexual Harassment Policies (EC 212.6 [b])

Thompson Peak Charter School(TPCS) is committed to providing a work environment free of invidious discrimination. In keeping with this commitment, TPCS prohibits sexual harassment of TPCS employees and applicants for employment in the working environment. This policy applies to all of the TPCS employees. It prohibits harassment of any form, including verbal, physical, and visual harassment of a sexual nature.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, physical, or visual conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is either explicitly or implicitly made a term or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment or of adversely affecting the student of employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.
9. Any act of retaliation against an individual who reports a violation of TPCS' sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Employees who permit or engage in such harassment will be subject to discipline up to and including termination of employment. Each supervisor has the responsibility of maintaining an education and work environment free of sexual harassment. This responsibility includes discussing TPCS's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting degrading, or exploitive treatment or any form of sexual harassment. Any employee who believes he or she has been harassed by a co-worker or manager of TPCS should promptly report the facts of the incident or incidents and the names of the individuals involved on the complaint form attached to this policy, and file a complaint with his or her supervisor, the Director, or the Board of Directors. Such claims will be investigated and all information forwarded to the Board of Directors for appropriate action. TPCS prohibits retaliatory behavior against any participant in the complaint process. Each complaint shall be investigated in a way that respects the privacy of all parties.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Students are expected to dress in a manner that will not disrupt the learning environment. Students are to come to school clean and dressed modestly.

Hair should be worn in a manner that does not obstruct the student's vision or distract others.

The following are considered inappropriate clothing and will lead to the student's referral to the office to contact their parents to bring suitable clothing.

- Shoes with hard/firm soles must be worn at all times. Skate shoes, slippers, and cleats are not permitted. Shoes must have a heel strap, which secures the shoe to the foot.
- Logos on clothing or backpack type items may not advertise or promote smoking, alcohol, drugs, gang related slogans, or display vulgar or sexually suggestive comments.
- Aerosol cans of hair spray or hair color are not permitted at school. Coloring products may not be water-soluble or transfer to clothing or school materials.
- Any immodest clothing including but not limited to: tube tops, sheer shirts, backless, halter, low cut, or swimsuit tops. Midriffs may not show when arms are at their side. Shirts with large armholes (muscle shirts) and tank tops with less than 1-inch strap are not allowed.
- Undergarments may not show.
- Shorts and skirts must be no more than 4 inches above the knee or shorter than the end of the extended fingertips and must be hemmed. No spandex shorts or pajamas.
- Pants that do not fit without sagging or falling off hips
- Clothing with holes that make undergarments or midriff visible
- Students may not wear hats in the classrooms, cafeteria, library or office
- Make-up, cosmetics, or jewelry must be appropriate to the age level of the student and shall not cause a distraction to the learning or teaching process.

Although students are not required to wear uniforms for P.E., they are expected to wear appropriate footwear and clothing for daily P.E. class.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Thompson Peak Charter School site does not provide bussing, and the majority of students arrive via personal vehicle accompanied by family members. While on site, the campus is closed for students below ninth grade, and they must be signed out by an authorized adult. The campus is open for high school students, who may leave and return for a lunch break in circumstances where they will remain on campus for a period of time that extends across such a break. Students are expected to follow school rules going to and from school, or on a lunch break in the community just as if they were on campus.

A student is responsible for his/her actions going to and from school just as if he/she were on campus. Students are expected to obey all traffic rules, respecting the property and rights of others on their route, and obeying all school rules.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Component:

Component 1

Element:

Physical Environment of School Sites

Opportunity for Improvement:

Ensure pavement at ingress and egress sites is maintained. Continue to maintain a clean, safe environment at all sites. Establish procedures for the timely reporting of unsafe conditions in the physical environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To achieve a "good" rating or higher on Monthly Facility Inspection Tool (FIT) reports.	Monthly FIT tests performed by site administrators	Checklist document	Site administrators	FIT checklist reports.
Passing external facilities audits	Continue triennial Loss Control and Safety Audits	CharterSafe Joint Powers Authority	Site administrators and Executive Director	Loss Control and Safety Audit report

Goal

Component:

Component 2

Element:

Behavioral and Mental Health

Opportunity for Improvement:

Ensure availability of mental health services at all sites, and provide staff training on identification of at-risk pupils.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide short-term counseling as needed to general education students	Identify, evaluate, and retain professionals, including tele-health professionals, to provide services.	LCAP; partnerships with local mental health facilities and providers	Site administrators and Executive Director	California Healthy Kids Survey (CHKS) results; enrollment of students in counseling services; program evaluation district surveys.
Provide short-term counseling as needed to students with disabilities	Continue to provide services under the auspices of Educationally-related Mental Health Services (ERMHS) in conjunction with Lassen County SELPA	ERMHS funding	Site administrators and Executive Director	Program outcomes
Provide pro-social training for staff and students	Identify, evaluate, and retain professionals, including tele-health professionals, to provide services.	LCAP; partnerships with local mental and public health facilities	Site administrators and Executive Director	Effect on referrals for counseling; CHKS results

Goal**Component:**

Component 3

Element:

School Climate

Opportunity for Improvement:

Provide uniform whole-school positive behavior support.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide social-emotional curriculum instruction to students	Identify, evaluate, purchase and administer social-emotional curriculum across grade spans.	LCAP	Site administrators and Executive Director	CHKS results
Provide professional development to Staff on the implementation of whole-school positive behavior systems	Work with stakeholders to identify programs; identify appropriate trainings	LCAP	Site administrators and Executive Director	Staff participation
Increase consistency of disciplinary action across sites	Develop district wide discipline matrix	LCAP	Site administrators and Executive Director	Change in discipline referral rate, suspension rate, and drop-out rate.

(II) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Thompson Peak Charter School Student Conduct Code**

The following behavior expectations are expected to be followed by students on campus and during school activities at all times. All students, parents, and teachers have been given the Student/Teacher/Parent Expectations to sign at the beginning of the year. There are three School Expectations/Rules that are guides for behavior are as follows:

Be Responsible!

Students will be expected to respond appropriately to issues and problems that arise – not react to them! Students are expected to conduct themselves responsibly, and depend less on outside controls to manage their behavior.

Be Safe!

Abide by all laws, rules, procedures, and instructions.

Be Respectful!

Students will respect others through their actions, attitudes, and speech.

Conduct Code Procedures

Thompson Peak Charter School is centered on positive reinforcements to correct inappropriate behavior exhibited during school

hours. Although teachers may have their own way of creating/posting class rules, all classes will use the following guidelines.

- (1) Students are instructed on the expected social behavior
- (2) A verbal warning is given to correct the student's behavior.
- (3) A second warning and a consequence are given. An example of a consequence is the relocation within the room to work or loss of privileges.
- (4) Final warning and an additional consequence is given. This could be a note sent home, a call home made by the teacher; an action plan, and/or removal from blended learning activities.

After classroom level interventions have failed to change the student's disruptive behavior, the Administration Office will become involved as follows:

1st Visit to Office: After counseling, the child will be required to write about how their behavior has broken one or more of the Three School Rules. They will then be required, in writing to make a plan that will allow them to avoid any repeat of this disruptive behavior. Students unable to complete a formal writing task may dictate and then copy their statements or draw illustrations at the discretion of the Administration Office.

2nd Visit to Office: The same procedures reported above will happen, plus the parent/guardian will be notified and the child, parent, and Administrator will plan together strategies to change the misbehavior. Parent and child will be reminded that as a school of choice, it is clearly outside our policies and interests to allow any child to be an ongoing disruptive agent at Thompson Peak Charter School. A Student Study Team will be created, and a behavior plan will be developed.

3rd Visit to the Office: The child will be required to write about how their behavior has broken one or more of the Three School Rules. The parent will be notified and the child may be suspended. A final contract, signed by the site administrator, parent, and student will indicate that any further misbehavior will result in suspension, and possible referral for expulsion.

Please note that if an offense is severe, the child will be sent directly to the Administrator's Office and placed at Step 3. Such behaviors could be, but are not limited to, violence towards self or others.

(K) Hate Crime Reporting Procedures and Policies

Thompson Peak Charter School will not tolerate hate-motivated behavior. Students who believe themselves to be victims of hate-motivated behavior must immediately contact site leadership (principal or designee). Students found to have demonstrated hate-motivated behaviors shall be subject to disciplinary procedures in accordance with board policy. Students that are victims of hate-motivated behavior may file a complaint in accordance with district complaint procedures if they feel that site leader (principal or designee) has failed to remedy the situation.

(J) Procedures to Prepare for Active Shooters

In February 2021, school administrators took part in a 2-day ALICE training to become certified trainers in violent critical incidents. Planning for implementation will be accomplished by 6/30/2021.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The Charter School advises students:

a. To never share passwords, personal data, or private photos online.

b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are

posted.

- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

The Charter School informs LVCS employees, students, and parents/guardians of the Charter School's policies regarding the use of technology in and out of the classroom. The Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at the Charter School and encourages students to practice compassion and respect each other.

The Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

The Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The Charter School informs the Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The Charter School annually makes available the online training module developed by the California Department of Education and/or the modules developed by Safe Schools Training pursuant Education Code section 32283.5(a) to its certificated employees and all other the Charter School employees who have regular interaction with pupils.

The Charter School informs certificated employees about the common signs that a student is a target of bullying including

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

The Charter School also informs certificated employees about the groups of students determined by the Charter School and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the Charter School's students.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator: Sherri Morgan Executive Director/Superintendent P.O. Box 7 Doyle, CA 96109 (530) 827-2395 smorgan@longvalleycs.org

Opioid Prevention and Life-Saving Response Procedures

Purpose: To establish guidelines and regulations governing the utilization of naloxone nasal spray administered by Long Valley Charter employees. The objective is to treat opioid overdoses and get those overdosed transported to an emergency department to reduce the number of fatal overdoses. Reference board policy 5012 (rev: 12/1/2022) Opioid Antagonist Policy.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Response Procedures for Dangerous, Violent, or Unlawful Activities

Overview: Our school district has established a Critical Incident Plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

A risk to the life and safety of students and staff may exist when there is a serious display of disordered thought or behavior, including disorderly conduct from staff, students, or visitors. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head or cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place. This Section is intended to address any violent, dangerous, or unlawful activities on school grounds and at school-sponsored events

Procedure:

Follow the procedures ascribed to in the Critical Incident Plan: RUN – HIDE – FIGHT

- a) Report the incident:
 - i) If possible, call 911
 - b) Run: Evacuate if possible
 - c) HIDE: Shelter if necessary “In Cases Such as the Danger is More Imminent if you Evacuate”
 - d) Fight-Take action, if you must
 - e) Respond Appropriately When Law Enforcement Arrives

Instructional Continuity Plan

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by non-school entity, or other official order issued to meet a state of emergency or war, the student’s instruction will be provided by one or more of the means stated below in light of the emergency circumstances and District policy. Some form of engagement will be offered in the first 5 days.

Means of Delivery, to greatest extent possible

- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher appointments (virtual or in-person, as available)
- Scheduled email check-ins (parent or student)
- Virtual office hours (drop-in; parent or student)

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 2/18/206 and adopted by Thompson Peak Charter School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The purpose of this Instructional Continuity Plan (ICP) is to ensure that all pupils continue to have access to high-quality instruction and essential services during emergencies or natural disasters that disrupt in-person learning. This plan supports continuity of learning, minimizes instructional disruption, and addresses pupils' academic, social-emotional, and mental health needs in accordance with state law and California Department of Education (CDE) guidance.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Thompson Peak Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Protocol for Engagement

Long Valley School will engage with pupils and their families as soon as practicable, but no later than five (5) calendar days following an emergency. Engagement efforts will be clear, timely, and supportive, with the goal of maintaining instructional continuity and addressing family needs.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- ParentSquare

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of power outages, internet disruptions, or infrastructure damage, the school will utilize alternative communication and instructional methods, including paper-based instructional packets, phone outreach, and in-person distribution of materials when safe to do so.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The school will identify and provide support for pupils' social-emotional, mental health, and academic needs during an emergency. This may include counseling services, increased staff check-ins, academic accommodations, and referrals to community-based supports.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Thompson Peak Charter School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Thompson Peak Charter School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Remote instruction will align with EC Sections 51747 and 51749.5 governing Independent Study. Instruction will meet standards equivalent to those applicable to in-person and independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Instructional materials will be distributed digitally and, when necessary, through non-digital formats to ensure equitable access for all pupils.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Pupils will access and submit schoolwork through district-approved learning platforms or alternative methods as needed to ensure continuity and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Thompson Peak Charter School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Long Valley School will support pupils and families with temporary reassignment or enrollment options with neighboring LEAs, county offices of education, or charter schools when an emergency disrupts in-person learning.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, students, and staff will receive regular updates regarding instructional expectations, schedules, and available supports using established communication channels.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The school will maintain readiness to pivot to remote learning through access to devices, online platforms, instructional resources, and independent study agreements.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction will prioritize essential standards-aligned learning objectives, with progress monitoring and additional supports such as tutoring, check-ins, and virtual office hours when feasible.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All students, including students with disabilities, students experiencing homelessness, foster youth, and English learners, will continue to have equitable access to instruction and support services.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEP services will continue to be implemented and documented in accordance with state and federal law.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students will continue to receive designated and integrated supports aligned with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Professional learning opportunities and resources will be provided to staff to support effective remote instruction and assessment as needed.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The LEA will provide access to physical and mental health professionals, including multilingual services when available. Plans will also address access to backup food, water, medications, and continuity of services such as special education, counseling, after-school programs, and meal services.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators, faculty, IT staff, students, and parents will collaborate in the development, implementation, and review of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to returning to in-person instruction, safety conditions and operational readiness will be verified.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Thompson Peak Charter School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Thompson Peak Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This ICP will be reviewed and updated at least annually, or more frequently as needed, to ensure alignment with state law, CDE guidance, and local conditions.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

The school principal or designee is responsible for confirming the presence of immigration enforcement activity on or immediately adjacent to the schoolsite. Confirmation shall occur through direct observation, official communication from law enforcement or government agencies, or verification by the superintendent or designee. No notification shall be issued until confirmation is made to prevent misinformation or unnecessary alarm.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Upon confirmation, notification procedures shall ensure timely communication to the following groups: - Parents and guardians of pupils - Teachers - Administrators - School personnel

Notification shall be consistent across groups to ensure shared understanding and coordinated response.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notifications shall be issued as soon as reasonably practicable following confirmation, and no later than the same school day when feasible. Timing shall be carefully considered to balance transparency, safety, and the need to minimize panic or disruption to the instructional environment.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

All notifications shall prioritize the physical safety, emotional well-being, and educational continuity of pupils, staff, and community members. Communications shall be factual, neutral, and reassuring in tone, and shall avoid speculation or language that could increase fear or misunderstanding. Notifications shall not interfere with instructional time beyond what is necessary to ensure safety.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notifications shall not include personally identifiable information (PII) of any student, family member, or employee. This includes, but is not limited to, names, immigration status, addresses, or any other information that could reasonably identify an individual.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Secure, two-way communication methods shall be used to issue notifications, which may include: - The school's mass notification system - Email to staff and families - ParentSquare

These systems shall be regularly maintained, updated, and tested to ensure accuracy of contact information and reliability during

emergencies.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

The TPCS school safety plan shall be reviewed annually by staff and the site safety committee. Potential revisions will be noted, and by the end of the school year the plan will be submitted to the Advisory committee for evaluation and approval. Once approved, the updated plan will be submitted to the Board of Directors for final approval.

Site Safety Committee at a minimum must include:

1. The principal or the principal's designee.
2. One teacher who is a representative of the recognized certificated employee organization.
3. One parent whose child attends the school.
4. One classified employee who is a representative of the recognized classified employee organization.

Emergency Contact Numbers

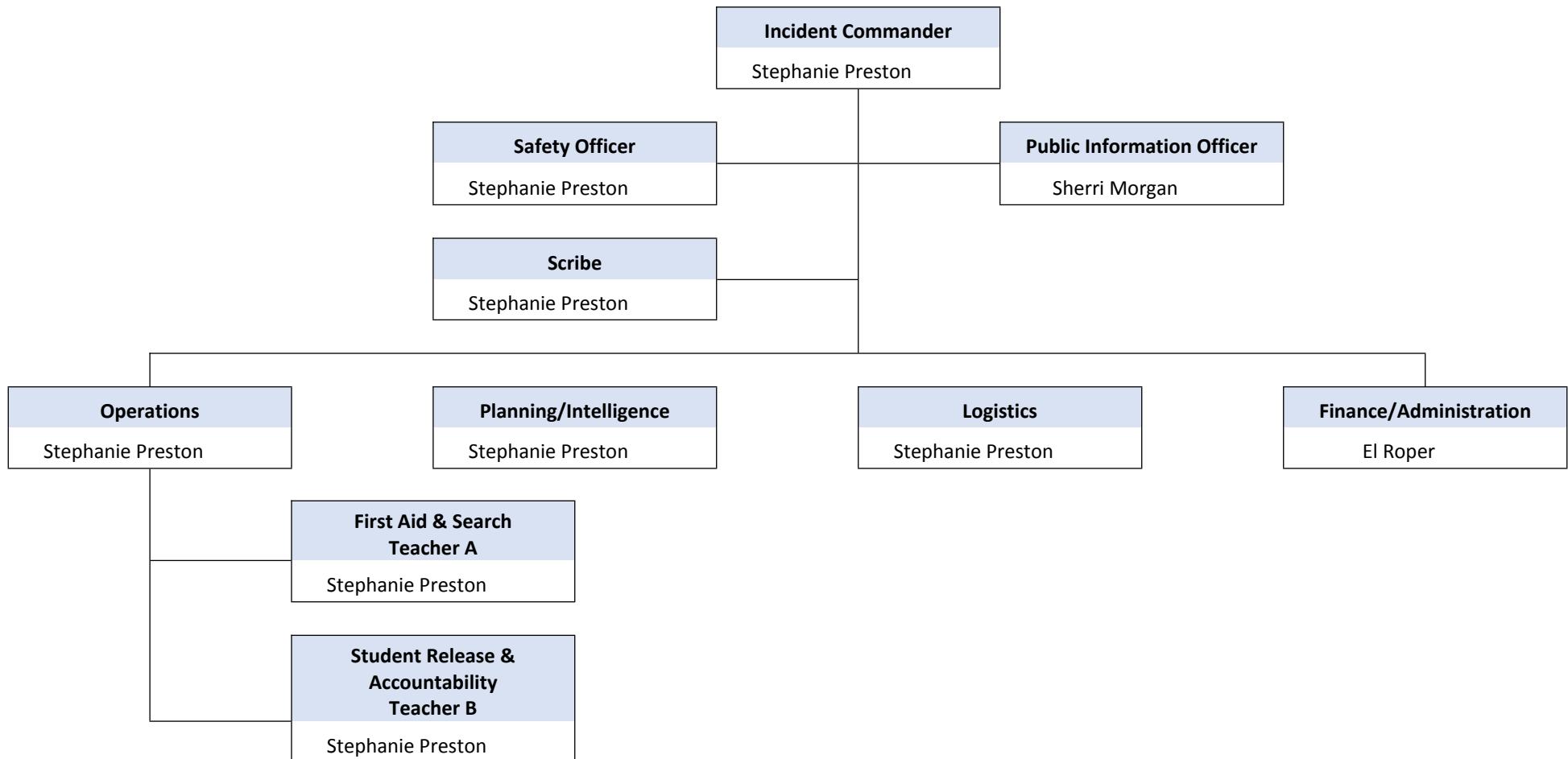
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Emergency	911	
Public Utilities	Lassen Municipal Utility District: Electric	530 257-4174	
City Services	City of Susanville Water, Sewer	530 257-1000	
Law Enforcement/Fire/Paramedic	Susanville Police Department	530 832-4242	
Public Utilities	Gas; City of Susanville	530 257-1000	
Law Enforcement/Fire/Paramedic	Susanville Fire Department	530 257-5152	
Law Enforcement/Fire/Paramedic	Lassen County Sheriff Department	530 257-6121	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Discussion with Susanville Police Department	2/4/2021	Discussion for implementation
Review by Advisory Council/ Site Committee	11/03/2025	Meeting by Zoom and in-person at learning center; announced through Parent Square.
approved by Governing Board	2/18/2026	Agenda posted on www.longvalleycs.org

Thompson Peak Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Incident commander (Principal or designee):

1. Call 9-1-1 to report the crash.
2. Perform a quick assessment of the situation and determine if immediate evacuation is necessary. If necessary, follow evacuation procedures.
3. Establish a Command Post. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive.
4. Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.

Teachers:

1. Determine if your class is in immediate danger.
2. If the class is in danger evacuate your class to a safe location. If it is safe, stay in your room.
3. If you evacuate, take roll and document absent and/or missing students on class attendance sheet.
4. Move your class to the designated Assembly Area, as directed.
5. Wait for further instructions.

Animal Disturbance

- Open your outside room door and direct anyone nearby to come into the room.
- Lock your outside door.
- If you have a door to the multi-purpose room, open it and direct anyone nearby to come into the room.
- Lock your inside door.
- Close any window shades, blinds, or drapes.
- Direct everyone in the room to move away from doors and windows and sit on the floor.
- Wait until a school administrator, employee, or emergency personnel open your door and advise it is safe or gives you other directions.

Armed Assault on Campus

Report any suspicious person(s) you see on campus to the office immediately.

OFFICE ANNOUNCES "There is a dangerous person on campus, lockdown, shelter in place" by intercom or phone.

- Open your outside room door and direct anyone nearby to come into the room.
- Lock your outside door.
- If you have a door to the multi-purpose room, open it and direct anyone nearby to come into the room.
- Lock your inside door.
- Close any window shades, blinds, or drapes.
- Direct everyone in the room to move away from doors and windows and sit on the floor.
- Wait until a school administrator, employee, or emergency personnel open your door and advise it is safe or gives you other directions.

Biological or Chemical Release

Anyone noticing a biological or chemical release should notify the office or principal immediately.

All Personnel:

1. Upon notification that a hazardous materials incident has affected the school, keep calm while preparing for an evacuation to another location, if directed. Unless otherwise instructed, shelter in place. Keep your radio on and listen for instructions.
2. Keep students calm.
3. Close all classroom doors and windows.
4. Ensure that the heating-ventilation and cooling system is shut down.

Site Administrator:

Communicate with the Police and Fire Department to determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take. If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources. Until ordered to evacuate assume that a “shelter-in-place” strategy will be employed and do the following:

- a. Direct that all students and staff remain indoors until it is safe.
- b. Direct that all heating-ventilation and cooling units are shut down.
- c. Direct that all windows are shut.

Bomb Threat/ Threat Of violence

Bomb threats must be taken seriously!

If you receive a bomb threat over the telephone, be calm, courteous, listen and do not interrupt. Attempt to gather as much information as possible.

Report the matter immediately to the police at 911, and then contact the office and explain the situation.

Do not evacuate unless instructed to do so by the police, LVCS Administration, or other emergency personnel.

If instructed to evacuate, follow the evacuation procedures in this plan.

Bus Disaster

N/A--No bus transportation provided.

Cardiac Arrest**Disorderly Conduct**

In the event of an adult engaged in disorderly conduct at the school site or environs, including verbal abuse, physical abuse, or other activities disruptive to the learning environment, the principal will assume the responsibility of incident command. If the principal feels it is safe to approach the individual, the individual may be asked to please leave the premises. If the individual does not comply, or if the principal feels it is unsafe to approach the individual, Lassen or Plumas County Sheriff Department must be notified. Explain the situation to the dispatcher. If threat of violence or possible harm to students and staff is apparent or deemed possible, the school should enter into lockdown, following the shelter-in-place protocol.

Earthquake

During an earthquake, follow these steps.

1. Stay in the building. Do not evacuate.
2. Take shelter under tables or desks and in doorways (Drop, cover and hold on).
3. Keep away from overhead fixtures, windows, filing cabinets, and book cases.
4. Assist any person with disabilities in the area and find a safe place for them.
5. If you are outside, stay outside. Move to an open area away from buildings, trees, power lines, and roadways.

Explosion or Risk Of Explosion

In the event of an explosion in the building, remember the following steps.

1. Immediately take cover under tables or desks which give protection against flying glass and debris (Drop, cover and hold on).
2. After the effects of the explosion have subsided, call 911 and then contact the office and explain the situation.
3. In the event of a fire, activate the building alarm system.
4. Follow evacuation procedures for the building in the immediate area of the explosion.

Extreme Weather

Fire in Surrounding Area

In the event of a fire in area surrounding the school, notify the fire department. The principal or designee is the incident commander, and should make a reasonable determination about whether to evacuate students or shelter-in-place. If sheltering in place, keep students inside and shut down ventilation systems to avoid smoke inhalation. Evacuate if instructed to do so by the incident commander or first responders using the procedure for Fire on School Grounds.

Fire on School Grounds

FIRE ALARM SOUNDS (Will sound through intercom or building alarm system)

Teachers: Line students up at the exit door. Students are to leave all belonging in the room. Take Fire Drill Folder, Attendance Sheet, Emergency backpack, and radio and proceed along the evacuation route to the Assembly area. The teacher shall be the last person to leave the room, turning off lights and leaving door unlocked. Once at the Assembly area, the teacher shall take attendance and hold up the Green card if all students are accounted for, or the orange card in the case that there are unaccounted for students.

Principal and designated staff: Principal, with assistance from designated staff (i.e. school secretaries other administrative employees) will verify that all students are accounted for. In the case where there are unaccounted for students, wait for help unless the students can be found safely. Do not enter a burning building.

If the fire is minor in nature, return students to safe facilities upon the instruction from the fire department that the facilities are safe. For major fires, the principal will instruct administrative support staff to begin the process of notifying parents or guardians to come get their children as soon as the incident command personnel deem it is safe to do so.

Flooding

In the event of notification of a flood, evacuate students to higher ground if instructed to do so. If moving to higher ground is not possible, students and staff should seek shelter on upper floors of buildings or roof-top areas. Keep students calm and wait for help. Keep radios on and close by to listen for instructions.

Loss or Failure Of Utilities

In the event of an electrical failure impacting the ability of students to learn due to loss of water and sanitation facilities, heating, air conditioning, or lighting, students shall be released to parents or guardians after a failure exceeding two hours. The principal or designee will contact the utility company during the outage to determine if there is projected duration for the outage, and will conduct a brief assessment to determine if imminent safety issues exist, such as a downed power line.

In the event of the rupture of a vessel or pipe containing natural gas, kerosene, or other flammable gas or liquid occurs as a result of a utilities issue, the school shall be evacuated immediately using the fire evacuation procedure, except that light switches and other electrical circuits shall not be switched on or off.

In the event of a lack of water service due to non-electrical issues, proper drinking water mitigation techniques will be employed and testing conducted to verify that the school has safe drinking water available.

Motor Vehicle Crash

In the event of a motor vehicle crash on the school premises, the principal is the incident commander. Have someone call 911 to report the crash. Assess the scene to ensure there is no imminent danger which might result in a need to evacuate all or part of the school buildings. If so, the principal shall call upon administrative staff to implement evacuation procedures. If no imminent danger is noted, and there are no apparent injuries, wait for first responders to arrive at the scene. If there are injuries, employees trained in CPR/First Aid may use their training to assist and support the victims until the arrival of first responders.

Pandemic

Pandemic policies and procedures are thoroughly delineated in the Injury & Illness Prevention Plan (1012-Rev. 1-14-21) and Health and Safety-COVID Policy (5010-Rev. 1-26-21).

Psychological Trauma

In the event of a traumatic event occurring at or outside of the school setting, during or beyond school hours, the school will provide opportunities for students to receive counseling as part of its agreement with Lassen County Office of Education. If the traumatic event is a suicide, staff will follow the suicide prevention board policy. If a traumatic event happens at school, teachers and staff will work to first ensure that students are safe. The principal will work with admin staff to notify families, and will, in conjunction with the executive director, make a determination about whether to cancel school for the remainder of the school day.

Suspected Contamination of Food or Water

If an incidence of suspected food or water contamination occurs, first ensure that the food or water is quarantined to a place where it cannot be further consumed. Do not throw the food away, as it may be needed by first responders, physicians, or public health workers to determine the nature of any illness that has occurred. If the suspected food was produced by the school as part of the lunch and breakfast program, follow the procedures in place to notify the appropriate public health entity. If the suspected food was brought by a student or parent/guardian, so note this in the incident report.

If students have become sick, notify family of the potential source of the contamination, and be available to help with the public health investigation.

If the drinking water becomes contaminated, immediately contact city water services.

Tactical Responses to Criminal Incidents

Guns are not permitted on school campuses and school-sponsored events.

Unlawful Demonstration or Walkout

In the event of an unlawful demonstration or walkout, the principal is the incident commander. If an dangerous or violent situation appears imminent, contact local law enforcement and await further instructions. Place the school in lockdown to protect students as appropriate. Notify parents when safe to do so.

If no dangerous or violent situation does not appear imminent, instruct the remaining students to stay at school. Do not attempt to force a crowd of angry individuals to return to school. Notify parents of the situation and take roll to help determine later which students left the school grounds. Students leaving the school grounds outside of open campus hours, or younger than ninth grade, may be subject to the school's discipline policy.

Emergency Evacuation Map

Long Valley Charter School 2026-27 Calendar DRAFT 2

175 Student Days

185 Staff Days

JANUARY '27

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Winter Break

18 M. L. King Day

19 Days

AUGUST '26

4-5 New Teacher Days
6,7,10,11 Teacher Inservice Days
12 First Day of School

14 Days

S	M	T	W	Th	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY '27

12 Lincoln's Birthday
15 Presidents' Day

18 Days

SEPTEMBER '26

7 Labor Day
25 Teacher Inservice
20 Days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH '27

12 Teacher Inservice
26 Snow/Emergency Day (if needed)
29-31 Spring Break
18 Days

OCTOBER '26

12 Columbus Day
21 Days

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL '27

1-2 Spring Break
30 Snow/Emergency Day (if needed)
19 Days

NOVEMBER '26

11 Veterans Day
23-27 Thanksgiving Break
15 Days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY '27

26 Last Day of School
31 Memorial Day
18 Days

DECEMBER '26

18 Teacher Inservice
22-31 Winter Break
13 Days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE '27

1 Last Day for Staff
18 Juneteenth



February 11, 2026

Long Valley Charter School
Sherri Morgan and Board of Directors
PO Box 7
Doyle, CA 96109

Dear Sherri Morgan and Board of Directors

We are pleased to confirm our understanding of the services we are to provide Long Valley Charter School for the year ended June 30, 2026.

Audit Scope and Objectives

We will audit the financial statements of Long Valley Charter School which comprise the statement of financial position as of June 30, 2026, and the related statements of activities, functional expenses, and cash flows for the year ended, and the disclosures (collectively, the "financial statements"). Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America (GAAS), and we will provide an opinion on it in relation to the financial statements or in a report combined with my auditor report on the financial statements.

- 1.) Board Organization
- 2.) Schedule of Average Daily Attendance
- 3.) Schedule of Instructional Time

Audit Scope and Objectives (Continued)

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinion about whether your financial statement are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. Misstatement, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement of a reasonable user made based on the financial statements.

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct my audit in accordance with GAAS and will include tests of your accounting records and other procedures we will consider necessary to enable our to express such an opinion. As a part of an audit in accordance with GAAS, We exercise professional judgement and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to my attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as an auditor is limited to the period covered by our audit and does not extend to any later periods for which we were not engaged as auditors.

Auditor's Responsibilities for the Audit of the Financial Statements (Continued)

We will obtain an understanding of the Organization and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. Accordingly, we will express no such opinion. However, during the audit, we will communicate to you and those charged with governance internal control related matters that are required to be communicated under professional standards.

We will obtain an understanding of the Organization and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatements of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. Accordingly, we will express no such opinion. However, during the audit, we will communicate to you and those charged with governance internal control related matters that are required to be communicated under professional standards.

We have identified the following significant risks of material misstatements as a part of our audit planning.

1. Management Override of Controls
2. Improper Revenue Recognition

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by the correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as a part of the engagement.

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these services providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the

confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Our audit of the financial statements does not relieve you of your responsibilities.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, and maintaining internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including monitoring ongoing activities; for the selection and application of accounting principles; and for the preparation and fair presentation of the financial statements in conformity with accounting principles generally accepted in the United States of America. You are also responsible for making drafts of financial statements, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers.) You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related third-party relationships and transactions, and other matters; (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the Organization from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that effects of any uncorrected misstatements aggregated by myself during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on financial statements. Your responsibilities include informing me of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization complies with applicable laws and regulations. You are responsible for the preparation of the supplementary information in conformity with accounting principles generally accepted in the United States of America. You agree to my report on the supplementary

information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes my report thereon.

Other Services

We will prepare the Organizations federal and state information returns for the year ended June 30, 2026, based on the information provided by you. We will also prepare the financial statements of the Organization in conformity with U.S. generally accepted accounting principles based on information provided by you.

We will perform the services in accordance with the applicable professional standards, including the Statement on Standard for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statements and tax services previously defined. we, in our professional judgement, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the information return, but management must make all decisions with regard to those matters.

You agree to assume all management responsibilities for the tax services, financial statement preparation services, and any other non-attest services we provide; oversee the services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and result of the services; and accept responsibility for them.

Engagement Administration, Fees and Other

We understand that your employees will prepare all cash, accounts, receivables, and other confirmations we request and will locate any documents selected for testing.

Ronald Weinbaum, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit on approximately May 25, 2026, and complete your information returns and issue our report no later than December 1st, 2026.

We estimate that my fees for the audit will be \$24,900. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement.

If significant additional time is necessary, we will discuss it with you and keep you informed of any problems we encounter, and our fees will be adjusted accordingly. Our invoices for these fees will be rendered with 50% of the annual fee returned with the signed engagement letter (\$12,450) and the final 50% due (\$12,450) before transmission of the final report to the state of California.

Reporting

We will issue a written report upon completion of our audit of Long Valley Charter School 's financial statements. Our report will be addressed to the Board of Directors and Sherri Morgan of Long Valley Charter School. Circumstances may arise in which my report may differ from its expected form and content based on the results of our audit.

Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. Our opinion is other than modified; we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or withdraw from this engagement. We will issue a written report upon completion of our audit of Long Valley Charter School financial statements. Our report will be addressed to the Board of Directors of Long Valley Charter School.

We cannot provide assurance that an unmodified opinion will be expressed. Additionally, we will still issue an Independent Auditors Report on State Compliance as required by the 2025-2026 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting K-12 Audit Guide*, published by the Education Audit Appeals Panel. We will also provide a report on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by the *Government Auditing Standards*. The report on internal control and on compliance and other matters will include a paragraph that states the purpose of the report is solely to describe the scope of testing internal control and compliances, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose.

If during our audit we become aware that Long Valley Charter School is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those in charge with governance that an audit is in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in Government Auditing Standards may not satisfy the relevant legal, regulatory or contractual requirements.

We appreciate the opportunity to be of service to Long Valley Charter School and believe this letter accurately summarizes the significant terms of our agreement.

If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us with the initial retainer payment.

Respectfully,

Ronald Weinbaum

Ronald Weinbaum, CPA

Galleros Robinson, CPAs, LLP

RESPONSE:

This letter correctly sets forth the understanding of Long Valley Charter School.

Sherri Morgan - Executive Director/Superintendent

Date

Governance Signature: _____

Title: _____

Date: _____



Invoice

Date	Invoice #
2/11/2026	3088

Bill To

Long Valley Charter School
Sherri Morgan
PO Box 7
Doyle, CA 96109

Please make payments to:
Galleros Robinson, CPAs, LLP
17088 Rainbow Falls Trail
Boca Raton, FL 33496
Attention: Accounts Receivable

Description	Amount
Retainer for the June 30, 2026 audit of Long Valley Charter School	12,450.00

Balance Due

\$12,450.00

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Action Item- Replacement of roof on Middle School Building

SUMMARY: We have leaks and this roof in poor shape and needs replaced before more damage occurs. We reached out to a total of three companies for a quote. We only received one back. The recommendation is Moore Roofing to include the snow guards to complete the project. We will utilize reserve monies for this project.

Recommended by: El Roper

Approve as Presented Disapprove

This action item concerns:

Long Valley School
 Thompson Peak Charter

MOORE ROOFING
 25 SAPPHIRE COURT
 SUSANVILLE, CA 96130 US
 +15302495164
 mooreroofing@yahoo.com

Estimate

ADDRESS	SHIP TO
LONG VALLEY CHARTER 436-965 SUSAN DR. DOYLE, CA 96109	LONG VALLEY CHARTER 436-965 SUSAN DR. DOYLE, CA 96109

ESTIMATE #	DATE	
2174	01/12/2026	

DATE	SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
01/11/2026	SCOPE OF WORK (NEW ROOF 30YR. O.C. DURATION)	SCOPE OF WORK (NEW ROOF DESIGN SPAN HP)	1	46,456.47	46,456.47
	SCOPE	SCOPE OF WORK (NEW ROOF) *PROVIDE THE PERMIT (City / County) *DEMO REMOVE OLD ROOFING. *REMOVE ALL ROOFING WASTE AS NEEDED. *RENAIL & REPAIR SHEETING AS NEEDED. *ROT REPAIR IS NOT INCLUDED. *PASS THE SHEETING INSPECTION. *INSTALL WEATHERLOCK FLEX UNDERLayment ON BOTTOM TOTAL ROOF SECTION AS NEEDED . *INSTALL (DESIGN SPAN HP) TO CODE COLOR OF CHOICE () *PASS FINAL INSPECTION. *AWARD A 5 YR. LABOR WARRANTY AND PEACE OF MIND.	1	0.00	
	01 Building Permits	Building Permits	1	1,260.00	
	E6 ASC SKYLINE 16"	ASC DESIGN SPAN HP 16" (TOTAL PACKAGE)	1	18,683.47	
	A4.9 FLEXSEAL	225SQFT O/C WEATHERLOCK FLEX CIE & WATER BLOCKER	15	186.00	
	B7 Roof Flashing	Roofing, Flashing	4	62.00	
	Nail 8p. ring	Nail 8p. Ring Shank	1	123.00	
	B5 KARNAK GLUE	RUBBERIZED GLUE	4	13.00	

DATE	SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
	Z1.2 DEMO LABOR 6/12	DEMO LABOR 3/12 - 6/12 PITCH	30	320.00	
	Z1.1 LABOR 30YR 6/12	LABOR 30YR 6/12 PITCH OR LESS	30	320.00	
	Z5 Sheeting repair	Sheeting repair if needed \$150.00 hr. (only includes re-nailing plywood) replacement of wood or rot would be included as a change order.	6	150.00	
	ROOF WASTE	DUMP FEES	1	1,650.00	
	FREIGHT COST	FREIGHT COST	1	350.00	
	01 TRAVEL	TRAVEL EXPENSES	6	80.00	
	01 OVER HEAD	OVER HEAD	6	120.00	
	01 MESSAGE	NOTE TO CUSTOMER * We would recommend roofing installation during times of no school. Thank you. Zebulun Moore	1	0.00	
	01 MESSAGE	NOTE TO CUSTOMER * SNOW GARDS EST. COST \$6,345.00	1	0.00	
		SUBTOTAL			46,456.47
		TAX (0.085)			3,948.80
		TOTAL			\$50,405.27

Accepted By

Accepted Date

MOORE ROOFING
 25 SAPPHIRE COURT
 SUSANVILLE, CA 96130 US
 +15302495164
 mooreroofing@yahoo.com

Estimate

ADDRESS	SHIP TO
LONG VALLEY CHARTER 436-965 SUSAN DR. DOYLE, CA 96109	LONG VALLEY CHARTER 436-965 SUSAN DR. DOYLE, CA 96109

ESTIMATE #	DATE	
2174	01/12/2026	

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	01 Building Permits	Building Permits	1	1,260.00	
	E6 ASC SKYLINE 16"	ASC DESIGN SPAN HP 16" (TOTAL PACKAGE)	1	18,683.47	
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		SUBTOTAL			46,456.47
		TAX (0.085)			3,948.80
		TOTAL			\$50,405.27

Accepted By

Accepted Date

LONG VALLEY CHARTER SCHOOL BOARD RECOMMENDATION FORM

AGENDA ITEM: Approve a purchase of no more than \$110,000 for an AWD or 4WD, 8 passenger vehicle

SUMMARY:

Long Valley Charter School currently operates two seven-passenger vans that are essential to meeting daily student and staff transportation needs. These vehicles are routinely used for the transportation of TK students to and from school, as an alternate transportation option when a bus or driver is unavailable, and to support students who are unable to access regular transportation due to extenuating circumstances such as high winds or family work-schedule limitations. The vans are also used for smaller class field trips, athletic events, and staff travel between school sites and approved school-related events.

Given the range and frequency of these needs, it is necessary that at least one, if not both, of the existing vans remain on site and available at all times to respond to student transportation needs and unforeseen circumstances. When both vans are in use or off campus, the school's ability to respond promptly and safely to transportation challenges is significantly limited.

The purchase of an additional vehicle would increase operational flexibility and ensure continuity of services for students and staff. An additional vehicle would allow the school to better meet student transportation needs, maintain appropriate coverage for emergencies or unexpected situations, and more effectively support staff mobility between sites.

Recommended by: Misty Brussatot

Approve as Presented Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter

8 Passenger Vehicle Prices February 2026

Vehicle Make/Year USED	Mileage	Price
2024 Toyota Sequoia SR5	10,535	\$67,981
2025 Chevy Suburban Car Max 28275988 VIN:1GNS5CRDXSR270179	3K	\$\$63,998
2023 Toyota Sequoia CarMax 27808309 VIN:7SVAAABA1PX011531	23K	\$63,998
2025 Toyota Grand Highlander HERTZ VIN: 5TDAAA51SS027175	18,417	\$42,198
2025 Toyota Grand Highlander HERTZ VIN: 5TDAAA50SS026955	11,128	\$43,368
2025 Chevy Suburban RST Carfax near Vacaville VIN:1GNS6ERD8SR157114	13,396	\$67,614
2025 Chevy Suburban RST Carfax near Vacaville VIN:1GNS5ERD1SR171844	9,405	\$65,255
2025 Honda Pilot Elite Bill Pearce Honda VIN: 5FNYG1H84SB144251	5	\$52,039

Vehicle Make/Year NEW	Mileage	Price
2026 Chevy Suburban LS cloth		\$75,175
2026 Chevy Suburban LT leather		\$83,130
2026 Chevy Suburban RST Folsom Chevrolet VIN:1GNS6EKD8TR227934	2	\$79,585
2026 Chevy Suburban RST Champion Chevrolet VIN:1GNS6EKDXTR127561		\$85,610

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Action Item: Approve mini split installation in SPED portable

SUMMARY:

The monitor heater in the SPED portable is not operational and the unit is so old that parts cannot be obtained to repair. Recommendation is All Seasons Heating and Air to complete the installation of the mini spilt. We will you reserve monies for this project.

Recommended by: Sherri Morgan

Approve as Presented Disapprove

This action item concerns:

Long Valley School
 Thompson Peak Charter



All Season Heating & Air

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

📞 (530) 816-1245
✉️ eroper@longvalleycs.org

ESTIMATE	#523
ESTIMATE DATE	Jan 29, 2026
SERVICE DATE	Jan 21, 2026
EXPIRATION DATE	Feb 20, 2026

SERVICE ADDRESS

469-965 Susan Dr
469-965 Susan Dr
Doyle, CA 96109

CONTACT US

922 Main St
Susanville, CA 96130

📞 (530) 257-7202
✉️ office@allseasonheatingandair.net

ESTIMATE

New Laser

Service completed by: Joe Giusti, Jim Young

Services	amount
Labor to install new toyotomi 531	\$700.00
Labor to install Laser 531	

Services subtotal: \$700.00

Materials	qty	unit price	amount
Laser 531	1.0	\$2,651.22	\$2,651.22
Toyotomi Laser 531 Direct vent heater			

Materials subtotal: \$2,651.22

Subtotal	\$3,351.22
Tax (Sales Tax- Lassen 7.25%)	\$192.21

Total **\$3,543.43**

Ductless minisplit

Service completed by: Joe Giusti

Services	amount
Labor - Duct Less Mini Split Install	\$2,500.00
Enjoy efficient, zoned comfort with a professional ductless mini split installation. Ideal for spaces without ductwork, this system provides quiet heating and cooling, improved air quality, and energy savings. Enhance your home's comfort and value today!	

Services subtotal: \$2,500.00

Materials	qty	unit price	amount
Heat pump 24K- Single Zone	1.0	\$2,148.90	\$2,148.90
Altair 500 Fujitsu 2 Ton outdoor Heat pump goes down to 5 degrees			
24,000 BTU Mini Split Head- Single Zone	1.0	\$2,029.20	\$2,029.20
Altair 500 24K Indoor Wall Unit			
Quick Sling Wall Bracket	1.0	\$540.54	\$540.54
Wall Bracket With Rail 33-1/2 in L x 25-1/4 in W x 18-1/8 in H,			
Lineset Dual	1.0	\$326.80	\$326.80
1/4x3/8x1/2 50' line set			
1/2 Whip	1.0	\$0.00	\$0.00
1/2 Whip			
Non fused disconnect.	1.0	\$21.65	\$21.65
Non fused disconnect.			
Electrical	1.0	\$800.00	\$800.00
Breaker. #10 wire, comm wire, conduit			

Materials subtotal: \$5,867.09

Subtotal	\$8,367.09
Tax (Sales Tax- Lassen 7.25%)	\$425.36
Total	\$8,792.45

We appreciate your business!

We are pleased to announce that we offer financing, please call FTL Financing at 1-888-314-4588.



Advanced Comfort Control, Inc.
470-755 County Rd. A3
Standish, CA 96128

Phone: (530) 254-6571
office@advancedcomfortcontrol.com
www.advancedcomfortcontrol.com

CA License #901193
DIR# 1000050303

Bill to
Long Valley Charter School
PO Box 7
Doyle, CA 96109

Ship to
Long Valley Charter; Special Ed
436-965 Susan Dr.
Doyle, CA 96109

Work Order Description
Install New 36K Btu Ductless System in Special Ed portable

Work Summary
Install new Condenser Circuit from panel to condenser location and install new disconnect with surge protection. Install new condenser stand on new pad and level, Install new condenser on pad and attach , Install new condenser whip from condenser to disconnect and make proper connections, Install new highwall indoor unit above current oil heater and install new line set and control cable, make proper connections and pressure test, Purge with nitrogen and vacuum system to under 500 microns to assure system is clean, dry, and leak free. install line set cover to prevent UV damage and test run system in all functions to verify proper operation to factory spec.

ACC Willing to remove oil heaters, tank and exposed fuel lines and dispose of at no additional cost.

Quote #: q1241

Quote Date: 2/10/2026

Quote Expiration Date: 3/12/2026

Item	Description	Quantity
AOUH36KPAS1	Fujitsu 36KBTU Single Zone Heat Pump-Standard	1
ASUH36KPAS	Fujitsu 36 KBTU Wall Mount Indoor Unit-Standard	1
Mini-Split Stand 12" High	Mini-Split Condenser Stand 12" High	1
E-Lite Pad 36x48x3	Plastic Condenser Pad 36x48x3	1
Condenser Circ Std	New Condenser Circuit from panel to disconnect, Standard Option	1
Disconnect W/Built-in Surge	Electrical disconnect with integrated surge protection device	1
Condenser Electrical Whip	Wiring from disconnect to unit	1
Miscellaneous Item	3/8X5/8X25 Line set with 1/2" Insulation	1
Speedichannel 4" 78" Length	Plastic Lineset Cover Full Stick	1
Speedichannel 4" Pen. Cover	Plastic Lineset Cover Fitting-Wall Penetration Cover	1
14/4 Mini-Split Cable Per Ft.	Communication/Power Wire for Mini-Splits-Per Ft.	25
Install Labor	Journeyman install labor	12



Advanced Comfort Control, Inc.
470-755 County Rd. A3
Standish, CA 96128

Phone: (530) 254-6571
office@advancedcomfortcontrol.com
www.advancedcomfortcontrol.com

CA License #901193
DIR# 1000050303

Item	Description	Quantity
Apprentice Labor I	Apprentice Labor I	12

Total: \$14,798.93

LONG VALLEY CHARTER SCHOOL BOARD RECOMMENDATION FORM

AGENDA ITEM: Partner with Modoc County Office of Education for K-12 Strong Workforce Program Grant in CTE Digital Science/AI Pathway

SUMMARY: We belong to the Small School District Association and they are sponsoring this grant with Modoc County Office of Education. Modoc will provide coursework with a CTE credentialed teacher in the Digital Science/AI through Google Classroom. They will support us with access and they will cover the cost of a classified staff member to support students in this effort. This is one area we do not have a certificated person yet and would like to learn from their staff in putting together this coursework.

DIRECTOR'S RECOMMENDATION: Sherri Morgan

Approve as Presented Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter

**Statement of Assurance
(K12 Partner Agency)**

From: Long Valley School

To: Modoc County Office of Education

RE: Statement of Assurance

Assurances:

A duly authorized representative for the K12 Partner Agency has reviewed all assurances, certifications, and terms and conditions of the K12 SWP and is familiar with grant expectations. By signing this form, the agency attests that the project is:

- In compliance with K12 SWP legislation (Education Code, Section 88827 – 88828(c)(8)(C)):
 - All partners will report outcomes and financials in the NOVA and Cal-PASS Plus.
- Aligned with the district's most recent Local Control and Accountability Plan.
- Informed by, aligned with, and expands upon the region's Strong Workforce Regional Plan and planning efforts occurring through the Strong Workforce Program.
- Informed by Labor Market Information, Vision 2030, and regional priorities.
- Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

The K12 Partner Agency also assures commitment to:

- Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.
- Utilize awarded grant funding and the match funds contributed solely for the purpose of supporting the program(s) for which the K12 SWP grant is awarded

Long Valley School

Signature:

Printed Name: Sherri Morgan, Executive Director/ Superintendent

Date: _____

Verified by the Lead LEA Modoc County Office of Education

Signature:

Printed Name:

Date: _____

**Statement of Assurance
(K12 Partner Agency)**

From: Thompson Peak Charter School

To: Modoc County Office of Education

RE: Statement of Assurance

Assurances:

A duly authorized representative for the K12 Partner Agency has reviewed all assurances, certifications, and terms and conditions of the K12 SWP and is familiar with grant expectations. By signing this form, the agency attests that the project is:

- In compliance with K12 SWP legislation (Education Code, Section 88827 – 88828(c)(8)(C)):
 - All partners will report outcomes and financials in the NOVA and Cal-PASS Plus.
- Aligned with the district's most recent Local Control and Accountability Plan.
- Informed by, aligned with, and expands upon the region's Strong Workforce Regional Plan and planning efforts occurring through the Strong Workforce Program.
- Informed by Labor Market Information, Vision 2030, and regional priorities.
- Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

The K12 Partner Agency also assures commitment to:

- Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.
- Utilize awarded grant funding and the match funds contributed solely for the purpose of supporting the program(s) for which the K12 SWP grant is awarded

Thompson Peak Charter School

Signature:

Printed Name: Sherri Morgan, Executive Director/ Superintendent

Date:

Verified by the Lead LEA Modoc County Office of Education

Signature:

Printed Name:

Date:

CTE Pathway Opportunity

Bringing Career Technical Education to Rural & Small School Districts

The Challenge We're Solving

Small and rural school districts face a common barrier: they cannot offer Career Technical Education (CTE) pathways due to staffing shortages. Without credentialed CTE teachers, students in these communities miss out on high-demand career preparation, industry certifications, and dual enrollment opportunities that students in larger districts take for granted.

This is an equity issue. Students in rural communities deserve the same access to career pathways as students in larger districts. The problem isn't a lack of will or students; it's a lack of qualified instructors to deliver the programs.

Our Solution: Asynchronous CTE Delivered Through Google Classroom With a Credentialed Teacher

We're applying for K12 Strong Workforce Program funding to create a shared CTE pathway in Software and Systems Development: Digital Sciences (AI Focus) that any participating district can offer to their students. This initial pathway will serve as our *proof of concept*—once we've built this platform and demonstrated success, we can add additional CTE pathways in other industry sectors, making this a scalable solution for rural CTE access.

How It Works

1. **Credentialed Teacher Delivers Instruction:** A CTE-credentialed teacher develops and delivers high school courses through Google Classroom—recorded video lessons, assignments, projects, and assessments. Students work asynchronously on semester/year-long courses that earn high school credit.
2. **Office Hours for Student Support (High School):** High school students have direct access to the credentialed teacher during scheduled office hours—before school, during lunch, and after school—to accommodate student schedules so they may ask questions, provide feedback, and receive personalized support.
3. **Local Supervision by Your Staff:** Your district provides a paraprofessional, instructional aide, or classified staff member to supervise students during the CTE period. All instruction is delivered by the credentialed CTE teacher of record through Google Classroom. The on-site staff member, working under the general direction of the teacher of record, performs non-instructional duties: monitoring student behavior, maintaining a productive learning environment, assisting with technology access, and ensuring students remain on task. No teaching credential is required for this supervisory role, as instructional responsibility remains with the credentialed teacher.
4. **Students Earn Real Credit and Credentials:** High school courses will be A-G approved, count toward CTE pathway completion, and include industry certifications. We're also working to establish dual enrollment partnerships with community colleges so students can earn college credit simultaneously.
5. **Grades Flow Back to Your District:** The credentialed teacher of record issues grades, and transcripts are sent back to your district to be posted on student records—just like any other course.
6. **Grant Funds Your Para's Time:** The grant will provide funding to each participating district to cover the cost of a high school paraprofessional, instructional aide, or classified staff member to supervise students during the CTE period for one period per day in Years 1 and 2.

The 7-12 Pathway Structure

We're building a complete pipeline from middle school career exploration through high school CTE completion:

Middle School: Career Exploration (Grades 7-8)

Middle school courses are designed with maximum flexibility for your district. The curriculum can be taught by any credentialed teacher in your district—no CTE credential required. The curriculum is fully packaged and ready to implement, with all materials provided and training available to support your teachers:

- **Option A – Teacher-Led:** Any credentialed teacher uses the packaged curriculum we've created to instruct students directly, with all materials, lesson plans, and teacher training provided
- **Option B – Student Self-Paced:** Students work through the asynchronous content independently with supervision (no CTE credential required for supervisor)
- **Credit:** Courses can be offered as an elective for career exploration credit

Grade	Course	Focus
7th	Career Exploration	Broad exposure to careers across all CTE industry sectors; introduction to career planning, soft skills, and workplace readiness
8th	Pathway Exploration	Deeper dive into specific CTE pathways and industry sectors; hands-on intro projects, career assessments, high school course planning

High School: CTE Pathway Completion (Grades 9-12)

High school courses are year-long, A-G approved, and lead to CTE pathway completion with industry certifications:

- **Asynchronous instruction** delivered by a credentialed CTE teacher through Google Classroom
- **Office hours** available before school, during lunch, and after school for student questions and support several times a week
- **Industry certifications** embedded in coursework
- **Dual enrollment potential** with community college partners (in development)

Grade	Course	Details
Concentrator	AI Foundations	AI concepts, data analysis, machine learning basics, ethical AI; A-G approved (G elective); CTE concentrator course; such as Certiport IT Specialist - Artificial Intelligence certification
Capstone	Applied AI & Cloud Computing	Machine learning on Azure, computer vision, NLP, generative AI; A-G approved; completes CTE pathway; such as Microsoft Azure AI Fundamentals (AI-900) certification; dual enrollment eligible (in development)

Flexible Delivery Options: High school courses don't have to be offered during a dedicated class period. Students can complete coursework on their own time—before or after school, evenings, weekends, or in the summer—and still earn credit, complete the pathway, and obtain industry certifications. This works well as an enrichment opportunity, independent study, or for students who want to add CTE to an already full schedule. The office hours and Google Classroom platform are accessible regardless of when students do their coursework.

Building for the Future: This Software and Systems Development (Digital Sciences) pathway is our first implementation. Once we've proven the model works, we can expand to other CTE pathways—Business, Education, Health Sciences, Agriculture, Manufacturing, and more—using the same Google Classroom-based platform. Your participation helps build infrastructure that will benefit rural students across California. We envision this program growing beyond the grant period.

Districts should be aware that there will be costs associated with continuing the curriculum and instruction after grant funding ends—but our goal is to establish a sustainable, scalable model that makes ongoing participation affordable and valuable for your students.

What Your District Gets During the Grant Period (2026-2028)

- ✓ Fully developed CTE courses delivered through Google Classroom by a credentialed teacher
- ✓ A-G approved, year-long courses that count toward UC/CSU admission and earn high school credit
- ✓ Industry certifications embedded in the coursework at no additional cost to students
- ✓ Dual enrollment potential with community college partners for concurrent college credit
- ✓ Office hours access for high school students to connect with the credentialed teacher
- ✓ Funding for a paraprofessional, instructional aide, or classified staff member during the CTE period time (~\$5,500/year for 1 period: \$11,000 total over the 2 years) – High Schools Only if you choose to run a CTE period.
- ✓ Complete CTE pathway without needing to hire a CTE-credentialed teacher
- ✓ Flexible middle school curriculum that can be teacher-led or student self-paced
- ✓ Career exploration for 7th-8th graders building your pipeline for high school CTE enrollment

What Your District Provides: The Match Requirement

K12 Strong Workforce grants require a 1:1 match for county offices, and Modoc County Office of Education will be the lead on this grant. The good news: match can come from existing resources you're already paying for—it doesn't require new expenditures. You're simply documenting how your current spending supports CTE students.

Allowable Match Sources

Per the K12 SWP Round 8 RFA, the following funding sources **CAN** be used as match:

- ✓ LCFF apportionments (school district and charter school general funds)
- ✓ Perkins V (Strengthening Career and Technical Education for the 21st Century Act)
- ✓ Partnership Academies Program
- ✓ Agricultural Career Technical Education Incentive Grant
- ✓ Community College Strong Workforce Program (SWP) that directly serves K-12 pupils (dual enrollment, early college credit)
- ✓ California Adult Education Programs (CAEP)
- ✓ Golden State Pathways Program (GSPP)
- ✓ Dual Enrollment Opportunity Grants
- ✓ Business, industry, and philanthropic sources that directly support the program
- ✓ After School Program Funds (ASES, 21st CCLC, or other after-school program funding)

Non-Allowable Match Sources

The following funding sources **CANNOT** be used as match:

- X CTEIG (California Career Technical Education Incentive Grant Program)
- X Career Technical Education Facilities Program Grant

- X Proposition 51 (Public School Facilities Bond)
- X The same local match already being used for a CTEIG grant
- X The same local match already being used for another concurrent K12 SWP grant

Easy Match Options for Your District

You can count a *portion* of existing staff time and resources as match if they support CTE students. Here are concrete examples:

Match Source	% to Claim	What It Covers
School Counselor	10-25%	Career advising, scheduling CTE students, college/career guidance, pathway planning
Paraprofessional (SPED, EL, Title I)	10-20%	Time spent supporting special populations in CTE courses (IEP students, English Learners, foster youth, low-income)
After School Program	10-20%	Staff supervising students for homework, tutoring, enrichment, etc.
Administrator Time	5-10%	CTE program oversight, advisory meetings, compliance
Facilities/Classroom Space	Varies	Dedicated space for CTE period, lab improvements, facility maintenance
Technology	Varies	Chromebooks, hot spots, headphones, internet access for CTE students
Transportation	Varies	If students travel for work-based learning or CTE events
New Construction	Varies	CTE-related facility construction paid after Jan 1 of grant year (can be substantial)

Key Point: Match funds can only be counted from January 1 of the grant year forward (January 1, 2026–June 30, 2028). You're documenting what you're *already spending* to support CTE—not adding new expenses. We'll help you identify the right sources for your district.

Timeline

When	What
January 2026	Grant applications open; confirm district participation
February 2026	Submit application; collect match commitment letters
Spring 2026	Grant awards announced; planning and curriculum development
Fall 2026	Year 1: Launch middle school career exploration + HS concentrator
Fall 2027	Year 2: Add capstone course; dual enrollment (in development)

Next Steps: How to Join

If you're interested in participating, here's what we need:

1. **Express Interest:** Let us know your district wants to participate
2. **Identify Your Match:** We'll help you figure out what existing resources count as match
3. **Provide a Match Letter:** A brief letter signed by your superintendent documenting your match commitment
4. **That's It:** We handle the grant writing, NOVA reporting, curriculum, and coordination

Questions?

Contact us to discuss how this opportunity can work for your district. We're happy to schedule a call to walk through the details and help you identify match options.



BOARD POLICY PROGRAM

SSDA is excited to launch an upgraded, member-centered Board Policy Program designed specifically for small and rural California school districts. This service goes beyond sharing templates. SSDA will customize and maintain board policies for our small school districts.

1

Authored by SSDA for Small & Rural Schools:

- Policies are written in clear, accessible language while remaining compliant with state and federal laws.

2

Complete Board Policy Package:

- Access a complete board policy package for a **manageable one-time set up fee of \$800 and an annual fee of \$2,500**—includes essential policies, updates, and full customization.

3

Dedicated Policy Specialist Just for You:

- Work directly with a dedicated SSDA policy specialist who will collaborate with your district to tailor policies to your specific needs, values, and structure.

4

Hosted on SSDA's Website for Easy Access:

- Once finalized, your customized board policies will be hosted on a dedicated page at SSDA.org.
- A direct link to the policy page which will direct views from your district website, improving transparency and accessibility.

SSDA Board Policy Program Highlights:

- Affordable and built for small and rural schools.
- An SSDA specialist dedicated to support you.
- Hosted by SSDA with a shareable link.
- AI-powered search coming soon.

For More Information:

staff@ssda.org





Small School Districts' Association

Amplifying the Voices of Small School Districts

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SSDA Board Policy Program

Start ***Wednesday, February 04, 2026***

SSDA Board Policy Program

End ***Thursday, April 02, 2026***

SSDA has officially launched an upgraded, member-centered Board Policy Program designed specifically for small and rural California school districts. This service goes beyond sharing templates. SSDA will customize and maintain the board policies for your district.

Registration

- Board Policy Enrollment - \$3,300.00**

This includes a one-time fee for set-up at \$800 and an annual fee of \$2,500.

1. Schedule an introductory call to review the implementation process and answer any questions.
2. Send a high-resolution logo to customize your sample packet of policies
3. Request your district logo to customize your sample packet materials
4. Send you a sample policy packet for your review

Register

If you have any questions, please don't hesitate to reach out. We look forward to working with you!

Enroll here if you are ready to get started

Upon completion of your enrollment, you will receive an invoice.

\$3300 Invoice

\$800 one time set up fee

\$2500 first year's annual fee

The next annual fee will be due on July 1, 2027.

Learn more on our board policy page on SSDA's website [here](#).

Questions? Contact karen@ssda.org or laissa@ssda.org.