

Thomas Edison Charter Schools Governing Board Meeting
September 2, 2020 5:30 P.M.
TECS North Campus: 180 E 2600 N, North Logan, UT 84341

***Mission:** We provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding and complex society.*

Due to the ongoing pandemic, electronic participation is available via the following link:
meet.google.com/qot-tshn-fxd.

Agenda

Conducting: Kyle Hancock

Pledge of Allegiance: Heather Knight

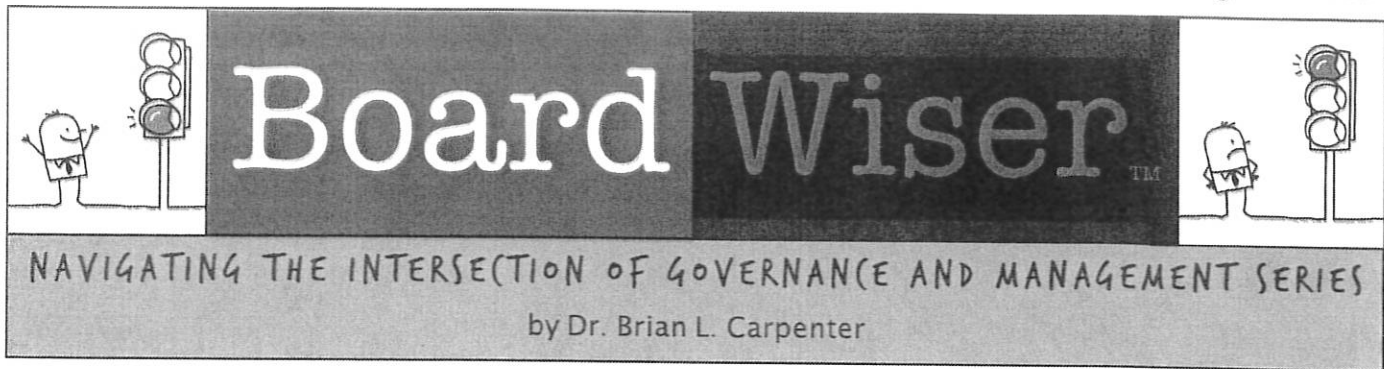
1. 5:30 Adoption of Agenda
2. 5:31 Public Comment
3. 5:34 Approval of Minutes
4. 5:35 Board Training: Brian Carpenter Podcast and Discussion
5. 5:40 Financial report: Jim
6. 5:45 DIBELS training: Angela
7. 5:50 Teacher licensure review, board recruitment analysis
8. 5:55 Arrange faculty meeting visits
9. 6:05 Review and discuss enrollment status
10. 6:15 Review and discuss FERPA, PPRA, Section 504 of the ADA
11. 6:20 Principal Reports
12. 6:25 Personnel/Vendor Requests
13. 6:35 Adjourn

Electronic Participation:

July – December Governing Board meetings will be at North Campus.

January – June Governing Board meetings will be at South Campus.

In compliance with the Americans with Disabilities Act, persons requiring assistance or auxiliary services for these meetings should contact Kyle Hancock (435) 750-6300 ext. 101.



Failing to Fulfill Three Specific Duties Can Lead to Revocation or Charter Non-renewal

As a charter school board member, the taxpayers of your state and the parents of children enrolled in your school have placed a trust in you. That trust brings with it an obligation for you (and the board as a whole) to always act in the best interest of those you serve, to give due attention to *all* of the matters entrusted to the board's oversight, and to recognize that even though some authority has been vested in your board to carry out its responsibilities, it in turn, operates under the authority of others.

In governance-speak, we call these three obligations, *fiduciary responsibilities* or *duties*. Specifically, they are often referred to as:

- *the duty of loyalty,*
- *the duty of oversight, and*
- *the duty of obedience.*

They are non-negotiable. Failure to fulfill them can result in charter revocation or non-renewal (as in this month's Case In Point), and in extreme cases, civil and criminal liability. Given the importance of fulfilling these three duties, then, let's briefly discuss a few of their implications for your board.

Duty of loyalty. Your board should have policies by which it requires all board members to abide by ethical conduct at all times when functioning as board members, and it should require every board member to annually disclose any conflicts or potential conflicts of

interest in writing. The board should also have a policy requiring a member with a conflict to recuse himself from voting where such conflicts exist. All such recusals should be clearly recorded in the minutes. The board should be especially careful if board members and/or members of management are related to one another.

The duty of oversight. The board should require management to regularly report data or other evidence indicating *how well* the school is performing. These reports should cover everything the board is responsible for overseeing including, but not limited to, the school's student performance, financial position, compliance with statutes and regulations, risk management, enrollment, and so on. The board should evaluate all such reports *versus* rubber stamping them.

Duty of obedience. Here are a few things the board and the school must obey: the US Constitution (e.g., religious secularism is not permitted in charter schools), all pertinent Federal laws, state laws, regulations, local health and safety codes, and the school's own charter, bylaws, and policies. Besides reading the latter three documents, a board is wise to pursue regular training that helps it ensure that it is fulfilling its duty of obedience. And be sure to document all such training in the board's minutes. Doing so helps it prove that it made a reasonable effort to perform them, which is the standard under the law.

Board Self-Appraisal Questions/Recommendations

1. Does your board have written policies such as those described in the section, *duty of loyalty*?
2. Does the board *require* and *receive* reports from management that help it adequately perform the spectrum of oversight described in the section, *duty of oversight*?
3. Is the board deviating from its charter, bylaws, or policies or anything else in the section, *duty of obedience*?

Case in Point

BROKEN PROMISE

The San Diego Unified School District Board which authorizes 43 charter schools, voted August 2, 2011 to revoke the charter of one of the schools in its portfolio, Promise Charter School. What makes this particular revocation especially poignant--and highly unfortunate--is the fact that, according to one newspaper, Promise was **“one of the strongest academically performing charter schools in the state.”** (bold added)

The run-up to the district’s decision is a somewhat convoluted story with both sides, the district and the charter school, alleging corruption, incompetence, and misgovernance. At the onset of school problems, some of Promise’s parents had even demanded a district investigation. The case is illustrative of many things, not the least of which is that revocation can result from non-compliance with statutory and regulatory requirements *even when a school is performing well academically.*

Given the school’s academic performance, was it really necessary for the district to revoke the school’s charter? The answer is debatable, but the laundry list of non-compliance issues was a lengthy one. According to various media reports, Promise Charter School:

- violated California’s open meeting laws
- failed to prevent inappropriate relationships between a male teacher and his female students
- maintained faulty financial statements
- violated legal requirements pertaining to student suspensions
- violated its own rules about who should sit on its board

- violated state laws pertaining to conflicts of interest
- failed to report child abuse to CPS

Moreover, just a few months before the revocation, in what deserves to become a textbook example of what **NOT** to do if your authorizer is ever investigating your school, Promise’s principal actually escorted the district’s charter school manager off the premises--itself a violation of California’s Education Code. This resulted in a sharply worded letter to the Promise board of directors, ordering it to “immediately confirm that [the] charter school will cease and desist from interfering with the district’s rights and obligations in overseeing the charter school . . .”

The real losers are, of course, the 200 students who will now have to go to school elsewhere--probably a poorer performing one--a sad reality that could have been avoided had the board understood and fulfilled its three fiduciary responsibilities.

Sources:

<http://www.10news.com/news/28177169/detail.html>

http://www.voiceofsandiego.org/education/schooled/article_4902f0e2-91ef-11e0-9201-001cc4c03286.html

http://www.voiceofsandiego.org/education/schooled/article_75d87e68-6137-11e0-b13c-001cc4c03286.html

http://www.voiceofsandiego.org/education/schooled/article_f0fada7e-2efa-11e0-8f44-001cc4c03286.html

<http://bloximages.chicago2.vip.townnews.com/voiceofsandiego.org/content/tcms/assets/editorial/4/09/7a3/4097a35a-45c6-11e0-8806-001cc4c002e0-revisions/4d6fe1b5df0ce.pdf.pdf>

<http://www.sandi.net/site/Default.aspx?PageID=2395>

About This Publication & The Author

BoardWiser™ is a publication of Brian L Carpenter PhD & Associates, LLC. It is available on an annual subscription basis and is intended to strengthen charter school performance by helping boards evaluate and excel at governance while refraining from entanglement in operations. To subscribe, visit www.BrianLCarpenter.com. While *BoardWiser™* is intended to provide reliable governance training, it is not intended as legal advice, for which boards should consult a qualified attorney as well as the specific laws of the state in which their chartered school operates.

Dr. Brian L. Carpenter is widely regarded as one of the foremost authorities on charter school governance. Both of his books, *Charter School Board University* and *The Seven Outs: Strategic Planning Made Easy for Charter Schools* are used by schools, associations, and universities. For information on engaging Dr. Carpenter to conduct a board development retreat or to speak at your conference, call (989) 205-4182 or email him at Brian@BrianLCarpenter.com.

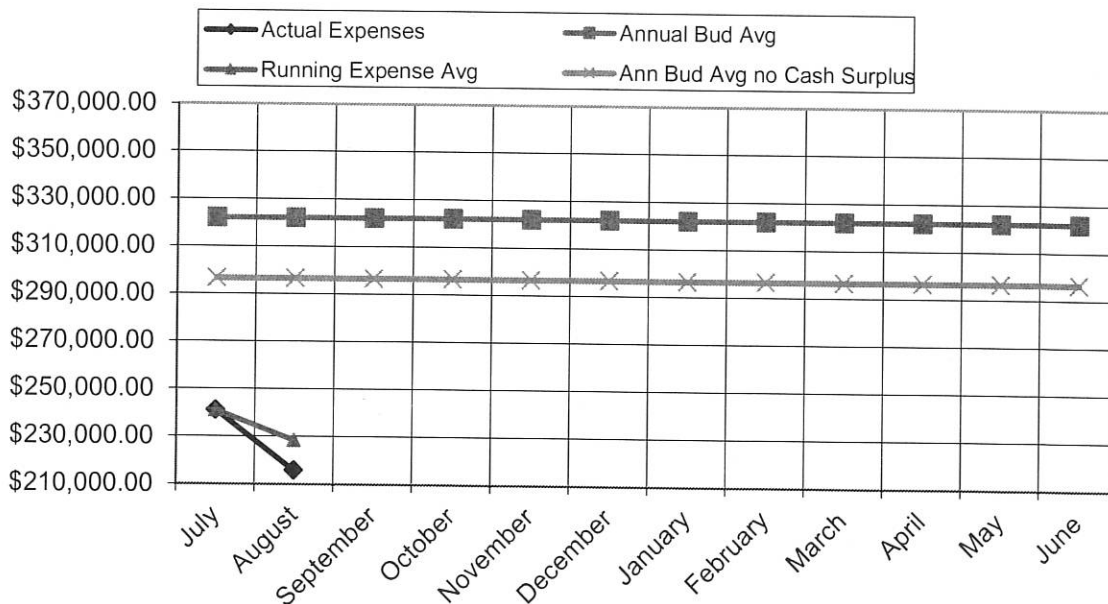
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Thomas Edison Charter School (North)

Monthly Expenditures for FY21 (July '20 - June '21)

Month	Total Expenses	Comments
July	\$241,028.11	Smartzone, microsoft, Sophos annual licenses 5.5k
August	\$215,877.00	Annual licensing 5.4k
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$456,905.11	
Running Average	\$228,452.56	
Annual Budget Monthly Avg	\$322,067.26	
Ann Bud Mon Avg w/o Cash Surplus	\$296,568.05	
Cummulative Surplus / (Deficit)	\$187,229.41	

Monthly Expenses

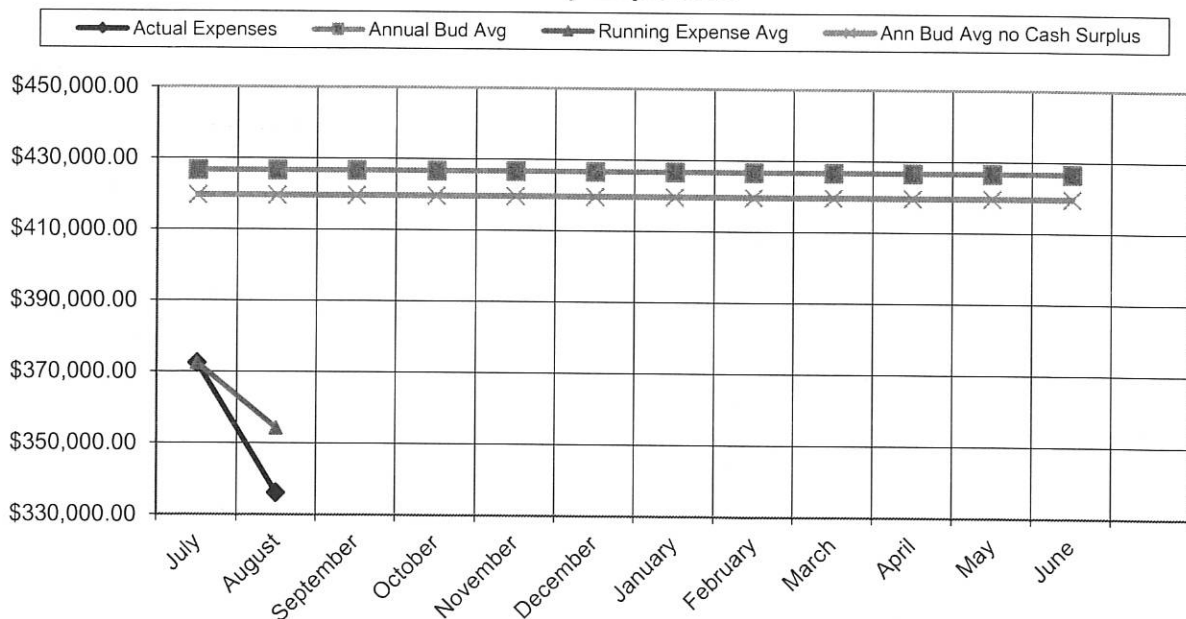


Thomas Edison Charter School - South

Monthly Expenditures for FY21 (July '20 - June '21)

Month	Total Expenses	Comments
July	\$372,397.84	23 computers & install 16k, Saxon Math refills \$11k
August	\$336,085.61	
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$708,483.45	
Running Average	\$354,241.73	
Annual Budget Monthly Avg	\$426,651.27	
Ann Bud Mon Avg w/o Cash Surplus	\$419,645.31	
Cummulative Surplus / (Deficit)	\$144,819.09	

Monthly Expenses



How Can I Get DIBELS?

There are several options for obtaining DIBELS Next, the current version of the DIBELS assessment materials.

- Download the materials for free from: <http://dibels.org/next/>
- Purchase printed classroom box sets from Voyager Sopris Learning: <http://www.voyagersopris.com/>
- Purchase DIBELS for use on mobile devices from Amplify: <http://www.amplify.com/>

For More Information About DIBELS

- Dynamic Measurement Group: Home of DIBELS and official training on DIBELS by the authors: <http://dibels.org/>
- DIBELSnet: The data reporting system from the authors of DIBELS: <http://dibels.net/>

Other Reading Resources

- Big Ideas in Beginning Reading <http://reading.uoregon.edu/>
- Florida Center for Reading Research <http://www.fcrr.org/>
- Vaughn Gross Center for Reading and Language Arts <http://www.texasreading.org/utcr/la/>
- Reading Rockets <http://www.readingrockets.org/>
- National Institute for Literacy <http://www.nifl.gov/>

What are DIBELS?

Dynamic Indicators of
Basic Early Literacy Skills

Alphabetic Principle

Phonemic Awareness

Phonics

Comprehension

Vocabulary

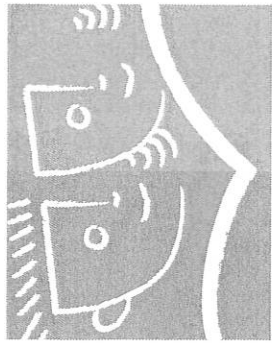
Fluent Reading



Dynamic Measurement Group
859 Willamette Street, Suite 320
Eugene, OR 97401
ph: 001-1-541-431-6931
fax: 001-1-541-431-6930
email: info@dibels.org



Dynamic
Measurement Group
Supporting School Success One Step at a Time



DIBELS® are...

Dynamic Indicators of Basic Early Literacy Skills,
measures designed to quickly and efficiently assess reading and pre-reading skills in Kindergarten through Sixth Grade.

Indicators of Essential Skill Areas

The DIBELS measures are indicators of the skill area they are designed to assess. Just as a pediatrician measures a child's height and weight as a quick and efficient indicator of that child's physical development, each DIBELS measure is a quick and efficient indicator of how well a child is doing in learning a particular early reading skill.

The Five Essential Skill Areas of Early Literacy

The DIBELS measures were developed to be indicators of the essential early literacy skills that a child must master to become a good reader.

- **Phonemic Awareness:** Hearing and using sounds in spoken words.
- **Alphabetic Principle and Phonics:** Knowing the sounds of the letters and sounding out written words.
- **Accurate and Fluent Reading:** Reading stories and other materials easily and quickly with few mistakes.
- **Vocabulary:** Understanding and correctly using a variety of words.
- **Comprehension:** Understanding what is spoken or read.

Why Should I Use DIBELS?

- The DIBELS measures are fast and efficient indicators of critical early literacy skills.
- DIBELS can help you identify students who may need additional instruction to become good readers, and can help you monitor those students to ensure they make adequate progress.

■ DIBELS are cost-effective. All of the DIBELS

assessment materials are available for free download for educational use, or can be purchased for a reasonable fee.

How Can I Use DIBELS In My School?

You can use DIBELS to:

- **Identify students who may be at risk for reading difficulties.**

By testing your students on DIBELS three times per year, at the beginning, middle, and end of the year, you can identify children who are "on track" for learning to read, and also identify children who may need additional instructional support to meet reading goals.

DIBELS are used to help children learn to read. They are not used to grade children or to make decisions about retention.

- **Monitor at-risk students while they receive additional, targeted instruction.**

You can monitor progress of students who receive additional instructional support to ensure they are making adequate progress. If a student is not making progress, you can adjust the support to meet the student's learning needs.

- **Examine the effectiveness of your school's instructional supports.**

Similar to looking at an individual student's progress to determine if that child needs additional help, you can examine the overall outcomes at the class or school level to determine if there are areas where your school's instructional supports can be improved.

Because the DIBELS measures are indicators of larger skill areas, it is important to teach those skill areas broadly, and not teach to the test.

The DIBELS materials have been designed for assessment, not for instruction, and should not be practiced. A good, research-based core reading curriculum should include activities to teach the essential skill areas, and you can supplement those activities with other reading programs as needed.

Research on DIBELS

A series of research studies conducted beginning in the early 1990s and continuing today has documented that children's performance on DIBELS is predictive of and strongly related to children's reading success. For more information about research on DIBELS, please see the web sites listed.

Thomas Edison Charter School South
Principal's Report to the Governing Board
September 4, 2019
Melani Kirk, Principal

1. **Strategic Outcome:** *"The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery, and two weeks after school begins."*

2018-2019 student enrollment numbers in September were 669. In 2019-2020 numbers in September were 610. As you know, last year was a very challenging enrollment year for Edison South. As of September 1st, 2020 our enrollment numbers are 641. We are budgeted this year for 650. Obviously this has been an "interesting" year and as such we have seen a lot of movement with enrollment. At one point we had 671 students.

Of interest to know is that we have 48 students currently doing online learning. When the school year began, we had 54 online learners and 6 have returned to school. Depending on how the school year continues, I anticipate that several more will return to school. Also very interesting is that we have 26 students that opted to homeschool this year due to COVID, but all plan to return to TECS when COVID is over. This helps account for why our numbers were as high as 671 (not all homeschoolers had communicated their intentions).

2. **Back to School Night:** Due to COVID concerns, we did a hybrid model of Back to School Night this year that worked very well. Instead of one middle school rotation, we had three separate rotations. This enabled parents to attend with adequate social distancing. We still had the same amount of elementary rotations, but for both middle school and elementary, we had parents sign up for the time slot they would be attending. We also gave our online parents the opportunity to attend a session virtually. BTSN was very successful and we had a very large turnout of families excited to return to school.
3. **COVID-19 Start of School:** Wow! That's not a word I would typically put in my board report, but it has definitely been a roller coaster start of a year. Teachers and of course students were very anxious to start school. Excitement and trepidation and so many other emotions have been running high. Once students were able to get used to the masks, their initial anxieties have definitely eased. Teachers are starting to get into a groove, but teaching with masks is VERY challenging and working with online students has been highly stressful. Technology challenges have been abundant. Zen, Wendy, Brad and others have been working non-stop to help teachers get things figured out. Our teachers are resilient! We have an amazing faculty and staff that have pressed forward amidst a crazy beginning and a lot of stress. They are rising above all of the challenges and making the best out of every situation. TECS teachers are truly awesome!
4. **End of day pick up:** Every year the first several days of after school pick up feels a little overwhelming, chaotic, slow and crowded. Once we help everyone understand the procedures and expectations and once students and parents fall into a routine, traffic seems to even out and slow down to a nice flow. At this point, this has happened again. Most of our 641 students have been picked up and are off campus by around 3:08 (that is less than 10 minutes after school ends). I consider this a huge success!

5. **CM's Homework Club:** We will once again offer an after school homework club for families wanting to take advantage of this opportunity. This will be ran by a private person and will not be paid through the school. Cody Merchant, one of our long time aides, will be running it. It will serve the same purpose as last year which is a paid room where students have the opportunity to receive extra homework help in an adult controlled environment. As always, students have the opportunity to work with teachers in their classrooms after school for at least 30 minutes (some teachers stay longer). The After School Club room is for any student that would like a paid tutor. This room also houses any students that are "wandering" around campus or waiting for parents past 3:10 pm on Monday-Thursday and 1:45pm on Fridays. Students "escorted" into this room are charged a \$5.00 per day, per child fee.

6. **Vendor Request:** On August 13th we lost the firewall to our internet. H-Wire was able to procure one and install it on the same day. The cost was \$1,473. We could have purchased the same model online for \$1,372.75 but we would have had to wait for it to be shipped and then installed. We felt it was better to pay the \$100 extra to be back up and going in a few hours.

Upcoming Events

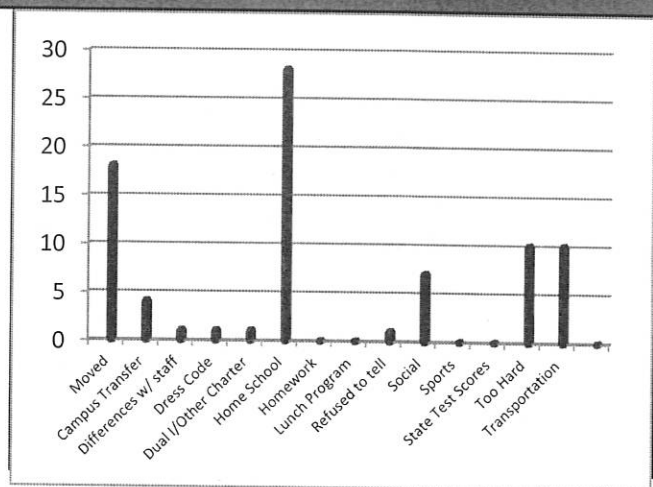
September 3	School Picture Day for Grades K-4th
September 4	School Picture Day for Grades 5th-8th
September 8	Room Parent Meeting at 11:15 am and 6:00 pm
September 10	PO Meeting at 1:00 pm
September 11	Fat Friday
September 14-18	Spirit Week
September 17	Student Council Elections
September 18	Flu Clinic from 11:30 to 3:30
September 25	End of 1st Grading Period
September??	Constitution Assembly

Upcoming Events

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Enrollment Report										
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	19-20		Growth	
K	73	96	87	23	0	0	64	9	14.1%	
1	56	90	90	34	0	0	75	-19	-25.3%	
2	73	90	70	17	0	0	66	7	10.6%	
3	67	90	75	23	0	0	65	2	3.1%	
4	68	90	75	22	0	0	74	-6	-8.1%	
5	75	90	75	15	0	0	70	5	7.1%	
6	80	90	70	10	0	0	78	2	2.6%	
7	77	90	80	13	0	0	73	4	5.5%	
8	72	90	65	18	0	0	63	9	14.3%	
Total	641	816	687	175	0	0	628	13.2	2.1%	

Withdrawal Reason Count												
REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	0	3	3	0	2	1	1	5	3	0	18	22.2%
Campus Transfer	0	1	2	0	0	0	0	1	0	0	4	4.9%
Differences w/ staff	0	0	0	0	0	0	0	0	1	0	1	1.2%
Dress Code	0	0	0	0	1	0	0	0	0	0	1	1.2%
Dual /Other Charter	0	1	0	0	0	0	0	0	0	0	1	1.2%
Home School	0	3	5	4	3	4	5	3	1	0	28	34.6%
Homework	0	0	0	0	0	0	0	0	0	0	0	0.0%
Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
Refused to tell	0	0	0	0	0	0	0	1	0	0	1	1.2%
Social	0	0	1	0	0	0	2	1	3	0	7	8.6%
Sports	0	0	0	0	0	0	0	0	0	0	0	0.0%
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
Too Hard	1	0	3	1	0	1	0	3	1	0	10	12.3%
Transportation	0	2	0	1	0	3	1	2	1	0	10	12.3%
											0	0.0%
Total	1	10	14	6	6	9	9	16	10	0	81	



Number of Families	
2020-21	2019-20
	379

Part time students	
Elem	MS
0	2

9/2/2020 13:12

DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%
DE-Refused to tell	3	0	1	0	0	0	0	0	0	0	4	9.5%
DE-Moved	4	0	1	0	2	1	1	2	0	0	11	26.2%
DE-Campus Transfer	0	0	1	0	0	0	0	0	0	0	1	2.4%
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Home School	10	2	1	0	1	0	1	0	0	0	15	35.7%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	0	0	0	0	0	0	0	1	1	0	2	4.8%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	2	0	1	0	0	0	1	1	0	0	5	11.9%
DE-Transportation	3	0	0	0	1	0	0	0	0	0	4	9.5%
DE-Waiting List	0	0	0	0	0	0	0	0	0	0	0	0.0%
Didn't Enroll Total	22	2	5	0	4	1	3	4	1	0	42	

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	15%	18%	13%	13%	12%	20%	21%	7%	15%
One		8%	12%	10%	17%	8%	13%	10%	10%
Two			4%	4%	8%	0%	6%	6%	4%
Three				1%	7%	16%	6%	8%	5%
Four					3%	10%	3%	7%	3%
Five						1%	3%	6%	1%
Six							0%	1%	0%
Seven								0%	0%
ALL	85%	74%	70%	71%	53%	45%	48%	54%	61%

Principal's Report to the School Board
Sept 2, 2020
Shem Smith, Principal

1. **Strategic Outcome 6:** *The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery, and two weeks after school begins.*

2019-20 we started with 527 students, this year, it was 507; we are currently at 503. We attribute 100% of the attrition to people homeschooling due to COVID-19 concerns. Though we offered the on-line, live-stream learning, we had many who opted for another home learning program. Of the 503 that we currently have, 41 are participating electronically from home. We had reached nearly 50, but have had a few families say that their students were not able to keep up with everything on-line and brought them back.

2. **Starting School Amidst the Pandemic:** This was as usual a start to an unusual school year. We started the school off really well considering the uncertainty and impositions we were facing. I couldn't be prouder of our students for handling the situation with such resilience and good spirits. We had little to no issue with the mask mandate and have seen only a handful of technology issues with the on-line learning. Though it creates more work to manage both environments at the same time, teachers are working out the details and finding a rhythm with the students. So far, so good. We will continue to utilize the sanitation and safety precautions we have been advised to use as it seems to have kept us in session these first two weeks of school.
3. **Teacher training:** We had a great training week with masks and social distancing. Teachers had many questions about quarantine, mask mandates, and on-line learning. Teachers were happy to have students back, but still a little skittish due to safety concerns. We have seen a little bit less nervousness as faculty and students have become more familiarized with the precautionary routines. The Q and A times appear to be paying off as we have not experienced any outbreaks thus far.
4. **Art Contest:** We are currently working with the PO to determine how/when this will be done.
5. **Summer Projects:** We continue to experience a few setbacks with regard to the Fire Alarm and CO monitoring system we had bidden on. As they completed the replacement of the panels and smoke detectors, immediately after getting the system online, it interfered with the HVAC system. When they returned to inspect it, they found that the wiring for the old system was the issue causing the interference and disabling the HVAC system. They cut us a deal on the new wiring, but still need to find a week where they can come back and pull it throughout the building. In total, we are still under \$22K which still beat out other bids we received, we just wish we knew then what we know now.
6. **Student Council Posters:** The student council was able to get their pictures taken for us to send to the printers. They are up and around the building. We thought it might be fun to have the council wearing masks this year as a novelty pose for the posters, but, ultimately, we decided against it.
7. **Upcoming Events:**

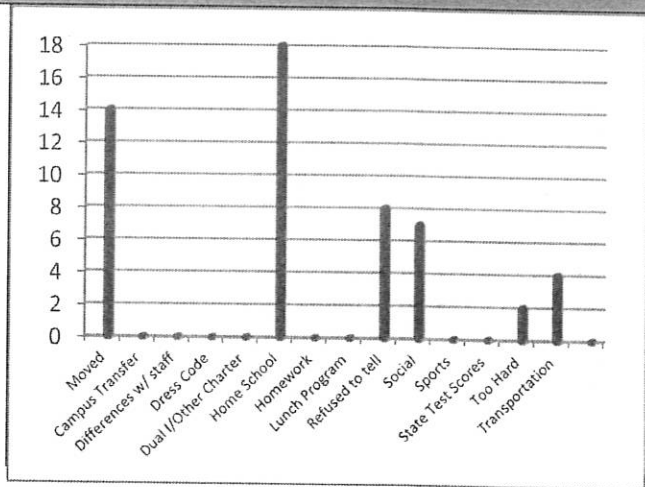
Sept 1	Executive PO Meeting	2:00-3:00 PM
Sept 2	PO Committee Meeting - Conference Room	2:00-3:00 PM
Sept 2	Admin Meeting @ North	3:45 PM
Sept 2	Business Meeting @ North	4:30 PM
Sept 2	Governing Board Meeting - September @ North	5:30 PM
Sept 3	Aide Meetings - Library or Workroom	2:15 & 3:15 PM
Sept 4	Vision Screening: K -5 and 7 Grades - NOT REQUIRED THIS YEAR	8:45 AM
Sept 7	Labor Day - NO SCHOOL	
Sept 9	Admin Meeting @ North	11:00 AM
Sept 9	Business Meeting @ North	12:00 PM
Sept 11	FAT FRIDAY	
Sept 14	Dept PLC's	3:15 PM
Sept 15	Picture Day	8:00-1:00
Sept 15	Executive PO Meeting	2:00-3:00 PM
Sept 16	Admin Meeting @ North	11:00 AM
Sept 18	Constitution Assembly	12:30 PM
Sept 21	Split PLC's	3:15 PM
Sept 23	Admin Meeting @ North	11:00 AM
Sept 23	Business Meeting @ North	12:00 PM
Sept 25	End of 1st Grading Period	1:30 PM
Sept 28	Committee Meetings	3:15 PM
Sept 30	Report Cards Go Home	
Sept 30	Admin Meeting @ North	3:45 PM
Oct 1	CVD Book Fundraiser Begins	
Oct 1	Maturation Program - Google Meeting	2:00 PM
Oct 1	Maturation Program - Students Google Meeting	3:45 PM
Oct 5	Full Staff Meeting- School Nurse Training	3:15 PM
Oct 6	Executive PO Meeting	2:00-3:00 PM
Oct 7	PO Committee Meeting - Conference Room	2:00-3:00 PM
Oct 7	Admin Meeting @ North	3:45 PM
Oct 7	Business Meeting @ North	4:30 PM
Oct 7	Governing Board Meeting - September @ North	5:30 PM

Personnel Requests

We are currently fully staffed with personnel that have all been previously approved.

Enrollment Report										
Grade	Current Count	Current Spaces	Projected	Openings	Sib. Waiting	Reg. Waiting	18-19 Count		Growth	
K	51	60	60	9	0	1	58	-7	-12.1%	
1	55	60	60	5	0	0	60	-5	-8.3%	
2	60	60	60	0	3	3	52	8	15.4%	
3	53	60	60	7	0	0	60	-7	-11.7%	
4	52	60	60	8	0	0	58	-6	-10.3%	
5	57	60	60	3	0	0	53	4	7.5%	
6	60	60	60	0	2	3	60	0	0.0%	
7	60	60	60	0	4	7	55	5	9.1%	
8	55	60	60	5	0	0	53	2	3.8%	
Total	503	540	540	37	9	14	509	-6.1	-1.2%	

Withdrawal Reason Count												
REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	1	3	2	2	2	0	1	2	1	0	14	26.4%
Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	0.0%
Differences w/ staff	0	0	0	0	0	0	0	0	0	0	0	0.0%
Dress Code	0	0	0	0	0	0	0	0	0	0	0	0.0%
Dual I/Other Charter	0	0	0	0	0	0	0	0	0	0	0	0.0%
Home School	0	4	2	1	3	2	3	1	2	0	18	34.0%
Homework	0	0	0	0	0	0	0	0	0	0	0	0.0%
Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
Refused to tell	3	0	0	2	2	0	0	0	1	0	8	15.1%
Social	2	2	0	2	0	0	0	0	1	0	7	13.2%
Sports	0	0	0	0	0	0	0	0	0	0	0	0.0%
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
Too Hard	0	0	0	1	0	0	0	1	0	0	2	3.8%
Transportation	1	1	0	0	0	1	0	0	1	0	4	7.5%
											0	0.0%
Total	7	10	4	8	7	3	4	4	6	0	53	



Number of Families	
2019-20	2020-21
331	

Part time students	
Elem	MS
0	1

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Withdrawal Reason Count (Continued)												
DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%
DE-Refused to tell	2	0	0	0	0	0	0	0	0	0	2	66.7%
DE-Moved	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Home School	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Transportation	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Waiting List	0	1	0	0	0	0	0	0	0	0	1	33.3%
Didn't Enroll Total	2	1	0	0	0	0	0	0	0	0	3	

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	14%	7%	9%	15%	7%	3%	8%	11%	9%
One		16%	9%	10%	9%	12%	18%	15%	11%
Two			9%	6%	13%	10%	10%	4%	7%
Three				6%	11%	8%	5%	11%	5%
Four					7%	3%	7%	5%	3%
Five						10%	10%	9%	4%
Six							5%	5%	1%
Seven								0%	1%
ALL	86%	76%	72%	63%	52%	53%	37%	33%	58%

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