



*CLARKSVILLE CHARTER SCHOOL*

**Regular Scheduled Board Meeting  
Clarksville Charter School  
June 18, 2020 – 7:00 pm  
7006 Rossmore Lane  
El Dorado Hills, CA 95762**

**Through Teleconference  
Join Zoom Meeting  
<https://zoom.us/j/96669781855>**

**Meeting ID: 966 6978 1855**

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Find your local number: <https://zoom.us/u/adbz7OBd8G>**

**AGENDA**

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Executive Director's Report
5. Discussion and Potential Action on the May Board Meeting Minutes
6. Discussion and Potential Action on the May Financials
7. Discussion and Potential Action on the 2020 – 2021 Budget
8. Discussion and Potential Action on the COVID-19 Plans (Executive Order: N-56-20 Operations Written Report)
9. Discussion and Potential Action on the CharterSAFE Renewals
10. Discussion and Potential Action on the Inspire Charter Services Service Agreement
11. Discussion and Potential Action on the Compensation Policy
12. Discussion and Potential Action on the Educational Vendor Policies and Procedures
13. Discussion and Potential Action on the Field Trip Policy
14. Discussion and Potential Action on the Comprehensive School Safety Plan



15. Discussion and Potential Action on the Extended TK Planning Amount Depreciation Chart
16. Discussion and Potential Action on the Classified Calendar
17. Discussion and Potential Action on the Appointment of Board Members
18. Discussion and Potential Action on the Bylaws
19. Discussion and Potential Action on Affirming of Board Members and their New Term
20. Discussion and Potential Action on the Election of Officers
21. Discussion and Potential Action on the Board Meeting Calendar
22. Discussion and Potential Action on the Board Resolution – Stipend Expense for Travel, Internet and Phone
23. Closed Session:
  - a. Public Employee Performance Evaluation: Executive Director § 54956.7
  - b. Conference with Legal Counsel Anticipated Litigation (One Case) § 54956.9
  - c. Conference with Real Property Negotiators: 4750 Grove Street, Rocklin, CA 95677 § 54957.8
24. Discussion and Potential Action on the Executive Director Contract, Salary, and Fringe Benefits
25. Announcement of Next Regular Scheduled Board Meeting
26. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Clarksville Charter School Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 951-290-3013 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).



Regular Board Meeting – Clarksville Charter School  
May 21, 2020 – 7:00pm  
7006 Rossmore Lane, El Dorado Hills, Ca. 95762

Attendance: Emily Allen, Katie Burwell, Keri Dalebout - Teleconference

Absent: None

Also Present: Jenell Sherman, Kathryn Fagundo, Darlington Ahaiwe - Teleconference

**Call to Order:**

Emily Allen called the meeting to order at 7:06pm.

**Approval of the Agenda:**

Emily Allen motioned to approve the Agenda. Katie Burwell seconded.

-Unanimous.

**Public Comments:**

None.

**Closed Session:**

Emily Allen motioned to enter into closed session at 7:09pm. Keri Dalebout seconded.

-Unanimous.

Emily Allen motioned to end the Closed Session at 7:16pm. Keri Dalebout seconded.

-Unanimous.

There was no action taken in Closed Session.

**Executive Director's Report:**

The Board of Directors received the Executive Director's Report on:

- School Closure due to Covid-19 Updates
- 2020-2021 Enrollment Updates
- Student Achievement
- Board Member Vacancies

**Discussion and Potential Action on the April Board Meeting Minutes:**

Emily Allen motioned to approve the April Board Meeting Minutes. Katie Burwell seconded.

-Unanimous.

**Discussion and Potential Action on the April Financials:**

Emily Allen motioned to approve the April Financials. Keri Dalebout seconded.

-Unanimous.



**Discussion and Potential Action on the COVID-19 Plans (Executive Order: N-56-20 Operations Written Report):**

The board was presented the COVID-19 Plans and provided feedback. No action was taken.

**Discussion and Potential Action on the Invoices over \$100,000:**

Emily Allen motioned to approve the Invoices over \$100,000. Keri Dalebout seconded.

-Unanimous.

**Discussion and Potential Action on the Confirmation of Retention of Counsel – Engagement Letter:**

Emily Allen motioned to approve the Confirmation of Retention of Counsel – Engagement Letter. Keri Dalebout seconded.

-Unanimous.

**Discussion and Potential Action on the Salary Schedules:**

Emily Allen motioned to approve the Salary Schedules. Keri Dalebout seconded.

-Unanimous.

**Discussion and Potential Action on the Executive Director Evaluation:**

Emily Allen motioned to approve the Executive Director Evaluation. Katie Burwell seconded.

-Unanimous.

**Discussion and Potential Action on the Suicide Prevention Policy:**

Emily Allen motioned to approve the Suicide Prevention Policy. Keri Dalebout seconded.

-Unanimous.

**Discussion and Potential Action on the Suspension and Expulsion Policy:**

Emily Allen motioned to approve the Suspension and Expulsion Policy. Katie Burwell seconded.

-Unanimous.

**Discussion and Potential Action on the Field Trip Policy:**

Emily Allen motioned to approve the Field Trip Policy. Keri Dalebout seconded.

-Unanimous.

**Discussion and Potential Action on the Vendor Agreements:**

Emily Allen motioned to approve the Vendor Agreements. Keri Dalebout seconded.

-Unanimous.



*CLARKSVILLE CHARTER SCHOOL*

**Announcement of Next Regular Scheduled Board Meeting:**

The next Regular Scheduled Board Meeting will be June 18, 2020 at 7:00pm.

**Adjournment:**

Emily Allen motioned to adjourn at 8:42pm. Katie Burwell seconded.

-Unanimous.

Prepared by:

Bryanna Brossman

Noted by:

Board Secretary



*CLARKSVILLE CHARTER SCHOOL*

Special Board Meeting - Clarksville Charter School  
May 21, 2020 – 8:00 pm  
7006 Rossmore Lane, El Dorado Hills, CA 95762

Attendance: Emily Allen, Katie Burwell, Keri Dalebout - Teleconference  
Absent: None  
Also present: Janelle Sherman, Kathryn Fagundo - Teleconference

**Call to Order:**

Emily Allen called the meeting to order at 8:27pm.

**Approval of the Agenda:**

Emily Allen motioned to approve the Agenda. Keri Dalebout seconded.  
-Unanimous.

**Public Comments:**

None.

**Discussion and Potential Action on the Charter School Capital Acknowledgment Resolutions for the Sale of Additional Receivables:**

Emily Allen motioned to approve the Resolution for the Sale of Additional Receivables. Katie Burwell seconded.  
-Unanimous.

**Adjournment:**

Emily Allen motioned to adjourn the meeting at 8:29pm. Keri Dalebout seconded.  
-Unanimous.

Prepared by:  
Bryanna Brossman

Noted by:

Board Secretary



# **Clarksville Charter School**

Monthly Financial Presentation – May 2020

# CLARKSVILLE - Highlights

- No Change in Revenue projections.
- Expense projections increased by \$58k.
- Year-end surplus forecasted at \$103K. (Prior month: \$162k)
- Expenses and PTR in compliance with SB740 requirements.

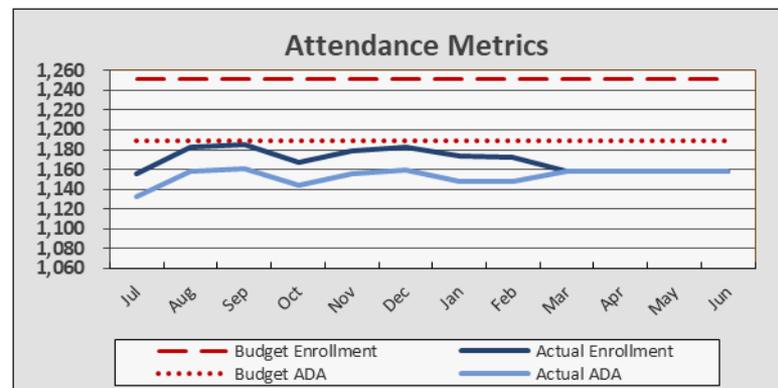
Cert.	Instr.
55.4%	89.9%
2,002,207	1,088,853

Pupil:Teacher Ratio	
18.68	:1

# CLARKSVILLE - Enrollment



<b>Enrollment &amp; Per Pupil Data</b>			
	<b><i>Actual</i></b>	<b><i>Forecast</i></b>	<b><i>Budget</i></b>
<i>Average Enrollment</i>	1,175	1158	1251
<i>ADA</i>	1,151	1158	1188
<i>Attendance Rate</i>	98.0%	100.0%	95.0%
<i>Unduplicated %</i>	36.5%	36.5%	37.7%
<i>Revenue per ADA</i>		\$9,857	\$9,904
<i>Expenses per ADA</i>		\$9,768	\$9,407



No Change in ADA projection's: P2 ADA



# CLARKSVILLE - Revenue

- Annual (+) variance due to budget v. actual ADA.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Revenue</b>						
State Aid-Rev Limit	\$ 9,039,291	\$ 8,639,930	\$ 399,361	\$ 10,397,858	\$ 10,784,873	\$ (387,015)
Federal Revenue	-	52,127	(52,127)	104,254	104,254	-
Other State Revenue	626,178	651,322	(25,144)	913,684	877,281	36,403
Other Local Revenue	347	-	347	347	-	347
<b>Total Revenue</b>	<b>\$ 9,665,816</b>	<b>\$ 9,343,379</b>	<b>\$ 322,437</b>	<b>\$ 11,416,142</b>	<b>\$ 11,766,408</b>	<b>\$ (350,266)</b>

# CLARKSVILLE - Expenses

- Increase in Annual Expense projections (+58k) due to:
  - Charter Safe Invoicing (Insurance)
  - Bulk Invoicing

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 4,441,191	\$ 3,461,196	\$ (979,995)	\$ 4,867,596	\$ 3,775,850	\$ (1,091,746)
Classified Salaries	207,319	126,500	(80,819)	223,906	138,000	(85,906)
Benefits	1,209,429	1,030,640	(178,789)	1,335,422	1,123,195	(212,228)
Books and Supplies	847,874	1,166,567	318,694	1,147,098	1,264,670	117,572
Subagreement Services	2,861,334	2,795,724	(65,610)	2,560,449	3,222,220	661,771
Operations	58,875	86,823	27,947	61,937	94,716	32,778
Facilities	(17,657)	243,657	261,314	(17,657)	265,807	283,465
Professional Services	473,457	1,095,604	622,147	869,443	1,287,861	418,418
Depreciation	1,973	2,448	475	2,152	2,671	519
Interest	262,180	-	(262,180)	262,180	-	(262,180)
<b>Total Expenses</b>	<b>\$ 10,345,976</b>	<b>\$ 10,009,160</b>	<b>\$ (336,816)</b>	<b>\$ 11,312,526</b>	<b>\$ 11,174,990</b>	<b>\$ (137,536)</b>

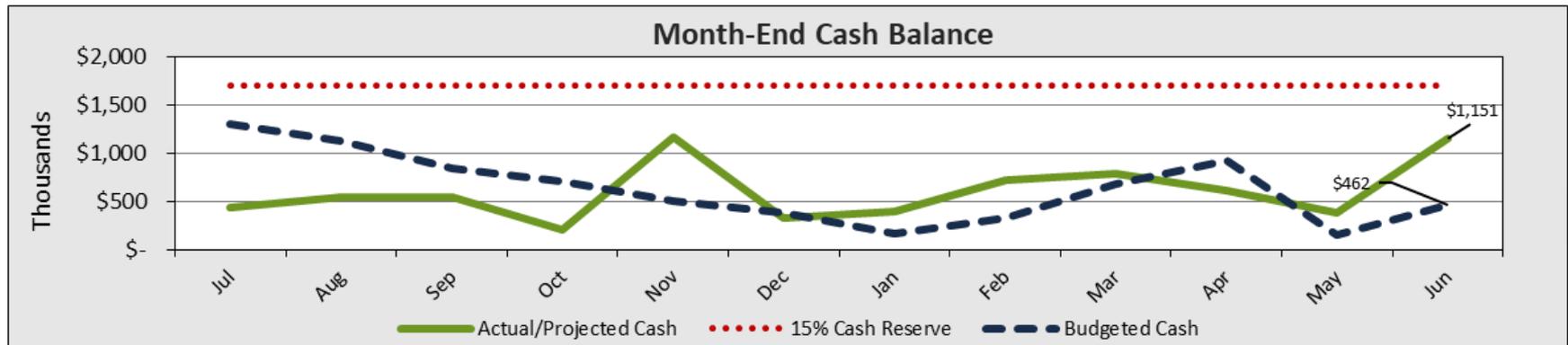
# CLARKSVILLE - Fund Balance

- Annual forecast projected at \$103k.
- Reserve for economic uncertainty below annual goal.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (680,160)	\$ (665,781)	\$ (14,379)	\$ 103,616	\$ 591,418	\$ (487,802)
Beginning Fund Balance	<u>83,388</u>	<u>83,388</u>		<u>83,388</u>	<u>83,388</u>	
<b>Ending Fund Balance</b>	<u><b>\$ (596,772)</b></u>	<u><b>\$ (582,393)</b></u>		<u><b>\$ 187,004</b></u>	<u><b>\$ 674,806</b></u>	
<i>As a % of Annual Expenses</i>	-5.3%	-5.2%		1.7%	6.0%	

# CLARKSVILLE - Cash Balance

- Positive cash balance projected through receivable sales.



# CLARKSVILLE - Compliance Reporting

Due Date	Description	Completed By
Jun-01	<b>Executive School Leadership Review Evaluation</b> – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	Client
Jun-15	<b>Submit Charter Schools Annual Information Survey</b> - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school receives, outside the LCFF. This decision may be reconsidered on an annual basis.	Charter Impact
Jun-25	<b>Certification of the 2019-20 Second Principal Apportionment</b> - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	Charter Impact
Jun-30	<b>Local Control and Accountability Plan and COVID-19 Operations Written Report 2020–21 LCAP Changes in Response to COVID-19 - Executive Order N-56-20 extended the deadline for adoption of the 2020–21 LCAP from July 1, 2020, to December 15, 2020.</b>  Executive Order N-56-20 requires that all LEAs complete a written report to explain the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency, the major impacts of such closures on students and families, and a description of how the LEA is meeting the needs of its unduplicated students. The California Department of Education (CDE) is currently developing a COVID-19 Written Report form that may be used for this purpose.  The COVID-19 Operations Written Report must be adopted with the LEA's budget which is due on or before July 1, 2020.	Client with Charter Impact support
Jun-30	<b>Submit Preliminary Budget Plan to Authorizer</b> - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations.  The budget must be presented at the same public meeting as the COVID-19 Operations Report, following the budget hearing. COVID-19 Operations Report and budget adoption must be at least 1 day after the public hearing.	Charter Impact
Jun-30	<b>Approve school calendar and instructional minutes</b> - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	Client with Charter Impact support

# CLARKSVILLE - Compliance Reporting Cont.

Jun-30	<b>Review your Parental Involvement Policy</b> - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	Client
Jun-30	<b>Review your Homeless Education Policy</b> - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	Client
Jul-01	<b>Annual review of status of Statement of Information (Form SI-100)</b> - Every California nonprofit must file a Statement of Information with the California Secretary of State, within 90 days of registering with the California Secretary of State, and every two years thereafter during a specific 6-month filing period based on the original registration date.	Charter Impact with Client support
Jul-13	<b>Final Federal Expenditure and ERMHS Report (Special Education)</b> - Financial reporting for year-end actuals are due for El Dorado Charter SELPA members.	Charter Impact
Jul-15	<b>Annual Attendance Report</b> - Annual Attendance data is reported for the entire school year.	Charter Impact submits with data provided by Client
Jul-15	<b>Extended Due Date - Form 990</b> - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing. <b>During 2020 - due date has been automatically extended to July 15, 2020.</b>	Client/Audit firm
Jul-31	<b>Annual review of organization's Fiscal Policies</b> - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with Client support
Jul-31	<b>CALPADSEYO 1, 2, 3, and 4</b> - Course Completion, Program Eligibility/Participation, Homeless Students, Student discipline, Cumulative Enrollment, Student Absence Summary and SpED	Charter Impact submits with data provided by Client

# CLARKSVILLE - Appendix

- Monthly Cash Flow / Forecast 19-20
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Due (To)/From All Inspire Charter School Locations

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY19-20

Revised 6/15/2020

ADA = 1158.15



	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Annual Budget	Favorable / (Unfav.)
<b>ADA= 1188.45</b>																
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	288,615	288,615	519,508	519,508	519,508	519,508	519,508	1,003,125	1,003,125	1,003,125	1,003,125	981,551	37,863	8,206,684	7,689,852	516,832
8012 Education Protection Account	-	-	43,897	-	-	-	43,896	-	85,283	-	-	58,554	-	231,630	237,690	(6,060)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	(21,574)	(21,574)	(21,574)	(21,574)	(21,574)	-	(107,870)	-	(107,870)
8096 In Lieu of Property Taxes	-	121,134	242,268	161,512	161,512	161,512	161,512	161,512	297,139	148,570	148,570	302,173	-	2,067,414	2,857,331	(789,917)
	288,615	409,749	805,673	681,020	681,020	681,020	724,916	1,143,063	1,363,973	1,130,121	1,130,121	1,320,704	37,863	10,397,858	10,784,873	(387,015)
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	26,064	78,191	104,254	104,254	-
	-	-	-	-	-	-	-	-	-	-	-	26,064	78,191	104,254	104,254	-
<b>Other State Revenue</b>																
8311 State Special Education	-	22,957	22,957	-	-	-	-	165,292	110,748	69,425	69,425	77,685	61,143	599,632	615,320	(15,688)
8550 Mandated Cost	-	-	-	-	-	19,517	-	-	-	-	-	-	-	19,517	19,517	(0)
8560 State Lottery	-	-	-	-	-	-	46,271	-	-	44,789	-	-	148,677	239,737	242,444	(2,707)
8598 Prior Year Revenue	170	-	-	-	-	-	17,984	-	2,069	255	-	-	-	20,478	-	20,478
8599 Other State Revenue	-	-	-	-	-	-	-	-	34,320	-	-	-	-	34,320	-	34,320
	170	22,957	22,957	-	-	19,517	64,255	165,292	147,137	114,469	69,425	77,685	209,820	913,684	877,281	36,403
<b>Other Local Revenue</b>																
8660 Interest Revenue	-	275	-	-	-	71	-	-	-	-	-	-	-	347	-	347
	-	275	-	-	-	71	-	-	-	-	-	-	-	347	-	347
<b>Total Revenue</b>	<b>288,785</b>	<b>432,981</b>	<b>828,630</b>	<b>681,020</b>	<b>681,020</b>	<b>700,608</b>	<b>789,171</b>	<b>1,308,355</b>	<b>1,511,110</b>	<b>1,244,590</b>	<b>1,199,546</b>	<b>1,424,452</b>	<b>325,874</b>	<b>11,416,142</b>	<b>11,766,408</b>	<b>(350,266)</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	233,335	290,608	333,155	336,634	(5,010)	713,949	344,306	343,686	358,773	359,938	360,553	360,553	-	4,030,480	3,195,000	(835,480)
1175 Teachers' Extra Duty/Stipends	3,259	6,559	5,254	8,380	187	22,602	7,858	4,755	74,210	7,353	7,353	7,211	-	154,981	95,850	(59,131)
1200 Pupil Support Salaries	8,757	7,007	7,007	7,107	14,331	(316)	7,007	7,057	7,057	7,007	7,007	7,007	-	86,038	150,000	63,962
1300 Administrators' Salaries	33,917	44,325	49,383	49,515	(38,394)	142,719	51,635	51,788	56,308	51,633	51,633	51,633	-	596,097	335,000	(261,097)
	279,268	348,500	394,799	401,636	(28,886)	878,953	410,806	407,286	496,349	425,932	426,547	426,405	-	4,867,596	3,775,850	(1,091,746)
<b>Classified Salaries</b>																
2100 Instructional Salaries	5,271	17,810	17,989	18,843	31,122	3,629	16,278	13,305	10,258	10,194	9,953	9,962	-	164,615	138,000	(26,615)
2900 Other Classified Salaries	-	-	2,292	6,250	24,435	(11,935)	6,250	6,250	6,250	6,250	6,625	6,625	-	59,292	-	(59,292)
	5,271	17,810	20,281	25,093	55,557	(8,305)	22,528	19,555	16,508	16,444	16,578	16,587	-	223,906	138,000	(85,906)
<b>Benefits</b>																
3101 STRS	46,975	57,548	64,863	67,899	(3,010)	114,723	68,050	67,311	74,587	70,515	70,405	76,649	-	776,517	630,567	(145,950)
3301 OASDI	380	1,178	1,450	1,497	3,474	(710)	1,290	1,151	983	979	987	914	-	13,573	8,556	(5,017)
3311 Medicare	4,009	5,184	5,832	6,001	432	12,140	6,120	6,016	7,264	6,242	6,288	6,706	-	72,235	56,751	(15,484)
3401 Health and Welfare	(8,725)	45,720	33,440	37,415	35,719	36,219	35,825	33,753	34,841	34,841	37,232	33,458	-	389,739	320,000	(69,739)
3501 State Unemployment	5,496	3,759	1,813	846	(1,249)	1,641	17,110	4,634	1,261	123	0	1,789	-	37,225	31,360	(5,865)
3601 Workers' Compensation	-	6,254	3,127	3,127	3,127	3,127	3,191	3,127	3,127	3,759	7,693	6,475	-	46,135	54,794	8,659
	48,135	119,644	110,525	116,784	42,377	163,256	131,587	115,993	122,064	116,460	122,605	125,993	-	1,335,422	1,123,195	(212,228)
<b>Books and Supplies</b>																
4302 School Supplies	35,756	49,027	78,326	92,812	72,971	46,146	67,598	55,889	24,618	70,246	86,360	152,908	-	832,657	894,067	61,410
4305 Software	279	2,444	4,617	3,935	3,930	1,054	10,234	4,445	4,179	66,951	27,152	4,055	-	133,276	186,693	53,417
4310 Office Expense	(27)	182	2,067	1,190	969	464	520	1,508	-	736	707	656	-	8,974	13,610	4,637
4311 Business Meals	-	-	194	197	71	-	83	-	395	-	-	-	-	939	54	(886)
4312 School Fundraising Expense	-	-	-	-	-	-	168	-	-	-	-	-	-	168	-	(168)
4400 Noncapitalized Equipment	-	-	-	-	10	200	-	-	-	27,065	2,204	141,606	-	171,085	141,144	(29,941)
	36,008	51,653	85,205	98,133	77,952	47,864	78,602	61,842	29,192	165,000	116,423	299,224	-	1,147,098	1,264,670	117,572
<b>Subagreement Services</b>																
5102 Special Education	1,188	6,949	17,043	15,631	60,506	35,416	46,987	22,785	50,176	33,550	52,042	23,231	-	365,507	182,131	(183,375)
5105 Security	-	837	-	89	-	-	-	-	-	-	-	-	-	926	998	72
5106 Other Educational Consultants	23,866	25,663	48,858	134,161	156,049	201,528	199,252	177,624	174,087	103,546	175,450	(421,822)	-	998,263	1,685,954	687,691
5107 Instructional Services	33,210	50,932	238,886	107,676	107,676	107,676	48,433	93,952	110,073	101,828	97,705	97,705	-	1,195,754	1,353,137	157,383
	58,265	84,382	304,787	257,556	324,232	344,621	294,673	294,361	334,337	238,924	325,197	(300,885)	-	2,560,449	3,222,220	661,771
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	1,907	4,465	206	2,255	1,009	225	526	295	899	271	-	610	-	12,667	21,255	8,589
5300 Dues & Memberships	740	2,250	75	-	-	-	-	1,000	-	-	-	-	-	4,065	10,487	6,422
5400 Insurance	-	5,999	2,048	3,905	2,048	2,048	4,371	2,919	1,742	7,454	10,094	2,452	-	45,080	40,701	(4,379)
5501 Utilities	-	2,638	3,138	2,290	-	-	(8,066)	-	-	-	-	-	-	(0)	-	0
5502 Janitorial Services	-	595	233	-	-	-	(828)	-	-	-	-	-	-	-	15,569	15,569
5901 Postage and Shipping	-	-	-	-	-	-	-	125	-	-	-	-	-	125	6,704	6,578
	2,647	15,947	5,700	8,450	3,057	2,273	(3,997)	4,339	2,641	7,725	10,094	3,062	-	61,937	94,716	32,778
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	10,206	(13,608)	10,206	10,206	10,206	10,206	(61,234)	-	-	-	1,575	-	-	(22,239)	221,707	243,946
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,929	1,929
5603 Equipment Leases	81	237	111	81	-	-	-	-	-	-	-	-	-	510	967	457
5604 Other Leases	-	-	-	-	75	-	-	300	3,947	-	(250)	-	-	4,072	-	(4,072)
5610 Repairs and Maintenance	-	5,003	2,438	1,346	-	-	(8,787)	-	-	-	-	-	-	0	41,204	41,204
	10,286	(8,368)	12,755	11,632	10,281	10,206	(70,021)	300	3,947	-	1,325	-	-	(17,657)	265,807	283,465
<b>Professional/Consulting Services</b>																
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,186	3,186
5802 Audit & Taxes	-	-	-	-	-	5,400	-	-	-	850	900	-	-	7,150	8,731	1,581
5803 Legal	-	720	767	-	612	77	3,513	11,680	198	1,892	269	485	-	20,213	16,484	(3,729)
5804 Professional Development	249	-	1,295	-	-	652	-	-	-	-	-	339	-	2,535	10,189	7,654
5805 General Consulting	-	(1,267)	-	500	1,000	750	(82)	750	1,000	-	-	386	-	3,037	29,104	26,067
5806 Special Activities/Field Trips	15,425	16,579	14,956	12,867	12,428	5,100	3,070	1,864	-	206	2,221	54,995	-	139,710	470,787	331,077
5807 Bank Charges	-	-	118	493	260	171	177	425	195	155	66	15	-	2,073	184	(1,890)
5808 Printing	-	-	-	-	-	-	-	-	-	24	-	-	-	24	992	969

**Inspire Charter School - Clarksville**

**Monthly Cash Flow/Forecast FY19-20**

Revised 6/15/2020

ADA = 1158.15



	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Annual Budget	Favorable / (Unfav.)
5809 Other taxes and fees	-	10,932	249	-	-	20	8	-	(20)	6,464	-	67	-	17,719	7,323	(10,396)
5811 Management Fee	10,107	15,501	72,704	32,771	32,771	32,771	14,878	28,594	33,501	30,957	31,606	27,764	-	363,925	411,824	47,899
5812 District Oversight Fee	-	-	-	-	-	-	0	-	-	-	-	-	311,935	311,936	323,546	11,610
5815 Public Relations/Recruitment	-	-	-	750	-	-	-	-	-	-	-	-	-	750	5,510	4,760
	25,782	42,465	90,089	47,381	47,071	44,941	21,565	43,312	34,873	40,548	35,431	84,050	311,935	869,443	1,287,861	418,418
<b>Depreciation</b>																
6900 Depreciation Expense	179	179	179	179	179	179	179	179	179	179	179	179	-	2,152	2,671	519
	179	179	179	179	179	179	179	179	179	179	179	179	-	2,152	2,671	519
<b>Interest</b>																
7438 Interest Expense	-	2,799	-	48,957	76,100	-	36,814	34,382	37,766	15,784	9,578	-	-	262,180	-	(262,180)
	-	2,799	-	48,957	76,100	-	36,814	34,382	37,766	15,784	9,578	-	-	262,180	-	(262,180)
<b>Total Expenses</b>	<b>465,841</b>	<b>675,011</b>	<b>1,024,319</b>	<b>1,015,802</b>	<b>607,921</b>	<b>1,483,987</b>	<b>922,737</b>	<b>981,550</b>	<b>1,077,856</b>	<b>1,026,996</b>	<b>1,063,957</b>	<b>654,615</b>	<b>311,935</b>	<b>11,312,526</b>	<b>11,174,990</b>	<b>(137,536)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(177,056)</b>	<b>(242,029)</b>	<b>(195,689)</b>	<b>(334,782)</b>	<b>73,099</b>	<b>(783,378)</b>	<b>(133,566)</b>	<b>326,805</b>	<b>433,254</b>	<b>217,594</b>	<b>135,589</b>	<b>769,837</b>	<b>13,939</b>	<b>103,616</b>	<b>591,418</b>	<b>(487,802)</b>
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(177,056)	(242,029)	(195,689)	(334,782)	73,099	(783,378)	(133,566)	326,805	433,254	217,594	135,589	769,837	13,939	103,616		
Cash flows from operating activities																
Depreciation/Amortization	179	179	179	179	179	179	179	179	179	179	179	179	-	2,152		
Public Funding Receivables	239,325	104,527	-	(478,436)	-	-	23,638	(462,043)	(85,283)	85,283	-	-	(325,874)	(898,863)		
Grants and Contributions Rec.	36	-	5,243	-	-	-	-	-	826,700	-	-	-	-	831,979		
Due To/From Related Parties	90,151	259,546	185,630	(823,519)	(685,993)	576,098	(377,682)	19,312	(349,137)	(22,389)	16,917	-	-	(1,111,067)		
Prepaid Expenses	12,004	595	10,206	(11,921)	35,292	10,206	100,213	5,126	(31,776)	91,974	(99,141)	-	-	122,778		
Other Assets	-	-	-	-	-	-	13,000	-	(5,243)	(257)	(37,731)	-	-	(30,231)		
Accounts Payable	(139,110)	12,499	18,023	(8,537)	28,679	25,479	(3,803)	16,704	16,760	60,279	189,518	-	311,935	528,426		
Accrued Expenses	(32,459)	23,663	(25,511)	(2,165)	932	(228,807)	59,025	100,950	9,481	(120,612)	7,799	-	-	(207,704)		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	(5,243)	-	-	-	-	-	5,243	(5,243)	-	-	-	(5,243)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	1,324,500	1,508,800	-	827,600	755,500	834,300	348,700	307,700	-	-	5,907,100		
Payments on Factoring	-	-	-	-	-	(441,500)	(441,500)	(441,500)	(1,581,100)	(826,600)	(755,400)	-	-	(4,487,600)		
Proceeds from Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Debt	(2,251)	(41,342)	-	-	-	-	-	-	-	-	-	-	-	(43,593)		
<b>Total Change in Cash</b>	<b>(9,181)</b>	<b>117,639</b>	<b>(7,162)</b>	<b>(334,680)</b>	<b>960,988</b>	<b>(841,724)</b>	<b>67,104</b>	<b>321,033</b>	<b>73,379</b>	<b>(171,092)</b>	<b>(234,571)</b>	<b>770,016</b>				
Cash, Beginning of Month	438,896	429,715	547,354	540,192	205,512	1,166,500	324,777	391,880	712,913	786,292	615,201	380,630				
<b>Cash, End of Month</b>	<b>429,715</b>	<b>547,354</b>	<b>540,192</b>	<b>205,512</b>	<b>1,166,500</b>	<b>324,777</b>	<b>391,880</b>	<b>712,913</b>	<b>786,292</b>	<b>615,201</b>	<b>380,630</b>	<b>1,150,646</b>				

Cert.	Instr.
55.4%	89.9%
2,002,207	1,088,853

Pupil:Teacher Ratio
18.68 :1

# Clarksville Charter School

## Budget vs Actual

For the period ended May 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 1,003,125	\$ 906,670	\$ 96,455	\$ 7,187,270	\$ 5,876,513	\$ 1,310,757	\$ 7,689,852
Education Protection Account	-	-	-	173,076	178,268	(5,192)	237,690
State Aid - Prior Year	(21,574)	-	(21,574)	(86,296)	-	(86,296)	-
In Lieu of Property Taxes	148,570	272,181	(123,611)	1,765,241	2,585,150	(819,909)	2,857,331
Total State Aid - Revenue Limit	1,130,121	1,178,851	(48,730)	9,039,291	8,639,930	399,361	10,784,873
Federal Revenue							
Special Education - Entitlement	-	-	-	-	52,127	(52,127)	104,254
Total Federal Revenue	-	-	-	-	52,127	(52,127)	104,254
Other State Revenue							
State Special Education	69,425	73,064	(3,639)	460,804	542,256	(81,452)	615,320
Mandated Cost	-	-	-	19,517	19,517	(0)	19,517
State Lottery	-	-	-	91,060	89,549	1,511	242,444
Prior Year Revenue	-	-	-	20,478	-	20,478	-
Other State Revenue	-	-	-	34,320	-	34,320	-
Total Other State Revenue	69,425	73,064	(3,639)	626,178	651,322	(25,144)	877,281
Other Local Revenue							
Interest Revenue	-	-	-	347	-	347	-
Total Other Local Revenue	-	-	-	347	-	347	-
<b>Total Revenues</b>	<b>\$ 1,199,546</b>	<b>\$ 1,251,915</b>	<b>\$ (52,369)</b>	<b>\$ 9,665,816</b>	<b>\$ 9,343,379</b>	<b>\$ 322,437</b>	<b>\$ 11,766,408</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 360,553	\$ 266,250	\$ (94,303)	\$ 3,669,927	\$ 2,928,750	\$ (741,177)	\$ 3,195,000
Teachers' Extra Duty/Stipends	7,353	7,988	635	147,770	87,863	(59,908)	95,850
Pupil Support Salaries	7,007	12,500	5,493	79,031	137,500	58,469	150,000
Administrators' Salaries	51,633	27,917	(23,717)	544,464	307,083	(237,380)	335,000
Total Certificated Salaries	426,547	314,654	(111,892)	4,441,191	3,461,196	(979,995)	3,775,850
Classified Salaries							
Instructional Salaries	9,953	11,500	1,547	154,652	126,500	(28,152)	138,000
Other Classified Salaries	6,625	-	(6,625)	52,667	-	(52,667)	-
Total Classified Salaries	16,578	11,500	(5,078)	207,319	126,500	(80,819)	138,000
Benefits							
State Teachers' Retirement System, certificated posi	70,405	52,547	(17,858)	699,867	578,020	(121,848)	630,567
OASDI/Medicare/Alternative, certificated positions	987	713	(274)	12,658	7,843	(4,815)	8,556
Medicare/Alternative, certificated positions	6,288	4,729	(1,559)	65,529	52,022	(13,507)	56,751
Health and Welfare Benefits, certificated positions	37,232	26,667	(10,565)	356,280	293,333	(62,947)	320,000
State Unemployment Insurance, certificated positio	0	1,568	1,568	35,435	29,792	(5,643)	31,360
Workers' Compensation Insurance, certificated posi	7,693	4,566	(3,126)	39,660	50,228	10,568	54,794
Other Benefits, certificated positions	-	1,764	1,764	0	19,403	19,403	21,167
Total Benefits	122,605	92,554	(30,051)	1,209,429	1,030,641	(178,789)	1,123,195
Books & Supplies							
Books and Reference Materials	-	-	-	-	29,102	29,102	29,102
School Supplies	86,360	88,362	2,002	679,749	823,759	144,010	894,067
Software	27,152	15,558	(11,594)	129,221	171,135	41,914	186,693
Office Expense	707	1,134	427	8,317	12,476	4,159	13,610
Business Meals	-	4	4	939	49	(890)	54
School Fundraising Expense	-	-	-	168	-	(168)	-
Noncapitalized Equipment	2,204	13,950	11,745	29,479	130,045	100,566	141,144
Total Books & Supplies	116,423	119,008	2,585	847,874	1,166,567	318,694	1,264,670
Subagreement Services							
Special Education	52,042	15,178	(36,864)	342,275	166,954	(175,322)	182,131
Security	-	91	91	926	907	(19)	998
Other Educational Consultants	175,450	166,626	(8,825)	1,420,084	1,553,375	133,291	1,685,954
Instructional Services	97,705	143,970	46,265	1,098,049	1,074,489	(23,560)	1,353,137
Total Subagreement Services	325,197	325,864	667	2,861,334	2,795,724	(65,610)	3,222,220

## Clarksville Charter School

### Budget vs Actual

For the period ended May 31, 2020

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	-	1,771	1,771	12,057	19,484	7,427	21,255
Dues & Memberships	-	874	874	4,065	9,613	5,548	10,487
Insurance	10,094	3,392	(6,702)	42,628	37,309	(5,318)	40,701
Janitorial Services	-	1,297	1,297	-	14,271	14,271	15,569
Postage and Shipping	-	559	559	125	6,145	6,020	6,704
<b>Total Operations &amp; Housekeeping</b>	<b>10,094</b>	<b>7,893</b>	<b>(2,201)</b>	<b>58,875</b>	<b>86,823</b>	<b>27,947</b>	<b>94,716</b>
Facilities, Repairs & Other Leases							
Rent	1,575	18,476	16,901	(22,239)	203,231	225,471	221,707
Additional Rent	-	161	161	-	1,768	1,768	1,929
Equipment Leases	-	81	81	510	886	377	967
Other Leases	(250)	-	250	4,072	-	(4,072)	-
Repairs and Maintenance	-	3,434	3,434	-	37,771	37,771	41,204
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>1,325</b>	<b>22,151</b>	<b>20,826</b>	<b>(17,657)</b>	<b>243,657</b>	<b>261,314</b>	<b>265,807</b>
Professional/Consulting Services							
IT	-	265	265	-	2,920	2,920	3,186
Audit & Taxes	900	-	(900)	7,150	8,731	1,581	8,731
Legal	269	1,374	1,105	19,728	15,110	(4,618)	16,484
Professional Development	-	849	849	2,196	9,340	7,144	10,189
General Consulting	-	2,425	2,425	2,651	26,678	24,027	29,104
Special Activities/Field Trips	2,221	46,529	44,308	84,716	433,766	349,050	470,787
Bank Charges	66	15	(50)	2,058	168	(1,890)	184
Printing	-	83	83	24	909	886	992
Other Taxes and Fees	-	610	610	17,652	6,713	(10,939)	7,323
Payroll Service Fee	371	-	(371)	371	-	(371)	-
Management Fee	31,606	43,817	12,212	336,161	327,018	(9,143)	411,824
District Oversight Fee	-	35,366	35,366	0	259,198	259,198	323,546
Public Relations/Recruitment	-	459	459	750	5,051	4,301	5,510
<b>Total Professional/Consulting Services</b>	<b>35,431</b>	<b>131,792</b>	<b>96,361</b>	<b>473,457</b>	<b>1,095,604</b>	<b>622,147</b>	<b>1,287,861</b>
Depreciation							
Depreciation Expense	179	223	43	1,973	2,448	475	2,671
<b>Total Depreciation</b>	<b>179</b>	<b>223</b>	<b>43</b>	<b>1,973</b>	<b>2,448</b>	<b>475</b>	<b>2,671</b>
Interest							
Interest Expense	9,578	-	(9,578)	262,180	-	(262,180)	-
<b>Total Interest</b>	<b>9,578</b>	<b>-</b>	<b>(9,578)</b>	<b>262,180</b>	<b>-</b>	<b>(262,180)</b>	<b>-</b>
<b>Total Expenses</b>	<b>\$ 1,063,957</b>	<b>\$ 1,025,639</b>	<b>\$ (38,318)</b>	<b>\$ 10,345,976</b>	<b>\$ 10,009,160</b>	<b>\$ (336,816)</b>	<b>\$ 11,174,990</b>
<b>Change in Net Assets</b>	<b>135,589</b>	<b>226,276</b>	<b>(90,687)</b>	<b>(680,160)</b>	<b>(665,781)</b>	<b>(14,379)</b>	<b>591,418</b>
Net Assets, Beginning of Period	(732,361)			83,388			
<b>Net Assets, End of Period</b>	<b>\$ (596,772)</b>			<b>\$ (596,772)</b>			

# Clarksville Charter School

## Statement of Financial Position

May 31, 2020

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
<b>Assets</b>				
<b>Current Assets</b>				
Cash & Cash Equivalents	\$ 380,630	\$ 438,896	\$ (58,267)	-13%
Accounts Receivable	37,731	5,279	32,453	615%
Public Funding Receivables	981,551	408,562	572,989	140%
Factored Receivables	(2,246,200)	-	(2,246,200)	0%
Due To/From Related Parties	448,344	(662,723)	1,111,067	-168%
Prepaid Expenses	197,038	319,816	(122,778)	-38%
<b>Total Current Assets</b>	<b>(200,906)</b>	<b>509,831</b>	<b>(710,737)</b>	<b>-139%</b>
<b>Long-Term Assets</b>				
Property & Equipment, Net	12,059	8,789	3,270	37%
Deposits	5,500	13,000	(7,500)	-58%
<b>Total Long Term Assets</b>	<b>17,559</b>	<b>21,789</b>	<b>(4,230)</b>	<b>-19%</b>
<b>Total Assets</b>	<b>\$ (183,347)</b>	<b>\$ 531,620</b>	<b>\$ (714,967)</b>	<b>-134%</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ 368,768	\$ 152,278	\$ 216,490	142%
Accrued Liabilities	44,658	252,362	(207,704)	-82%
Notes Payable, Current Portion	-	43,593	(43,593)	-100%
<b>Total Current Liabilities</b>	<b>413,425</b>	<b>448,232</b>	<b>(34,807)</b>	<b>-8%</b>
<b>Total Liabilities</b>	<b>413,425</b>	<b>448,232</b>	<b>(34,807)</b>	<b>-8%</b>
<b>Total Net Assets</b>	<b>(596,772)</b>	<b>83,388</b>	<b>(680,160)</b>	<b>-816%</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ (183,347)</b>	<b>\$ 531,620</b>	<b>\$ (714,967)</b>	<b>-134%</b>

## Clarksville Charter School

### Statement of Cash Flows

For the period ended May 31, 2020

	Month Ended 05/31/20	YTD Ended 05/31/20
<b>Cash Flows from Operating Activities</b>		
Change in Net Assets	\$ 135,589	\$ (680,160)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	179	1,973
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	(572,989)
Grants, Contributions & Pledges Receivable	(485,431)	2,213,747
Due from Related Parties	16,917	(1,111,067)
Prepaid Expenses	(99,141)	122,778
Other Assets	-	7,500
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	189,518	216,490
Accrued Expenses	7,799	(207,704)
<b>Total Cash Flows from Operating Activities</b>	<b>(234,571)</b>	<b>(9,431)</b>
<b>Cash Flows from Investing Activities</b>		
Purchase of Property & Equipment	-	(5,243)
<b>Total Cash Flows from Investing Activities</b>	<b>-</b>	<b>(5,243)</b>
<b>Cash Flows from Financing Activities</b>		
Proceeds from (payments on) Long-Term Debt	-	(43,593)
<b>Total Cash Flows from Financing Activities</b>	<b>-</b>	<b>(43,593)</b>
Change in Cash & Cash Equivalents	(234,571)	(58,267)
Cash & Cash Equivalents, Beginning of Period	615,201	438,896
<b>Cash and Cash Equivalents, End of Period</b>	<b>\$ 380,630</b>	<b>\$ 380,630</b>

## Clarksville Charter School

### Check Register

For the period ended May 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
10000	A Brighter Child	5/22/2020	\$ 360.00
10001	Academics In A Box Inc	5/22/2020	86.85
10002	All About Learning Press, Inc.	5/22/2020	171.50
10003	AllGood Driving School, Inc	5/22/2020	575.00
10004	Amy Sachs	5/22/2020	1,000.00
10005	Anne Roos	5/22/2020	300.00
10006	April Brennan	5/22/2020	1,570.00
10007	Bach 2 Rock	5/22/2020	452.00
10008	Barbara Lee Sheddan	5/22/2020	2,400.00
10009	Beautiful Feet Books, Inc.	5/22/2020	505.62
10010	Becker Music Studio, Inc.	5/22/2020	465.00
10011	Belinda Costa	5/22/2020	125.18
10012	Black Oak Therapy	5/22/2020	300.00
10013	Bowman Martial Arts	5/22/2020	470.00
10014	Brave Writer, LLC	5/22/2020	150.90
10015	Bre Rice	5/22/2020	69.00
10016	Brett Place	5/22/2020	960.00
10017	Britton Parsons	5/22/2020	360.00
10018	Charter Impact, Inc.	5/22/2020	370.75
10019	Chestnut Nature Kids	5/22/2020	45.00
10020	Communication Tools	5/22/2020	1,780.00
10021	Corrinne Carrabello	5/22/2020	90.00
10022	Discount School Supply	5/22/2020	58.89
10023	Echelon Fitness, LLC	5/22/2020	768.50
10024	Elisabeth Johnson	5/22/2020	402.00
10025	EMH Sports USA, Inc.	5/22/2020	255.00
10026	Eric Hellberg	5/22/2020	405.00
10027	Gina Burdick	5/22/2020	637.50
10028	Global Teletherapy	5/22/2020	26,384.97
10029	Gold Country Lanes	5/22/2020	350.00
10030	Growing Healthy Children Therapy Services, Inc.	5/22/2020	10,849.25
10031	Hands 4 Building, LLC	5/22/2020	137.99
10032	Hawkins School of Performing Arts	5/22/2020	263.00
10033	Haynes Family of Programs	5/22/2020	1,188.75
10034	Healing Pastures	5/22/2020	240.00
10035	Hilary Anthony	5/22/2020	670.00
10036	Home Science Tools	5/22/2020	49.37
10037	HTP Services, Inc.	5/22/2020	736.00
10038	In Sync Dance	5/22/2020	200.00
10039	Independent Study HQ	5/22/2020	1,400.00
10040	Inspire District Office	5/22/2020	52,878.15
10041	Isabel Naylor	5/22/2020	735.00
10042	It Takes The Village	5/22/2020	450.00
10043	Jabbergym	5/22/2020	440.00
10044	Jackris Publishing, LLC	5/22/2020	21.99
10045	Janelle Blocher	5/22/2020	105.00
10046	Jeff Norman	5/22/2020	75.00
10047	Jennifer Steward	5/22/2020	1,500.00
10048	Jonah Naylor	5/22/2020	420.00
10049	Jonathan Holowaty	5/22/2020	700.00
10050	Kelly BJJ	5/22/2020	290.00
10051	Kitchen Kid, LLC	5/22/2020	360.26
10052	KiwiCo, Inc.	5/22/2020	1,894.68
10053	Kristine A. Cordell	5/22/2020	1,476.00
10054	Lafitte Music Center	5/22/2020	152.00

## Clarksville Charter School

### Check Register

For the period ended May 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
10055	Lakeshore	5/22/2020	203.73
10056	Law Offices of Jennifer McQuarrie	5/22/2020	88.00
10057	Learning Without Tears	5/22/2020	12.34
10058	Linae Calkovsky	5/22/2020	295.00
10059	Lisa Hindmarsh	5/22/2020	13,962.83
10060	Little Passports	5/22/2020	552.97
10061	LitWits Workshops, LLC	5/22/2020	210.00
10062	Logic of English	5/22/2020	118.77
10063	Love of Learning	5/22/2020	5,250.00
10064	Mariko Reeves	5/22/2020	400.00
10065	Mary Frederick	5/22/2020	19,777.18
10066	Math-U-See Inc	5/22/2020	278.00
10067	McKeever School of Irish Dance	5/22/2020	259.00
10068	MEL Science Ltd	5/22/2020	1,047.00
10069	Moving Beyond the Page	5/22/2020	1,636.53
10070	Musical Mayhem Productions, Inc.	5/22/2020	329.00
10071	NewSongs Music	5/22/2020	233.00
10072	Nicole Zagaroli	5/22/2020	126.27
10073	Outschool, Inc.	5/22/2020	141.00
10074	Owlcrate Enterprises Inc.	5/22/2020	112.63
10075	Pamela Hayes Classical Ballet	5/22/2020	1,637.00
10076	PresenceLearning, Inc.	5/22/2020	405.51
10077	Rachael's Tutoring	5/22/2020	720.00
10078	Rachel Eldridge	5/22/2020	240.00
10079	VOID	VOID	VOID
10080	Rainbow Resource Center	5/22/2020	2,865.86
10081	Rocklin Music Academy	5/22/2020	520.00
10082	Scott J. Budnik	5/22/2020	370.00
10083	Sherri Acri	5/22/2020	160.00
10084	Singapore Math Inc.	5/22/2020	70.79
10085	Skatetown	5/22/2020	152.31
10086	Stephanie Strong	5/22/2020	720.00
10087	Steve Wallen Swim School - El Dorado Hills	5/22/2020	360.00
10088	Studio 24	5/22/2020	335.00
10089	Teaching Textbooks	5/22/2020	205.67
10090	The Critical Thinking Co.	5/22/2020	303.28
10091	The Music Store	5/22/2020	251.78
10092	Thinkwell Corporation	5/22/2020	125.00
10093	Thomas Purvance	5/22/2020	871.00
10094	Timberdoodle.com	5/22/2020	1,178.43
10095	Waza Brazilian Jiu Jitsu	5/22/2020	2,400.00
10096	Weintraub Tobin Chediak Coleman Grodin	5/22/2020	180.75
10097	Wood's Make Mine Music	5/22/2020	120.00
10098	Sacramento Drive-In	5/27/2020	625.00
10099	All About Learning Press, Inc.	5/28/2020	620.61
10100	Art Creatures, LLC	5/28/2020	875.00
10101	Bitsbox	5/28/2020	56.85
10102	Blue Granite Climbing Gym, Inc.	5/28/2020	3,745.00
10103	Capuchino Therapy Group	5/28/2020	1,170.00
10104	Carol Ng	5/28/2020	420.00
10105	Carol Saulsberry	5/28/2020	1,200.00
10106	Carrie Morris	5/28/2020	500.00
10107	Folsom Theatre Co.	5/28/2020	1,500.00
10108	Forever Dance Lake Tahoe	5/28/2020	1,805.00
10109	Grace Hegy	5/28/2020	290.00
10110	Growing Minds, LLC	5/28/2020	59.00

## Clarksville Charter School

### Check Register

For the period ended May 31, 2020

Check Number	Vendor Name	Check Date	Check Amount
10111	Hawkins School of Performing Arts	5/28/2020	1,763.00
10112	Heather Williams	5/28/2020	280.00
10113	Inspire District Office	5/28/2020	47,791.18
10114	Inversion Gym	5/28/2020	320.00
10115	Jaime Layton	5/28/2020	2,465.00
10116	Juni Learning, Inc	5/28/2020	750.00
10117	Kathleen Goldsmith	5/28/2020	40.00
10118	Katie Burns	5/28/2020	200.00
10119	Kovar's Laguna	5/28/2020	870.00
10120	Lara McCay	5/28/2020	1,000.00
10121	Laura Hauge, Writing Maven Tutoring Services	5/28/2020	1,645.50
10122	Linda Reams	5/28/2020	531.00
10123	Lindsay Burch	5/28/2020	173.01
10124	Lisa Bond-Torgerson	5/28/2020	100.00
10125	Lotus Educational Services, Inc.	5/28/2020	1,252.80
10126	Margie Hartung	5/28/2020	855.00
10127	Mathnasium	5/28/2020	1,200.00
10128	MEL Science Ltd	5/28/2020	837.60
10129	Natalie Savytskyy	5/28/2020	1,000.00
10130	Orr Piano Instruction	5/28/2020	200.00
10131	VOID	VOID	VOID
10132	Outschool, Inc.	5/28/2020	1,591.50
10133	Rainbow Resource Center	5/28/2020	463.16
10134	Roberta Kitowski	5/28/2020	646.00
10135	Rosemarie Kelliher	5/28/2020	591.50
10136	Rowboat Group LLC	5/28/2020	1,665.00
10137	Sabado School Of Music Inc.	5/28/2020	1,765.00
10138	Soil Born Farms	5/28/2020	315.00
10139	Tahoe Speech Therapy LLC	5/28/2020	720.00
10140	Teacher Synergy, LLC	5/28/2020	8.40
10141	The Serendipity Center For Leadership and Learning	5/28/2020	1,550.00
10142	Total Education Solutions, dba TES Therapy	5/28/2020	3,951.25
10143	We Rock The Spectrum - Placerville	5/28/2020	200.00
10144	Wilkinson Hadley King & Co. LLP	5/28/2020	900.00
10145	VOID	5/29/2020	VOID
14783	Kelly BJJ	5/29/2020	VOID
14867	Kelly BJJ	5/29/2020	VOID
15558	The Dance Academy	5/29/2020	VOID
15563	Wood's Make Mine Music	5/29/2020	VOID
15602	Katy Messer	5/29/2020	VOID
15658	Hard 90 Baseball	5/29/2020	VOID
15662	DNA Dance Collective	5/29/2020	VOID
15693	Angelika Dyadchenko	5/29/2020	VOID
15702	Gold Country Taekwondo	5/29/2020	VOID
15730	El Dorado County Office of Education	5/1/2020	112,751.43
15732	Kelly BJJ	5/4/2020	VOID
15733	Charter Impact, Inc.	5/6/2020	16,763.00
15734	Inspire District Office	5/7/2020	52,195.24
15735	Clarksville Charter School	5/12/2020	264,518.36
15736	Clarksville Charter School	5/12/2020	193,041.47

**Total Disbursements in May** \$ 908,103.59



Clarksville Charter School

Accounts Payable Aging

May 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
4EEE	SP20-007	5/9/2020	6/8/2020	\$ 1,100	\$ -	\$ -	\$ -	\$ -	\$ 1,100
A Brighter Child	53776	5/6/2020	6/5/2020	182	-	-	-	-	182
A Brighter Child	53777	5/6/2020	6/5/2020	182	-	-	-	-	182
Alecia Rohde	JL-04-2019	5/18/2020	6/17/2020	280	-	-	-	-	280
All About Learning Press, Inc.	902386	4/1/2020	5/31/2020	84	-	-	-	-	84
All About Learning Press, Inc.	902515	4/24/2020	5/24/2020	155	-	-	-	-	155
All About Learning Press, Inc.	902527	4/24/2020	5/24/2020	77	-	-	-	-	77
All About Learning Press, Inc.	902538	4/24/2020	5/24/2020	213	-	-	-	-	213
All About Learning Press, Inc.	902540	4/24/2020	5/24/2020	348	-	-	-	-	348
All About Learning Press, Inc.	902541	4/24/2020	5/24/2020	51	-	-	-	-	51
All About Learning Press, Inc.	902643	5/14/2020	7/13/2020	47	-	-	-	-	47
Amazon Capital Services	11X1-FCFC-JKLR	5/12/2020	6/11/2020	24	-	-	-	-	24
Amazon Capital Services	13JY-WL6X-4PT6	5/13/2020	6/12/2020	89	-	-	-	-	89
Amazon Capital Services	17PT-1QNH-HH7P	5/15/2020	6/14/2020	17	-	-	-	-	17
Amazon Capital Services	17PT-1QNH-JCGF	5/16/2020	6/15/2020	7	-	-	-	-	7
Amazon Capital Services	17PT-1QNH-JX4C	5/16/2020	6/15/2020	12	-	-	-	-	12
Amazon Capital Services	17PT-1QNH-Q4F3	5/16/2020	6/15/2020	9	-	-	-	-	9
Amazon Capital Services	17PT-1QNH-T3KL	5/16/2020	6/15/2020	44	-	-	-	-	44
Amazon Capital Services	17WF-WKCL-LYM4	5/18/2020	6/17/2020	50	-	-	-	-	50
Amazon Capital Services	19G6-NHCD-CH1K	5/14/2020	6/13/2020	19	-	-	-	-	19
Amazon Capital Services	19G6-NHCD-LHCG	5/14/2020	6/13/2020	20	-	-	-	-	20
Amazon Capital Services	19G6-NHCD-XW6H	5/15/2020	6/14/2020	25	-	-	-	-	25
Amazon Capital Services	1CH1-CT31-1XHT	5/18/2020	6/17/2020	9	-	-	-	-	9
Amazon Capital Services	1CH1-CT31-9YMY	5/18/2020	6/17/2020	26	-	-	-	-	26
Amazon Capital Services	1D34-Y6KJ-JQFP	5/16/2020	6/15/2020	79	-	-	-	-	79
Amazon Capital Services	1D34-Y6KJ-NJDN	5/16/2020	6/15/2020	26	-	-	-	-	26
Amazon Capital Services	1D34-Y6KJ-NNPP	5/16/2020	6/15/2020	59	-	-	-	-	59
Amazon Capital Services	1D34-Y6KJ-W3PR	5/16/2020	6/15/2020	8	-	-	-	-	8
Amazon Capital Services	1DG4-G37X-1CHR	5/13/2020	6/12/2020	16	-	-	-	-	16
Amazon Capital Services	1FD3-7PYD-3QRJ	5/13/2020	6/12/2020	28	-	-	-	-	28
Amazon Capital Services	1FK3-LWW1-CRWR	5/14/2020	6/13/2020	22	-	-	-	-	22
Amazon Capital Services	1FK3-LWW1-D1L4	5/14/2020	6/13/2020	34	-	-	-	-	34
Amazon Capital Services	1FK3-LWW1-D1NX	5/14/2020	6/13/2020	31	-	-	-	-	31
Amazon Capital Services	1FK3-LWW1-GLYL	5/14/2020	6/13/2020	42	-	-	-	-	42
Amazon Capital Services	1G7K-HVVN-7DJC	5/16/2020	6/15/2020	22	-	-	-	-	22
Amazon Capital Services	1G7K-HVVN-D7LX	5/17/2020	6/16/2020	12	-	-	-	-	12
Amazon Capital Services	1H7W-YFKY-1NXM	5/13/2020	6/12/2020	23	-	-	-	-	23
Amazon Capital Services	1HHM-MRG7-NMVQ	5/13/2020	6/12/2020	37	-	-	-	-	37
Amazon Capital Services	1HRD-VXDC-PH1K	5/18/2020	6/17/2020	16	-	-	-	-	16

Clarksville Charter School

Accounts Payable Aging

May 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1HRP-HHY6-11PP	5/18/2020	6/17/2020	16	-	-	-	-	16
Amazon Capital Services	1J4H-KP41-9FYG	5/13/2020	6/12/2020	32	-	-	-	-	32
Amazon Capital Services	1J4H-KP41-CD7Y	5/13/2020	6/12/2020	19	-	-	-	-	19
Amazon Capital Services	1J9F-4CLV-LMR7	5/16/2020	6/15/2020	6	-	-	-	-	6
Amazon Capital Services	1J9F-4CLV-M4CN	5/16/2020	6/15/2020	8	-	-	-	-	8
Amazon Capital Services	1J9F-4CLV-R6ML	5/16/2020	6/15/2020	12	-	-	-	-	12
Amazon Capital Services	1J9F-4CLV-R6WY	5/16/2020	6/15/2020	158	-	-	-	-	158
Amazon Capital Services	1J9F-4CLV-XT6K	5/17/2020	6/16/2020	53	-	-	-	-	53
Amazon Capital Services	1JWP-Q9T6-FG3L	5/3/2020	6/2/2020	13	-	-	-	-	13
Amazon Capital Services	1JWP-Q9T6-FL76	5/3/2020	6/2/2020	105	-	-	-	-	105
Amazon Capital Services	1L37-VMJM-3DGD	5/17/2020	6/16/2020	39	-	-	-	-	39
Amazon Capital Services	1L37-VMJM-4MNG	5/17/2020	6/16/2020	31	-	-	-	-	31
Amazon Capital Services	1L37-VMJM-DYTC	5/17/2020	6/16/2020	34	-	-	-	-	34
Amazon Capital Services	1L37-VMJM-JNMP	5/17/2020	6/16/2020	18	-	-	-	-	18
Amazon Capital Services	1LRJ-4Y7L-4XRV	5/18/2020	6/17/2020	12	-	-	-	-	12
Amazon Capital Services	1M9C-TVJQ-MKNP	5/16/2020	6/15/2020	51	-	-	-	-	51
Amazon Capital Services	1M9C-TVJQ-PKNK	5/16/2020	6/15/2020	11	-	-	-	-	11
Amazon Capital Services	1M9C-TVJQ-QQN9	5/16/2020	6/15/2020	8	-	-	-	-	8
Amazon Capital Services	1M9C-TVJQ-T1Y4	5/16/2020	6/15/2020	59	-	-	-	-	59
Amazon Capital Services	1M9C-TVJQ-W9WW	5/16/2020	6/15/2020	130	-	-	-	-	130
Amazon Capital Services	1M9C-TVJQ-WD4H	5/16/2020	6/15/2020	16	-	-	-	-	16
Amazon Capital Services	1M9C-TVJQ-WF96	5/16/2020	6/15/2020	6	-	-	-	-	6
Amazon Capital Services	1M9C-TVJQ-WFC3	5/16/2020	6/15/2020	42	-	-	-	-	42
Amazon Capital Services	1M9C-TVJQ-WT31	5/16/2020	6/15/2020	6	-	-	-	-	6
Amazon Capital Services	1M9C-TVJQ-X1NK	5/16/2020	6/15/2020	32	-	-	-	-	32
Amazon Capital Services	1MT1-19JR-9C37	5/13/2020	6/12/2020	29	-	-	-	-	29
Amazon Capital Services	1MT1-19JR-FMR6	5/14/2020	6/13/2020	40	-	-	-	-	40
Amazon Capital Services	1MT1-19JR-J99G	5/14/2020	6/13/2020	79	-	-	-	-	79
Amazon Capital Services	1MT1-19JR-N6KJ	5/14/2020	6/13/2020	27	-	-	-	-	27
Amazon Capital Services	1MX7-PCCQ-YDL7	5/2/2020	6/1/2020	18	-	-	-	-	18
Amazon Capital Services	1NVJ-NJRM-17JC	5/2/2020	6/1/2020	332	-	-	-	-	332
Amazon Capital Services	1NWN-LLTL-6PNX	5/13/2020	6/12/2020	48	-	-	-	-	48
Amazon Capital Services	1NWN-LLTL-6YFC	5/13/2020	6/12/2020	36	-	-	-	-	36
Amazon Capital Services	1NWN-LLTL-CF46	5/14/2020	6/13/2020	10	-	-	-	-	10
Amazon Capital Services	1NWN-LLTL-FDDM	5/14/2020	6/13/2020	40	-	-	-	-	40
Amazon Capital Services	1NWN-LLTL-W643	5/15/2020	6/14/2020	24	-	-	-	-	24
Amazon Capital Services	1PF6-D4TG-K1MN	5/16/2020	6/15/2020	13	-	-	-	-	13
Amazon Capital Services	1PF6-D4TG-KMPW	5/16/2020	6/15/2020	45	-	-	-	-	45
Amazon Capital Services	1PF6-D4TG-L1WY	5/16/2020	6/15/2020	86	-	-	-	-	86
Amazon Capital Services	1PF6-D4TG-VGLP	5/16/2020	6/15/2020	22	-	-	-	-	22

Clarksville Charter School

Accounts Payable Aging

May 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1PF6-D4TG-VJHW	5/16/2020	6/15/2020	12	-	-	-	-	12
Amazon Capital Services	1QFY-JYMH-JP97	5/15/2020	6/14/2020	36	-	-	-	-	36
Amazon Capital Services	1QFY-JYMH-VWHR	5/16/2020	6/15/2020	14	-	-	-	-	14
Amazon Capital Services	1QFY-JYMH-WLV6	5/16/2020	6/15/2020	66	-	-	-	-	66
Amazon Capital Services	1RHH-JPDM-3YQR	4/21/2020	5/21/2020	78	-	-	-	-	78
Amazon Capital Services	1RT6-DKGT-YMTQ	5/2/2020	6/1/2020	28	-	-	-	-	28
Amazon Capital Services	1VF3-PWVH-9RQJ	5/14/2020	6/13/2020	20	-	-	-	-	20
Amazon Capital Services	1VF3-PWVH-C4RY	5/14/2020	6/13/2020	70	-	-	-	-	70
Amazon Capital Services	1VF3-PWVH-CV1R	5/14/2020	6/13/2020	24	-	-	-	-	24
Amazon Capital Services	1VFG-F1RV-4PQT	5/13/2020	6/12/2020	12	-	-	-	-	12
Amazon Capital Services	1VWP-6PTL-MCMY	5/13/2020	6/12/2020	91	-	-	-	-	91
Amazon Capital Services	1VWP-6PTL-NC7R	5/13/2020	6/12/2020	19	-	-	-	-	19
Amazon Capital Services	1W4X-WTNP-6CCK	5/13/2020	6/12/2020	49	-	-	-	-	49
Amazon Capital Services	1WCK-CXK1-171K	5/13/2020	6/12/2020	12	-	-	-	-	12
Amazon Capital Services	1WK7-169Y-6HJV	5/13/2020	6/12/2020	16	-	-	-	-	16
Amazon Capital Services	1WK7-169Y-GTPK	5/14/2020	6/13/2020	29	-	-	-	-	29
Amazon Capital Services	1WK7-169Y-H31L	5/14/2020	6/13/2020	6	-	-	-	-	6
Amazon Capital Services	1WK7-169Y-HNFD	5/14/2020	6/13/2020	11	-	-	-	-	11
Amazon Capital Services	1WQH-13WV-4P7H	5/13/2020	6/12/2020	7	-	-	-	-	7
Amazon Capital Services	1WRJ-6N4C-JW4W	5/17/2020	6/16/2020	39	-	-	-	-	39
Amazon Capital Services	1XQL-MF7J-GYNR	5/18/2020	6/17/2020	42	-	-	-	-	42
Amazon Capital Services	1YP1-JYG4-FC7Q	5/17/2020	6/16/2020	11	-	-	-	-	11
Angelika Dyadchenko	03-120	3/9/2020	4/17/2020	425	-	-	-	-	425
Angelika Dyadchenko	03-121	3/9/2020	4/17/2020	650	-	-	-	-	650
Angelika Dyadchenko	03-122	3/15/2020	4/30/2020	250	-	-	-	-	250
Anne Roos	050120	5/1/2020	5/31/2020	150	-	-	-	-	150
Art Creatures, LLC	4	5/7/2020	6/6/2020	250	-	-	-	-	250
Asten Fallavollita	51	5/11/2020	6/10/2020	6,068	-	-	-	-	6,068
Beakerz LLC	1920	4/24/2020	5/24/2020	360	-	-	-	-	360
Beautiful Feet Books, Inc.	11867	4/27/2020	5/27/2020	214	-	-	-	-	214
Beautiful Feet Books, Inc.	11887	4/29/2020	5/29/2020	440	-	-	-	-	440
Blue Granite Climbing Gym, Inc.	20200501	5/1/2020	5/31/2020	114	-	-	-	-	114
Blue Learning	CM0032	5/5/2020	6/4/2020	(100)	-	-	-	-	(100)
Blue Learning	SINV1433	4/28/2020	5/28/2020	100	-	-	-	-	100
Bob Sweat M.Ed.MAT, Tutoring	0520	4/30/2020	5/30/2020	50	-	-	-	-	50
BookShark	30993073	4/8/2020	5/8/2020	39	-	-	-	-	39
BookShark	30994878	4/17/2020	5/17/2020	904	-	-	-	-	904

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BookShark	30997774	5/4/2020	6/3/2020	363	-	-	-	-	363
BookShark	30997784	5/4/2020	6/3/2020	861	-	-	-	-	861
BookShark	30997785	5/4/2020	6/3/2020	912	-	-	-	-	912
Bowman Martial Arts	C04-20	5/1/2020	5/31/2020	370	-	-	-	-	370
Brenda Williams	517201	5/17/2020	6/16/2020	6,040	-	-	-	-	6,040
Canvas & Keys	20-3883	5/12/2020	6/11/2020	202	-	-	-	-	202
Capuchino Therapy Group	CAPU051220	5/12/2020	5/12/2020	105	-	-	-	-	105
CB Music	7413	5/5/2020	5/5/2020	1,546	-	-	-	-	1,546
Christina Bollengier	202001-2	5/1/2020	5/31/2020	180	-	-	-	-	180
Christine Shirley Fickenscher	5	5/10/2020	6/9/2020	975	-	-	-	-	975
City of Folsom	CLA March 2020	5/11/2020	6/10/2020	68	-	-	-	-	68
City of Folsom	CLAFebbruary2020	5/6/2020	6/5/2020	515	-	-	-	-	515
Clemencia Massa	010	5/3/2020	6/2/2020	640	-	-	-	-	640
CompuScholar, Inc.	20190327	5/18/2020	6/17/2020	45	-	-	-	-	45
Diana Haynie	30	4/30/2020	5/30/2020	80	-	-	-	-	80
DNA Dance Collective	214	3/26/2020	4/25/2020	904	-	-	-	-	904
eat2explore	100718	4/28/2020	5/28/2020	210	-	-	-	-	210
Education.com Holdings, Inc.	E10056	5/5/2020	6/4/2020	60	-	-	-	-	60
Educational Development Corporati	DIR5892386	4/28/2020	6/27/2020	321	-	-	-	-	321
Educational Development Corporati	DIR5981645	5/7/2020	7/6/2020	71	-	-	-	-	71
Educational Development Corporati	DIR6033065	5/13/2020	7/12/2020	33	-	-	-	-	33
Edventure	5120CLARKS	5/1/2020	5/31/2020	4,274	-	-	-	-	4,274
Edventure	5120CLARKSP	5/1/2020	5/31/2020	6,048	-	-	-	-	6,048
eDynamic Learning	20-0129 CREDIT	3/27/2020	4/26/2020	(265)	-	-	-	-	(265)
El Dorado County Office of Education	ELDO052920	5/29/2020	5/29/2020	112,575	-	-	-	-	112,575
Elemental Science	IN-2208	4/30/2020	5/30/2020	118	-	-	-	-	118
Elk Grove Musical Theatre Company	19	5/5/2020	6/4/2020	1,400	-	-	-	-	1,400
First Choice Tutoring	391	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	398	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	399	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	400	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	401	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	402	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	403	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	404	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	405	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	406	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	407	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	408	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	409	4/30/2020	5/30/2020	180	-	-	-	-	180

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First Choice Tutoring	410	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	411	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	412	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	413	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	414	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	415	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	416	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	417	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	418	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	419	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	420	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	421	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	422	4/30/2020	5/30/2020	185	-	-	-	-	185
First Choice Tutoring	423	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	424	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	425	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	426	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	427	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	428	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	429	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	430	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	431	4/30/2020	5/30/2020	167	-	-	-	-	167
First Choice Tutoring	432	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	433	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	434	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	435	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	436	4/30/2020	5/30/2020	164	-	-	-	-	164
First Choice Tutoring	437	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	438	4/30/2020	5/30/2020	180	-	-	-	-	180
First Choice Tutoring	439	4/30/2020	5/30/2020	179	-	-	-	-	179
First Choice Tutoring	440	4/30/2020	5/30/2020	180	-	-	-	-	180
Forever Dance Lake Tahoe	40723	5/1/2020	5/31/2020	305	-	-	-	-	305
Fusion Elite Performance Training Cen	171CCS	5/10/2020	6/9/2020	750	-	-	-	-	750
Gina Burdick	60	5/6/2020	6/5/2020	100	-	-	-	-	100
Gina Burdick	61	5/3/2020	6/2/2020	600	-	-	-	-	600
Gina Burdick	62	5/3/2020	6/2/2020	450	-	-	-	-	450
Gina Burdick	64	5/3/2020	6/2/2020	200	-	-	-	-	200
Gina Burdick	65	5/6/2020	6/5/2020	150	-	-	-	-	150
Gold Country Taekwondo	202003-JZ	3/31/2020	4/30/2020	100	-	-	-	-	100
Gwendolyn Burton	5052020	5/5/2020	6/4/2020	455	-	-	-	-	455

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Hands 4 Building, LLC	1606	4/23/2020	5/23/2020	138	-	-	-	-	138
Hard 90 Baseball	2019-290726	9/10/2019	10/10/2019	-	-	-	-	90	90
Hard 90 Baseball	2019-290727	9/10/2019	10/10/2019	-	-	-	-	90	90
Hawkins School of Performing Arts	911	5/8/2020	6/7/2020	263	-	-	-	-	263
Heather Williams	1044	5/6/2020	5/31/2020	140	-	-	-	-	140
Home Science Tools	1008152A	4/29/2020	6/28/2020	124	-	-	-	-	124
Home Science Tools	1008153A	4/29/2020	6/28/2020	23	-	-	-	-	23
Imagine Music Instruction LLC	950	4/22/2020	5/22/2020	360	-	-	-	-	360
Inspire District Office	INSPV-111	5/1/2020	5/31/2020	112,548	-	-	-	-	112,548
Jabbergym	12661	5/5/2020	6/4/2020	440	-	-	-	-	440
JackKris Publishing, LLC	906	4/22/2020	5/22/2020	59	-	-	-	-	59
JackKris Publishing, LLC	908	4/27/2020	5/27/2020	41	-	-	-	-	41
JackKris Publishing, LLC	913	4/30/2020	5/30/2020	216	-	-	-	-	216
JackKris Publishing, LLC	927	5/15/2020	6/14/2020	61	-	-	-	-	61
JackKris Publishing, LLC	928	5/15/2020	6/14/2020	61	-	-	-	-	61
JackKris Publishing, LLC	929	5/15/2020	6/14/2020	22	-	-	-	-	22
Janelle Blocher	200511	5/13/2020	6/12/2020	140	-	-	-	-	140
Jenny Thompson	012-cc	5/4/2020	6/3/2020	2,150	-	-	-	-	2,150
Juni Learning, Inc	J-1018	5/12/2020	6/11/2020	440	-	-	-	-	440
K3 Syncopation, LLC (Bach To Rock	133	4/29/2020	5/29/2020	228	-	-	-	-	228
Kaizen Martial Arts Academy	BARB	4/30/2020	5/30/2020	(420)	-	-	-	-	(420)
Karina Sheremet	1925	5/12/2020	6/11/2020	320	-	-	-	-	320
Katy Messer	00004	2/13/2020	4/13/2020	350	-	-	-	-	350
Kelly BJJ	13	8/29/2018	9/28/2018	-	-	-	-	387	387
Kelly BJJ	14	8/29/2018	9/28/2018	-	-	-	-	387	387
Kelly BJJ	19	9/25/2018	10/25/2018	-	-	-	-	387	387
Kelly BJJ	20	10/2/2018	11/1/2018	-	-	-	-	387	387
Kelly BJJ	21	10/9/2018	11/8/2018	-	-	-	-	435	435
Kelly BJJ	22	10/9/2018	11/8/2018	-	-	-	-	290	290
Kelly BJJ	23	12/11/2018	1/10/2019	-	-	-	-	435	435
Kelly BJJ	24	12/11/2018	1/10/2019	-	-	-	-	435	435
Kelly BJJ	25	12/14/2018	1/13/2019	-	-	-	-	387	387
Kelly BJJ	26	12/14/2018	1/13/2019	-	-	-	-	387	387
Kelly BJJ	27	2/28/2019	3/30/2019	-	-	-	-	387	387
Kelly BJJ	28	3/12/2019	4/11/2019	-	-	-	-	387	387
Kelly BJJ	29	3/19/2019	4/18/2019	-	-	-	-	135	135
Kelly BJJ	30	3/19/2019	4/18/2019	-	-	-	-	135	135
Kelly BJJ	31	6/18/2019	7/18/2019	-	-	-	-	135	135
Kelly BJJ	32	8/2/2019	9/1/2019	-	-	-	-	405	405
Kelly BJJ	33	8/2/2019	9/1/2019	-	-	-	-	435	435

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Kelly BJJ	34	8/2/2019	9/1/2019	-	-	-	-	435	435
Kelly BJJ	36	10/3/2019	11/2/2019	-	-	-	147	-	147
Kelly BJJ	37	10/3/2019	11/2/2019	-	-	-	294	-	294
Kelly BJJ	38	10/3/2019	11/2/2019	-	-	-	294	-	294
Kelly BJJ	39	10/3/2019	11/2/2019	-	-	-	120	-	120
Kelly BJJ	40	10/4/2019	11/3/2019	-	-	-	435	-	435
Kelly BJJ	41	10/4/2019	11/3/2019	-	-	-	435	-	435
Kelly BJJ	41-2	11/25/2019	12/25/2019	-	-	60	-	-	60
Kelly BJJ	42	11/2/2019	12/2/2019	-	-	147	-	-	147
Kelly BJJ	43	11/7/2019	12/7/2019	-	-	147	-	-	147
Kelly BJJ	44	11/12/2019	12/12/2019	-	-	405	-	-	405
Kelly BJJ	45	12/4/2019	1/3/2020	-	135	-	-	-	135
Kelly BJJ	49	12/28/2019	1/27/2020	-	435	-	-	-	435
Kelly BJJ	50	12/28/2019	1/27/2020	-	435	-	-	-	435
Kendra Carroll	0008	4/29/2020	5/29/2020	822	-	-	-	-	822
Kitchen Kid, LLC	439441563	4/23/2020	5/23/2020	145	-	-	-	-	145
Kitchen Kid, LLC	4394418	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	4394431	4/23/2020	5/23/2020	79	-	-	-	-	79
Kitchen Kid, LLC	43944518	4/23/2020	5/23/2020	33	-	-	-	-	33
Kitchen Kid, LLC	43944531	4/23/2020	5/23/2020	33	-	-	-	-	33
KiwiCo, Inc.	ST-IAXHTAKA	5/4/2020	6/3/2020	96	-	-	-	-	96
KiwiCo, Inc.	ST-IB2JCUJY	5/2/2020	6/1/2020	64	-	-	-	-	64
KiwiCo, Inc.	ST-IBES2L6A	5/4/2020	6/3/2020	64	-	-	-	-	64
KiwiCo, Inc.	ST-ICT36MCA	5/1/2020	5/31/2020	54	-	-	-	-	54
KiwiCo, Inc.	ST-ICTKEXSQ	5/1/2020	5/31/2020	1,088	-	-	-	-	1,088
KiwiCo, Inc.	ST-ICTWTV2I	4/30/2020	5/30/2020	64	-	-	-	-	64
KiwiCo, Inc.	ST-IDHFVCYY	4/30/2020	5/30/2020	64	-	-	-	-	64
KiwiCo, Inc.	ST-IEI4WLSI	4/28/2020	5/28/2020	96	-	-	-	-	96
KiwiCo, Inc.	ST-IEVZ52AQ	5/8/2020	6/7/2020	660	-	-	-	-	660
KiwiCo, Inc.	ST-IFEUFRHA	4/21/2020	5/21/2020	175	-	-	-	-	175
KiwiCo, Inc.	ST-IHIWU3LA	4/22/2020	5/22/2020	221	-	-	-	-	221
KiwiCo, Inc.	ST-IKGRRW5A	4/29/2020	5/29/2020	96	-	-	-	-	96
KiwiCo, Inc.	ST-IKTK7OBQ	4/29/2020	5/29/2020	96	-	-	-	-	96
KiwiCo, Inc.	ST-ILBZ2CUQ	4/29/2020	5/29/2020	119	-	-	-	-	119
KiwiCo, Inc.	ST-IMJ7UR7I	4/22/2020	5/22/2020	268	-	-	-	-	268
Lakeshore	4265610420	4/27/2020	5/27/2020	98	-	-	-	-	98
Lakeshore	4281730520	5/1/2020	5/31/2020	408	-	-	-	-	408
Lakeshore	4418100520	5/5/2020	6/4/2020	354	-	-	-	-	354
Lakeshore	4481610520	5/5/2020	6/4/2020	61	-	-	-	-	61
Lakeshore	4583260520	5/6/2020	6/5/2020	108	-	-	-	-	108

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Lakeshore	4587650520	5/7/2020	6/6/2020	242	-	-	-	-	242
Laura Ashmun	last20	5/14/2020	6/13/2020	6,010	-	-	-	-	6,010
Laura Chiappe	20-200	5/15/2020	6/14/2020	20,520	-	-	-	-	20,520
Learning Without Tears	INV70503	4/22/2020	5/22/2020	35	-	-	-	-	35
LEGO Education	1190424679	4/21/2020	6/20/2020	113	-	-	-	-	113
Linda Reams	23	5/4/2020	6/3/2020	120	-	-	-	-	120
Little Passports	112152907	4/30/2020	5/30/2020	129	-	-	-	-	129
Little Passports	112152938	4/30/2020	5/30/2020	205	-	-	-	-	205
Little Passports	112307821	4/30/2020	5/30/2020	206	-	-	-	-	206
Live Education!	9907	4/30/2020	5/30/2020	544	-	-	-	-	544
Live Education!	9908	4/30/2020	5/30/2020	613	-	-	-	-	613
Logic of English	INV8895	4/23/2020	5/23/2020	27	-	-	-	-	27
Lotus Educational Services, Inc.	1529	4/20/2020	6/4/2020	540	-	-	-	-	540
Lotus Educational Services, Inc.	1548	5/6/2020	6/20/2020	1,013	-	-	-	-	1,013
Mariko Reeves	8	5/6/2020	6/5/2020	500	-	-	-	-	500
Math-U-See Inc	0602923-IN	3/24/2020	5/23/2020	135	-	-	-	-	135
Math-U-See Inc	0603833-IN	3/27/2020	5/26/2020	116	-	-	-	-	116
Math-U-See Inc	0604793-IN	4/1/2020	5/31/2020	82	-	-	-	-	82
Math-U-See Inc	0605224-IN	4/3/2020	6/2/2020	56	-	-	-	-	56
Math-U-See Inc	0605614-IN	4/6/2020	6/5/2020	116	-	-	-	-	116
Math-U-See Inc	0605694-IN	4/7/2020	6/6/2020	166	-	-	-	-	166
Math-U-See Inc	0605697-IN	4/7/2020	6/6/2020	112	-	-	-	-	112
Math-U-See Inc	0606069-IN	4/8/2020	6/7/2020	56	-	-	-	-	56
Math-U-See Inc	0606071-IN	4/8/2020	6/7/2020	56	-	-	-	-	56
Math-U-See Inc	0607758-IN	4/17/2020	6/16/2020	56	-	-	-	-	56
Math-U-See Inc	0607759-IN	4/17/2020	6/16/2020	56	-	-	-	-	56
MEL Science Ltd	DD202004278	4/28/2020	5/28/2020	314	-	-	-	-	314
Mercurius	88067	5/13/2020	7/12/2020	91	-	-	-	-	91
Michelle Jones	50	5/14/2020	6/13/2020	390	-	-	-	-	390
Moving Beyond the Page	212471	4/22/2020	5/22/2020	44	-	-	-	-	44
Moving Beyond the Page	212478	4/22/2020	5/22/2020	21	-	-	-	-	21
Moving Beyond the Page	212647	4/29/2020	5/29/2020	9	-	-	-	-	9
Moving Beyond the Page	212801	5/4/2020	6/3/2020	11	-	-	-	-	11
Moving Beyond the Page	212803	5/4/2020	6/3/2020	11	-	-	-	-	11
Moving Beyond the Page	212864	5/4/2020	6/3/2020	170	-	-	-	-	170
Moving Beyond the Page	213062	5/8/2020	6/7/2020	905	-	-	-	-	905
MoxieBox Art, Inc.	5791	4/29/2020	5/29/2020	72	-	-	-	-	72
Mr. D Math	1238	5/8/2020	5/8/2020	777	-	-	-	-	777
Music To Grow On	7490	5/1/2020	5/1/2020	200	-	-	-	-	200
Nancy Barcal	CL-042020	4/30/2020	5/30/2020	770	-	-	-	-	770

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Natomas Homeschool Alliance	306	5/15/2020	6/14/2020	200	-	-	-	-	200
Nicole Howton	10051520	5/15/2020	6/14/2020	540	-	-	-	-	540
Oak Meadow Inc.	100702	4/30/2020	5/30/2020	345	-	-	-	-	345
On The GO Academy	Spr 2020-123	4/27/2020	5/27/2020	210	-	-	-	-	210
Outschool, Inc.	17431	4/27/2020	5/27/2020	90	-	-	-	-	90
Outschool, Inc.	17432	4/27/2020	5/27/2020	136	-	-	-	-	136
Outschool, Inc.	17433	4/27/2020	5/27/2020	30	-	-	-	-	30
Outschool, Inc.	17434	4/27/2020	5/27/2020	29	-	-	-	-	29
Outschool, Inc.	17435	4/27/2020	5/27/2020	12	-	-	-	-	12
Outschool, Inc.	17436	4/27/2020	5/27/2020	30	-	-	-	-	30
Outschool, Inc.	17437	4/27/2020	5/27/2020	50	-	-	-	-	50
Outschool, Inc.	17438	4/27/2020	5/27/2020	10	-	-	-	-	10
Outschool, Inc.	18246	5/4/2020	6/3/2020	125	-	-	-	-	125
Outschool, Inc.	18247	5/4/2020	6/3/2020	22	-	-	-	-	22
Outschool, Inc.	18248	5/4/2020	6/3/2020	22	-	-	-	-	22
Outschool, Inc.	18249	5/4/2020	6/3/2020	65	-	-	-	-	65
Outschool, Inc.	18250	5/4/2020	6/3/2020	25	-	-	-	-	25
Outschool, Inc.	18251	5/4/2020	6/3/2020	25	-	-	-	-	25
Outschool, Inc.	18698	5/11/2020	6/10/2020	180	-	-	-	-	180
Outschool, Inc.	18699	5/11/2020	6/10/2020	30	-	-	-	-	30
Outschool, Inc.	18700	5/11/2020	6/10/2020	48	-	-	-	-	48
Outschool, Inc.	19029	5/18/2020	6/17/2020	30	-	-	-	-	30
Outschool, Inc.	19030	5/18/2020	6/17/2020	65	-	-	-	-	65
Outschool, Inc.	19031	5/18/2020	6/17/2020	180	-	-	-	-	180
Outschool, Inc.	19032	5/18/2020	6/17/2020	180	-	-	-	-	180
Outside the Box Creation	1097	4/22/2020	5/22/2020	127	-	-	-	-	127
Owlcrate Enterprises Inc.	INV-0139	4/22/2020	5/22/2020	113	-	-	-	-	113
Owlcrate Enterprises Inc.	INV-0141	4/22/2020	5/22/2020	113	-	-	-	-	113
Pamela Hayes Classical Ballet	0024	5/3/2020	6/2/2020	912	-	-	-	-	912
Pearson Education Inc.	6001561057	1/22/2020	2/21/2020	(190)	-	-	-	-	(190)
Placerville Clayworks	2020-1	5/6/2020	6/5/2020	338	-	-	-	-	338
Placerville Clayworks	2020-10	5/15/2020	6/14/2020	312	-	-	-	-	312
Placerville Clayworks	2020-11	5/15/2020	6/14/2020	312	-	-	-	-	312
Placerville Clayworks	2020-2	5/6/2020	6/5/2020	52	-	-	-	-	52
Placerville Clayworks	2020-3	5/6/2020	6/5/2020	130	-	-	-	-	130
Placerville Clayworks	2020-4	5/6/2020	6/5/2020	100	-	-	-	-	100
Placerville Clayworks	2020-5	5/6/2020	6/5/2020	125	-	-	-	-	125
Placerville Clayworks	2020-6	5/6/2020	6/5/2020	338	-	-	-	-	338
Placerville Clayworks	2020-7	5/6/2020	6/5/2020	338	-	-	-	-	338
Placerville Clayworks	2020-8	5/15/2020	6/14/2020	144	-	-	-	-	144

Clarksville Charter School

Accounts Payable Aging

May 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Placerville Clayworks	2020-9	5/15/2020	6/14/2020	144	-	-	-	-	144
R&D Educational Systems Inc. Som	12270	5/1/2020	5/31/2020	420	-	-	-	-	420
R&D Educational Systems Inc. Som	12272	5/1/2020	5/31/2020	360	-	-	-	-	360
R&D Educational Systems Inc. Som	12273	5/1/2020	5/31/2020	240	-	-	-	-	240
Rainbow Resource Center	2871371	3/23/2020	5/22/2020	82	-	-	-	-	82
Rainbow Resource Center	2872407	3/23/2020	5/22/2020	93	-	-	-	-	93
Rainbow Resource Center	2872413	3/23/2020	5/22/2020	122	-	-	-	-	122
Rainbow Resource Center	2873594	3/24/2020	5/23/2020	65	-	-	-	-	65
Rainbow Resource Center	2873599	3/24/2020	5/23/2020	112	-	-	-	-	112
Rainbow Resource Center	2873819	3/24/2020	5/23/2020	275	-	-	-	-	275
Rainbow Resource Center	2873822	3/24/2020	5/23/2020	55	-	-	-	-	55
Rainbow Resource Center	2874065	3/24/2020	5/23/2020	352	-	-	-	-	352
Rainbow Resource Center	2875104	3/25/2020	5/24/2020	25	-	-	-	-	25
Rainbow Resource Center	2875117	3/25/2020	5/24/2020	161	-	-	-	-	161
Rainbow Resource Center	2875137	3/25/2020	5/24/2020	294	-	-	-	-	294
Rainbow Resource Center	2875139	3/25/2020	5/24/2020	20	-	-	-	-	20
Rainbow Resource Center	2875140	3/25/2020	5/24/2020	264	-	-	-	-	264
Rainbow Resource Center	2877054	3/26/2020	5/25/2020	25	-	-	-	-	25
Rainbow Resource Center	2877055	3/26/2020	5/25/2020	25	-	-	-	-	25
Rainbow Resource Center	2877058	3/26/2020	5/25/2020	16	-	-	-	-	16
Rainbow Resource Center	2877062	3/26/2020	5/25/2020	25	-	-	-	-	25
Rainbow Resource Center	2878291	3/27/2020	5/26/2020	57	-	-	-	-	57
Rainbow Resource Center	2878292	3/27/2020	5/26/2020	99	-	-	-	-	99
Rainbow Resource Center	2878294	3/27/2020	5/26/2020	139	-	-	-	-	139
Rainbow Resource Center	2879581	3/30/2020	5/30/2020	20	-	-	-	-	20
Rainbow Resource Center	2879587	3/30/2020	5/30/2020	67	-	-	-	-	67
Rainbow Resource Center	2880329	3/30/2020	5/30/2020	173	-	-	-	-	173
Rainbow Resource Center	2895473	4/21/2020	5/21/2020	178	-	-	-	-	178
Rainbow Resource Center	2911959	4/21/2020	5/21/2020	66	-	-	-	-	66
Rainbow Resource Center	2913683	4/22/2020	5/22/2020	24	-	-	-	-	24
Rainbow Resource Center	2915757	4/23/2020	5/23/2020	18	-	-	-	-	18
Rainbow Resource Center	2917387	4/24/2020	5/24/2020	445	-	-	-	-	445
Rainbow Resource Center	2917424	4/24/2020	5/24/2020	504	-	-	-	-	504
Rainbow Resource Center	2917456	4/24/2020	5/24/2020	66	-	-	-	-	66
Rainbow Resource Center	2917476	4/24/2020	5/24/2020	110	-	-	-	-	110
Rainbow Resource Center	2917494	4/24/2020	5/24/2020	65	-	-	-	-	65
Rainbow Resource Center	2917569	4/24/2020	5/24/2020	449	-	-	-	-	449
Rainbow Resource Center	2917589	4/24/2020	5/24/2020	299	-	-	-	-	299
Rainbow Resource Center	2917606	4/24/2020	5/24/2020	15	-	-	-	-	15
Rainbow Resource Center	2917618	4/24/2020	5/24/2020	84	-	-	-	-	84

Clarksville Charter School

Accounts Payable Aging

May 31, 2020

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	2927094	5/4/2020	6/3/2020	54	-	-	-	-	54
Rainbow Resource Center	2927095	5/4/2020	6/3/2020	77	-	-	-	-	77
Rainbow Resource Center	2927692	5/4/2020	6/3/2020	40	-	-	-	-	40
Rainbow Resource Center	2927774	5/4/2020	6/3/2020	43	-	-	-	-	43
Rainbow Resource Center	2928523	5/5/2020	6/4/2020	47	-	-	-	-	47
Rainbow Resource Center	2928645	5/5/2020	6/4/2020	557	-	-	-	-	557
Rainbow Resource Center	2928835	5/5/2020	6/4/2020	99	-	-	-	-	99
Rainbow Resource Center	2928910	5/5/2020	6/4/2020	21	-	-	-	-	21
Rainbow Resource Center	2928911	5/5/2020	6/4/2020	23	-	-	-	-	23
Rainbow Resource Center	2935030	5/8/2020	6/7/2020	33	-	-	-	-	33
Rainbow Resource Center	2939720	5/13/2020	6/12/2020	147	-	-	-	-	147
Rainbow Resource Center	2940118	5/13/2020	6/12/2020	187	-	-	-	-	187
Rainbow Resource Center	2943413	5/15/2020	6/14/2020	87	-	-	-	-	87
Robin Clary	3	5/13/2020	6/12/2020	150	-	-	-	-	150
Rocklin Music Academy	2020-PCavier-4	5/8/2020	6/7/2020	130	-	-	-	-	130
Rocklin Music Academy	2020-SNishimoto-05	5/8/2020	6/7/2020	130	-	-	-	-	130
Rockly Harris	RH1002	5/11/2020	6/10/2020	650	-	-	-	-	650
School of Rock Elk Grove & Roseville	2020-05Vallerga	5/3/2020	6/2/2020	714	-	-	-	-	714
School Pathways, LLC	64666	4/30/2020	5/30/2020	4,420	-	-	-	-	4,420
Sherri Acri	0520KC	5/16/2020	6/15/2020	320	-	-	-	-	320
Six Bar Ranch	15	5/6/2020	6/5/2020	300	-	-	-	-	300
Souza's Tutoring Tools	500	5/18/2020	6/17/2020	3,880	-	-	-	-	3,880
Specialized Therapy Services, Inc	INSP04-0320	3/31/2020	5/10/2020	428	-	-	-	-	428
TalkBox.Mom, Inc.	357089	4/20/2020	5/20/2020	113	-	-	-	-	113
Teacher Synergy, LLC	118796118	5/14/2020	6/4/2020	94	-	-	-	-	94
Teacher Synergy, LLC	118803587	5/14/2020	6/4/2020	30	-	-	-	-	30
Teaching Textbooks	27620	4/24/2020	5/24/2020	43	-	-	-	-	43
Teaching Textbooks	27621	4/24/2020	5/24/2020	67	-	-	-	-	67
Teaching Textbooks	27637	4/24/2020	5/24/2020	55	-	-	-	-	55
Teaching Textbooks	27797	5/15/2020	6/14/2020	108	-	-	-	-	108
Teaching Textbooks	27810	5/15/2020	6/14/2020	67	-	-	-	-	67
Teaching Textbooks	27811	5/15/2020	6/14/2020	67	-	-	-	-	67
Technique Gymnastics	MARCH2020-CLA	5/15/2020	6/14/2020	199	-	-	-	-	199
Teresa Oakes	ICS.CCS.05.20	5/1/2020	5/31/2020	150	-	-	-	-	150
The Critical Thinking Co.	140942A	4/20/2020	5/20/2020	181	-	-	-	-	181
The Critical Thinking Co.	141497A	4/27/2020	5/27/2020	56	-	-	-	-	56
The Critical Thinking Co.	141685A	4/29/2020	5/29/2020	232	-	-	-	-	232
The Dance Academy	69784-003	3/9/2020	4/8/2020	225	-	-	-	-	225
The Lampo Group, LLC	8424011	5/6/2020	6/6/2020	95	-	-	-	-	95
The Lampo Group, LLC	8424029	5/6/2020	6/6/2020	137	-	-	-	-	137

Clarksville Charter School

Accounts Payable Aging

May 31, 2020

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Theory Dance LLC	4RUT- April20	4/30/2020	5/30/2020	280	-	-	-	-	280
Therapeutic Language Clinic, Inc.	3065	4/30/2020	5/30/2020	880	-	-	-	-	880
Therapeutic Language Clinic, Inc.	3066	4/30/2020	5/30/2020	330	-	-	-	-	330
Think Outside, LLC	20279	5/6/2020	6/5/2020	111	-	-	-	-	111
Timberdoodle.com	317186	5/6/2020	7/5/2020	202	-	-	-	-	202
Timberdoodle.com	317211	5/6/2020	7/5/2020	268	-	-	-	-	268
TouchMath Acquistion LLC	200187954	3/16/2020	4/15/2020	86	-	-	-	-	86
Tricks Gymnastics - Granite Bay	GB032020CLA	5/15/2020	6/14/2020	670	-	-	-	-	670
Tricks Gymnastics, Dance & Swim	FOL032020CLA	5/7/2020	6/6/2020	723	-	-	-	-	723
Trigger Memory Co	2387	5/2/2020	6/1/2020	26	-	-	-	-	26
Vanessa Shaw	7	4/29/2020	5/29/2020	1,035	-	-	-	-	1,035
Wendy Stephens	Apr2020	5/4/2020	5/19/2020	3,015	-	-	-	-	3,015
Wonder Crate	l111	5/13/2020	6/12/2020	107	-	-	-	-	107
Wood's Make Mine Music	352020	3/5/2020	4/4/2020	\$ 240.00	\$ -	\$ -	\$ -	\$ -	\$ 240.00
<b>Total Outstanding Payables in May</b>				<b>\$ 358,727.73</b>	<b>\$ 1,005.00</b>	<b>\$ 759.00</b>	<b>\$ 1,725.00</b>	<b>\$ 6,551.00</b>	<b>\$ 368,767.73</b>

## Clarksville Charter School

### *Due (To)/From All Inspire Charter School Locations*

For the period ended May 31, 2020

	<b>Account Balance</b>
Due (to)/from Feather River Charter School	\$ 94.40
Due (to)/from Blue Ridge Academy	612
Due (to)/from Yosemite Valley Charter School	130
Due (to)/from Pacific Coast Academy	82
Due (to)/from Inspire Charter Service	780,413
Due (to)/from Heartland Charter School	2,960
Due (to)/from Mission Vista Academy	63,209
Due (to)/from The Cottonwood School	(399,157)
	-
<b>Total Due (to)/from Balance</b>	<b><u>\$ 448,344</u></b>

## Clarksville Charter School

### *Due (To)/From All Inspire Charter School Locations*

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	-
<b>Total Due (to)/from Balance</b>	<b><u>\$ 448,344</u></b>



# **Clarkesville Charter School**

FY20-21 Budget

# FY21 Budget Highlights

- Proposed Budget projects a surplus of \$157K for FY21.
- Enrollment target is at 1500 with 98% attendance rate.
- Estimating a 7.92% reduction to LCFF revenues for FY21.
- Budget includes Deferrals to LCFF-State Aid payments in FY21 of 100% of April and 50% of May payments into FY22.
- In-Compliance w/ SB740 requirements:

Cert.	Instr.
41.7%	84.8%
233,302	646,954

Pupil:Teacher Ratio	
24.10	:1

# Revenue

- Enrollment is budgeted at 1500 with a 98% attendance rate for an ADA of 1470.
- Funding favorability driven by 27% increase in projected enrollment.

## Revenue

State Aid-Rev Limit  
 Federal Revenue  
 Other State Revenue  
 Other Local Revenue

## Total Revenue

	19-20 Forecast	Propose Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 10,397,858	\$ 12,262,576	\$ 1,864,718
Federal Revenue	104,254	174,930	\$ 70,676
Other State Revenue	913,684	1,099,808	\$ 186,124
Other Local Revenue	347	-	\$ (347)
<b>Total Revenue</b>	<b>\$ 11,416,142</b>	<b>\$ 13,537,314</b>	<b>\$ 2,121,171</b>

# Expenses



- Projected expenses are budgeted at a \$2.06mm increase from current year:
  - Expenses proportionately increased to satisfy increased enrollment/per pupil spending.
  - Variance in professional services related to Charter Impact direct fee.

	19-20 Forecast	Propose Budget	Fav/(Unf)
<b>Expenses</b>			
Certificated Salaries	\$ 4,867,596	\$ 4,937,778	\$ (70,182)
Classified Salaries	223,906	369,750	\$ (145,844)
Benefits	1,335,422	1,609,440	\$ (274,018)
Books and Supplies	1,147,098	1,994,741	\$ (847,643)
Subagreement Services	2,560,449	2,804,416	\$ (243,967)
Operations	61,937	69,900	\$ (7,963)
Facilities	(17,657)	66,100	\$ (83,757)
Professional Services	869,443	1,311,389	\$ (441,946)
Depreciation	2,152	2,700	\$ (548)
Interest	262,180	213,908	\$ 48,272
<b>Total Expenses</b>	<b><u>\$ 11,312,526</u></b>	<b><u>\$ 13,380,123</u></b>	<b><u>\$ (2,067,597)</u></b>

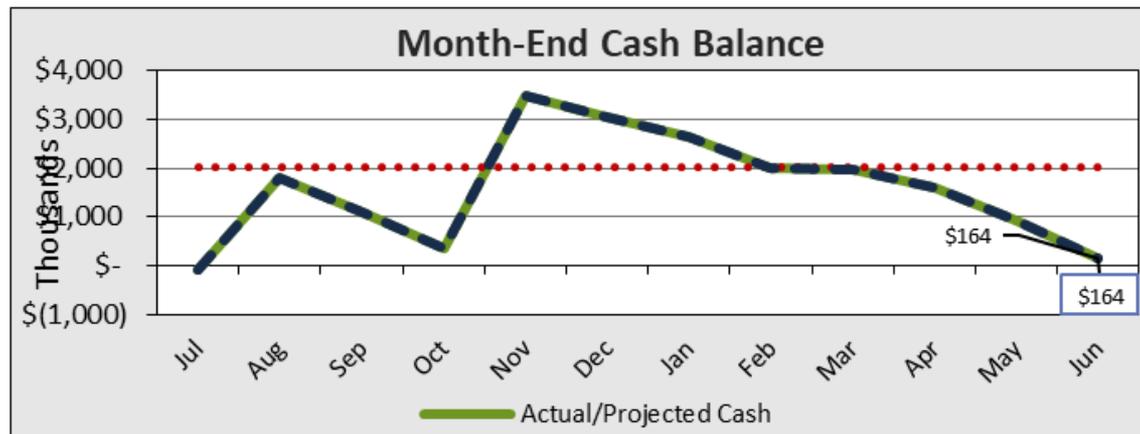
# Fund Balance

- A surplus of \$157K (or 1%) is budgeted in FY21 despite significant decrease in revenue.

	19-20 Forecast	Propose Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ 103,616	\$ 157,191	\$ 53,574
Beginning Fund Balance	<u>83,388</u>	<u>187,004</u>	
<b>Ending Fund Balance</b>	<u><b>\$ 187,004</b></u>	<u><b>\$ 344,195</b></u>	
<i>As a % of Annual Expenses</i>	1.7%	2.6%	

# Cash Balance

- Cash balance projected to remain positive through receivable sales.
- Due to/Due From repayment has not been factored into budget.



# Appendices

- FY20-21 Monthly Budget/Cash Flow

**Clarksville Charter School**

**Monthly Cash Flow/Budget FY20-21**

Revised 6/16/20

ADA = 1470.00



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	367,209	367,209	660,977	660,977	660,977	660,977	660,977	1,061,035	1,061,035	-	530,517	2,652,589	9,344,479
8012 Education Protection Account	-	-	-	73,500	-	-	73,500	-	-	73,500	-	-	73,500	294,000
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	123,743	247,486	164,990	164,990	164,990	164,990	164,990	475,972	237,986	237,986	237,986	237,986	2,624,097
	-	490,952	614,695	899,467	825,967	825,967	899,467	825,967	1,537,007	1,372,521	237,986	768,504	2,964,075	12,262,576
<b>Federal Revenue</b>														
8181 Special Education - Entitlement	-	6,874	6,874	12,374	12,374	12,374	12,374	12,374	19,863	19,863	19,863	19,863	19,863	174,930
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	6,874	6,874	12,374	12,374	12,374	12,374	12,374	19,863	19,863	19,863	19,863	19,863	174,930
<b>Other State Revenue</b>														
8311 State Special Education	-	28,883	28,883	51,990	51,990	51,990	51,990	51,990	83,457	83,457	83,457	83,457	83,457	735,000
8520 Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545 School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 Mandated Cost	-	-	-	-	-	26,198	-	-	-	-	-	-	-	26,198
8560 State Lottery	-	-	-	-	-	-	59,788	-	-	59,788	-	-	184,713	304,290
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	34,320	-	-	-	-	34,320
	-	28,883	28,883	51,990	51,990	78,187	111,778	51,990	117,777	143,245	83,457	83,457	268,170	1,099,808
<b>Other Local Revenue</b>														
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>-</b>	<b>526,710</b>	<b>650,452</b>	<b>963,831</b>	<b>890,331</b>	<b>916,528</b>	<b>1,023,619</b>	<b>890,331</b>	<b>1,674,647</b>	<b>1,535,629</b>	<b>341,306</b>	<b>871,823</b>	<b>3,252,108</b>	<b>13,537,314</b>
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	284,836	284,836	284,836	284,836	284,836	284,836	284,836	284,836	284,836	284,836	284,836	284,836	-	3,418,037
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	11,393	11,393	11,393	11,393	11,393	11,393	11,393	11,393	11,393	11,393	11,393	11,393	-	136,721
1200 Pupil Support Salaries	13,674	13,674	13,674	13,674	13,674	13,674	13,674	13,674	13,674	13,674	13,674	13,674	-	164,088
1300 Administrators' Salaries	77,708	77,708	77,708	77,708	77,708	77,708	77,708	77,708	77,708	77,708	77,708	77,708	-	932,500
1900 Other Certificated Salaries	23,869	23,869	23,869	23,869	23,869	23,869	23,869	23,869	23,869	23,869	23,869	23,869	-	286,431
	411,482	411,482	411,482	411,482	411,482	411,482	411,482	411,482	411,482	411,482	411,482	411,482	-	4,937,778
<b>Classified Salaries</b>														
2100 Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 Support Salaries	26,646	26,646	26,646	26,646	26,646	26,646	26,646	26,646	26,646	26,646	26,646	26,646	-	319,750
2300 Classified Administrators'	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical and Office Staff Salaries	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	30,813	30,813	30,813	30,813	30,813	30,813	30,813	30,813	30,813	30,813	30,813	30,813	-	369,750
<b>Benefits</b>														
3101 STRS	75,713	75,713	75,713	75,713	75,713	75,713	75,713	75,713	75,713	75,713	75,713	75,713	-	908,551
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	1,910	-	22,925
3311 Medicare	6,413	6,413	6,413	6,413	6,413	6,413	6,413	6,413	6,413	6,413	6,413	6,413	-	76,959
3401 Health and Welfare	40,625	40,625	40,625	40,625	40,625	40,625	40,625	40,625	40,625	40,625	40,625	40,625	-	487,500
3501 State Unemployment	1,960	1,960	1,960	1,960	1,960	1,960	9,800	7,840	3,920	1,960	1,960	1,960	-	39,200
3601 Workers' Compensation	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	6,192	-	74,305
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	132,813	132,813	132,813	132,813	132,813	132,813	140,653	138,693	134,773	132,813	132,813	132,813	-	1,609,440
<b>Books and Supplies</b>														
4100 Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200 Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	65,608	89,958	143,719	170,298	133,893	84,672	124,034	102,550	45,171	128,894	259,394	179,632	-	1,527,822
4305 Software	11,683	11,683	11,683	11,683	11,683	11,683	11,683	11,683	11,683	11,683	11,683	11,683	-	140,200
4310 Office Expense	950	950	950	950	950	950	950	950	950	950	950	950	-	11,400
4311 Business Meals	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
4312 School Fundraising Expense	17	17	17	17	17	17	17	17	17	17	17	17	-	200
4400 Noncapitalized Equipment	13,480	18,483	29,530	34,991	27,511	17,397	25,485	21,071	9,281	26,484	53,297	36,909	-	313,920
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	91,839	121,191	185,998	218,039	174,154	114,819	162,269	136,371	67,202	168,127	325,442	229,291	-	1,994,741

**Clarksville Charter School**

**Monthly Cash Flow/Budget FY20-21**

Revised 6/16/20

ADA = 1470.00



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	35,700	35,700	35,700	35,700	35,700	35,700	35,700	35,700	35,700	35,700	35,700	35,700	-	428,400
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5106 Other Educational Consultants	75,651	103,728	165,718	196,366	154,389	97,632	143,020	118,247	52,085	148,623	299,100	207,129	-	1,761,688
5107 Instructional Services	51,094	51,094	51,094	51,094	51,094	51,094	51,094	51,094	51,094	51,094	51,094	51,094	-	613,129
	<u>162,545</u>	<u>190,622</u>	<u>252,612</u>	<u>283,260</u>	<u>241,283</u>	<u>184,526</u>	<u>229,914</u>	<u>205,141</u>	<u>138,979</u>	<u>235,518</u>	<u>385,994</u>	<u>294,023</u>	-	<u>2,804,416</u>
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	1,408	-	16,900
5300 Dues & Memberships	433	433	433	433	433	433	433	433	433	433	433	433	-	5,200
5400 Insurance	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	-	47,600
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5901 Postage and Shipping	17	17	17	17	17	17	17	17	17	17	17	17	-	200
	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	<u>5,825</u>	-	<u>69,900</u>
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	60,000
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	50	50	50	50	50	50	50	50	50	50	50	50	-	600
5604 Other Leases	458	458	458	458	458	458	458	458	458	458	458	458	-	5,500
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	<u>5,508</u>	-	<u>66,100</u>
<b>Professional/Consulting Services</b>														
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5802 Audit & Taxes	-	-	-	2,667	2,667	2,667	-	-	-	-	-	-	-	8,000
5803 Legal	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	-	26,000
5804 Professional Development	308	308	308	308	308	308	308	308	308	308	308	308	-	3,700
5805 General Consulting	367	367	367	367	367	367	367	367	367	367	367	367	-	4,400
5806 Special Activities/Field Trips	11,008	15,094	24,114	28,574	22,466	14,207	20,811	17,207	7,579	21,627	43,523	30,140	-	256,351
5807 Bank Charges	217	217	217	260	260	260	260	260	260	260	260	260	-	2,990
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809 Other taxes and fees	1,883	1,883	1,883	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	2,260	-	25,990
5810 Payroll Service Fee	858	858	858	858	858	858	858	858	858	858	858	858	-	10,300
5811 Management Fee	70,836	70,836	70,836	70,836	70,836	70,836	70,836	70,836	70,836	70,836	70,836	70,836	-	850,032
5812 District Oversight Fee	-	4,910	6,147	8,995	8,260	8,260	8,995	8,260	15,370	13,725	2,380	7,685	29,641	122,626
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5815 Public Relations/Recruitment	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000
	<u>87,728</u>	<u>96,723</u>	<u>106,981</u>	<u>117,375</u>	<u>110,531</u>	<u>102,273</u>	<u>106,945</u>	<u>102,606</u>	<u>100,089</u>	<u>112,491</u>	<u>123,043</u>	<u>114,965</u>	<u>29,641</u>	<u>1,311,389</u>
<b>Depreciation</b>														
6900 Depreciation Expense	225	225	225	225	225	225	225	225	225	225	225	225	-	2,700
	<u>225</u>	<u>225</u>	<u>225</u>	<u>225</u>	<u>225</u>	<u>225</u>	<u>225</u>	<u>225</u>	<u>225</u>	<u>225</u>	<u>225</u>	<u>225</u>	-	<u>2,700</u>
<b>Interest</b>														
7438 Interest Expense	-	82,622	-	-	119,366	-	-	-	-	-	11,920	-	-	213,908
	<u>-</u>	<u>82,622</u>	<u>-</u>	<u>-</u>	<u>119,366</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>11,920</u>	<u>-</u>	<u>-</u>	<u>213,908</u>
<b>Total Expenses</b>	<b>928,777</b>	<b>1,077,823</b>	<b>1,132,257</b>	<b>1,205,339</b>	<b>1,232,000</b>	<b>988,284</b>	<b>1,093,633</b>	<b>1,036,663</b>	<b>894,895</b>	<b>1,102,802</b>	<b>1,433,064</b>	<b>1,224,945</b>	<b>29,641</b>	<b>13,380,123</b>
<b>Monthly Surplus (Deficit)</b>	<b>(928,777)</b>	<b>(551,114)</b>	<b>(481,804)</b>	<b>(241,508)</b>	<b>(341,670)</b>	<b>(71,755)</b>	<b>(70,015)</b>	<b>(146,333)</b>	<b>779,752</b>	<b>432,827</b>	<b>(1,091,758)</b>	<b>(353,121)</b>	<b>3,222,467</b>	<b>157,191</b>

**Clarksville Charter School**

**Monthly Cash Flow/Budget FY20-21**

Revised 6/16/20

ADA = 1470.00



	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Budget
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(928,777)	(551,114)	(481,804)	(241,508)	(341,670)	(71,755)	(70,015)	(146,333)	779,752	432,827	(1,091,758)	(353,121)	3,222,467	157,191
Cash flows from operating activities														
Depreciation/Amortization	225	225	225	225	225	225	225	225	225	225	225	225	-	2,700
Public Funding Receivables	-	-	37,863	-	-	148,677	131,073	-	-	-	-	-	(3,252,108)	(2,934,494)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(311,935)	-	-	-	-	-	-	-	-	-	-	-	29,641	(282,295)
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	11	-	-	-	-	11
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	2,754,070	-	-	3,978,882	-	-	-	-	-	397,323	-	-	7,130,275
Payments on Factoring	-	(316,790)	(275,407)	(495,733)	(495,733)	(495,733)	(495,733)	(495,733)	(795,776)	(795,776)	-	(397,888)	-	(5,060,300)
Proceeds from Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>(1,240,488)</b>	<b>1,886,391</b>	<b>(719,123)</b>	<b>(737,016)</b>	<b>3,141,705</b>	<b>(418,586)</b>	<b>(434,449)</b>	<b>(641,840)</b>	<b>(15,789)</b>	<b>(362,724)</b>	<b>(694,211)</b>	<b>(750,785)</b>		
Cash, Beginning of Month	1,151,107	(89,381)	1,797,011	1,077,888	340,872	3,482,577	3,063,991	2,629,542	1,987,702	1,971,913	1,609,189	914,979		
<b>Cash, End of Month</b>	<b>(89,381)</b>	<b>1,797,011</b>	<b>1,077,888</b>	<b>340,872</b>	<b>3,482,577</b>	<b>3,063,991</b>	<b>2,629,542</b>	<b>1,987,702</b>	<b>1,971,913</b>	<b>1,609,189</b>	<b>914,979</b>	<b>164,194</b>		

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Clarksville Charter School	Jenell Sherman, Executive Director	jenell.sherman@clarksvillecharterschool.org (916) 532-5923	June 18, 2020

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

As a non-classroom-based independent study work charter school, we provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. As we have done before our extended closure, we discuss with each family the curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families during our extended COVID19 closure:

- 1) Teacher-Directed Instructional Model
  - Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
  - Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
  - Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
  - Teacher communicates with students and families through phone or other agreed-upon digital platforms
  
- 2) Online Instructional Model
  - Instruction provided through district-licensed online content resources (e.g., Edgenuity)
  - Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
  - Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms
  
- 3) Blended Instructional Model
  - Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
  - Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through district-licensed online content resources (e.g., Edgenuity)
  - Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial

online equivalent, or needed adjustments

- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

Provide a description of how the LEA is meeting the needs of its English learners, foster youth, and low-income students.

We realize the COVID19 crises adversely affects all students, particularly those who are considered most vulnerable. To mitigate these effects, we have:

- Proactively communicating the availability of community services and resources, including meals and childcare for students
- Added social-emotional learning (See next section) to our curriculum,
- Prioritized fewer learning goals, identified course sequence changes, implemented an appropriate grading policy, and
- Administered surveys to help identify new needs

Approximately 35% of our students live in low-income households, and approximately 1% are homeless or are in foster care. Our non-classroom-based independent study platform includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access. From a technology access perspective, the transition to our shelter in place learning options was relatively smooth. However, as mentioned, we nonetheless administered surveys to help identify new needs.

We communicated our extended closure learning plan to families of our English learners (approximately 1%) in a language they understand to ensure meaningfully and equally participation. Our virtual curriculum options facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Consequently, most of our ELs can maintain English language development (ELD) supports during our extended closure. We incorporate integrated ELD in subject matter courses and provide online designated ELD classes administered by an appropriately credentialed and trained teacher.

Nearly 9% of our students qualify for an individualized education plan (IEP). We will continue to monitor IEP goals and related services and support families and students via telephone or virtual meetings.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Our COVID19 learning loss mitigation plan is composed of four components:

- 1) Identification of learning needs- Through surveys and discussions, we solicited shelter in place specific needs, including access to broadband internet service and other technology. We specifically solicited feedback from our English learner, and exceptional learning needs staff and families.
- 2) Establish a communication plan- We informed stakeholders of our plan through a variety of mediums, including email, social media, website, telephone calls, and text messages. For families of our ELs, we made a concerted effort to communicate our plan in a language most accessible to them.

3) Identification of learning outcomes- Given the context, we prioritized learning goals, identified course sequence changes, implemented an appropriate grading policy, and identified professional learning needs. Staff learning focused on the identification and use of specific resources to support students to continue their distance-learning format.

4) Addressing social-emotional needs- We added social-emotional learning (SEL) to our curriculum. We focused on maintaining regular communications to facilitate a sense of connection and support. As an example, staff recently created virtual events to connect families such as student showcases (music for both K-8 and teen), lockdown journaling (journal experiences with Covid, students shared journal entries), The Great Debate (learn how to debate topics with respects and variety of opinions.) For example, virtual art share for students with an art show. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. We offered regular check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

As a non-classroom-based independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. However, we help families find needed resources within the community.

Provide a description of the steps that have been taken by the LEA to arrange for the supervision of students during ordinary school hours.

We are a non-classroom-based independent study work charter school wherein parents provide a majority of student supervision during ordinary school hours. We work closely with families in the education of their children/teens. To ensure each student is engaged in appropriate educational activities on instructional days, we assess the time value of independent work and the quality of contemporaneous work samples. Beginning on March 20, 2020 we stopped recording regular attendance on approved COVID-19 school closure days for apportionment purposes. However, we began proactively reaching out to families and students to support and track participation and engagement in distance learning. Staff communicates with the parents and students via email, social media, phone, online meeting platforms, and texting. As mentioned, we initiated a technology needs survey to ascertain what students and families are need of technological devices to participate in our office hours.

Additionally, we began offering COVID-19 specific check-in meetings and office hours to discuss and address COVID-19 related feelings and trauma with our students. For parents who are essential workers and need childcare, we provided a list of external resources, including the new California childcare website. Similarly, we communicated the availability of community resources, including food and childcare to families with children with particular disabilities or special health care needs, and to those who or are homeless or in foster care.

# Charter**SAFE**

BE SAFE • FEEL SAFE

## 2020-2021 Membership Proposal

*Prepared for:*

**Clarksville Charter School**

*Coverage Effective:*

July 01, 2020 at 12:01 AM - July 01, 2021 at 12:01 AM

California Charter Schools Joint Powers Authority  
P.O. Box 969, Weimar, CA 95736  
Phone: 888.901.0004 Fax: 888.901.0004  
[www.chartersafe.org](http://www.chartersafe.org)

Issued: June 16, 2020 at 1:53 pm

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Jenell,

CharterSAFE is pleased to present your membership proposal for the 2020-2021 year. Your membership includes the following:



For a more detailed listing of our member services, please contact **Karen Bianchini**, Managing Director, Risk Management, at [kbianchini@chartersafe.org](mailto:kbianchini@chartersafe.org) or (916) 880-3460.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII (\$50M policyholder surplus minimum) or higher or are placed with an approved California scholastic joint powers authority.

#### **REQUIRED SIGNATURES:**

To bind coverage, you must complete and sign the following:

1. The proposal acceptance at the end of the "Member Contribution Summary" page

We look forward to working with you in the 2020-2021 year!

Thank you,

The CharterSAFE Team

# CharterSAFE

## 2020-2021 CLAIMS AND INCIDENT REPORTS GUIDELINES

**Member schools must notify CharterSAFE by submitting an online report, as soon as practicable, of an occurrence, accident, injury, claim, or suit or of circumstances that may reasonably result in a claim or suit.** A delay in reporting could mean lapse in coverage.

For your protection, claims will not be accepted by phone, email, or fax.

### CLAIMS FILING PROCESS ON THE WEB PORTAL

- Go to [www.chartersafe.org](http://www.chartersafe.org) and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: [Whitney Delano](mailto:wdelano@chartersafe.org) at [wdelano@chartersafe.org](mailto:wdelano@chartersafe.org).
- Hover over the "Claims" tab, choose "Submit a Claim" and our website will prompt you with a series of questions to help you determine the appropriate claim form to submit.
- Complete the online questions and select the "Submit" icon at the bottom. After submission, you will receive a confirmation email with information regarding next steps.

### CLAIMS RESOURCES AND FORMS

- Hover over the "Claims" tab, choose "Resources and Forms" and you will find all supporting documents you might need when filing a claim or incident report, such as:
  - Student Accident Claim Packet (English and Spanish)
  - Volunteer Accident Claim Packet (English and Spanish)
  - Statement of No Insurance
  - Workers' Compensation Claim Form (DWC-1)
  - Employee Fact Sheet
  - Kaiser on the Job Clinics
  - Employee Injury Card

For any claim reporting questions, please contact [Dennis Monahan](#), Managing Director, Claims, at (619) 878-6221 or email [dmonahan@chartersafe.org](mailto:dmonahan@chartersafe.org).

# MEMBER CONTRIBUTION SUMMARY

Clarksville Charter School

Coverage Effective: July 01, 2020 at 12:01 AM - July 01, 2021 at 12:01 AM

Your CharterSAFE Insurance Program includes the following coverages:

**Liability & Property Package Member Contribution**

**\$124,866**

**Core Liability Program**

- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Sexual Abuse Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

**Crime**

- Property
- Student & Volunteer Accident

**Additional Program Coverages**

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability

**Workers' Compensation & Employer's Liability Member Contribution**

**\$48,218**

**Total Member Contribution**

**\$173,084**

Choose One Payment Option

**Payment in Full \$173,084**

**Installment Plan**

- Deposit (25%) - Due Now - \$43,271
- 9 Monthly Installments - \$14,424

\*Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

**Proposal Acceptance:**

By signing below, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

Print Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**DISCLOSURE:** This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

## Mailing Address

5094 Robert J. Mathews Parkway  
El Dorado Hills, CA 95762

## Continuity and Retroactive Dates

**Directors & Officers Liability Continuity Date:** **07/21/2014**

**Employment Practices Liability Continuity Date:** **07/21/2014**

**Fiduciary Liability Continuity Date:** **07/21/2014**

## Vehicles

None scheduled.

## EXPOSURES & LOCATIONS

Member contributions are calculated based on the following exposures:

### Students/Employees/Payroll

Location Address(es)	Students	Employees	Payroll
Clarksville Charter School 5094 Robert J. Mathews Parkway El Dorado Hills, CA 95762	1,500	79	\$5,303,528.00
Clarksville Charter School 4818 Golden Foothill Pky El Dorado Hills, CA 95762	0	0	\$0.00
<b>Total:</b>	<b>1,500</b>	<b>79</b>	<b>\$5,303,528.00</b>

Property Values

Location Address(es)	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
Clarksville Charter School 5094 Robert J. Mathews Parkway El Dorado Hills, CA 95762	\$0.00	\$19,750.00	\$19,750.00	\$39,500.00
Clarksville Charter School 4818 Golden Foothill Pky El Dorado Hills, CA 95762	\$0.00	\$5,000.00	\$5,000.00	\$10,000.00
<b>Total:</b>	<b>\$0.00</b>	<b>\$24,750.00</b>	<b>\$24,750.00</b>	<b>\$49,500.00</b>

## CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **\$5,000,000** Per Member Aggregate

The Core Liability Program Breaks Down As Follows:

### Directors & Officers, Employment Practices, and Fiduciary Liability

Coverages	Limits	Deductibles
<b>Directors &amp; Officers and Company Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	Varies*
<b>Employment Practices Liability</b>	\$5,000,000 per <b>claim</b> and member aggregate	Varies*
<b>Fiduciary Liability</b>	\$1,000,000 per <b>claim</b> and member aggregate	\$0

\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.

0 Claim:	\$15,000.00 per occurrence
1 Claim:	\$25,000.00 per occurrence
2 Claims:	\$50,000.00 per occurrence
3 or more Claims:	\$100,000.00 per occurrence

**Reporting:** Claims must be reported to CharterSAFE within 60 days after policy expiration. Coverage is provided on a claims-made basis.

### General Liability

Coverages	Limits	Deductibles
<b>Bodily Injury Property Damage</b>	\$5,000,000 per occurrence and member aggregate	\$500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High-Risk Activity</i> *
<b>Medical Payments</b>	\$10,000 per person \$50,000 per occurrence	\$0
<b>Products and Completed Operations</b>	\$5,000,000 per occurrence and member aggregate	\$0
<b>Armed Assailant Sublimit</b>	\$100,000 per occurrence and aggregate	\$0

\*A list of *High-Risk Activities* is available at [www.chartersafe.org](http://www.chartersafe.org) or you may contact **Karen Bianchini** (kbianchini@chartersafe.org / (916) 880-3460) of CharterSAFE's Risk Management team.

### Employee Benefits Liability

Coverages	Limits	Deductibles
<b>Employee Benefits Liability</b>	\$5,000,000 per occurrence and member aggregate	\$0

### Educator's Legal Liability

Coverages	Limits	Deductibles
<b>Educator's Legal Liability</b>	\$5,000,000 per occurrence and member aggregate	\$2,500 per occurrence
<b>IEP (Individualized Education Program) Defense Sublimit</b>	\$50,000 per occurrence and aggregate sublimit	\$7,500 per occurrence

## Sexual Abuse Liability

Coverages	Limits	Deductibles
<b>Sexual Abuse Liability</b>	\$5,000,000 per occurrence and member aggregate	\$0 if school completes training requirement \$100,000 if school did not complete training requirement
<p><b>*Training Mandate</b> Sexual Abuse Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is <b>REQUIRED</b> to be completed by 90% or more of staff within 90 days of coverage renewal. New employees are required to complete the training within 6 weeks of employment.</p>		

## Law Enforcement Activities Liability

Coverages	Limits	Deductibles
<b>Law Enforcement Activities Liability</b>	\$5,000,000 per occurrence and member aggregate	\$0

## Automobile

Coverages	Limits	Deductibles
<b>Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos</b>	\$5,000,000 per occurrence and member aggregate	\$0
<b>Auto Physical Damage*</b>	\$1,000,000 per occurrence and member aggregate	\$500 per occurrence for Hired Auto Physical Damage
<p>*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.</p>		

## Excess Liability - SELF

<b>Coverage Provided by:</b>	Schools Excess Liability Fund (SELF)
<b>Coverage:</b>	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
<b>Limits:</b>	\$50,000,000 per occurrence/claim and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the \$5M limits above to total a limit of \$55M.

CharterSAFE joined SELF, a nonprofit scholastic JPA in California, as a single member of SELF for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different limits, terms, conditions and exclusions. You can access SELF JPA's information at [www.selfipa.org](http://www.selfipa.org).

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

## CRIME

Coverages	Limits	Deductibles
<b>Money and Securities</b>	\$1,000,000 per occurrence and member aggregate	\$500 per occurrence
<b>Forgery or Alteration</b>	\$1,000,000 per occurrence and member aggregate	\$500 per occurrence
<b>Employee Dishonesty</b>	\$1,000,000 per occurrence and member aggregate	Varies*
<b>Computer and Funds Transfer Fraud</b>	\$1,000,000 per occurrence and member aggregate	\$500 per occurrence

\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.

0 Claim:	\$500.00 per occurrence
1 Claim:	\$5,000.00 per occurrence
2 Claims:	\$10,000.00 per occurrence
3 or more Claims:	\$20,000.00 per occurrence

## PROPERTY

**Perils Include:** Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

**Valuation:** Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
<b>Property</b>	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence.  See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence
<b>Boiler &amp; Machinery / Equipment Breakdown</b>	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence.  See "Exposures & Locations" section for scheduled limits.	\$1,000 per occurrence
<b>Business Interruption</b>	\$10,000,000 per occurrence	\$1,000 per occurrence
<b>Extra Expense</b>	\$10,000,000 per occurrence	\$1,000 per occurrence
<b>Causes of Loss:</b>  <b>Water Damage</b> <b>Wildfire</b>	As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence.  See "Exposures & Locations" section for scheduled limits.	Varies*

\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.

0 Claim: \$1,000.00 per occurrence  
 1 Claim: \$5,000.00 per occurrence  
 2 Claims: \$10,000.00 per occurrence  
 3 or more Claims: \$20,000.00 per occurrence

### PLEASE NOTE:

If you have a renovation/construction project valued over \$200,000 in hard and soft costs, please contact your CharterSAFE Representative: **Whitney Delano** at [wdelano@chartersafe.org](mailto:wdelano@chartersafe.org). CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional premium would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact **Kiki Goldsmith** ([Kiki\\_Goldsmith@ajg.com](mailto:Kiki_Goldsmith@ajg.com)/ 949-349-9842).

## STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
<b>Student Accident</b>	\$50,000 per injury/accident 104 Week benefit period	\$500 per injury/accident for <i>High-Risk Activities</i> *
<b>Volunteer Accident</b>	\$25,000 per injury/accident 104 Week benefit period	\$500 per injury/accident for <i>High-Risk Activities</i> *

\*A list of *High-Risk Activities* is available at [www.chartersafe.org](http://www.chartersafe.org) or you may contact Karen Bianchini (kbianchini@chartersafe.org / (916) 880-3460) of CharterSAFE's Risk Management team.

### Terms & Conditions:

- Coverage is provided on an excess basis, but would become primary should the student not have health insurance.
- Claim submission deadline: 90 days after the Covered Accident.

### Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher  
18201 Von Karman Avenue, Suite #200  
Irvine, CA 92612

**Kiki Goldsmith**  
Client Service Executive  
[Kiki\\_Goldsmith@ajg.com](mailto:Kiki_Goldsmith@ajg.com)  
949-349-9842

## ADDITIONAL PROGRAM COVERAGES

### Pollution Liability And First Party Remediation

Coverages	Limits	Deductibles
<b>Pollution Liability and First Party Remediation</b>	\$1,000,000 per pollution condition or indoor environmental condition \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$10,000 per occurrence

**Reporting:** Claim must be reported to CharterSAFE within 60 days after policy expiration.  
Coverage is provided on a claims-made basis.

### Terrorism Liability

Coverages	Limits	Deductibles
<b>Terrorism Liability</b>	\$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	\$0

**Reporting:** Claim must be reported to CharterSAFE within 60 days after policy expiration.  
Coverage is provided on a claims-made basis.

### Terrorism Property

Coverages	Limits	Deductibles
<b>Terrorism Property</b>	As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence. See "Exposures & Locations" section for schedule limits.	\$1,000 per occurrence

### Cyber Liability

Coverages	Limits	Deductibles
<b>Cyber Liability</b>	\$1,000,000 per <b>claim</b> \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$2,500 per <b>claim</b>

**Coverage Includes:**

- Privacy Notification Costs
- Regulatory Fines and Claim Expenses for Privacy Liability
- Extortion Damages for Extortion Threat
- Crisis Management Expenses
- Business Interruption

**Reporting:** Claim must be reported to CharterSAFE within 60 days after policy expiration.  
Coverage is provided on a claims-made basis.

**Requirement for Coverage to be in effect:** Completed cyber application.

## WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
<b>Workers' Compensation</b>	Statutory	\$0
<b>Employer's Liability</b>	\$5,000,000 per Accident \$5,000,000 by Disease per Employee \$5,000,000 by Disease Policy Limit	\$0

**Auditable:**

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

**EDUCATION AND SUPPORT SERVICES  
AGREEMENT BETWEEN Provenance and Clarksville  
Charter School**

This Education and Support Services Agreement (“**Agreement**”) is entered into as of July 1, 2020 (“**Effective Date**”) by and between Provenance, a California nonprofit public benefit corporation (“Provenance”) and Clarksville Charter School, a public charter school organized as a California nonprofit public benefit corporation (“**School**”). Provenance and School may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this Agreement.

**WHEREAS**, Provenance, a nonprofit corporation with tax exempt status as a supporting organization under section 501(c)(3) of the Internal Revenue Code, is in the business of providing educational goods and administrative services to charter schools that are operated by separate corporations.

**WHEREAS**, School is authorized by Buckeye Union Elementary School District (“**District**”) to operate a California charter school for a term of 5 years, from July 1, 2017 through June 30, 2022, pursuant to a petition granted by District dated 5/3/17 (“**Charter**”).

**WHEREAS**, subject to the terms and conditions contained in this Agreement, School now desires to contract with Provenance for instructional and operational support services;

**WHEREAS**, the Parties acknowledge and intend that the terms of this Agreement shall at all times be consistent with the terms of the Charter, and that this Agreement provides for Provenance to deliver educational goods and task-related services that are performed at the direction of the governing body of the School and over which the governing body of the School retains ultimate decision-making authority.

**NOW, THEREFORE**, in consideration of their mutual promises set forth in this Agreement, the Parties agree as follows:

**1. Relationship of the Parties and Scope of Authority.** The relationship created by this Agreement between the Parties is that of an independent contractor, not a partnership, joint venture, or employment relationship. Under this Agreement, Provenance will deliver goods and perform task-related services at the direction of the governing body of the School and for which the governing body of the School retains ultimate decision-making authority. The Parties understand and agree as follows:

- a. The governing body of the School shall at all times retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing operation of the School. The governing body of the School, and not Provenance, has fiduciary responsibility for the School. The governing body of the School is ultimately responsible for ensuring School adheres to all applicable law and is accountable to the authorizing District pursuant to the Charter.

b. School shall at all times remain an independent, self-governing public body that shall comply with applicable transparency laws, including but not limited to the California Brown Act, Public Records Act, Political Reform Act, and effective January 1, 2020, the provisions of Government Code section 1090, et seq..

c. To the extent not otherwise specified as a duty of Provenance pursuant to the scope of Services, all duties applicable to the proper operation of School and maintenance of applicable academic standards shall remain the responsibility of School.

d. Provenance will not be required to provide any service set forth in this Agreement

to the extent that it is or becomes impracticable, in any material respect, as a result of a cause or causes outside Provenance's and/or School's reasonable control or would require Provenance or School to violate applicable law or cause Provenance to be considered an "entity managing a charter school" per Education Code section 47604.1(a).

e. Provenance will provide all Services in a manner it believes to be in the best interests of School and with due care, in good faith, and in exchange for reasonable compensation taking into account that Provenance is a nonprofit that is exempt from income taxation pursuant to Internal Revenue Code Section 501(c)(3).

**2. Independent Contractor.** Nothing in this Agreement shall confer upon any Provenance or School employee any rights or remedies, including any right to employment, as an employee of the other Party. The Parties agree as follows:

a. All Provenance employees providing services to School shall be and remain employed by Provenance and shall at all times be subject to the direction, supervision and control of Provenance. All School employees shall be and remain employed by School and shall at all times be subject to the direction, supervision and control of School.

b. School shall not have any right to terminate the employment of any Provenance employee providing services to the School. Provenance shall not have any right to terminate the employment of any School employee.

c. The Parties agree that Provenance shall not lease its employees to the School. School shall employ all of its personnel, including certificated personnel responsible for the delivery of instruction. School shall determine and manage compensation (salary and benefit) plans for its employees; provided, however, that School shall oversee and may consult with Provenance and Provenance will assist with providing payroll and related services pursuant to the scope of Services. d. Provenance certifies that any of its employees who perform school-site services or transportation services for School, or who may have substantial contact with students at School as determined by School in its reasonable discretion, shall be screened in compliance with Education Code section

45125.1 and Provenance shall otherwise comply with that statute.

**3. Services Provided by Provenance.** During the term of this Agreement, Provenance shall provide to School the services, including the staff necessary to provide the services, listed in Attachment A to this Agreement (the “**Services**”). Provenance is not obligated to devote all of its time or efforts to School, but shall devote the time, effort, and skill reasonably necessary to provide the Services to School. Provenance reserves the right to sub-contract with a third party for the provision of any of the Services subject to School’s approval, which approval shall not be unreasonably withheld. The Parties may mutually agree to modify the Services at any time by amending Attachment A in writing; provided, however, the Parties will also adjust the annual fee commensurately pursuant to Section 5, if necessary, and Provenance shall only deliver task-related services that are performed at the direction of the governing body of the School and for which the governing body of the School retains ultimate decision-making authority. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.

**4. Term.** The term of this Agreement shall commence on July 1, 2020 and continue through June 30, 2021. This Agreement will be automatically renewed for a new 12-month term ( July 1<sup>st</sup> through June 30<sup>th</sup>) (“Renewal Term”) unless either Party provide Notice as set forth subsection 20 of this Agreement prior to March 1, 2021 (and March 1<sup>st</sup> for each subsequent year that the Agreement has been renewed) that it will not be renewed. Upon automatic renewal the parties’ obligations shall continue in full during the Term.

**5. Annual Fee.** For services in Exhibit A, School shall pay Provenance an annual fee of 10.125% of the School’s revenue as calculated based on each reporting unit (i.e. charter school, department, location, central office and any other additional reporting units which may be added at the discretion of the School). Revenues shall not include one-time or federal, restricted grant funds such as PCSGP grants or other federal funding programs.

a. Beginning July 1, 2020, the annual fee shall be paid by **SCHOOL** to **Provenance** in twelve (12) equal monthly installments per year with each monthly payment made through ACH transfer and received by Provenance by the 8<sup>th</sup> of each month.

b. Provenance will submit monthly invoices based upon School’s current school year budgeted revenue. Invoices may be adjusted based on the most current financial forecast.

c. Right to Suspend Performance. In the event of default or delay in payment greater than 30 days from the date of the invoice, Provenance reserves the right to suspend part or all of its performance of duties under this contract until all amounts for Services and Expenses are paid in full. In the event School disputes all or any portion of an invoice, School shall notify Provenance within 15 days of receipt of the invoice; and initiate the dispute resolution process under Section 19 hereof, but shall pay the undisputed portion of the

invoice in full, pending the outcome of such process. d. Late Payments. Unless School receives prior written approval from Provenance, payments made after the payment terms, except for those contested amounts in subsection c above, are subject to a late payment penalty equal to 5% of invoiced amount for each full week the payment is overdue. If the fees are received in the ICS bank account by the 14th of the month, no late fee will be assessed.

e. At the end of each fiscal year, after the P-2 ADA certification by the California Department of Education, which should occur no later than June 30th, a reconciliation of payments shall be made based upon the School's actual revenues in said year. In the event that the total amount of installment payments made by School for the subject year exceeds the total amount due based upon School's actual Revenues, Provenance shall refund the total amount of said overpayment to School within thirty (30) days of the end of the fiscal year. In the event that the total amount of installment payments made by School for the subject year is less than the total amount due based upon School's actual Revenues, School shall pay the total amount of said underpayment to Provenance within thirty (30) days of the end of the fiscal year.

f. In the event this Agreement is renewed, the annual fee may be reviewed and renegotiated by the Parties, however, no new annual fee rate shall be imposed unless agreed to in writing and signed by the Parties.

**6. Costs.** In addition to the annual fee, School shall reimburse Provenance for direct "pass-through" costs and expenses incurred in performing the Services, including, but not limited to: equipment, materials, or supplies purchased from third parties at the request of, or on behalf of the School; platform subscription fees (i.e. student information systems, learning management systems); travel (including mileage, airfare, lodging, meals, and ground transportation); filing or corporate fees; marketing and development costs incurred solely for School (i.e. print materials, postage for mailers, and costs of newspaper, radio, television, billboard or other broadcast advertisements); and fees of other third parties consulted by Provenance at the request of and authorized in writing or on behalf of the School.

a. In the event that Provenance purchases equipment, materials, or supplies at the request of or on behalf of the School, Provenance shall comply with the procurement policies and processes approved by the governing body of the School and shall not include any mark-up, added fees or charges with the cost of equipment, materials, and supplies purchased from third parties. Any equipment, materials, or supplies that Provenance purchases on behalf of the School shall be and remain the property of the School.

b. All reimbursable costs of Provenance charged to School shall be itemized on Provenance invoices, with reference to specific dollar amounts and with backup documentation for such costs (e.g. copies of receipts or purchase orders).

**7. Annual Notices.** As a supporting organization to School, Provenance shall, at least annually, provide School with a copy of its most recent Form 990, a description of the support, in services and otherwise, provided to School, and its most current articles and bylaws, not later than the 15<sup>th</sup> day of the 5<sup>th</sup> month after the close of the year for which the Form 990 is filed.

**8. Cooperation.** School shall make available to Provenance, in a timely manner, all data, files, documents, and other information and records necessary or appropriate for Provenance to provide the Services under this Agreement. School staff, and the governing body of the School as necessary, shall work closely and cooperatively with Provenance to facilitate Provenance's effective performance and delivery of the Services. All data, files, documents and other information and records provided by School to Provenance shall be subject to the provisions of Section 11 ("Confidentiality") and 12 ("Student Information") below.

**9. Conflicts of Interest.** School and Provenance recognize that it is important that School be assured that Provenance staff acts at all times with integrity. School has adopted a conflict of interest code under the California Political Reform Act. Provenance acknowledges that School may require certain Provenance staff to file annual financial interest disclosures as consultants under that code and abide by the disclosure and disqualification provisions of that Act. Provenance also agrees to adopt and provide to School copies of conflict of interest policies required by the IRS, as well as an anti-nepotism policy and a policy regarding inconsistent employment for compensation, which policies shall meet Federal requirements for grant and funding program administration.

**10. Non-Exclusive, Non-Transferable Intellectual Property License.** Provenance grants School a non-exclusive, non-transferable irrevocable, United States limited license to use, display and print graphic images of the Provenance IP in connection with the School's operation of the Charter. The Provenance IP is described in Attachment B and may include copyrights, patents, trademarks, technology, and intellectual property of every kind (the "**Provenance IP**"). The Parties acknowledge that Provenance has extensively invested in developing and improving the Provenance IP and in marketing, refining, advertising, promoting, and publicizing it, all of which have become well and favorably known to the public throughout the United States, and as a result of such efforts, Provenance has acquired valuable goodwill therein. The non-exclusive, non-transferable license granted to School is subject to the following terms and conditions:

a. Ownership. School acknowledges the ownership of the Provenance IP and shall do nothing inconsistent with such ownership. School acknowledges that all use of the Provenance IP shall inure to the benefit of and be on behalf of Provenance. School acknowledges that nothing in this Agreement shall give School any right, title, or interest in and to the Provenance IP other than the right to use the intellectual property in accordance with the terms of this Agreement.

b. Quality Standards. School shall not utilize the Provenance IP in any manner that would diminish their value or harm the reputation of Provenance or any other Provenance organization. The nature and quality of all services rendered by School in connection with

the Provenance IP, all goods sold by School under the Provenance IP, and all related advertising, promotional and other related uses of the Provenance IP by School shall conform to standards set by and be under the control of Provenance.

c. School agrees that School will not frame, copy, or feature any trademarks, logos, content from Provenance's websites or marketing materials at any website owned or controlled by School without Provenance's prior express written permission.

d. Neither School nor any entity owned or controlled by them will directly or indirectly file, apply for, prosecute, register, maintain, obtain, and/or acquire any domain names, trademark applications, or trademark registrations, for any mark or name comprised of or containing the Provenance IP, or for any other confusingly similar marks, names, or terms. Further, neither School nor any entity owned or controlled by School will directly or indirectly challenge, contest, or interfere with Provenance's ownership, use, registration, or enforcement of its Provenance IP.

e. School shall not have the right to grant a license, sublicense, or any other rights to the Provenance IP.

f. The license and rights granted to School herein are subject to any limitations imposed by any applicable government grant or government contract entered into by Provenance.

g. School shall use the Provenance IP only in the manner and for the duration expressly permitted in writing by Provenance.

h. Upon termination or expiration of this Agreement, School shall have no right to make any use whatsoever of the Provenance IP and must remove all Provenance IP previously used by School in accordance with section 14, Termination.

i. Infringement Proceedings. School shall promptly inform Provenance of any infringements or other violations of the Provenance IP. Provenance shall have the exclusive right at its sole discretion to determine whether to take any action, including litigation, against such infringements or other violations. For any such action Provenance decides to take: (a) School will reasonably cooperate with and assist Provenance; (b) Provenance shall bear all costs, attorney's fees, and expenses; and (c) Provenance shall receive and retain all monetary awards, judgments, damages, and settlement proceeds. If Provenance decides not to take any action against an infringement or other violation of the Provenance IP, Provenance will notify School of its decision, at which time School may request Provenance's permission for School to take action, including litigation. If Provenance permits School to take action: (a) Provenance will reasonably cooperate with and assist School; (b) School will bear all costs, attorney's fees, and expenses; (c) School will obtain Provenance's prior approval of any settlement, such approval to not be unreasonably withheld; and (e) School will receive and retain all monetary awards, judgments, damages, and settlements proceeds.

j. Notwithstanding the foregoing, the School shall own all proprietary rights to curriculum or educational materials that: (1) are both directly developed and paid for by School; or (2) were developed by Provenance at the direction of the governing body of the School with School funds dedicated for the specific purpose of developing such curriculum or materials unless otherwise agreed in writing.

**11. Confidentiality.** Each Party acknowledges that during the term of this Agreement, it will have access to certain Confidential Information of the other Party, as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Party's Confidential Information.

a. "**Confidential Information**" means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; or (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to School under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the other Party with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the other Party to seek a restraining order or other appropriate relief.

c. The Parties understand and acknowledge that School's financial, educational, and student records are School property and may be subject to the California Public Records Act. All School records shall be physically or electronically available, upon School's request, at the physical record storage location. Records shall also be made available to School electronically on Provenance's software platforms, when such platforms exist.

d. The records of the School maintained by Provenance shall be made available to the School's independent auditor upon request.

e. Upon the termination or expiration of this Agreement, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

**12. Student Information.** Provenance and School will each comply with the federal

Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“**FERPA**”), federal Children’s Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) (“**COPPA**”), and other applicable state and federal laws pertaining to student information and privacy. Provenance is a “third party” which may receive pupil records under California Education Code Section 49073.1(d)(6).

a. Provenance shall be designated as having a legitimate educational interest in accessing School’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing Provenance to access personally identifiable information from student education records from School in order to provide its services. For purposes of this Agreement, the term “personally identifiable information” (“PII”) means any information that can be used on its

own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. Provenance shall not use or disclose pupil records, including personally identifiable information, received from or on behalf of School except as necessary to provide the Services, as required by law, or as otherwise authorized in writing by School. Provenance shall protect the pupil records it receives from or on behalf of School no less rigorously than it protects its own Confidential Information. Provenance will designate and train responsible individuals to ensure the security and confidentiality of pupil records. Provenance shall develop, implement, maintain and use reasonable administrative, technical and physical security measures to preserve the confidentiality and availability of all electronically transmitted pupil records received from or on behalf of School. In the event of an unauthorized disclosure of PII, Provenance shall notify School as soon as practicable, and shall, upon School’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

c. Within 60 days of the termination or expiration of this Agreement, Provenance shall certify in writing that protected student information in the possession of Provenance shall be returned and/or destroyed.

d. Prohibition on Targeted Marketing. Provenance shall not use PII in pupil records to engage in targeted advertising contrary to California law.

e. Cyber Liability Insurance and Indemnity. Provenance shall obtain and maintain for the Term of this Agreement Cyber Liability Insurance with limits of not less than Two Million Dollars (\$2,000,000) aggregate including but not limited to coverage for claims involving security and privacy violations, information theft, damage to or destruction of electronic information, intentional and/or unintentional release of information, business interruption, cyber extortion and corruption, and denial of service.

f. Provenance shall indemnify, defend and hold School (including its officers, directors and employees) from and against all claims, losses, liabilities, damages, expenses or judgments involving a third party, including School’s costs and reasonable attorney’s fees,

which arise as a result of any such unauthorized disclosures or misuse of pupil records through the services provided by Provenance, excluding those claims, liabilities, damages or judgments arising from the sole active negligence or willful misconduct of School.

### **13. Insurance.**

a. School shall maintain customary and reasonable insurance coverage, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. School shall name Provenance as an additional insured under all School's policies.

b. Provenance shall maintain customary and reasonable insurance coverage, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. Provenance shall name School as an additional insured under all Provenance's policies.

c. Each Party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

d. The Parties' insurance coverages shall take into consideration that staff at the School are employees of the School, and not employees of Provenance.

### **14. Termination.**

a. As set forth in Section 4 above, either Party may elect not to renew this Agreement with or without cause or financial penalty.

b. Either Party may terminate this Agreement for breach of a material term or condition of this Agreement upon sixty (60) days' written notice to the other Party. Such written notice shall identify the breach and provide thirty (30) days for the other Party to cure. If the breaching Party fails to cure the breach within thirty (30) days, the Agreement shall be deemed terminated on the 61<sup>st</sup> day after the written notice ("Effective Termination Date").

c. In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, or court or administrative decision or order materially affects the performance of School and Provenance in conformity with this Agreement, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the statutory and/or regulatory changes. If, despite such good faith negotiations, the Parties are unable to agree upon an acceptable approach, then either Party may elect to terminate the Agreement without further obligation or liability to the other, by delivering written notice of termination to the other at least ninety (90) days in advance of the effective date of such termination, or in such lesser time as is reasonable under the circumstances.

d. In the event of termination for any reason, the following conditions shall apply and survive the termination of the Agreement:

- i. School shall pay Provenance any due and unpaid portion of the annual fee and costs for Services performed by Provenance until the effective date of termination within thirty (30) days of the Effective Termination Date. Provenance shall refund and pay to School any portion of the annual fee that has been overpaid by School as set forth in Section 5.e. above within thirty (30) days of the Effective Termination Date.
- ii. Provenance shall provide reasonable assistance to School to transition to another service provider, during which time School shall reimburse Provenance for all reasonable expenses incurred by Provenance that have been authorized in writing by School in providing such transition assistance.
- iii. School shall cease all use of the Provenance IP, as described in Attachment B, upon the termination of Agreement.
- iv. As soon as practicable, Provenance shall return to School and/or destroy, as appropriate, all student-related, fiscal, and other records of School maintained by Provenance.
- v. The Parties' respective duties and obligations pursuant to Sections 11 ("Confidentiality") and 12 ("Student Information") of this Agreement shall survive the termination of this Agreement.

**15. Liability.** Each of the Parties shall remain and be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on a Party any liability arising out of the operations of the other Party, except as such liability may result from the performance of the first Party's obligations under this Agreement.

**16. Indemnification.** The Parties shall defend, indemnify, and hold each other, their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of the other Party.

**17. Fiduciary Obligations.** The governing bodies for both Parties have reviewed the scope of Services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and have determined that the Services contained herein are in the best interests of their respective organizations, and that the compensation to be paid is fair and reasonable.

**18. Assignment.** No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other

Party. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective permitted successors and assigns.

**19. Dispute Resolution.** The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this Agreement before resorting to litigation. In the event of a dispute between the Parties, disputing Party must frame the issue in written format (“dispute statement”). School representative and Provenance Executive Director shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the School representative and Provenance Executive Director and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the School representative and Provenance Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the School representative and Provenance Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the Parties. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Parties.

**20. Notice.** All notices, requests, demands, or other communications (collectively “Notice”) given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party to whom Notice is to be given, at such Party’s address set forth below: *To Provenance:*

Attn: Steven  
Lawrence  
1150 W 5<sup>th</sup> St Azusa, CA  
91702 Email:  
stevenl@inspireschools.org

*To School: Attn:*  
Jenell Sherman PO  
Box 760,  
Orangevale CA  
95662

**Headings.** The descriptive headings of the sections and/or paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

**21. Amendments.** No supplement, modification, or amendment of this Agreement or the Services described in Attachment A shall be binding unless in writing and executed by both Parties. The Parties anticipate additional and/or revised services to be provided through amendments to Attachment A and commensurate adjustment of the annual fee, if necessary. Such amendments may be negotiated directly by staff of School and Provenance at any time, and shall be brought to the governing bodies of School and Provenance respectively to approve or ratify.

**22. Entire Agreement.** This Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this Agreement. If School seeks to enter into a lease, promissory notes or other negotiable instruments, or to enter into a lease-purchase agreement or other financing relationships with Provenance, such agreements shall be separate documents and not be incorporated into this Agreement or any amendments thereto. Such agreements shall be consistent with the School's authority to terminate Provenance and continue operation of the School.

**23. Arm's Length and Independent Counsel.** This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the Parties and this Agreement. Each Party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this Agreement.

**24. No Waiver.** No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

**25. Severability.** If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this Agreement.

**26. Governing Law.** This Agreement shall be governed by and interpreted under the laws of the State of California.

**27. Authority to Contract.** Each Party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned

has been duly authorized to execute this Agreement.

**28. Counterparts.** This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

Provenance, a California nonprofit public benefit corporation

Executive Director  
Date: June 2 , 2020  
Clarksville Charter School, a California nonprofit public benefit corporation and charter school

By: Name: Steven  
Lawrence Its:

By: Name: Its: Date: , 2020

## **ATTACHMENT A DESCRIPTION OF PROVENANCE SERVICES**

### **1. Legal and Compliance Updates, Corporate Filings, and Consulting**

- A. Compliance Support
- B. Development
- C. Orientation
- D. Meeting Support
  - a. Scheduling
  - b. Compilation and Creation of the Board Packets and Agendas
  - c. Posting of Agendas
- E. New Member Recruitment Support
- F. Governance and Board Training
- G. Policies (Draft development, annual review, etc.)

### **2. Assistance with Audits**

### **3. Group Rate for Medical Benefits / Benetrac**

- A. BeneTrac Site Maintenance
- B. Open Enrollment
- C. Manage group rates

#### **4. Access to the Enrichment Ordering System (EOS) and all related systems**

- A. EOS
- B. FTE System
- C. Curriculum Ordering System (COS)
- D. Lending Library System
- E. Vendor Portal
- F. Online Subscription Package (OSP) System

#### **5. EOS Services**

- A. EOS Maintenance
- B. Uploading of Student and Staff Data
- C. Planning Amount Drop Programming & Coordination
- D. All new development and updates to the system
- E. Supporting Documentation

#### **6. OSP Groups Licensing and Group Enrollment**

- A. OSP system maintenance
- B. Maintain Single Sign-On through clever with the various subscriptions.  
(Subscriptions to vary year to year based on school input and availability)
- C. Negotiate bulk pricing
- D. Coordinate bulk purchases and subscriptions

#### **7. Curriculum Order fulfillment**

- A. Manage standardized curriculum options
  - a. Manage Curriculum Ordering System (COS)
  - b. Load student accounts for Inspire managed curriculum
  - c. Provide information, support, and load all curriculum
  - d. Manage deduction of annual or multi-year planning amounts

- B. Provide curriculum information and training for Homeschool Teacher Handbook
- C. Maintain the curriculum support site with updated tutorials for school staff

#### **8. Work with Charter Impact on Shared Employee Cost**

- A. Based on weekly hourly data reports support Charter Impact to maintain a monthly spreadsheet that identifies cost distribution for each shared employee

#### **9. Google Suite - Website - HST Handbook**

- A. Google Suite
  - a. Domain management
  - b. Email management
- B. Maintain School Website
  - a. Design, launch, and maintain all websites
  - b. Coordinate with the web development team on daily website edits
  - c. Facilitate photoshoots to procure images for websites
- C. Provide Template for HST Handbook

#### **10. Enrollment – School Pathways – CALPADS – Records – School Accountability & Compliance**

- A. Enrollment
  - a. Live Registration Support
    - i. Regional Phone Hotline
    - ii. Email
    - iii. SMS
    - iv. Remote Assistance
    - v. Supported Languages (Spanish, Russian, Chinese, Japanese)
  - b. Registration System (Reg-Online) Administration
    - i. Configuration and Update
    - ii. Student Registration
      - 1. New
      - 2. Returning

### 3. Sibling

#### iii. Household Account Management

#### c. Student Information System (SIS) Administration

##### i. Data Entry

##### ii. Post-Import Revisions

##### iii. Internal Audits

##### iv. Custom Tags

#### d. Enrollment Reporting and Analysis

##### i. Trend Analysis & Projections

##### ii. Provide Enrollment Strategies and Support

#### e. Lottery System Management and Implementation

### **B. School Pathways**

#### a. Align student data collection with CALPADS

#### b. Programming of Student Information System

#### c. Liaison between Student Information System and Schools

#### d. Maintenance of School Pathways

#### e. Collaborates on State and Federal Reporting

##### i. Fall I, II, and EOY CALPADS Reporting

##### ii. Civil Rights Data Collection Report

##### iii. CBEDS Report

#### f. Manage attendance data requests and reports

#### g. Upon request, review and recommend updates to School's attendance policies

#### h. Monitors, maintains, and updates the school's data within CALPADS

#### i. Create staff accounts

#### j. Update and maintain accurate data for staff

##### i. Credentials

##### ii. SEID number

##### iii. Classification

- iv. Personnel Information
- v. Job Title
- vi. Employment date
- k. Work with staff to provide necessary access to data in Pathways related to job duties
- l. Maintain accurate FTE counts for all staff
- m. Process changes to Proof of Residence in Pathways
- n. Report Immunizations
- o. Facilitate student transfers between schools
- p. Maintain course catalogs

**C. Records**

- a. New Enrollments
  - i. Request student CUMEs from previous schools
  - ii. House and maintain all student records (CUMEs)
  - iii. Store SPED records
  - iv. Work with Registrars from other schools/districts to ensure overlapping enrollments are satisfactorily resolved
- b. Withdrawals
  - i. Maintain and update Withdrawal Survey
  - ii. Process CUME requests and send student records to new schools
  - iii. Collaborate with School Accountability & Compliance to ensure proper documentation is being received from teacher/family upon withdrawal
  - iv. Confirm and verify in writing which school the withdrawing student will be attending
  - v. Follow up with a School letter when unable to verify new school
  - vi. Call all withdrawing families and perform a short Exit Survey
  - vii. Follow up with Private Schools that are not listed on CALPADS
- c. High School Support

- i. Fill out, sign, and return High School Work Permit Applications
- ii. Maintain and update Transcript Request Survey
- iii. Provide official/unofficial transcripts to families
- iv. Request transcripts from previous schools
- v. Check-in high school and college transcripts from previous schools
- vi. Process high school Concurrent Enrollments (CCE's) that require transcript attachment
- vii. Fill out, sign, and return Military Security Clearance Forms
- viii. Print and mail High School Diplomas and official transcripts to families upon graduation
- ix. Archive and house graduated senior CUMEs

d. Student/Teacher Services

- i. Fill out, sign, and return Entertainment Work Permit Applications
- ii. Provide Enrollment Verification letters to families
- iii. Provide Withdrawal Verification letters to families
- iv. In collaboration with teachers, SPED case managers, and counselors - Fill out, sign, and return DSS, SS, DCFS, CWS teacher and administrative questionnaires
- v. Provide copies of student CUME's to parents
- vi. Process and mail 5th and 8th grade Promotion Certificates to families

e. Miscellaneous

- i. File ELL, RFEP identification letters into student CUME's
- ii. Process legal name changes and upload appropriate legal paperwork to student's dashboard
- iii. Ensure CalPads information is up to date and accurate for each student. Work with CALPADS Team to ensure dual enrollments

- are resolved in an accurate and timely manner.
- iv. Archive and maintain Legal Documents including restraining orders and custody arrangements.
- v. End of year CUME cleanup - forward all withdrawn student CUME's that have not been requested to schools listed on CALPADS
- vi. Provide student information/student records to law offices, law enforcement agencies, and probation departments as requested

#### **D. School Accountability & Compliance**

##### **a. State Compliance Documents**

- i. Verifies & Audits Independent Study Agreement
- ii. Verifies & Audits Attendance Logs
- iii. Verifies & Audits Work Samples
- iv. Verifies & Audits Household Data Collection Forms (HDCF)
- v. Performs Internal Audit
- vi. Prepares all documents for Annual Audit Guide including:
  - 1. CALPADS 1.18 and 1.17
  - 2. Student Selections: Master Agreement, Attendance, Work Samples
  - 3. Special Programs documentation (HDCF & EL)

##### **b. State Attendance Reports**

- i. Prepares all state reports: Review, analyze, and clarify data with teachers
  - 1. 20-day Report
  - 2. P1
  - 3. P2
  - 4. EOY
  - 5. Estimated Attendance Reports

##### **c. Student Information System Support to Homeschool Teachers**

- i. Parent Portal
- ii. Troubleshoot Student Information System (SIS)
- iii. Update demographics in SIS
- iv. Provide Attendance Codes, Printing, Archiving
- v. Provide resources to support teachers with work sample,  
printing, archiving
- vi. Provide resources to support in generating report card
- vii. Add TK8 Classes to teachers
- viii. Presentations on compliance documents via PowerPoint, video,  
or in person
- ix. Provide Weekly Updates
- d. Live Support to Homeschool Teachers
  - i. Individualized Support
  - ii. SAA Email Group
  - iii. SAA Phonenumber
  - iv. Virtual Conference

## **11. Enrichment Ordering**

- A. Process and check all enrichment orders
- B. Provide customer phone support
- C. Audits accounts and makes sure funds are correct
- D. Social Media moderating support related to Enrichment questions

## **12. Technology – Firewalls – Technical Support – Phone Services – Internet Service – Software Licensing - Bulk Pricing, Support, order fulfillment**

- A. Student Tech Equipment Order Fulfillment, Returns, and Repairs
- B. Teacher & Staff Tech Equipment Order Fulfillment, Returns, and Repairs
- C. Information Technology Desktop Support for Staff & Students
- D. Set up and maintenance of equipment in physical offices (internet, infrastructure,  
printing)

- E. Accounting and inventory of all Tech assets
- F. Maintain software agreements and licensing
- G. Tech Vendor management
- H. AUP (Acceptable Use Policy) Compliance Support
- I. Network and Device Content Filtering and Virus Support (Compliance with: The Children Internet Protection Act (CIPA), Children's Online Privacy Protection Act and Rule (COPPA), Family Educational Rights and Privacy Act (FERPA), and Health Insurance Portability and Accountability Act of 1996 (HIPPA))
- J. Coordinating bulk hardware and software purchases

**13. Lending Library –Van – Driver – Inventory Management**

- A. Maintain Lending Library System
- B. Maintain Lending Library Materials/Inventory
- C. Manage Lending Library Schedule
- D. Maintain Return Management System
- E. Manage Inventory Returns Process

**14. Marketing – Website – Social Media – SWAG – Flyers - Marketing Events – Payment of Booths / Promotion – Diplomas / Certificates – Programs – RSVPs – Caps and Gowns**

- A. Graphic Design
  - a. Develop logos, advertisements, and collateral for School and special projects for the School (i.e. PowerPoint templates, letterhead, Graduation Programs, Certificates)
  - b. Design graphics to represent the School
  - c. Design and order promotional flyers
  - d. Create social media graphics for School programs and events
- B. Spirit Wear
  - a. Develop new spirit wear items
  - b. Facilitate bulk orders for special events (conferences, retreats, meetings)
- C. Website Management

- a. Design, launch, and maintain all School websites
- b. Coordinate with the web development team on daily website edits
- c. Facilitate photoshoots to procure images for websites

#### D. Communication

- a. Draft and send emails to parents using school-wide communication platform
- b. Manage Smore accounts

#### E. Social Media Management

- a. Develop, manage, and assess a coordinated social media strategy for School
- b. Oversee social media channels and curation of content on the following platforms: Facebook (Pages & moderate Groups), Twitter, Instagram, Pinterest
- c. Share out School news (School announcements, policy changes) and monitor real-time social media sentiment and engagement, especially during crisis moments or when the School is in the news
- d. Provide guidance and messaging to Family Liaisons (or other School contact(s)) to disseminate on regional Facebook Groups
- e. Provide customer service support to prospective families by answering inquiries with accuracy
- f. Manage social media advertising, ensuring that money is spent strategically to accomplish the goals of the social media strategy for School

#### F. Events

- a. Graduation
  - i. Maintain Graduation Manual
  - ii. Provide guidance to all regional graduation leads
  - iii. Facilitate payments for venues
  - iv. Manage statewide formal RSVP form

- v. Verify ceremony logistics and order of events
- vi. Sort and ship loaner caps and gowns
- vii. Design, print and ship ceremony programs
- viii. Design, print, and mail promotion certificates to families

b. Staff Events

- i. Assist with planning, logistics, and execution of high priority staff events, including:

- 1. Back to School Professional Development In-Person Meetings
- 2. Classified Professional Development Meetings
- 3. School Leadership / School Staff Meetings
- 4. Holiday Celebrations

- ii. Coordinate catering, research, and book venues, set up and tear down, create a checklist of supplies needed, ship materials needed for events

- iii. Research and order staff appreciation gifts

c. Recruiting/Community Events

- i. Support School Leader, Teachers, and Family Liaisons by completing event applications, managing payment, and facilitating insurance certificates for local community events

- ii. Lead and coordinate School's presence as a sponsor/vendor at events

- 1. Set up and tear down booths
- 2. Coordinate staffing

G. Promotional Material

- a. Inventory stock of recruiting supplies
- b. Place orders of recruiting supplies
- c. Ship supplies to staff as-needed

H. Branding

- a. Ensure brand consistency and promote uniformity
- b. Identify brand-building areas and develop a plan to educate organization members (i.e. Style Guide)
- c. Format and proofread documents for consistency (i.e. school planners, Parent Student Handbook)
- d. Review business card proofs for mistakes before they go to print

I. Miscellaneous

- a. School Planners
  - i. Work with vendor to create custom planner books that meet the needs of homeschool families
  - ii. Project grade-level enrollment growth to determine order quantities
  - iii. Design front cover, create handbook pages, insert holidays and calendar dates
  - iv. Orchestrate delivery logistics for planner distribution

**15. Benchmark and State Testing – TOMS Accounts – Order Materials – Coordinate Accommodations – CAASPP – ELPAC – PFT – EL Monitoring – Testing Tech**

A. Star 360

- a. Monitor/recommend purchasing of licenses
- b. Create, maintain, problem solve bridge with Pathways and Renaissance Portal
- c. Set up Renaissance portal with school year dates, benchmark windows, and other settings for the school year
- d. Provide School with training for teachers and messaging to families
- e. Create, implement, and monitor paper assessment process
- f. Create and share Not Tested Report for School staff to monitor completion
- g. Upload scores to student dashboard on School Pathways

- h. Answer general questions from School team regarding use of the program
- i. Delete invalid assessments at the request of Homeschool Teacher (HST)
- j. Create and share reports with scores to School
- k. Create accounts for school administrators without students
- l. Provide HST with their correct username and password as needed

B. ELPAC (Initial and Summative)

- a. Train School Testing staff to determine which student(s) need the Initial ELPAC, CALPADs, and Pathways reports
- b. Train School Testing staff to enter ELAS information on EL Tab in Pathways
- c. Supply emails for notifying HSTs and instructions for Moodle proctor training
- d. Order and track supplies for Initial and Summative ELPAC
- e. Monitor ELPAC spreadsheet to see when tests need to be mailed out
- f. Mail and collect returned materials; Advise School Testing staff on follow up to ensure all students are tested within the appropriate window
- g. Review materials to make sure bubbles are completed and spot check books for scoring errors
- h. Input scores for Initial ELPAC into TOMS LST
- i. Upload scores to spreadsheet for mail merged school letter
- j. Print and mail score reports with mail merged ELPAC letter to parents
- k. Upload scores to student dashboard on Pathways
- l. Add labels and prepare materials to be returned to the state for RSVP Initial ELPAC tests
- m. Scan or inventory unused materials and return to State
- n. Monitor TOMS ELPAC eligible students to verify testing or correction of ELAS as needed
- o. Track students tested, materials returned, scores received and mailed to

families for all eligible students for

p. Share score spreadsheet with EL Designee

### C. Physical Fitness Test (PFT)

a. Train and provide sample emails for School Testing staff to communicate with School staff regarding:

- i. Test window/locations/dates for each region
- ii. Enrollment numbers/size of test locations
- iii. Assist with proof of liability insurance when needed
- iv. Monitor payment for locations when needed
- v. Flyers for test locations
- vi. Proctor assignments
- vii. Hold training meetings for School Testing staff
- viii. HST instructions for student registration
- ix. Follow-up on student registration
- x. Test participation by HST

b. Set up and manage all aspects of the back end of student registration in Pathways

c. Create and maintain PFT Data Collection spreadsheet

d. Prepare and upload data sheets to school PFT portal

e. Provide sample parent information and communication including location master list

### D. CAASPP

a. Train and provide sample emails for School Testing staff to communicate with School staff regarding:

- i. Test window
- ii. Test locations/dates for each region
- iii. Enrollment numbers/size of test locations
- iv. Assist with proof of liability insurance when needed
- v. Monitor payment for locations when needed

- vi. Flyers for test locations
  - vii. HST instructions for student registration
  - viii. Follow-up on student registration (which HSTs still need to register students)
  - ix. Proctor assignments
  - x. Test participation by HST (during the testing window; which teachers have students who still need to complete testing)
- b. Enter instructional calendar and set up test window for each LEA in TOMS
  - c. Set up and manage all aspects of the back end of student registration in Pathways
  - d. Work with SPED and Student Support departments to ensure that all students have accurate accommodations and that they are properly implemented at test locations
  - e. Upload student accommodations and designated supports into TOMS
  - f. Generate reports for Not-tested and Expiring Tests
  - g. Process opt-outs internally and in TOMS
  - h. Work with Tech department to ensure adequate equipment is available for all schools
  - i. Track and manage computer and router numbers
  - j. Hold training meetings for School Testing Staff
  - k. Provide location master list
  - l. Monitor security affidavits in TOMS
  - m. Produce teacher trainings and support documents on various topics, including but not limited to:
    - i. Talking points for families
    - ii. Designated supports and how to enter them
    - iii. Test security
    - iv. Proctoring

v. Checking student demographics and test settings (designated supports) in TOMS

n. Provide support to all test locations and teachers throughout the window, including but not limited to:

i. Basic tech troubleshooting

ii. Student login issues

#### **16. Accounts Payable Invoice Processing**

A. Smartsheet management

B. Invoice routing

C. Audit compliance

#### **17. Vendor Invoicing and Onboarding**

A. Vendor invoicing

a. Enrichment Certificate reconciliation/adjustments

b. Liaison between Accounts Payable and vendors, and teachers and families when issues arise

B. Vendor onboarding

C. Manage Vendor Portal (Maintain vendor supporting document including insurance and W-9s)

#### **18. Field Trips**

A. Maintain Field Trip Ordering System

B. Process all Field Trip Requests

C. Coordinate logistics with various field trip vendors and field trip venues

D. Coordinate insurance with CharterSAFE

E. Reporting and support for any accident or incident that occurs at a school sponsored field trip

Attachment B

**Mark Class Goods/Services Reg. No. Reg. Date**

41 Educational services in the nature of charter schools

5467904 May 15, 2018

INSPIRE CHARTER SCHOOLS 41 Educational services in the nature of  
charter schools

5467903 May 15, 2018

INSPIRATION STATION

41 Providing a website featuring blogs and

non-downloadable publications in the nature of articles in the field of homeschooling and education

5545765 Aug. 21, 2018



## 2020-2021 Compensation Policy

### **Dedication to Non-discrimination**

It is the policy of Clarksville Charter School not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

### **Important Information**

- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- The School Board adopts this compensation schedule for 2020-2021 only. Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Executive Director shall recommend compensation for all School staff, consistent with the budget approved by the School Board. -An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

### **Compensation Philosophy**

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We offer...

- comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein
- a dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset
- unique career pathways, growth and development opportunities, and leadership roles that encourage staff to challenge themselves
- equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal,

- state, or local laws, ordinances, or regulations
- a transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be effected

We recognize and reward...

- exceptional performance and contributions that enable excellent student outcomes
- commitment of staff who contribute to the long-term success of our students and our organization

For teachers...

Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:

- exceptional teacher performance that leads to growth and excellence for students
- commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

## **~~CERTIFICATED TEACHER~~ COMPENSATION**

### Teacher Definition:

For purposes of this schedule, a Teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education

### Salary Placement Guidelines:

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance to the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's years of experience.

### Creditable Years of Experience:

- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience up to 10 (ten) years.
- An additional year may be granted for teachers who have school-desired experience in what the school determines to be "hard-to-staff" positions.
- One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year
- A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.
- Creditable professional or teaching experience may be earned in:
  - California and US public, charter, and private elementary and secondary schools
  - Accredited foreign public, charter, and private elementary and secondary schools
  - California, US, and foreign accredited universities and colleges
  - Non-public special education contract schools for special education teachers
  - Other regionally accredited educational institutions
- Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
- A maximum of 2 years of substitute teaching experience in California and US public, charter, and private elementary or secondary schools may be accepted.

- Two years of teacher assistant experience in the above institutions will be equal to 1 YEAR in the salary schedule up to a maximum of 2 YEARS.
- Other relevant professional experience may be considered by the Executive Director or designee.

The Executive Director or his or her designee may adjust a rehired teacher's placement on the pay scale as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the scale than the teacher would have otherwise been placed had the teacher been continuously employed.

#### Credential/Certification:

- Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher salary table (B Basis, C Basis or Special Education) for certificated teachers.
- The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher table as certificated teachers.
- A teacher is eligible to advance to the proper Pay Scale level once they meet the requirement for that specific Pay Scale Level and Group based on their creditable years of service and post-BA units, if applicable.
- For any given school year, teachers must submit any successfully completed post-BA units no later than October 31 in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 31 will not result in an adjustment to compensation until the following school year.
- Any increase in pay resulting from an advancement on the Pay Scale based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher is awarded a degree on January 15 and provides proof of the degree on May 1, any advancement on the Pay Scale and increase in pay will be effective beginning the next school year. ~~first pay period following May 1.~~ The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1 ~~May 1~~).
- If a teacher is awarded a degree on August 15 and provides proof of the degree on October 15, any advancement on the Pay Scale and increase in pay will be effective beginning the first pay period following October 15. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 15.

#### Advanced Degree/Certificate Stipends:

- Teachers who hold a Doctoral degree are entitled to additional compensation of \$5000 stipend in addition to their current annual salary on the Salary Table.
- The stipend is not included in your annual salary and may be processed separately from regular earnings.
- National Board Certificate (NBC) holders are entitled to a \$2,500 stipend in addition to their current annual salary on the Salary.
- The stipends will be paid as set forth in the Stipend Chart below.

#### Signing Bonus:

If the School decides to issue signing bonuses, the following requirements shall apply.

- Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, to promote diversity, or to address specific concerns at the school.
- The Executive Director shall designate the individuals authorized to receive the signing bonus.
- To qualify for a signing bonus, the teacher must:
  - be certified in the field they are hired to teach.
  - teach in that field of the bonus.

Supplemental Duty Stipends:

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.
- Teachers who perform the supplemental duties outlined in the table below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the teacher by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as New Teacher Trainer, SPED Lead Teacher, etc. are assigned on a year by year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart, once the Supplemental duty has started.

## Stipend Chart

Stipend Chart				
DESCRIPTION	AMOUNT	ELIGIBILITY	ELIGIBILITY START	PERIOD PAID
Community Coordinator	*\$5000-\$10000	Paid to a hired Community Coordinator who facilitates regular events for the Community Connections program. Carry a caseload of 24 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Induction Coach Stipend	\$500/teacher/semester	Paid to credentialed teachers who work with teachers who are working toward clearing their teaching credential.	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Student Support Coordinator	\$ 15,000.00	Paid to certificated multi-subject teachers, preferably with home school experience. Can carry 14 students on their roster, up to 19 with permission of director. Supervise 504 and SST meetings	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Intervention Support Coordinator	\$ 15,000.00	Paid to certificated multi-subject teachers, preferably with home school experience. Carries 14 students on their roster, up to 19 with permission of director. Provide students with tier 1, 2 and 3 intervention	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Decathlon Coordinator Stipend	\$ 2,500.00	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
New Teacher Trainer	\$ 8,500.00	Assigned Position: paid to a designated HST who applied and received the position to help train new teachers. Carries caseload of 18 students, can carry additional with permission of director at \$100/student/month.	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
New Teacher Mentor Teachers	\$500/teacher/semester	Assigned Position: paid to a designated HST who applied and received the position to help mentor new teachers.	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
SPED Instructional or Reading Specialist Coach	\$1,000	Assigned Position- still carries SPED caseload	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
SPED Credential	\$ 1,000.00	Provided for SPED teachers with SPED credential	Eligibility starts at the beginning of the school year.	Paid biweekly over 12 months; September - June. Will be prorated based on period of service during the school year.
Extended School Year (ESY)	\$ 3,500.00	Paid to special education teachers who provide services from the end of the academic school year to approximately July 15th	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
Specialized Academic Instruction (SAI)	\$ 5,000.00	Offered to teachers who perform in-person services for special needs students	Eligibility is earned after the service has been provided.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
High School Lead Counselor	\$ 2,000.00	Assigned Position: given to a counselor who shows leadership abilities and is experienced enough to handle escalated cases.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
CHYA Coach	\$ 2,500.00	Assigned Position: given to HST who is committed to supporting the CHYA program and holding office hours for students.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Foster Youth Liaison	\$ 5,000.00	Assigned Position: HST who works with county and school to identify and support foster youth students. Carry a caseload of 24 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Handbook Specialist	\$1000- summer start up, \$2000/year	Assigned Position: HST who creates, organizes and keeps HST handbook up to date	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
JHYA Lead Teacher	\$ 15,000.00	Paid to certificated teacher who oversees virtual teachers and teaches online junior high courses. Carries a caseload of 14 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
JHYA Teacher	\$ 10,000.00	Paid to certificated teachers who teach online junior high courses and carry a caseload of 14 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
EL Designee	\$5000-10,000	Assigned Position: HST who works with EL coordinator to provide EL support to families and staff. Carry a caseload of 18 students, can carry additional 7 or more with director approval.	Eligibility starts at the beginning of the school year.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Extra Student Stipend	\$100/month/student over required roster limit	Provided to HST's carrying over the full time caseload of 28.	Becomes eligible once their rosters surpass required roster limits	Paid biweekly over 10.5 months; August 16 - June. Will be prorated based on period of service during the school year.
National Board Certification (NBC)	\$2,500	Provided to teachers who have been awarded the National Board Certification	For current employees who obtain the certification before January 1 of the current school year.	The four payments of equal installments (two paid in December and two in March) of the total stipend amount will only be paid to current employees
National Board Certification (NBC)	\$1,750	Provided to teachers who have been awarded the National Board Certification	For current employees who obtain the certification after January 1 of the current school year.	The two payments of equal installments (two in March) of the total stipend amount will only be paid to current employees
Doctoral Degree Stipend	\$5,000	Provided to teachers who hold a doctor's degree	For those who obtain their degree before January 1 of the current school year.	The four payments of equal installments (two paid in December and two in March) of the total stipend amount will only be paid to current employees
Doctoral Degree Stipend	\$2,500	Provided to teachers who hold a doctor's degree	For those who obtain their degree after January 1 of the current school year.	The two payments of equal installments (two in March) of the total stipend amount will only be paid to current employees

Doctoral Degree Stipend  
\*Stipend based on current budget

## Voluntary Transfer to Lower Role Placement or Teaching position

- Employees approved to voluntarily transfer to a position in a lower placement on the salary scale will be placed in the new salary placement or teacher salary schedule, and the salary will be calculated as it is in the new placement or schedule.

North Charters  
July 1, 2020 HQT Teacher Salary Schedule  
B- Basis -10 Month Calendar\*

Pay Scale Group	Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
Points										
A (Minimum)	58240**	58240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250
B (+14 points)	58240**	58240**	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,750
C (+28 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$63,110	\$66,250
D (+42 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$62,350	\$65,500	\$68,750
E (+56 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$61,550	\$65,625	\$67,850	\$71,250
F (+70 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$58,250	\$60,500	\$63,700	\$66,900	\$70,225	\$73,750
G (+84 points)	\$58,250	\$58,250	\$58,250	\$58,250	\$59,750	\$62,725	\$65,850	\$69,125	\$72,600	\$76,250
H (+98 points)	\$58,250	\$58,250	\$58,250	\$58,750	\$61,650	\$64,750	\$68,000	\$71,400	\$75,000	\$78,750

Additional Pay Scale Levels

	H11	H12	H13	H14	H15	H20	H25	H30
H Cont. (+98 points)	\$81,250	\$83,750	\$86,250	\$88,750	\$91,250	\$93,750	\$96,250	\$98,250

Stipends

National Board Certification (documentation required)	\$2,500
Doctorate Degree (conferred, transcripts required)	\$5,000

\*Annual salary is based on 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

\*\* Staff holding alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2

\*\*\* Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board



based on Executive Director approval.

North Charters  
 July 1, 2020 Special Education Teacher Salary Schedule  
 D- Basis -10 Month Calendar\*\*

Pay Scale Group	Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
A (Minimum)	58240**	58240**	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950
B (+14 points)	58240**	58860**	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,945
C (+28 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$65,247	\$68,670
D (+42 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$64,419	\$67,853	\$71,395
E (+56 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$63,547	\$67,989	\$70,414	\$74,120
F (+70 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$59,950	\$62,566	\$65,891	\$69,379	\$73,003	\$76,845
G (+84 points)	\$59,950	\$59,950	\$59,950	\$59,950	\$61,585	\$64,828	\$68,234	\$71,804	\$75,592	\$79,570
H (+98 points)	\$59,950	\$59,950	\$59,950	\$60,495	\$63,656	\$67,035	\$70,578	\$74,284	\$78,208	\$82,295

Additional Pay Scale Levels

	H11	H12	H13	H14	H15	H20	H25	H30
H Cont. (+98 points)	\$85,020	\$87,745	\$90,470	\$93,195	\$95,920	\$98,645	\$101,370	\$103,550

Stipends

All Special Education Teacher contracts	\$1,000
SPED Instructional or Reading Specialist Coach (+above stipend)	\$1,000
National Board Certification (documentation required)	\$2,500
Doctorate Degree (conferred, transcripts required)	\$5,000

\*\*Annual salary is based on 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

\*\* Staff holding alternative certification (intern or emergency) are restricted to A1, A2, B1, and/or B2

\*\*\* Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

North Charters  
 July 1, 2020 Special Education Salary Schedule  
 E- Basis -11 Month Calendar\*

Pay Scale Group		Pay Scale Level											
		1	2	3	4	5	6	7	8	9	10	11	13+
Row 1	Program Specialist	\$81,088	\$84,088	\$88,293	\$92,709	\$97,342	\$102,209						
Row 2	School Psychologist	\$81,088	\$84,088	\$88,293	\$92,709	\$97,342	\$102,209						
Row 3	Speech Pathologist	\$74,146	\$78,049	\$82,157	\$86,481	\$91,033	\$95,585						
Row 4	Occupational Therapist	\$70,688	\$74,387	\$78,302	\$82,423	\$86,761	\$91,327						
Row 5	School Nurse	\$70,512	\$74,038	\$77,340	\$81,227	\$85,288	\$89,552						

Stipends  
 Doctorate Degree (conferred, transcripts required) \$5,000

\*Annual salary is based on 207 work days. The 207 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

\*\*Travel is a requirement of the assessment positions, travel will be reimbursed based on the reimbursement policy

\*\*\* Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

North Charters  
 July 1, 2020 RC/Counselor Salary Schedule  
 F- Basis -10 Month Calendar\*

Pay Scale Group		Pay Scale Level									
		1	2	3	4	5	6	7	8	9	10
Regional Coordinator		\$78,500	\$80,500	\$82,500	\$84,500	\$86,500	\$88,500	\$90,500	\$92,500	\$94,500	\$96,500
Community Connections Coordinator		\$78,500	\$80,500	\$82,500	\$84,500	\$86,500	\$88,500	\$90,500	\$92,500	\$94,500	\$96,500
EL Coordinator		\$78,500	\$80,500	\$82,500	\$84,500	\$86,500	\$88,500	\$90,500	\$92,500	\$94,500	\$96,500
Testing Coordinator		\$78,500	\$80,500	\$82,500	\$84,500	\$86,500	\$88,500	\$90,500	\$92,500	\$94,500	\$96,500

Coordinator positions must hold a minimum of 14 students and with approval of their Charter Leader can support 7 additional students at a \$100 stipend per student and per month

\*Annual salary for coordinators is based on 205 work days. The 205 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar

Pay Scale Group		Pay Scale Level									
		1	2	3	4	5	6	7	8	9	10
School Counselor		\$62,500	\$65,000	\$67,000	\$69,000	\$71,000	\$73,000	\$75,000	\$77,000	\$79,000	\$81,000

\*Annual salary for School Counselor is based on 195 work days. The 195 work days is a minimum number of work days, team members may need to work additional days beyond the work calendar

Stipends  
 National Board Certification (documentation required) \$2,500  
 Doctorate Degree (conferred, transcripts required) \$5,000

\*\* Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

North Charters  
July 1, 2020 Director Salary Schedule  
E-Basis - 11 Month Calendar

Pay Scale Group	Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
Special Education Director (MOU 5 schools)	145,000	147,000	149,000	151,000	153,000	155,000	157,000	159,000	161,000	163,000
Special Education Assistant Director (MOU 5 schools)	105,000	107,000	109,000	111,000	113,000	115,000	117,000	119,000	121,000	123,000
Assistant Director/Deputy Director	110,000	112,000	114,000	116,000	118,000	120,000	122,000	124,000	126,000	128,000
Director of Student Support (MOU 5 schools)	140,000	142,500	144,500	146,500	148,000	150,000	152,000	154,000	156,000	158,000
Director of Operations (MOU 5 schools)	140,000	142,500	144,500	146,500	148,000	150,000	152,000	154,000	156,000	158,000

Stipends	
National Board Certification (documentation required)	\$2,500
Doctorate Degree (conferred, transcripts required)	\$5,000

Special Education Director is not required to carry a student caseload and is based on 225 work days.  
 Special Education Assistant Director is not required to carry a student caseload and is based on 220 work days.  
 Assistant Directors/Deputy Director must hold a minimum of 7 students and with approval of their Charter Leader can support 7 additional students at a \$100 stipend per student and per month  
 \*Annual salary for assistant directors/deputy directors is based on 220 work days. The 220 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar  
 \*\* Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

**Additional Supplement Bonus (“Supplement”):**

The Executive Director may recommend a Supplement for teachers as set forth in this section.

- A Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Executive Director prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
  - 1. The Executive Director must first agree with the teacher on the terms
  - 2. The supplemental work must be separate from the normal job responsibilities.
  - 3. The work must be completed or in the progress of being completed.

**Part-time Teachers:**

For all part-time teachers.

- Part-time/Full time Status: Compensation for part-time teachers will be \$30.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than up to 17 hours of work per pay period in July and for up to 8.5 hours of training in August.
- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's employee handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.

When a case load of 20 students is reached, employees may be rated in and placed on a salary table and given health care benefits contingent upon the teacher's expected maintenance of a case load at the norm of 28 students for full-time teachers. Carrying a case load of less than 28 students over a course of three (3) consecutive months may result in a return to part time status.

## **CLASSIFIED COMPENSATION**

### **Experience and Placement**

- Each classified employee will be placed on the salary schedule based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
  - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
  - Example: SPED instructional aide at a school district, or a company may be equivalent experience for the SPED instructional aide position, but SPED center aide will be applicable experience.
- The evaluation of prior experience and placement on the Salary Scale will be recommended by the Human Resources Department and the Executive Director or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
  - The number of days worked in a year must be at least 180 days as a full-time employee
  - The percentage of days worked
  - Position held
  - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
  - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board

North Charters  
July 1, 2020 Classified Salary Schedule  
12 Month Calendar

		1	2	3	4	5	6	7	8	9	10
Office Tech 1	Hourly	\$15,024	\$15,385	\$15,745	\$16,226	\$16,707	\$17,308	\$17,788	\$18,269	\$19,471	\$20,072
	Annual	\$31,250	\$32,000	\$32,750	\$33,750	\$34,750	\$36,000	\$37,000	\$38,000	\$40,500	\$41,750
Office Tech 2	Hourly	\$18,029	\$18,510	\$19,111	\$19,591	\$20,072	\$20,673	\$21,274	\$21,875	\$22,476	\$23,077
	Annual	\$37,500	\$38,500	\$39,750	\$40,750	\$41,750	\$43,000	\$44,250	\$45,500	\$46,750	\$48,000
Office Tech 3	Hourly	\$19,231	\$19,832	\$20,433	\$21,034	\$21,635	\$22,296	\$22,957	\$23,678	\$24,399	\$25,120
	Annual	\$40,000	\$41,250	\$42,500	\$43,750	\$45,000	\$46,375	\$47,750	\$49,250	\$50,750	\$52,250
Office Tech 4	Hourly	\$24,038	\$24,760	\$25,481	\$26,322	\$27,043	\$27,885	\$28,726	\$29,567	\$30,409	\$31,250
	Annual	\$50,000	\$51,500	\$53,000	\$54,750	\$56,250	\$58,000	\$59,750	\$61,500	\$63,250	\$65,000
Coordinator	Annual	\$65,500	\$67,500	\$69,500	\$71,500	\$73,500	\$75,600	\$77,500	\$79,500	\$81,500	\$83,500
Manager	Annual	\$81,000	\$83,000	\$85,000	\$87,000	\$89,000	\$91,000	\$93,000	\$95,000	\$97,000	\$99,000

### Role/Salary Placements

- All positions are classified according to the corresponding role and/or salary placements based on the required set of skills, education, effort, and responsibility of the job assignment as indicated in the specific job description. All positions may be reclassified as necessary by the Executive Director or designee. Some hard-to staff positions may be compensated out of the salary schedule as approved by the Executive Director.

### Advancements on Pay Scale

- An advancement on the Pay Scale is the placement of an employee from a position in a lower salary placement to a position in a higher salary placement and will be determined on the same basis and factors articulated herein.

### Lateral Transfer

- A lateral transfer is the movement of an employee from one position to another within the same salary placement. The employee may continue to progress in the same salary placement as experience in the position is accumulated. Prior experience will not be re-evaluated for purposes of placement or advancement in the new salary placement.

### Partial Assignments

- In cases where a classified employee has been given multiple assignments (e.g. a SPED coordinator with partial ESL duties), the employee will be placed on the salary schedule (or salary placement) with the higher salary.

### Reassignments

- Employees approved to voluntarily transfer to a position in a lower placement on the salary scale, if applicable, will be placed in the new salary placement, and the salary will be calculated as it is in the new placement or schedule
- When an employee is reassigned for any reason to a position in a lower salary placement, the employee's salary will be lowered during the next payroll cycle, or when determined by the Executive Director to avoid disruption so long as it is not earlier than the next payroll period.

### Rehires

- A former employee who returns to a position similar to the role held prior to separation will be placed on the salary scale as follows:

- The converted grade and step of individuals who separated employment will be identified for appropriate entry placement on the salary scale.
- All applicable work experience earned outside of Clarksville Charter Schools, subsequent to separation, may be identified and used for credit as equivalent experience in accordance with the creditable years of service as described herein.

### **Experience – Nonexempt Employees**

- Each nonexempt employee will be placed on the salary schedule based on their years of relevant experience. Although non-exempt employees may be paid a monthly salary (paid on a semi-monthly basis), all non-exempt salaried employees will be paid for all hours worked and are eligible for overtime in accordance with applicable law. Employees should receive approval from their supervisor before working overtime.
- The evaluation of prior experience will be made by the Executive Director or his/her designee. The following criteria, among others, may be considered in evaluation of prior experience:
  - The number of days worked in a year must be at least 180 days as a full time employee
  - The percentage of days worked
  - Position held
  - Type of the organization and accreditation
- Experience including secretarial, clerical, teaching, professional, and substitute experience may be credited.
- Each year of experience may be 1 YEAR in the schedule.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on their years of experience.
- Experience may be earned in other districts or other companies.
- The Executive Director or his or her designee may adjust a rehired non-exempt employee's placement on the pay scale as appropriate based on the employee's accumulated relevant experience following the employee's separation from the School, which may result in a higher or lower placement on the scale than the employee would have otherwise been placed had the employee been continuously employed. Adjustments to an employee's salary may be made in any subsequent school year.

### **Additional Supplement Bonus ("Supplement"):**

The Executive Director may recommend a Supplement for classified staff members as set forth in this section.

- A Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the supplemental duties.

- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
  - 1. The Executive Director must first agree with the classified staff member on the terms
  - 3. The supplemental work must be separate from the normal job responsibilities.
  - 4. The work must be completed or in the progress of being completed.

## **PAYROLL ADVANCE POLICY**

### **POLICY BRIEF AND PURPOSE**

Our payroll advance policy describes our terms for advancing pay to our employees as an emergency short-term loan.

### **SCOPE**

This policy applies to all employees, with the exception of the Executive Director and officers of Clarksville Charter School. In addition, temporary employees with contracts that are less than one year will not be eligible for Payroll Advances.

### **POLICY ELEMENTS**

“Payroll advance” refers to employees receiving a portion of their pay before their next normal payday. This does not include any money paid to the employee for work-related expenses.

The School is not obliged to pay employees in advance and may choose to do so if employees have qualifying reasons.

### **CONDITIONS FOR REQUESTING A PAYROLL ADVANCE**

Employees can ask for a pay advance if they:

- *Have been employed with the school for three consecutive months.*

- *Have not taken any other company-sponsored loan.*
- *Do not have any current negative evaluations or disciplinary actions.*

These conditions apply to all eligible employees without discrimination against protected characteristics.

Employees should have a legitimate reason to ask for advance pay, usually an unexpected or unavoidable occurrence. Examples of such reasons, although not conclusive, are for:

- *Family or personal emergencies (e.g. being victims of a robbery or fire, having to pay funeral fees)*
- *Hospital bills not covered by medical insurance*
- *Car repairs not covered by insurance*
- *To save a family home*

Examples of non-qualifying reasons, include but are not limited to:

- Taking a planned vacation
- Entertainment expenses
- Gambling
- Fines

## **PAYROLL ADVANCE TERMS**

Subject to approval, the maximum advance pay may be up to \$5,000. If employees find themselves in need of more frequent or larger pay advances than they are allowed, they should discuss the situation with their Executive Director. The Executive Director may decide to make exceptions on a case-by-case basis.

We will deduct the amount of the advance pay from an employee's future paychecks. This may mean:

- Depending on the amount, deducting the full amount from their next paycheck.
- Repaying the amount in small installments out of a number of future paychecks.

The repayment terms must be in writing and signed by employees and will comply with applicable laws.

We will not charge any administrative fees or interest.

If an employee resigns or is terminated before they repay their payroll advance, HR, subject to approval by the Executive Director, is responsible for reaching a new agreement with the employee. Any relevant legal requirements (whether federal, state or local) must be followed.

## **PAYROLL ADVANCE AGREEMENTS**

Employees who want to request a payroll advance should request a Payroll Advance form from HR. They must:

- Indicate their reasons for filing the form.
- State the amount of money they want to receive in advance.
- Sign to accept this policy's terms.

This procedure must be followed:

1. Employees should submit the form to their Executive Director or their Supervisor, if the Executive Director is unavailable.
2. The Executive Director should first review the form. If they approve, they must sign the form and submit it to HR.
3. HR and the CFO or designee must also review the form and decide whether to grant the employee's request in consultation with the Executive Director. If they approve, HR must create an agreement form for the pay advance and repayment terms taking any applicable taxes into account. This agreement must be signed by HR, the CFO or designee and the employee and include relevant dates.
4. HR must forward the signed agreement to the accounting department. The accounting department will generally give employees their advance pay through check or bank transfer within a week, if possible, after receiving the form.

If the request is denied, the Executive Director must inform the employee.

The advance must be paid back within one year of the initial payment to the employee, subject to applicable law. If there is a problem with meeting the requirement then the employee must sign an agreement that moves them toward quickly meeting that requirement.

#### **NOTICE TO BOARD**

The Board must be informed by the Executive Director if an employee resigns prior to repaying their payroll advance.



# Educational Vendor Policies and Procedures

Clarksville Charter School (“Charter School”) is focused on “Personalized Learning”, a philosophy that puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In furtherance of this philosophy and Charter School’s educational mission, families and Charter School staff together carefully select educational items and services for students to fit their goals and education plan.

The purpose of the Clarksville Charter School Governing Board approving the Educational Vendor Policies and Procedures is to accomplish the key requirements detailed in this policy, including:

1. The Executive Director (as defined below) must approve all vendors before they can provide educational items or services to students.
2. The Homeschool Teacher (as defined below) and Executive Director (as defined below) must approve all requests for educational items or services to ensure they are aligned with the charter petition and student’s personalized learning curriculum.
3. No family may spend, or obligate the Charter School to spend, any Charter School monies on educational items and services. Charter School is responsible for making purchases of approved educational items and services.

## **VENDOR APPLICATION AND APPROVAL**

1. **Educational Vendor Applications:** Charter School contracts with educational vendors who provide educational enrichment services (e.g., in-person educational activities) and items (e.g., textbooks, workbooks, etc.) to students. Vendors must submit an application to Charter School detailing critical information such as qualifications and services. Charter School shall carefully review Vendor’s application, website, available references, social media, and other pertinent information.

The Executive Director or his/her designee (“Executive Director”) must approve all educational vendors and enter into an agreement with approved vendors before a vendor can provide any educational services to students. The Executive Director may reject a vendor applicant or terminate vendor services for any reason. The Executive Director may delegate his/her authority to approve vendors as necessary to promote the effective operations of the Charter School. For educational products, parents may submit requests specific educational products from a particular vendor (e.g., pencils from an online store). The Charter School’s approval of the educational product request (approval process described below) serves as vendor approval.

2. **Vendor Guidelines:** The Executive Director is responsible for approving vendors, and must ensure the vendor meets guidelines, including, but not limited to the following:

- Vendor must have the qualifications, skills and, if applicable, the certification and licenses necessary to perform the requested services in a competent and professional manner.
- Vendor conducts background checks pursuant to Education Code section 45125.1 to ensure Vendor (if an individual), its employees, and agents who interact with students have not committed a serious or violent felony.
- Vendor services and/or products must be non-sectarian. Vendor's services and products must not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other protected basis under California law.
- Vendor must maintain adequate levels of insurance for its educational services.
- Vendor must not be a private school offering services through a part-time program (e.g., after school programs) or a parent-organized group (also known as "co-op").
- Vendors must qualify as independent contractors in accordance with applicable laws. This is determined by the Executive Director based on vendor representations and vetting by the Charter School or its service provider.

3. **Vendor Agreement:** Once the Executive Director has approved a vendor, the vendor and Charter School must enter into a vendor agreement before the school can order educational services from the vendor. Considering families may have one-off requests for educational products, a vendor agreement may not be necessary for the Charter School to purchase educational products (e.g., ordering pencils from an online store for one student). The vendor agreement will include protections set forth in this policy, including, but not limited to requiring background checks for staff interacting with students, prohibitions on non-sectarian/discriminatory items and services, insurance and indemnification provisions, and more.

### **REQUESTING EDUCATIONAL SERVICES AND ITEMS**

1. **Requests:** Students make requests for educational services and items through the Enrichment ordering system. The Enrichment ordering system is accessible on the Charter School website and features a list of approved educational vendors. All requests for educational services and items must: (i) first be approved the credentialed teacher assigned to supervise student's independent study ("Homeschool Teacher"); and (ii) approved by the Executive Director or designee. The Executive Director may delegate his/her authority to approve parent requests for educational items and services as necessary to promote the effective operations of the Charter School.

The Executive Director can deny any request for educational items or services in his or her sole discretion for any reason. Families cannot directly purchase, or obligate the Charter School to purchase, any educational items or service without Charter School's approval.

The Charter School establishes a planning amount for students for educational items and services per full school year. Parents and students are not guaranteed to receive any educational items and services up to and equal to this planning amount, as a Homeschool

Teacher and the Executive Director must approve all requests. The planning amount is also not a mandatory cap limiting the Charter School's ability provide necessary educational services to students (e.g., pursuant to a student's individualized education program). The Charter School developed this planning amount to help ensure the school provides educational items and services aligned with its budget and to help ensure fair and equal treatment of students, to the extent consistent with individual needs. Parents and students are not given access to direct or encumber planning amount funds. Parents are encouraged to work with their Homeschool Teacher to develop multi-year plans for their children because their educational needs may vary from year-to-year. While the Charter School does not guarantee any specific amount of funding for educational services and items, a multi-year plan empowers the Charter School and families to develop a personalized course of study suited to their children's needs and the Charter School to effectively budget for all students. The planning amount cannot be transferred to any other student.

The Homeschool Teacher and Executive Director are responsible for granting requests and allocating educational products and services in a nondiscriminatory manner. The Charter School shall seek to purchase cost-effective educational items and services. The Homeschool Teacher and Executive Director shall ensure purchased educational items and services meet the following requirements:

- From approved vendors only.
  - Support the requesting student's personalized curriculum and education plan.
  - Must be aligned with State standards, student's course of study (e.g., requested amount of fabric corresponds to length of course/project), or student's independent study master written agreement.
  - From a vendor who is not related to the Charter School family requesting the educational items or services and otherwise does not present conflict of interest concerns.
2. **Core Subject Curriculum:** The Homeschool Teacher and Executive Director must ensure students access all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any extracurricular activities or supplemental educational or enrichment items. Core subject curriculum includes physical curriculum like McGraw Hill Textbook Set and associated workbooks and access to digital educational platforms such as Odysseyware or StongMind Digital Learning.
  3. **Enrichment Certificates:** After the Homeschool Teacher and Executive Director approve a request through the Enrichment ordering system, an "Enrichment Certificate" is created by Charter School. Charter School requests educational services and items from approved vendors through Enrichment Certificates. If necessary, Charter School may use an approved vendor's purchase order form in lieu of an Enrichment Certificate. Certificates/purchase orders should include important information, including the requested educational services, dates of services, Enrichment Certificate/PO Number, and approved cost for services.

Vendors must receive an approved Enrichment Certificate/purchase order before providing educational services or items to students. Vendors must receive the Enrichment Certificate/purchase order and provide the requested education services before submitting an invoice to Charter School.

4. **Prohibited Requests:** Charter School students can only request education services and items available in the Enrichment ordering system. Homeschool Teachers and Executive Directors will only approve requests for educational items and services that are educational quality (e.g., not top of the line). Only basic items and services may be approved. Charter School will not approve educational items or services beyond what is needed to meet a student’s learning objectives.

The following is a non-exhaustive list of prohibited items and services:

- Backpacks
- Amusement park tickets
- Video game hardware or software
- Excessive quantities of any item or service (e.g., beyond student’s course of study).
- Non-educational household items (e.g., storage containers, organizational items (large or small items), picture frames, etc.)
- Bicycles, tricycles, scooters, skateboards, rollerblades, roller skates, wagons, etc.
- Live animals or animal supplies small insects/amphibians/worms as a part of a science class. Certain kit and supplies can be ordered by a student (e.g., praying mantis, caterpillars, ladybugs, or silkworms to study; ant farms; or tadpoles)
- Top of the line musical instruments (where more reasonably-priced options are available)
- Educational items and services must be nonsectarian
- Taxis/Uber/Lyft rides and other transportation costs

5. **Educational Field Trips:** While families are prohibited from requesting trips to non-educational venues, they can request to join educational field trips through the enrichment ordering system (e.g., museums, aquariums, libraries, etc.) The Executive Director and Homeschool Teacher shall carefully scrutinize each request to ensure the requested educational field trip aligns with the student’s course of study and furthers their education and that all participants are necessary for student transportation, safety and supervision.

In light of the Charter School providing an independent study program, it is anticipated that a parent/guardian may need to serve as chaperone and transport their children for approved educational field trips. The Charter School Board finds funding the actual, reasonable, and necessary costs for a chaperone to access the educational field trip (e.g., ticket to museum, embedded transportation costs) furthers public school purposes where necessary or desirable to allow students to participate in educational field trips.

6. **Student and Family Responsibilities:**

A. Returning Educational Products: All educational items requested through the Enrichment ordering system are the property of the Charter School. This includes any technology, textbooks, and other educational items. Families must return all educational products upon disenrollment or upon request by the Executive Director or Homeschool Teacher. In accordance with applicable law, parents are responsible for to replace lost, stolen, damage, or otherwise unreturned educational items.

- Certain items are “consumable”, meaning they are not functional after use (e.g., workbooks). These items can be discarded by families after use.

B. Damaged or Lost Educational Items: Parents are responsible for replacing lost, stolen, damage, or otherwise unreturned educational items to the extent allowed under applicable law. If an educational item is damaged, parents must immediately contact the Homeschool Teacher for support.

Required Attendance: Students must attend regular learning period meetings with their Homeschool Teacher to discuss progress, turn in quality work samples, and complete their Student Activity Logs (Attendance Logs) in order to make requests for extracurricular educational activities (e.g., non-core curriculum items) through enrichment ordering system.

7. **Questions:** If Charter School families have any questions about this policy or how to make requests for educational items and services, please contact Executive Director, Jenell Sherman at [jenell@inspireschools.org](mailto:jenell@inspireschools.org).



## Field Trip Policy

The Governing Board of Clarksville Charter School recognizes that school-sponsored trips are an important component of a student's development. These types of trips supplement and enrich the homeschooling and classroom learning experience. In addition, field trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. School-sponsored field trips may be conducted in connection with the Clarksville Charter School's course of study or school-related social, educational, cultural, athletic, school band activities or other extracurricular or cocurricular activities.

The purpose of the Clarksville Charter School Governing Board approving this Field Trip Policy is to accomplish the following:

1. Outline the Requirements for a Field Trip
2. Explain Supervision, Chaperone and Guest Policies
3. Explain Accommodation Options for Special Education Students
4. Identify Student and Family Responsibility While Attending Field Trips
5. Identify Transportation Options for Field Trip Attendance

- 1. Requirements for a Field Trip:** No field trips may be made to locations, activities, or programs where students will be treated unfairly based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state.

School-sponsored trips are those that are single-day, community based or those that are specifically approved by the Governing Board of Clarksville Charter School (such as multi-day trips, or those costing the Clarksville Charter School in excess of \$250 per pupil). The Executive Director of Clarksville Charter School shall establish a process for approving a staff member's request to conduct a school-sponsored trip that fall outside the limitations of this section. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, school and student expense, and transportation and supervision requirements. Executive Directors may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

All field trips are voluntary, and no student is required to attend any given field trip. A student's ability to attend any field trip is limited by the amount of enrichment funds available for that student. The teacher of records is responsible for mapping out a child's field trip plan for the year to enhance the child's educational plan.

- 2. Field Trip Supervision:** Given the need for adequate supervision of the students attending

school-sponsored trips and given the nature of the educational program offered by Clarksville Charter School, if applicable, Clarksville Charter School will pay for the costs of admission for one chaperone for each four (4) children in a family and enrolled in Clarksville Charter School. If applicable, Clarksville Charter School will pay for the costs of admission for an additional chaperone for additional children in a family and enrolled in Clarksville Charter School in excess of four (up to eight). Children in a family means children living, part- or full-time, with a parent/guardian, irrespective of adoptive status or marital status of the parents/guardians. The funds used to pay for the chaperone as allowed in this paragraph shall be instructional funds available to each family.

Families are limited to one school-sponsored overnight field trip per year with admission paid for one chaperone using enrichment funds. Clarksville Charter School will not provide the cost of admission for any chaperones for vendor trips and independent enrichment trips.

It is the responsibility of parents/guardians to ensure proper supervision over their children enrolled in Clarksville Charter School at all times during a school-sponsored trip. Chaperones may take their own non-enrolled children (two years and older) as guests on appropriate school-sponsored trips, provided they assume full responsibility for their behavior and, with approval of the Executive Director.

The organizing teacher shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students afterhours, if applicable. Organizing teachers shall always have an emergency contact phone number for the Executive Director. If a serious discipline incident occurs during a field trip, the organizing teacher shall notify the Executive Director immediately. No student shall be sent home or separated from the school group without prior approval of the organizing teacher.

3. **Accommodations:** If a family requires special accommodation due to a child's special education needs identified in the child's Individual Education Plan (IEP) or Section 504 plan, the family may request accommodation from the Executive Director.
4. **Student and Family Responsibilities:** All persons making the field trip or excursion shall be deemed to have waived all claims against the Clarksville Charter School or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults, parents and guardians taking any field trip or excursion shall sign a statement waiving all claims.

All students on a school-sponsored trip are under the jurisdiction of Clarksville Charter School and shall be subject to school disciplinary rules and regulations.

Before a student can participate in a school-sponsored trip, the organizing teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities.

5. **Transportation:** Parent(s)/guardian(s) are solely responsible for transporting their children to the location where the field trip starts. The organizing teacher will provide the location for the field trip, and the time to meet, to the parent(s)/guardian(s) once the field trip has been confirmed.

The organizing teacher shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students afterhours, if applicable. Organizing teachers shall always have an emergency contact phone number for the Executive Director. If a serious discipline incident occurs during a field trip, the organizing teacher shall notify the Executive Director immediately. No student shall be sent home or separated from the school group without prior approval of the organizing teacher.



# CLARKSVILLE CHARTER SCHOOL

## **Clarksville Charter School Comprehensive School Safety Plan**

**SB 187 & SB 334 Compliance Document**

**2020-2021**

*This document is to be maintained for public inspection during business hours*

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# Comprehensive School Safety Plan

Clarksville Charter School
Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237
Part 1: District Commitment to School Safety

Clarksville Charter School is committed to ensuring that all enrolled students and all employees are safe and secure. Clarksville Charter School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school. Clarksville Charter School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis and proposed changes will be submitted to the Board for approval.

# Comprehensive School Safety Plan

Clarksville Charter School
Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237
Part 2: Legislative Requirements

The California Education Code (sections 35294-35294.9) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain the following elements:

Plans for Charter Schools must “identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, *including but not limited to*” the following:

- A. Employee Fingerprint/Background Check – Ed Code 44237
- B. Child Abuse Reporting Procedures - Penal Code 11165.5 & .6
- C. Emergency/Disaster Plans – Ed Code 32287; CCR Title 8, Sec 3220; ADA
- D. Suspension/Expulsion policies and procedures – Ed Code 48915
- E. Procedures to notify teachers of dangerous pupils – Ed Code 49079
- F. Discrimination and Harassment Policy (include hate crime reporting procedures and policies)\*
- G. Schoolwide Dress Code (if it exists - including prohibition of gang-related apparel)
- H. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site (pick-up, drop-off, maps, etc.)
- I. A safe and orderly environment conducive to learning at the school

The Comprehensive School Safety Plan will be reviewed and updated by March 1<sup>st</sup> every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

# Comprehensive School Safety Plan

Clarksville Charter School
Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237
Part 3: Maintaining a Safe and Orderly Environment

It is a priority of the administration and staff at Clarksville Charter School that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school network promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Clarksville Charter School remains in compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

# Comprehensive School Safety Plan

Clarksville Charter School
Section A: General Information – School Safety - Includes Employee Fingerprint/Background Check - Ed Code 44237
Part 4: Criminal Background Check

## CRIMINAL BACKGROUND CHECK

Clarksville Charter School recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Clarksville Charter School will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnish the school with a criminal record summary”.

All employees must have Live Scan fingerprint results on file with Clarksville Charter School. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to Clarksville Charter School prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve care of students, handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by Clarksville Charter School may be taken into consideration in evaluating one’s suitability for employment, promotion, reassignment, or retention as an Employee.

Clarksville Charter School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Clarksville Charter School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, Clarksville Charter School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with Clarksville Charter School’s lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with Clarksville Charter School.

# Comprehensive School Safety Plan

Clarksville Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

Child abuse reporting law (Penal Code Section 11166) requires that a Clarksville Charter School employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Clarksville Charter School, protecting children from child abuse is a major priority. Each year the administration sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected.

Employees of Clarksville Charter School are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff is aware of the location of a Child Abuse Information Folder that is kept on file and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. The local law enforcement agency will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

# Comprehensive School Safety Plan

Clarksville Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. Clarksville Charter School board policies are continually updated to reflect appropriate legislation. Excerpts from the California Penal Code and Clarksville Charter School Board Policy are presented below.

From California Penal Code Section 11166

...any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

Clarksville Charter School  
– Child Abuse Prevention Programs

Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.

The Board agrees with the Legislature that:

1. Child abuse and neglect is a severe and increasing problem in California.
2. School districts and preschools are able to provide an environment for training of children, parents, and all school district staff.
3. Primary prevention programs in the school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

# Comprehensive School Safety Plan

Clarksville Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

## Clarksville Charter School – Child Abuse Prevention Programs (Continued)

The Executive Director shall explore funding and assistance available for the establishment of programs directed toward preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect, and reducing the general vulnerability of children, including coordination with and training for parents and school staff.

Parents shall be given notice of, and may refuse to have their children participate in, prevention training program.

## Clarksville Charter School – Child Abuse and Neglect

### Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

### Definitions

1. “Child Abuse,” as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:
  - a. Physical abuse resulting in a non-accidental physical injury.
  - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
  - c. Sexual abuse including both sexual assault and sexual exploitation.
  - d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
  - e. Severe corporal punishment.

# Comprehensive School Safety Plan

Clarksville Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

Clarksville Charter School  
– Child Abuse and Neglect (Continued)

2. “Mandated Reporters” are those people defined by law as “child care custodian,” “medical practitioners” and non-medical practitioners” and include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a child care institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

3. “Child Protective Agencies” are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (California Penal Code 11166)

## Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

# Comprehensive School Safety Plan

Clarksville Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

Clarksville Charter School  
– Child Abuse and Neglect (Continued)

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the school district or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Executive Director.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the Executive Director may assist in the completion and filing of these forms.

## Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

# Comprehensive School Safety Plan

Clarksville Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

Clarksville Charter School  
– Child Abuse and Neglect (Continued)

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

## Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Executive Director shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

# Comprehensive School Safety Plan

Clarksville Charter School
Section B: Child Abuse Reporting Procedures - Penal Code 11165.5 &.6
Part 1: Child Abuse Reporting Procedures

Clarksville Charter School  
– Child Abuse and Neglect (Continued)

## When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Executive Director or designee should consult with legal counsel in implementing either suspension or dismissal.

# Comprehensive School Safety Plan

Clarksville Charter School
Section C: Emergency/Disaster Plans - Ed Code 32287; CCR Title 8, Sec 3220 ADA
Part 1: General Information – Disaster

Clarksville Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents

The Clarksville Charter School has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

This Emergency Action Plan is being developed to provide information to the staff at Clarksville Charter School to ensure pertinent information is available in the case of an incident that warrants a response. It is written in accordance with California Code of Regulations, Title 8, Section 3220 which outlines the components required for a plan. There are also components of the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS), including the Incident Command System incorporated in this plan. The purpose for the inclusion is that while Clarksville Charter School may not have students on site, it will serve as an Emergency Operations Center if a multi-site incident occurs and support is needed for school or local community. At that time, the role of Clarksville Charter School would be to serve as a resource and clearinghouse for information.

The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human caused. However, Administrators retain the flexibility to modify procedures and/or organization structure as necessary to accomplish the emergency response and recovery missions in the context of a particular hazard scenario.

The individual(s) responsible for implementation of this plan or to contact for any clarification is:

Name: Jenell Sherman  
Phone: 916-532-5923

Department: Executive Director  
Email: [jenell.sherman@clarksvillecharterschool.org](mailto:jenell.sherman@clarksvillecharterschool.org)

Name: Kristie Nicosia  
Phone: (916) 990-8263

Department: Assistant Director  
Email: [kristie@clarksvillecharterschool.org](mailto:kristie@clarksvillecharterschool.org)

Plan Approval:

\_\_\_\_\_  
Name of Responsible Party

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## EMERGENCY TELEPHONE NUMBERS

FACILITY EMERGENCY NUMBERS	
<b>1. Emergency Operations Center (Managing Director's)</b>	Students primarily school at home. Parents would use local emergency information pertaining to where they live.
<b>2. Alternate Location (Office phone #)</b>	Students primarily school at home. Parents would use local emergency information pertaining to where they live.

LOCAL AGENCIES/OTHERS	
1) Local Police	Students primarily school at home. Parents would use local emergency information pertaining to where they live.
2) Local Fire	Students primarily school at home. Parents would use local emergency information pertaining to where they live.
3) American Red Cross	(916) 993-7070
4) Electric Utility Company	Students primarily school at home. Parents would use local emergency information pertaining to where they live.
5) Local Gas Company	Students primarily school at home. Parents would use local emergency information pertaining to where they live.
6) Local Water Company	Students primarily school at home. Parents would use local emergency information pertaining to where they live.

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate aid.

## INTRUSION AND/OR FIRE ALARMS

Students learn primarily at home. 9-1-1 should be called in an emergency.

### **PLAN IMPLEMENTATION**

A key component to this plan is the Incident Command System (ICS). The five basic functions of: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration must remain consistent, but the formation of the teams within those sections can be flexible to meet each school's needs.

To properly complete the EOP, the school needs to: (1) Assign roles for Management staff and Section Chiefs (2) form the site emergency teams, (3) provide the appropriate training for all staff (4) conduct exercises to test the plan, and (5) update the plans as needed.

Employees shall be offered training on the specifics of this plan when it is initially developed and when new employees are hired. Employees should be retrained when the plan changes due to a change in the layout or design of the facility, when new equipment, hazardous materials, or processes are introduced that affect evacuation routes, or when new types of hazards are introduced that require special actions. It would also be helpful to provide annual awareness training as a reminder. General training for employees should address the following:

- Individual roles and responsibilities.
- Threats, hazards, and protective actions.
- Notification, warning, and communications procedures.
- Emergency response procedures.
- Evacuation, shelter, and accountability procedures.
- Location and use of common emergency equipment.
- Emergency shutdown procedures.

Additional training may also need to be provided (i.e. first-aid procedures, portable fire extinguisher use, etc.) depending on the responsibilities allocated employees in the plan.

Once the emergency action plan has been reviewed with employees and everyone has had the proper training, it is a good idea to hold practice drills as often as necessary to keep employees prepared. Include outside resources such as fire and police departments when possible. After each drill, gather management and employees to evaluate the effectiveness of the drill. Identify the strengths and weaknesses of your plan and work to improve it.

### **ABOUT EMERGENCY MANAGEMENT SYSTEMS**

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

**Incident Command System (ICS)** Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

**Standardized Emergency Management System (SEMS)** Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the **STATE** reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

**National Incident Management System (NIMS)** After the national tragedy on September 11, 2001, it became clear that the country needed an emergency response system to address incidents that affected the entire nation. The national government looked at the system used in California and used it as a model to develop a national response system called NIMS. It is a FEMA approved emergency response system and will become the national model. National compliance was expected by 2006 but is still in progress. **FEDERAL** funding for emergency response/recovery grants is tied to the use of NIMS.

## **SCHOOL RESPONSE**

In 1994 the State of California legislators passed the Petris Bill. This bill **requires** schools (who are considered to be special districts) to use the SEMS model in planning for, and responding to, school emergencies and disasters. HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5, which mandated the development and implementation of NIMS, now requires schools to integrate that system into their plans as well.

### **WHAT SPECIFIC LAWS\* APPLY TO SCHOOLS**

#### **THE FIELD ACT**

(Garrison Act and Riley Act)

Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

#### **THE KATZ ACT**

Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

## **PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS**

California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- or,**
- A federal disaster declaration has been made

**NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave their school site until formally released.**

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

\*This is not a legal opinion, confirmation is required determine if your organization is exempt from any regulations targeting schools. The assumption is that the laws apply to all public schools.

## **POST-DISASTER SHELTERS**

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared.

## **THE PETRIS BILL**

California Government Code Section 8607

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996.

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

## HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

**NIMS training requirements:** All school employees (as designated Disaster Services Workers) are to complete ICS100, ICS200 and IS700.)

### USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

Within SEMS and NIMS, an emergency response organization, known as the Incident Command System, consists of five Sections:

**Management:** responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four members, the EOC Director/Incident Commander (IC), the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer (LO). In short: they are *the leaders*.

**Planning/Intelligence:** responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management Section. Planning/Intelligence are often referred to as *the thinkers*.

**Operations:** responsible for response preparedness of the Assembly/Shelter, Communications, Crisis Intervention, Light Search and Rescue, First Aid, Student Release/Staff Accounting, and Maintenance/Fire/Site Security Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with the Management Section. These folks represent *the doers*.

**Logistics:** prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *the getters*.

**Finance/Administration:** in charge of creating policies and procedures for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster, they activate contracts with vendors, keep time records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They also gather all paperwork and

documentation at the end of the incident for inclusion in the After Action Report (AAR). They are called *the payers*.

## THE EMERGENCY OPERATIONS CENTER

During an emergency, the Management Section gathers together in an area/room to set-up a “command center” also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs.

### A Word About Unified Command

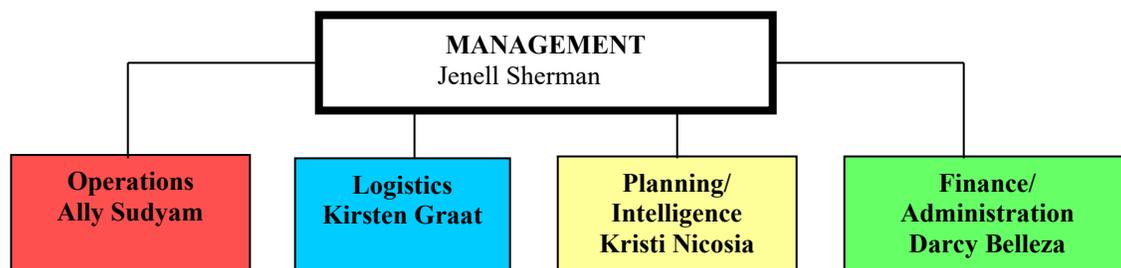
The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, incident command transitions to “**Unified Command.**” This transition is immediately facilitated by an on-site briefing of first responders by the Management Staff and Section Chiefs. Following the initial briefing, the site’s Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities. Other employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the organization’s Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the EOC Director/Incident Commander has deemed it is too dangerous or unsafe for them to do so. *Remember*, first responders are professionals. Work with them and take your cues from them.

### The Dual Role of the School Office

- The School must organize to respond to incidents that occur at their location
  - Ensure that the School has a functional Emergency Action Plan
  - Ensure that School staff are trained and well prepared
- The School office must also organize to provide support when the incident happens at school sites within the organization
  - Provide leadership
  - Provide assistance with response and recovery, when needed
  - Ensure that school staff are trained and well prepared
  - Ensure that each school has a functional Emergency Operations Plan

## INCIDENT COMMAND SYSTEM AND DIVISION OF LABOR



## **Divisions of Labor**

Each one of the five functions have certain roles and responsibilities during a disaster or school emergency. The Management Section oversees response activities in consultation with the Chiefs of the Operations, Logistics, Planning/Intelligence, and Administration/Finance Sections. Each of these sections in turn, has a team or teams tasked with implementing very specific components of the emergency response plan.

Students primarily learn at home. No learning center/resource center.

## STAFF ROSTER

Jenell Sherman	Leigh Crosby	Sally Mast
Kristie Nicosia	Dianne Curtis	Rekha Mathew
Darcy Belleza	Sharla Deaton	Janna McKnight
Shannon Breckenridge	Janele Devereaux	Kerstin Mentink
Kathryn Kinsella	Jennifer Dwyer	Rebecca Morales
Kara Parkins	Clarissa English	Heather Morris
Kasey Channell	Ronni Ernenputsch	Abigail Mouillesseaux
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Jennifer Alcorn	Carolyn Hansa-Beavers	Elizabeth Platt
Shoshanna Amen	Rebecca Hanson	Isabel Roberts
Margaret Ansbach	Eric Hernandez	Kate Rowe
Elisa Avila	Jessica Holl	Brian Speer
Juliet Baker	Melissa Holman	Katherine Spicer
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Tyrone Beekman	La Wanda Johnson	Jamie Strutz
Carey Brown	Carolyn Johnson	Rachel Tinkler
Amy Buell	Judith Karnesky Stevens	Sarah Tuold
Gale Buhlert	Lilly LaSavio	Tonia Villanueva
Carrie Carlson	Brenda Layher	Jamie Watkins
Nancy Carson-Crye	Lindy Lewis	Jordan Whitford
Vickie Clarke	Carrie Liebrich	Erika Youngblood
Amelia Cox	Cynthia Maitland	

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at a school office or student location. This is a living document that should be updated and modified as additional information is acquired. A hazard assessment should be conducted to identify specific areas of concern for your location in order to maximize the number of response situations included in this plan.

## EVACUATION PROCEDURES

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near campus are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The building Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be re-routed away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

### **During an evacuation, the following procedures must be followed:**

- ✓ Move staff to the designated Evacuation Area.
- ✓ Take roll by completing Staff Accountability Form
- ✓ Runners collect Staff Accountability Report from classroom or work areas.
- ✓ If employee has an assignment on Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- ✓ Report to Incident Commander (IC) for briefing and assignment.

## LOCKDOWN/REVERSE EVACUATION PROCEDURES

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees and must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

In the event of a lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- ✓ If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- ✓ If inside, stay inside.
- ✓ Lock door(s) to buildings and or work areas.
- ✓ If possible, quickly close all windows and then move away from the windows.
- ✓ Use caution when allowing late reporting staff to enter into a classroom.
- ✓ Have staff hide, if appropriate.

- ✓ Take roll using Staff Accountability Form.

Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.

- ✓ Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- ✓ **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- ✓ Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

#### PROCEDURES FOR CONDUCTING A “SIZE-UP”

A “**SIZE-UP**” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “**size-up**” are:

##### 1. Gather Facts:

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g. children, elderly, disabled)?
- Are hazardous materials involved at or near the situation?
- Are other types of hazards likely to be involved?

##### 2. Assess and Communicate the Damage:

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

##### 3. Consider Probabilities:

- What is likely to happen?
- What is the worst-case scenario?

##### 4. Assess Your Own Situation:

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

##### 5. Establish Priorities:

- Are lives at risk? Remember, life safety is the first priority!

- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

6. Make Decisions:

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

7. Develop an INCIDENT ACTION PLAN:

- Develop a plan that will help you accomplish your priorities.
- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

8. Take Action:

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC, or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).

9. Evaluate Progress:

- At reasonable intervals, evaluate progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation

BOMB THREAT

TELEPHONE BOMB THREAT

- During the call, complete the bomb threat checklist found on the next page.
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat.
- Have someone else call **911** (dial 9 is to obtain outside line) and notify the School office.
- Without using portable radios or cell phones, organize a meeting with the school's Emergency Management Team (EMT). Radio and cell phone usage can resume once you are 300 feet away from school premises as a bomb could be hidden outside.
- If necessary, implement the ICS with only those positions deemed necessary.
- Assign a recorder to document events as they take place.
- Any search of the site should be done under the direction of law enforcement.
- The decision to evacuate the location is the responsibility of the Executive Director or his/her designee.
- If an evacuation is ordered, do not touch anything while leaving the building. Report any suspicious items to the Incident Commander.
- Follow off-site evacuation procedures.
- If the caller identifies a location where the device has been placed, avoid evacuating through the identified area.
- EMT members responsible for off-site evacuation and student accounting should begin making preparations for an orderly transition of the students/staff to the evacuation site.
- If an announcement is made over the school PA to evacuate, remind teachers and site supervisors to bring their class or work area rosters and emergency supplies.

- When the off-site evacuation location is reached, account for all students and staff. Report missing students/staff to the Incident Commander. The Incident Commander will report missing students/staff to the law enforcement agency assisting with the evacuation.
- Re-entry onto the school campus can only take place at the direction of Incident Commander.

#### E-MAIL BOMB THREAT

- Save the e-mail message.
- Print a copy of the message and give to the Executive Director, law enforcement, and the Technology Department.
- Follow applicable procedures from above.

**BOMB THREAT REPORT FORM:**

School: \_\_\_\_\_

This form will help you obtain the necessary information from the caller. Keep this information near the phone.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM \_\_\_\_ PM \_\_\_\_

Exact words of the person placing call:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**QUESTIONS TO ASK:**

- 1.) When is the bomb going to explode? \_\_\_\_\_
- 2.) Where is the bomb right now? \_\_\_\_\_
- 3.) What kind of bomb is it? \_\_\_\_\_
- 4.) What does it look like? \_\_\_\_\_
- 5.) Why did you place the bomb? \_\_\_\_\_
- 6.) What will prevent you from doing this? \_\_\_\_\_
- 7.) What is your name? (He/she may inadvertently give it) \_\_\_\_\_

**TRY TO DETERMINE THE FOLLOWING: (Circle all that apply)**

Caller Description: Male Female Adult Juvenile Middle Aged Old

Voice: Loud Soft High-pitch Deep Raspy Pleasant Intoxicated

Accent: Local Non-Local Foreign Region Other: \_\_\_\_\_

Speech: Fast Slow Distinct Distorted Stutter Nasal Slurred Lisp

Language: Excellent Good Fair Poor Foul Other: \_\_\_\_\_

Manner: Calm Angry Rational Irrational Coherent Incoherent Deliberate Emotional  
Righteous Laughing Intoxicated

Background Noises: Office Machines Factory Machines Trains Animals Music Quiet Voices  
Airplanes Street Traffic Party Atmosphere Other: \_\_\_\_\_

NOTIFY THE FOLLOWING PERSON(S): \_\_\_\_\_

Do not panic and do not discuss the information you have received except with the above-named persons.

Person receiving the Bomb Threat: \_\_\_\_\_ at telephone  
number \_\_\_\_\_.

Caller ID returned the following number:

\_\_\_\_\_.

Police contacted by: \_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_

Search was made for the bomb: Y N Evacuation was conducted: Y N

#### FIRE/EXPLOSION

Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

#### FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- Fire drills should be conducted at different hours of the day.
- An appropriate number of staff members should know how to reset the fire alarm.
- Immediately after the alarm has sounded for the drill, call the Fire Department non-emergency number to advise that this is only a drill.
- Keep documentation for each drill and record notable events for future consideration/improvement.

#### POSTING OF EVACUATION ROUTES

- A map, showing the primary and secondary evacuation routes shall be posted inside each room. The evacuation map shall have the office location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room.
- The map shall be labeled "**EVACUATION PLAN**" in bold letters and prominently posted in hallways, offices, bathrooms, cafeterias, lounges.

#### FIRE/EXPLOSION CHECKLIST

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call **911** to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special-needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post staging area.
- Supervisors are to complete the Staff Accountability Report.
- Data collected from the **Staff Accountability Form** will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

#### EARTHQUAKE

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during

the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

#### IF INDOORS

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck.
- Move away from windows and objects that could fall.
- Stay under desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using Staff Accountability Report.

#### IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to assembly area and begin accounting for all staff.

#### IN VEHICLE:

- Stop vehicle in a safe location away from power lines, overpasses or buildings.
- Stay in vehicle and establish radio contact with School office.

#### GENERAL GUIDELINES (AFTER THE QUAKE):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from **911** if a major disaster has occurred affecting a large local area. **As we have been warned, we may be on our own for several hours or days.**
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the PIO.
- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

#### SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

## IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

## WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE SCHOOL OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- Call **911**. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Executive Director. Can a message be placed on the website?
- Provide a liaison representative for family members for any injured staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.

## IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise head.
- Listen for directions from law enforcement.

- Provide your name to work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
  - ✓ Is suspect still on site and do you know current location?
  - ✓ Where was the specific location of occurrence?
  - ✓ Are there wounded staff members? How many?
  - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
  - ✓ Describe sound and number of shots fired.

#### SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and finished, release the area to school officials when finished.

#### DEATH AND/OR SUICIDE

Death at a workplace is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death are outlined below.

#### DEATH OCCURS AT SCHOOL (student's learn primarily at home)

- Call **911**. Identify your address and briefly outline the emergency and location on campus.
- Notify the school administration.
- Activate the Incident Command System if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Managing Director's office.
- Isolate other staff from scene.
- If there is a death, do not move body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- Consider impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the Executive Director must notify Cal-OSHA within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the School still must make certain it calls Cal-OSHA.

- Monitor staff emotional responses. Following a death there may be:
  - ✓ Self-referrals
  - ✓ Parent referrals
  - ✓ Reports and concerns expressed by relatives or good friends
  - ✓ Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

## HOSTAGE SITUATIONS

In any hostage situation, the primary concern must be the safety of staff.

Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

### IF THE OFFICE IS TAKEN HOSTAGE

- Do not use words such as “hostage,” “captives,” or “negotiate.”
- Stay calm.
- No heroics, challenges or confrontation.
- Obey all commands.
- When safe, call **911**. Identify your work site and give the exact location in the building of the incident. Stay on the phone until law enforcement arrives to assume control of the situation.
- If possible, assign another staff member to notify the Site administrator.
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- The work site emergency team shall activate the Incident Command System and make needed assignments including staging a Command Post (CP) and appointing an Incident Commander (IC).
- If possible, the emergency team should provide law enforcement with a liaison from the work site. The liaison can assist in providing name of IC, location of CP and obtaining maps, keys, radio and phone numbers, etc.
- Keep all radios, television sets, and computers turned off to minimize any possibility that suspect can hear or see “NEWS REPORTS.”
- Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including those of other staff members involved in the situation. If you do not know first names, refer to the hostages(s) as men, and women.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours. **TIME IS ON YOUR SIDE.**
- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended.

### WHEN THE HOSTAGE LOCATION IS OTHER THAN AN OFFICE

- Immediately call **911**. Identify your address and the situation, providing the exact location of the incident. **STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.**
- While on the phone with the **911** dispatcher report the following if known:
  - ✓ Number of suspect(s)

- ✓ Names(s) of suspect(s) (if known)
- ✓ Description of suspect(s):
  - Male or Female
  - Race
  - Weight (Light; Lean; Heavy; Obese) stay away from using lbs.
  - Height (short; medium; tall) avoid using feet/inches
  - Hair
  - Eyes
  - Approximate age
  - Description of clothing
  - Anything special or unusual, like:
    - Scars
    - Tattoos
    - Burn marks
    - Birthmarks
    - Pierced body parts
    - Jewelry
- ✓ Exact location of suspect (building, room) and include North, South, East or West in your directions.
- ✓ Approximate number of staff in hostage area.
- ✓ Are weapons or explosive devices involved?
- ✓ Have any shots been fired? If yes, describe sound and number of shots fired.
- ✓ Are there reports of any injuries or emergency medical needs (medication)? Describe exact location and condition of victim(s).
- ✓ Are there any demands the suspect has made?
- ✓ Is there any other background information, past problems with suspect, demeanor, possible motive, or vendettas against staff or particular staff member?

If the hostage situation is on one side of the building, law enforcement will likely want to enter from the other side. Inform law enforcement exactly where the “Hostage Situation” is located and advise law enforcement what you consider to be the best “other side” entrance for law enforcement response.

- If possible, assign another staff member to notify the Site Administrator.

#### WHILE WAITING FOR LAW ENFORCEMENT

- If you can safely communicate to other offices by phone, implement lockdown procedures. For this situation, **DO NOT** set off any alarms as the bell may cause staff to panic and rush into a dangerous area.
- **DO NOT EVACUATE** until instructed or escorted by law enforcement.
- Complete Staff Accountability Report.

#### ONCE LAW ENFORCEMENT ARRIVES

- Law enforcement will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

#### THE SITE EMERGENCY TEAM SHOULD MAKE PLANS TO

- Establish their Command Posts and assignment of necessary personnel.
- Record all events.

- Account for all staff.
- Prepare for a possible off-site evacuation route and location.
- Establish a media staging area.
- Alert Crisis Response Team for possible counseling of staff.

#### HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

#### UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting

#### SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance from you.

Avoid doing any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry

Consider doing the following:

- Be courteous and confident
- Do not touch the individual
- Protect yourself at all times
- Find another staff member to join you or keep the meeting in an open area
- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the person.

#### ATTEMPT TO USE PHRASES SUCH AS:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

## WHAT TO DO:

- As soon as possible, call **911** and stay on the line. State your address, and exact location of hostile visitor. Identify building by letter (A, B, C, D, etc.) or number and use directions (North, South, East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep staff away from the location of the hostile visitor.

## CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

### HOW SHOULD THE SCHOOL OFFICE PREPARE?

- The Emergency Management Teams should discuss and review plans to “Shelter in Place” or to “Evacuate the Area” using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

### HOW SHOULD THE SCHOOL OR DISTRICT RESPOND?

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.
- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of Incident Command System (ICS) and appoint Incident Commander. Expand ICS as needed and make necessary assignments appropriate to incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Shelter-In-Place” or to “Evacuate” the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flag.
- If “Sheltering-In-Place” and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephone lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.

- Upon reaching alternative evacuation area, take head count and report missing or ill staff to Incident Commander and/or law enforcement.

#### MEDICAL EMERGENCY

Occasionally a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently.

#### SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

- Insist that all accidents be reported, even if no visible harm or injury occurred.
- Follow established procedures for issuing medication.

#### WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call **911** and be prepared to provide:
  - ✓ Your address, building letter (A, B, C, D, etc.), room or floor number
  - ✓ Describe illness or type of injury
  - ✓ How the illness or type of injury occurred
  - ✓ Age of ill or injured staff member
  - ✓ Quickest way for ambulance to enter location on site
- Notify the Executive Director.
- Assign a staff member to meet and direct rescue services to location of injured party.
- Notify staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of situation.
- Follow-up with staff member's family.

#### GAS ODOR/LEAK

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.

The primary responsibility of the worksite staff is to determine how to safely house or evacuate staff and to protect property. The following agencies should be contacted:

- Fire Department (Call **911**)
- Site Administrator. Have a phone number for a point of contact if a leak is detected after business hours. (see emergency contact list)
- Local Gas Company

#### GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct staff evacuating other buildings to stay away from the building with odor/leak.

- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to Command Post.
- Assign a liaison to interact with Fire Department, Gas Company or law enforcement.

#### IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

- It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building.

#### SHELTER-IN-PLACE PROCEDURES

##### Why You Might Need to Shelter-In-Place

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

##### Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to “shelter-in-place”, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where staff are sheltering-in-place.
- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference room without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

## EXTENDED POWER LOSS

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
  - Fire sprinkler system
  - Standpipes
  - Potable water lines
  - Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

### Upon Restoration of heat and power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

## GUIDELINES FOR SPEAKING TO THE MEDIA

When speaking to the media about emergencies, it is extremely important to adhere to the following guidelines:

- **Executive Director READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

**\*\*SAMPLE PRESS RELEASE\*\***

Event: EARTHQUAKE

Date: MARCH 1, xxx

Release #: 001

Time: 8:00 A.M.

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO SCHOOL OFFICES IN GENERIC COUNTY

**FOR IMMEDIATE RELEASE**

**EXAMPLE**.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the NAME OF SCHOOL located at 1234 Anywhere Blvd. in Our Town, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the location have been damaged and an overpass on Hwy. 101 leading to the location has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the location as this will hamper rescue efforts.

School Districts throughout the county are instructed to call in to the County Office of Education at **-(xxx) xxx-xxxx** - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by called the Op Area Public Information Hotline at **xxx-xxxx**.

Further details will be provided when available.

Next Scheduled Release: As needed

###

# Comprehensive School Safety Plan

Clarksville Charter School
Section C: Disaster Procedures
Part 2: Biological/Chemical Weapons Assault

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Executive Director.

The Executive Director should notify law enforcement authorities immediately.

As necessary alert all site employees of the situation by intercom.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies.

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 2: Biological/Chemical Weapons Assault

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Executive Director and staff must follow all instructions given by officers of emergency response agencies. Clarksville Charter School EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 3: Bomb Threat Procedures

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 911.

## 1. Receiving the Call

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

## 2. Notification Procedures

School Location communicate the above information to the following in this order:

- School Executive Director/Administrator
- Assistant Executive Directors
- Regional Coordinators

The Executive Director/Administrator will notify local law enforcement and Clarksville Charter School District office.

The Executive Director will communicate the above information to notify local law enforcement.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

## 3. Action Plan Procedures

If required to develop an action plan, the Executive Director/Administrator may consult with the following: Executive Directors and other administrators utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in a secure location.

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 3: Bomb Threat Procedures

The Executive Director will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the location.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

Reoccupation of an evacuated building will be authorized by the Executive Director only after consulting with law enforcement authorities.

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 4: Chemical or Hazardous Material Incident

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking "Shelter in Place").

Notify **911** of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 5: Earthquake Procedures

## Indoors

**DUCK, COVER, AND HOLD.**

Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

## Outdoors

Move away from building, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

## In School Bus

Stop vehicle in safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or School's E.O.C.

## General

Be prepared for immediate aftershocks and ground motion

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.

Assist injured with First Aid treatment

Do not evacuate buildings or vehicles unless you have a hazard-related reason to do so.

Conduct a headcount to account for all personnel and students

Establish communications with your supervisor, Executive Director or District EOC and follow emergency checklist and procedures.

Assist any police or fire units that respond to your location.

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 6: Explosion, Aircraft Crash or Similar Incident

If possible, Duck and Cover under a desk or table.

Notify **911** of the explosion or crash

Assist any injured requiring first aid treatment

If necessary because of fire, building damage etc., evacuate building

Assist any persons who would have physical problems evacuating the building.

Go to an outdoor evacuation/assembly area which is hazard free and not affected by the explosion or crash.

Keep fire lanes, streets and walkways open for emergency responders.

Stay in assembly area and account for all personnel and students.

Do not return to buildings until authorized by fire department or Executive Director

Information is provided to students at times of state testing, ingress and egress, safety

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 7: Fire Procedures

Call **911** to report a fire, stay one line and give specific information (name, address of school or facility, student's learn primarily at home, no school location).

Utilize manual pull station to activate building alarm system and evacuate building when you hear an alarm.

In the event of a small fire, notify **911** and then use the nearest fire extinguisher to control the fire if you have been trained in their use.

Do not attempt to fight large fires, call **911** and evacuate building.

Assist students in building evacuation and proceed to outdoor school evacuation area or areas.

When evacuating buildings walk, do not run.

Do not use elevators for building evacuation or in an emergency.

If heavy smoke is present, crawl or stay near floor for breathable air.

Assist any individuals who would have physical problems evacuating the building.

Stay in the designated assembly area and account for all personnel and students.

Do not block fire lanes or areas used by the fire department

Do not re-enter building until authorized by fire department or the Executive Director.

If the fire is off site, wait for instructions from the Executive Director or District EXECUTIVE DIRECTOR'S DESIGNEE.

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 8: Flood Procedures

If a flood warning is received by a District school or location, notify Clarksville Charter School Executive Director immediately.

If a major flood warning is received at Clarksville Charter School Office, Clarksville Charter School EOC should be activated.

Based upon the specific threat, Clarksville Charter School EOC in conjunction with the Operational Area EOC and SEMS system will develop an action plan to protect personnel, students and facilities.

Evacuation of specific schools, facilities or areas will be directed by Clarksville Charter School EOC in coordination with SEMS.

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 9: Lockdown/Civil Unrest Procedures

Any threatening disturbance should be reported immediately to the Executive Director/Administrator.

If the disturbance is affecting normal school or facility operations, the Executive Director/Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside classroom, regardless of lunch or recess until you are told by the Executive Director or Executive Director's designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Executive Director or Executive Director's designee.

If situation is violent and may include the use of firearms, the Executive Director or Executive Director's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Executive Director and staff must follow all instructions given by responding law enforcement.

If the event is major, the Executive Director will activate Clarksville Charter School EOC to develop an Action Plan to deal with the situation as well as the following:

- A. Telephone inquiries and rumor control
- B. Media relations and public information
- C. Employee/Student crisis counseling
- D. Facility damage assessment/control

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 10: Severe Windstorm Procedures

If a severe wind warning is received at school location, notify Clarksville Charter School Executive Director immediately. (Students learn primarily at home, no school location)

If a severe wind warning is received at Clarksville Charter School Office, Clarksville Charter School EOC should be activated.

Based upon the specific threat, Clarksville Charter School EOC in conjunction with the Operational Area EOC or City EOC will develop an action plan to protect personnel, students and facilities.

In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums, gymnasiums and other building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables.

Evacuation of specific schools, facilities or areas will be directed by Clarksville Charter School EOC in coordination with SEMS.

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 11: Suspicious Mail/Packages

All incoming mail and packages should be handled with caution.

Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that ...

- ... is unexpected or from an unfamiliar source
- ... has excessive postage
- ... is addressed to someone who no longer works in Clarksville Charter School
- ... is addressed to a current employee but with the wrong title
- ... contains several misspelled words on the envelope
- ... marked with restrictive endorsements such as "Personal" or "Confidential"
- ... has no return address or an address that cannot be verified
- ... mail that is from a foreign country
- ... shows a city or state in the postmark that doesn't match the return address
- ... is lopsided, oddly shaped, or has an unusual weight, given its size
- ... has protruding wires, strange odors or stains
- ... has powdery substance on the outside
- ... has an unusual amount of tape on it
- ... is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of attack by mail.

# Comprehensive School Safety Plan

Clarksville Charter School
Section 3: Disaster Procedures
Part 11: Suspicious Mail/Packages

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call **911**.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police (**911**) or the U.S. Postal Inspection Service (626-405-1200).
- Supervisor should notify Clarksville Charter School's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police but their response may be slower.

# Comprehensive School Safety Plan

Clarksville Charter School
Section D: Suspension/Expulsions Policies and Procedures - Ed Code 48915
Part 1: Definitions/Due Process/Rules and Procedures of School Discipline/Process and Procedures

Clarksville Charter School

– Suspension and Expulsion/Due Process/Rules and Procedures of School Discipline

Note on Education Code: This requirement refers to EC 35291.5. This section reads:

35291.5. (a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups: (1) Parents. (2) Teachers. (3) School administrators. (4) School security personnel, if any. (5) For junior high schools and high schools, pupils enrolled in the school... (b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a)...(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

Clarksville Charter School includes rules and guidelines in the: Student/Parent Handbook. Given to all families upon enrollment.

## **Board Policy for Suspensions and Expulsions**

### **Philosophy of Student Discipline**

Our focus for all students is to be respectful and supportive of each other.

# Comprehensive School Safety Plan

Clarksville Charter School
Section D: Suspension/Expulsions policies and procedures - Ed Code 48915
Part 1: Definitions/Due Process/Rules and Procedures of School Discipline/Process and Procedures

## Process and Procedures

### Level I - Immediate Redirection and Verbal Reprimand

Minor issues that are resolved by the supervising adult; behavior is seen as a learning opportunity and is expected to be corrected with no additional interventions; office referral is only needed if the student fails to correct behavior (mostly classroom managed behavior)

### Level II - Learning Opportunity Office Referral, Parent contact, Counselor

Common misbehaviors needing redirection; again seen as a learning opportunity to be handled between The student and supervising adult; in some cases office referral and parent notification is required (mostly managed with teacher)

### Level III – Immediate Administrative referral; Parent Contact/Written Documentation, suspensions, Law Enforcement

Severe misbehaviors with potentially strong consequences including school suspensions and legal involvement; supervising adult is not expected to engage in any learning, but rather immediately refer student to the office and insure the safety of staff and students (managed by director)

### Administrative Referral

In some cases, student behaviors do not get corrected, or are so severe that they do not allow for a safe and purposeful learning environment. By referring a student to an administrator, the teacher is seeking additional resources to assist in the correction of the behavior. At this point, parents and school administration join the teacher in attempts to meet the behavioral needs of the student.

The following process will be used for all office referrals:

- Student is referred to Administration by supervising adult
- Student completes reflection questions related to incident
- Referral form is returned to the teacher for comments
- Parental contact is made by the student or staff member to explain incident and schedule detention
- Referral form is returned to the Executive Director or designee
- Student conference with the Executive Director is scheduled

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- Follow-up phone call from Administration is made when necessary
- Harassment Complaints- Students are occasionally the victim of bullying or harassing behaviors. While common in the school setting, such behaviors are not acceptable and will not be tolerated at any function of our school community.

The following process is designed to assist students who believe they are the victim of such behaviors:

- Student informs teacher or staff person of situation
- Student reports to the office to complete a confidential “Harassment Complaint Form”
- Administrator investigates allegations

Typical consequences for a bully/harasser are as follows:

*Warning-* conference with Executive Director or designee discussing allegations, perceived intentions and future consequences; student is informed that such behavior, as well as any retaliation, will not be tolerated.

*Parental Conference-* Sharing the dangers of bully/harassing behaviors for both parties.

*Suspension-* To insure the safety of staff and students, various forms of suspension may be used in efforts to correct student behavior.

*Expulsion-* If bullying/harassment continues or if any given incident is so severe that a safe learning environment cannot exist, the Executive Director will recommend the expulsion of the offending student.

– Clarksville Charter School is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, Clarksville Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Clarksville Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The purpose of the Clarksville Charter School Governing Board approving this Suspension and Expulsion

Policy is to accomplish the following:

1. Establish the Responsibility of Clarksville Charter School
2. Identify the Grounds for Suspension and Expulsion of Students
3. Identify Enumerated Offenses
4. Outline Suspension Procedures
5. Outline the Authority to Expel
6. Outline Expulsion Procedures
7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
8. Identify the Record of Hearing
9. Identify the Presentation of Evidence
10. Outline the Written Notice to Expel
11. Outline the Maintenance of Disciplinary Records
12. Identify a Student's Right to Appeal
13. Outline Expelled Students/Alternative Education
14. Outline Rehabilitation Plans
15. Outline the Readmission Process

**1. Responsibility of the Clarksville Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Clarksville Charter School. This policy shall serve as the Feather River 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. Clarksville 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 Parent-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 Clarksville Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

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A student identified as an individual with disabilities or for whom Clarksville 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. Clarksville 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 Clarksville 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.

Additional detail follows below.

- **Grounds for Suspension and Expulsion of Students:** A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### 3. Enumerated Offenses:

- Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
  - Caused, attempted to cause, or threatened to cause physical injury to another person.
  - Willfully used force of violence upon the person of another, except self-defense.
  - 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.
  - 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.

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- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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 student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- 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.
- Knowingly received stolen school property or private property.
- 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.
- 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.
- 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.

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- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this section, “hazing” does not include athletic events or school sanctioned events.
- 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.
- 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 students in any of grades 4 to 12, inclusive.
- 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 students in any of grades 4 to 12, inclusive.

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- 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 students in any of grades 4 to 12, inclusive.
  - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Clarksville Charter School.
  2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:

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- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - A student 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 student 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).
  - 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 Executive Director or designee’s concurrence.
- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion or any of the following acts when it is determined the student:
  - 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 Executive Director or designee’s concurrence.

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Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- 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.
- 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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 student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

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- 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.
- Knowingly received stolen school property or private property.
- 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.
- 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.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 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 student 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 student. For purposes of this section, “hazing” does not include athletic events or school sanctioned events.

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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.

- 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 students in any of grades 4 to 12, inclusive.
- 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 students in any of grades 4 to 12 inclusive.
- 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 students in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Feather River Charter School.
  
2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student

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would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- d. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- 3. A student 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 student 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).
- 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 Executive Director or designee's concurrence.
- Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
  - 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 Executive Director or designee's concurrence.

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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.

**4. Suspension Procedure:** Suspensions shall be initiated according to the following procedures:

- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Clarksville Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Clarksville Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or

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her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Clarksville Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Feather River Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

- **Suspension Time Limits/Recommendation for Expulsion:** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.
- 5. Authority to Expel:** A student may be expelled either by the Clarksville Charter School Board following a hearing before it or by the Clarksville Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Clarksville Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
- 6. Expulsion Procedures:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held

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within thirty (30) school days after the Executive Director or designee determines that the Student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the Student makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

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

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The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- The Clarksville Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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If one or both of the support persons is also a witness, the Clarksville Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Clarksville Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

# Comprehensive School Safety Plan

Clarksville Charter School
Section D: Suspension/Expulsions policies and procedures - Ed Code 48915
Part 1: Definitions/Due Process/Rules and Procedures of School Discipline/Process and Procedures

8. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
  
9. **Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

# Comprehensive School Safety Plan

Feather River Clarksville Charter School
Section D: Suspension/Expulsions policies and procedures - Ed Code 48915
Part 1: Definitions/Due Process/Rules and Procedures of School Discipline/Process and Procedures

- 10. Written Notice to Expel:** The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Clarksville Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

- 11. Disciplinary Records:** The Clarksville Charter School shall maintain records of all student suspensions and expulsions at the Clarksville Charter School. Such records shall be made available to the authorizer upon request.

- 12. Right to Appeal:** Per AB 1360, a student being expelled or suspended will be provided “oral or written notice of the charges against the student,” “an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story,” and/or the opportunity for “a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.” Moreover, for any non-voluntary removal, the student’s parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

- 13. Expelled Students/Alternative Education:** Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Clarksville Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

- 14. Rehabilitation Plans:** Students who are expelled from the Clarksville Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Clarksville Charter School for readmission.
  
- 15. Readmission:** The decision to readmit a student or to admit a previously expelled student from another school district or Clarksville Charter School shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Clarksville Charter School's capacity at the time the student seeks readmission.

# Comprehensive School Safety Plan

Clarksville Charter School
Section E: Procedures to Notify Teachers of Dangerous Pupils - Ed Code 49079
Part 1: Notifying Teachers of Dangerous Pupils

When the Executive Director at Clarksville Charter School is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written District records or records received from a law enforcement agency are contained in the file.

When such a student is assigned to a teacher, the Executive Director shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further.

Excerpts from the California Education Code and the California Penal Code are presented below.

From California Education Code Section 49079

- (a) A school district shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of Section 243 of the Penal Code, to another person. Clarksville Charter School shall provide the information to the teacher based on any written records that Clarksville Charter School maintains or receives from a law enforcement agency regarding a student described in this section.
- (b) No school district shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that Clarksville Charter School has made a good faith effort to notify the teacher.
- (c) The information provided shall be from the previous three (3) school years.
- (d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

# Comprehensive School Safety Plan

Clarksville Charter School
Section E: Procedures to notify teachers of dangerous pupils - Ed Code 49079
Part 1: Notifying Teachers of Dangerous Pupils

From California Penal Code Section 243(e) – Paragraphs 5 and 6

- (5) ... “Injury” means any physical injury which requires professional medical treatment.
- (6) ... “Custodial Officer” means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

Clarksville Charter School – Employee Security

## Notice Regarding Student Crimes and Offenses

The Executive Director or designee shall inform the teacher of every student who has engages in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. (California Education Code 49079).

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Executive Director or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Executive Director or designee shall consult with the Executive Director of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1).

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Executive Director or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Executive Director or designee, and review the student’s file in the school office. This notification shall not name or otherwise identify the student.

The Executive Director or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student’s teachers, special education teachers, coaches and counselors.

# Comprehensive School Safety Plan

Clarksville Charter School
Section E: Procedures to notify teachers of dangerous pupils - Ed Code 49079
Part 1: Notifying Teachers of Dangerous Pupils

From Clarksville Charter School Employee Security (Continued)

The teacher shall initial the student's file when reviewing it in the school office. Once Clarksville Charter School has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of Clarksville Charter School's liability.

# Comprehensive School Safety Plan

Clarksville Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 1: General Information

The administration, teachers and staff at Clarksville Charter School actively strive to eliminate acts of discrimination and sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the Clarksville Charter School and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of discrimination and sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment.

Clarksville Charter School is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category.

# Comprehensive School Safety Plan

Clarksville Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 2: Sexual Harassment – All Personnel

## Clarksville Charter School – Sexual Harassment

The Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that he/she or another individual at Clarksville Charter School is being sexually harassed should immediately contact his/her supervisor, Executive Director, other district administrator, or the Executive Director or designee in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Executive Director or designee, who shall ensure that the complaint is appropriately investigated.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

### Clarksville Charter School - 4119.11, 4219.11, 4319.11 – Sexual Harassment

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: Leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: Making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions

- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: Touching, assault, impeding or blocking movements

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

1. Submission to the conduct is made either expressly or by implication in terms 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 of 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 of 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 Clarksville Charter School's sexual harassment policy or who participates in the investigation of a sexual harassment.

Each Executive Director and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes and/or discussing Feather River Charter School'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 other form of sexual harassment.

# Comprehensive School Safety Plan

Clarksville Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 2: Sexual Harassment – All Personnel

## Notifications

A copy of Clarksville Charter School’s policy on Harassment in Employment shall:

1. Be available, accessible, and displayed in a prominent location in the School’s digital manual.
2. Be provided to all staff members at the beginning of the first semester of the school year, or whenever a new employee is hired.
3. Appear in any school or district publication that sets forth the school or district’s comprehensive rules, regulations, procedures, and standards of conduct.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment with examples.
4. The district’s complaint process available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
6. Direction on how to contact the Fair Employment and Housing Department and Commission.

# Comprehensive School Safety Plan

Clarksville Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 3: Sexual Harassment – Students

Clarksville Charter School  
– Sexual Harassment:

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from Clarksville Charter School.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from Clarksville Charter School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Executive Director or designee or to another district administrator.

Any student who feels that he/she is being harassed should immediately contact the Executive Director or designee or another district administrator in order to obtain a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Clarksville Charter School  
Sexual Harassment (5145.7)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.

# Comprehensive School Safety Plan

Clarksville Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 3: Sexual Harassment – Students

3. The conduct has the purpose or effect of having a negative impact on the individual’s academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
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 school.

Other types of conduct which are prohibited in Clarksville Charter School and which may constitute sexual harassment include:

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. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual’s body or clothes in a sexual way.
8. Purposefully limiting a student’s access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district’s sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

# Comprehensive School Safety Plan

Clarksville Charter School
Section F: Discrimination and Sexual Harassment Policy
Part 3: Sexual Harassment – Students

## Notifications

A copy of Clarksville Charter School’s sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be available, accessible, and displayed in a prominent location in the School’s digital manual.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.
4. Appear in any school or district publication that sets forth the school or district’s comprehensive rules, regulations, procedures, and standards of conduct.

## Enforcement

The Executive Director or designee shall take appropriate actions to reinforce Clarksville Charter School’s sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff in service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

# Comprehensive School Safety Plan

Clarksville Charter School
Section G: School Dress Code, if it exists. CA Ed Code: Sections 32280-32289
Part 1: Non-classroom based program does not have a dress code.

# Comprehensive School Safety Plan

Clarksville Charter School
Section H: Safe Ingress and Egress
Part 1: General Information

## Clarksville Charter School – Safe Ingress and Egress

Clarksville Charter School takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school’s immediate community is safe.

Through the joint efforts of Clarksville Charter School office, site administrators, faculty, Safety Committee, PTSA, and other organizations, including consultants, Clarksville Charter School has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. Clarksville Charter School encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

# Comprehensive School Safety Plan

Clarksville Charter School
Section H: Safe Ingress and Egress
Part 2: Safe Ingress and Egress

Clarksville Charter School – Safe Ingress and Egress

Students primarily learn at home. No learning center/resource center.

# Comprehensive School Safety Plan

Clarksville Charter School
Section I: Bullying and Intimidation
Part 1: Anti-Intimidation Policy

## Clarksville Charter School – Bullying and Intimidation

The Clarksville Charter School’s Board believes that all students have a right to a safe and healthy school environment. To that end, Clarksville Charter School, schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Clarksville Charter School will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation on any District campus, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off campus.

The consequences of these actions may include a broad range of disciplinary measures as appropriate; however, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

From Clarksville Charter School Administrative Regulation 5131 - Conduct

Bullying occurs when one or more students threaten, harass, or intimidate another student through words, or actions including continual direct physical contact such as hitting or shoving intentionally.

These incidents will be acted upon when they occur on the school grounds at any time, en route to and from school or a school-sponsored activity, during the lunch period whether on or off campus.

A “school-related” or “school-sponsored” activity is an activity that is approved by the Executive Director or his/her designee and supervised by assigned school personnel.

For the purpose of this administrative regulation, bullying is, but is not limited to, making unsolicited and unwelcome written, verbal, physical and/or threatening visual gestures or contact.

Written – intimidating/threatening letters, notes, or messages

Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets

Visual – threatening gestures

Physical – hitting, slapping and/or pinching

# Comprehensive School Safety Plan

Clarksville Charter School
Section I: Bullying and Intimidation
Part 1: Anti-Intimidation Policy

## Clarksville Charter School – Bullying and Intimidation

### From Clarksville Charter School - Conduct

Making reprisals, threats or reprisal, engaging in coercive behavior to negatively control, influence or affect the health and well-being of a student.

#### Initial Response and Reporting Expectations

The District expects all employees, if they observe or become aware of an act of intimidation, to take immediate, appropriate steps to intervene.

If, in the opinion of the employee, the matter has not been resolved, then the situation shall be reported to an administrator for further investigation.

Clarksville Charter School encourages students, parents and other community members who observe or become aware of a serious act of intimidation to report this act to a school administrator for further investigation.

#### Investigation and Response

Any incident, which may constitute an act of intimidation and is reported to the Executive Director, shall be thoroughly investigated by the site administrator or designee. Consequences shall be commensurate with the results of the investigation. This may include, but is not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion of the offender. The parent or guardian shall be contacted and may be asked to attend a conference with school officials.

If the parent or guardian does not attend the conference, the site administrator shall send a letter informing the parent of the actions under consideration and notifying parent of all data pertinent to the action.

Depending on the severity of the incident, the administrator shall take appropriate steps to insure campus safety. This may include any or all of the following: Implement an immediate safety plan; isolate and supervise involved students; provide staff support for involved students as necessary; report incident to law enforcement if appropriate; notify the parents/guardians of both the offender and the victim and develop supervision plan with parents.

If the act of intimidation is deemed to warrant a suspension, expulsion, or involuntary transfer to another school, then the matter will be processed in accordance with the board policies and [Enter Applicable Administrative Regulation] pertaining to the suspension/expulsion due process.

# Comprehensive School Safety Plan

Clarksville Charter School
Section I: Bullying and Intimidation
Part 1: Anti-Intimidation Policy

## Clarksville Charter School – Bullying and Intimidation

### Assessment and Intervention

An administrative contact will be made with the victim and offender prior to resuming regular schedule of classes. If deemed necessary, the administrator or designee may convene a multidisciplinary team to further assess and determine the need for ongoing support for the victim of the offender.

Depending upon the severity of the intimidation, an investigation may include a review of school records, identification of parent/family issues, and interview with students, parents, and school staff. A multi-disciplinary team consisting of school staff, counselor/psychologist, parent, student, and other agency personnel as appropriate, shall develop a behavior support plan.

The support plan may include any or all of the following: a case manager (special education staff), counseling services (site, and/or community resources), parenting skills classes, and other additional support services as deemed appropriate. The case manager will maintain a record of the services provided.

Each site will identify community resources to be used before, during and after incidents of intimidation.

### School Follow-up

The case manager has a responsibility to follow up and evaluate the behavior support plan. The case manager will compile a report to the site administrator on the process, resources used, and the follow up procedure involving the victim and the offender.

A copy of the behavior plan and follow-up report will then be forwarded to the Coordinator of Pupil Services.

### Retaliation Prohibited

Retaliation against a student who reports or witnesses bullying is strictly prohibited and is ground for discipline.

### Mandated Notification

At the beginning of the school year, each student shall receive an age-appropriate summary of the board policy prohibiting intimidation.

# Comprehensive School Safety Plan

Clarksville Charter School
Section I: Bullying and Intimidation
Part 1: Anti-Intimidation Policy

## Clarksville Charter School – Bullying and Intimidation

An age-appropriate summary of the anti-intimidation board policy shall be part of new student orientation programs and included in student handbooks or informational packets.

A summary of the anti-intimidation board policy shall be included as part of Clarksville Charter School’s annual notification of parents.

Each staff member shall be notified of Clarksville Charter School’s anti-intimidation board policy.

The District’s anti-intimidation board policy shall be included in each school’s comprehensive school safety plan.

# Comprehensive School Safety Plan

Clarksville Charter School
Section J: Mental Health Guidelines
Part 1: Mental Health Guidelines

## Mental Health Guidelines

The Governing Board of recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. Clarksville Charter School acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which works to create a safe and nurturing culture that minimizes suicidal ideation in students.

Recognizing that it is the duty of to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the physical, behavioral and emotional health of students greatly impacts school attendance and educational success, this policy shall be paired with other practices that support the emotional and behavioral wellness of students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop strategies for suicide prevention, intervention, and post-intervention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff and any other individuals in regular contact with students.

The Executive Director/or designee shall develop and implement preventive strategies and intervention procedures that include prevention, staff development, developmentally - appropriate programs, intervention, assessment and referral, and parent/ student notification.

# Comprehensive School Safety Plan

Clarksville Charter School
Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

## - Suicide Prevention, Intervention and Postvention Protocol

The Governing Board of recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

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The Executive Director or designee shall develop and implement preventive strategies and intervention procedures that include the following:

Clarksville Charter School
Section J: Mental Health Guidelines
Part 2: Suicide Prevention, Intervention and Postvention Protocol

**- Policy Implementation**

~~A district level suicide prevention coordinator shall be designated by the Executive. This may be an existing staff person. The district suicide prevention coordinator~~ **The Mental Health Team will be responsible for planning and coordinating implementation of these regulations for the school.**

Nicky (Elizabeth) Mut  
 Regional Assessment Team Coordinator  
 SPED Assessment Team  
 Office # (916) 568-9959 x.  
 Email: [elizabeth.mut@inspireschools.org](mailto:elizabeth.mut@inspireschools.org)

MENTAL HEALTH TEAM	
Nancy Carson, M.S., PPS Mental Health Coordinator Mobile #: (626) 327-9202 Email: <a href="mailto:nancycc@inspireschools.org">nancycc@inspireschools.org</a>	
Micah Samuels, M.S. MH School Psychologist Mobile #: (626) 250-9132 Email: <a href="mailto:micah@inspireschools.org">micah@inspireschools.org</a> Region: Statewide	TBA MH Psych Mobile#: Email: Region:

~~The district suicide prevention coordinator shall designate a school program suicide prevention coordinator to act as a point of contact in each school/program for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.~~ **The Mental Health Team will act as a point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.**

**Staff Professional Development:**

All staff will receive annual professional development to include, but not limited to: risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

~~The professional development will include additional information regarding groups of students at elevated risk for suicide. These groups include, but are not limited to the following: those living with mental and/or~~

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~~substance use disorders, those who have suffered traumatic experiences, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school-employed mental health professionals and school nurses.~~ The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities.

**Youth Suicide Prevention Programming:**

Developmentally-appropriate, student-centered suicide prevention education may be incorporated into classroom curricula. The content of these age-appropriate materials may include, but is not limited to: the district’s suicide prevention, intervention, and referral procedures, the importance of safe and healthy choices and coping strategies, how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

**Publication and Distribution:**

The administrative regulations will be distributed annually and included in all student and teacher handbooks and on the school website.

**Employee Qualifications and Scope of Services**

Employees of must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

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**Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals including, but not limited to the following: school counselors, school psychologists, ~~social workers and nurses~~ employed by Clarksville Charter School.

**Parents, Guardians, and Caregivers Participation and Education**

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, the suicide prevention policy shall be prominently displayed in the parent handbook.

All parents/guardians/caregivers should have access to suicide prevention training that includes, but is not limited to the following: suicide risk factors, warning signs, and protective factors, How to talk with a student about thoughts of suicide, how to respond appropriately to the student who has suicidal thoughts.

**Intervention, Assessment, Referral**

**Staff**

~~When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the school suicide prevention coordinator will be notified immediately. The student will be seen by the school suicide prevention coordinator as soon as possible. If the school suicide prevention coordinator is not available, the district suicide prevention coordinator will be contacted. If there is no mental health professional available, a school administrator will fill this role until a mental health professional can be brought in. The student will be seen by a school-employed mental health professional (school counselors, psychologists, social workers, or nurses) within the same school day to assess risk levels and facilitate referral if needed.~~

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the parent, teacher, Student Support Team, and possibly the student will be contacted by a Mental Health Team within the same school day to assess risk and/or facilitate referral.

1. School staff will recommend that the student is continuously supervised to ensure their safety.
2. The Mental Health Team and/or Student Support Team(s) will be informed and alerted of the situation as soon as reasonably possible through one or more of the following:

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- Email the Mental Health Team at: [mentalhealthteam@inspireschools.org](mailto:mentalhealthteam@inspireschools.org)
- Complete the Mental Health Team’s At-Risk Survey: [Student Mental Health Risk Report](#)
- Complete the Student Support Team’s Crisis Survey: [Student in Crisis](#)

3. The Mental Health Team and Student Support Team will contact the reporting school staff, as well as the student’s parent or guardian, and will provide community-based resources and recommendations. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department.

**Designated members of the Mental Health Team should conduct a suicide risk assessment.** The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

**Caregiver notification is a vital part of suicide prevention.** The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means are (i.e. guns, poisons, medications, and sharp objects) are removed or made inaccessible.

**Refer to community services if warranted.** Referral options to 24 hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

**Risk Level I (Low):**

**Definition:** Does not pose imminent danger to self; insufficient evidence for suicide potential.

**Indicators:** Passing thoughts of suicide; no plan; no previous attempts; no access to weapons or means; no recent losses; support system is in place; no alcohol/substance abuse; some depressed mood/affect; evidence of thoughts found in notebook, internet postings, drawings; sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged)

**Risk Level II (Moderate)**

**Definition:** May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.

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**Indicators:** Thoughts of suicide; plan with some specifics; unsure of intent; previous attempts and/or hospitalization; difficulty naming future plans; past history of substance use, with possible current intoxication; self-injurious behavior; recent trauma (e.g., loss, victimization)

**Risk Level III (High):**

**Definition:** Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

**Indicators:** Current thoughts of suicide; plan with specifics, indicating when, where and how; access to weapons or means in hand; finalizing arrangements (e.g., giving away prized possessions, good bye messages in writing, text, on social networking sites); isolated and withdrawn; current sense of hopelessness; previous attempts; no support system; currently abusing alcohol/substances; mental health history; precipitating events, such as loss of loved one, traumatic event or bullying.

**Risk Level Interventions and Follow-Up**

DO NOT LEAVE THE STUDENT UNSUPERVISED

**RL I Action (Low):**

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Contact parent/guardian/caregiver and give resources when appropriate.
3. Implement Interventions I.E., Student no harm promise and Plan, identify support systems on and off campus.
4. Document student and parent contact and place in confidential file.
5. Contact CPS if suspected abuse.
6. Complete confidential Suicide assessment risk form.
7. Consider whether student may have a disability and/or may need referral for additional services.

**RL II Action (Moderate):**

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
3. If parent transports students to mental health facility have parent sign Parent Notification Form.
4. Document student and parent contact and place in confidential file.
5. Complete follow-up with student and parent when student returns.
6. Contact CPS if suspected abuse.
7. Complete confidential Suicide assessment risk form.

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8. Consider whether student may have a disability and/or may need referral for additional services.

### RL III Action (High):

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
3. Contact law enforcement. Law enforcement will determine if the parent will transport student to mental health evaluation center or police may arrange for transportation to the mental health evaluation center.
3. Complete mental health evaluator form.
4. If parent transports students to mental health facility have parent sign Parent Notification Form.
5. Complete confidential Suicide assessment risk form.
6. If police arrange for transport, notify site administrator.
7. Document student and parent contact.
8. Consider whether student may have a disability and/or may need referral for additional services.
9. Contact CPS if suspect abuse.
10. Follow procedures for re-entry to School After a Suicide Attempt.

As appropriate, consider an assessment for special education or a 504 Accommodation plan for a student whose behavioral and emotional needs affect their ability to benefit from their educational program.

### **Document all actions**

The ~~suicide prevention coordinator~~ **Mental Health Team** shall maintain records and documentation of actions taken at the school for each case.

Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These documents should be kept in a confidential file separate and apart from the student's cumulative records.

If the student transfers to a school within or outside the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition.

# Comprehensive School Safety Plan

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Section J: Mental Health Guidelines
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## Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis:

Treat every threat with seriousness and approach with a calm manner; make the student a priority. Listen actively and non-judgmental to the student. Let the student express his or her feelings.

Acknowledge the feelings and do not argue with the student.

Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress.

Explain calmly and get the student to a trained professional, school psychologist, school counselor, or designated staff to further support the student.

Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

## Students

Each school site and program within shall identify, disseminate and prominently display a process for students to safely notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

## Parental Notification and Involvement

Each school within shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

After a referral is made for a student, school staff shall verify with the Parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student prior to returning to school.

If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide prevention coordinator, administrator or other mental health professional will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the

# Comprehensive School Safety Plan

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importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with outside mental health or medical treatment team.

**Action Plan for In-School Suicide Attempts**

Each school site and program within shall follow the following action plan to immediately address in school suicide attempts. If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed:

Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.

Move all other students out of the immediate area.

Immediately contact the administrator and suicide prevention coordinator.

Call 911 and give them as much information about the situation as possible.

If needed, provide medical first aid until a medical professional is available.

Parents/guardians/caregivers should be contacted as soon as possible.

Do not send the student away or leave them alone, even if they need to go to the restroom.

Listen and prompt the student to talk.

Review options and resources of people who can help.

Be comfortable with moments of silence as you and the student will need time to process the situation.

Provide comfort to the student.

Promise privacy and help, and be respectful, but do not promise confidentiality.

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Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

Follow procedures for re-entry to School After a Suicide Attempt.

### **Action Plan for Out-of-School Suicide Attempts**

If a suicide attempt by a student is outside of property, it is crucial to protect the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

Contact the parents/guardians/caregivers and offer support to the family.

Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct.

Designate a staff member to handle media requests.

Provide care and determine appropriate support to affected students.

Follow procedures for re-entry to School After a Suicide Attempt.

### **Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider in order to attend school.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with the outside mental health or medical treatment team.

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If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator or designee should hold a re-entry meeting with key support staff, parent/guardian/caregiver and student to facilitate a successful transition back into school.

The re-entry meeting should include a review of the authorization for return and documentation provided by the outside mental health or medical treatment team.

The documentation provided should be considered in the development of a student safety plan for re-entry.

The school team should confer with student and parents/guardians/caregivers about any specific requests on how to handle the re-entry.

Inform the student’s teachers about possible days of absences.

Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student).

Mental health professionals or trusted staff members should maintain ongoing contact to monitor student’s actions and mood as part of the student safety plan.

Work with parents/guardians/caregivers to involve the student in an aftercare plan.

**POSTVENTION**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital to be prepared ahead of time in the event of such a tragedy. The following are general procedures for the school administrator/ Executive Director in the event of a completed suicide:

**Gather pertinent information**

Confirm cause of death is the result of suicide, if this information is available.

Identify staff member to be the point of contact with the family of the deceased.  
Information about the cause of death should not be disclosed to the school community until the family has been consulted and has consented to disclosure.

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### **Assemble district crisis response team**

District crisis response team to determine initial response procedures and obtain consultation regarding number of personnel needed for initial response. It is helpful to have the following information available for consultation:

- Demographic information
- Siblings (If any within)
- School Profile
- Known friends/groups
- Identification of additional high risk students

### **Staff notification**

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

Assess the extent and degree of psychological trauma and impact to the school community

Establish a plan to notify staff of death, once consent is obtained by the family of the deceased.

Notification of staff is recommended as soon as possible (In person if possible).

To dispel rumors, share accurate information and all known facts about the death.

Emphasize that no one event is to blame for suicide. Suicide is complex and cannot be simplified by blaming individuals, drugs, music and/or school.

Allow staff to express their own reactions and grief; identify anyone who may need additional support and provide resources.

### **Student notification and support**

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

## **Comprehensive School Safety Plan**

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Notification of students should be done in small group settings, such as in the classroom. Do not notify students using a public announcement system.

To the extent possible, students should be notified in the same time period to minimize rumors.

When possible, the news should be delivered by staff with whom the students are most familiar and comfortable.

Provide staff with a scripted notification of death for students and

Prepare staff for potential reactions and questions. Review student support plan making sure to clarify procedures and locations for crisis counseling.

Define triage procedures for students and staff who may need additional support in coping with the death.

Identify a lead crisis response staff member to assist with coordination of crisis counseling and support services.

Identify locations on campus to provide crisis counseling to students, staff and parents, as needed.

Identify a mental health professional (School psychologist or school counselor) to check in with students previously identified to be at risk for suicide.

Request substitute teachers, as needed.

Maintain sign-in sheets and documentation on individual's services for follow up, as needed.

Provide students, staff or parents/guardians/caretakers with after-hours resource numbers such as the 24/7 Suicide Prevention Crisis Line.

Refer students or staff who require a higher level of care for additional services such as a community mental health provider, or their health care provider. Indicators of students and staff in need of additional support and/or referral may include the following:

## Comprehensive School Safety Plan

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Persons with close connections to the deceased.

Persons who have experienced a loss over the past six months to a year, a traumatic event, have witnessed acts of violence, or have a history of suicide (Self or family member).

Persons who appear emotionally over-controlled (e.g., a student who was very close to the deceased but who is exhibiting no emotional reaction to the loss) or those who are angry when majority are expressing sadness.

Persons unable to control crying

Persons with multiple traumatic experiences may have strong reactions that require additional assistance.

**Document**

School administration shall maintain records and documentation of actions taken at the school site.

**Monitor and manage**

School administration with support from the district crisis team should monitor and manage the situation as it develops to determine follow up actions and continued support plans.

Communicate with the larger school community about the suicide death;

Consider funeral arrangements for family and school community;

Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered. Memorials or dedications to a student who has died by suicide should not glamorize or romanticize either the student or the death.

Identify and monitor social media platforms students are using to respond to the suicide. Encourage parents to monitor internet postings regarding the death, including the deceased personal profile pages.

## Comprehensive School Safety Plan

Clarksville Charter School
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Section K: Crime Assessment
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Part 1: Crime Assessment
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In compliance with SB 187 and SB 334, will compile statistics pertaining to school crime committed at our locations and at school-related functions. The school will complete a *California Safe Schools Assessment – School Crime Reporting Form* for each incident that occurs. Copies of these forms shall be inserted in the Appendix this plan. The school will also insert an annual breakdown of incidents, by month. Information obtained will assist the school and in developing programs to reduce the incidence of crime on campus.



Extended TK - limited availability. 2020-2021 school year only

Extended TK “grandfathered” in - only available to siblings of returning students for the 2020-2021 school year. No extended TK will be offered for any students after 2020-2021.

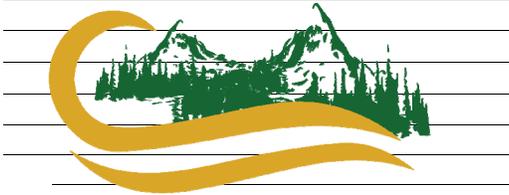
Enrollment Date Range	Total Fund Amount	Funds upon Enrollment	Funds Drop Dec 1.
7/1-10/9	\$1000	\$500	\$500
10/12-11/2	\$750	\$250	\$500
11/3-1/8	\$500	\$500	0
Enrollment not available for Extended TK after 1/8	n/a	n/a	n/a

# 2020-2021 School Calendar

CLASSIFIED  
CLARKSVILLE CHARTER SCHOOL

### School Year Dates

Aug 3	Teachers Back to Work
Aug 17	First Day of School for Students
Jan 8	End of Semester 1
May 25	Last Day of School



CLARKSVILLE  
CHARTER SCHOOL

### Holidays

July 3	4th of July
Sep 7	Labor Day
Nov 11	Veterans Day
Nov 23-27	Thanksgiving Break
Dec 21-Jan 1	Winter Break
Jan 18	Martin Luther King, Jr. Day
Feb 12	Lincoln Day
Feb 15	Washington Day
May 31	Memorial Day

July 2020						
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August 2020						
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September 2020						
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October 2020						
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November 2020						
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December 2020						
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January 2021						
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31						

February 2021						
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28						

March 2021						
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April 2021						
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May 2021						
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30	31					

June 2021						
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27	28	29	30			

 School Closed

 First & Last Day of School

**SECOND~~FIRST~~ AMENDED BYLAWS**

**OF**

**CLARKSVILLE CHARTER SCHOOL**

**a California Nonprofit Public Benefit Corporation**

**ARTICLE I  
OFFICES**

Section 1. PRINCIPAL OFFICE. The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

Section 2. OTHER OFFICES. The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

**ARTICLE II  
OBJECTIVES AND PURPOSES**

The specific objectives and purposes of this corporation shall be to operate one or more California public charter schools.

**ARTICLE III  
NONPARTISAN ACTIVITIES**

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

**ARTICLE IV  
DEDICATION OF ASSETS**

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No

part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

## **ARTICLE V NO MEMBERS**

Section 1. NO MEMBERS. The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

Section 2. AUTHORITY VESTED IN BOARD. Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

Section 3. ASSOCIATES. The corporation may use the term “members” to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

## **ARTICLE VI DIRECTORS**

Section 1. POWERS. Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and to designate any place within or outside the State of California for the holding of any board of directors meeting or meetings.

(f) To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the board of directors may deem advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the discretion of the board of trustees, such sums cannot be invested advantageously.

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

(l) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

Section 2. NUMBER AND QUALIFICATION. The authorized number of directors shall be no less than three (3) and no more than ~~five eleven (511)~~, unless changed by amendments to these bylaws, with the actual number to be determined from time to time by a resolution or motion of the board. Directors shall be elected by a vote of a majority of directors then in office. The board of directors shall consist of at least three (3) directors unless changed by an amendment to these bylaws.

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. In accordance with the California Corporations Code, n~~No~~ more than 49 percent of the persons serving on the board of directors may be “interested persons” (as defined in this Section 3). An “interested person” is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. Spouses of staff are ineligible to serve as a member of the board of directors to avoid any conflicts of interest under Government Code section 1090. The board of directors and designated staff members are required to follow the recusal processes identified in the Government Code sections 1091 and 1091.5, and the Political Reform Act (Government Code sections 87100, et seq.).

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for ~~twoone (21)~~ years, which terms shall be staggered. A director may serve multiple terms of service. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; and (c) the increase of the authorized number of directors.

~~Section 4.~~Section 5. DIRECTOR SELECTION. New directors shall be selected in the sole discretion of the majority of the board at the time of selection. The board will endeavor to advertise any director vacancies on its website and to the school community. Current board members may also recommend potential new directors to the board. The board will accept applications to fill available vacancies. The board is not obligated to select any applicant if, in the board’s sole discretion, it does not believe the applicant possesses the requisite skills, availability, demeanor, etc., suitable for the director position even if that means the position will remain vacant. At least one member of the board of directors will be a community member or a parent of Clarksville Charter School student.

~~Section 5.~~Section 6. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the board may designate a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

~~Section 6.~~Section 7. REMOVAL OF DIRECTORS. Any director may be removed at any time by a majority vote of directors then in office, with or without cause.

~~Section 7.~~Section 8. VACANCIES. Vacancies on the board shall be filled by the vote of a majority of directors then in office. Each director so elected shall hold office until expiration of the term of the replaced director, if mid-term, and for the term if voted in at the beginning of a new term, until a successor has been duly qualified and elected.

~~Section 8.~~Section 9. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Any meeting of the board of directors may be held at any place within the county in which the greatest number of pupils who are enrolled in the School reside ~~within or outside the State of California~~ that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another and a majority of the members are within the county in which the greatest number of pupils who are enrolled in the School reside. All such directors shall be deemed to be present in person at such telephonic meeting. Prior written notice of any and all such meetings of the board of directors shall be provided to the directors at least seventy-two (72) hours prior to the time of the holding of the meeting.

Section 10. ANNUAL AND REGULAR MEETINGS. The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors. ~~Notice of regular meetings shall not be required if the time and place of such meeting is fixed by these bylaws or by the board of directors.~~

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code sections 54950, et seq., as said chapter may be modified by subsequent legislation. This Act requires that at least 72 hours before a regular meeting, and 24 hours before a special meeting, the Board of

Directors or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

~~Section 9.~~Section 11. SPECIAL MEETINGS. Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board, or a board majority~~the president, any vice president, the secretary, or any two directors.~~

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, or electronic transmission, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four days prior to the time of the holding of the meeting. In case such notice is delivered personally or by telephone or telegraph, it shall be delivered personally or by telephone or to the telegraph company at least ~~twenty-four~~ ~~seventy-two~~ (24-72) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director. ~~The notice need not specify the purpose of the meeting nor the place if the meeting is to be held at the principal executive office of the corporation.~~

~~Section 10.~~Section 12. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by the board of directors requires a vote of the a majority of the acting board of directors ~~present at a meeting duly held at which a quorum is present shall be regarded as the act of the board of directors~~, subject to the provisions of Section 5212 of the Code (appointment of committees), Section 5233 of the Code (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Code (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) of the Code (indemnification of directors). ~~A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting, or such greater number as is required by the articles of incorporation, these bylaws, or the Law.~~

~~Section 11.~~Section 13. WAIVER OF NOTICE; CONSENT. Notice of a meeting required by the Corporations Code need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director. Notice of all meetings shall be given in accordance with the requirements of the Ralph M. Brown Act, California Corporations Code sections 54950, et seq.

~~Section 12.~~Section 14.ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting shall be given in the same manner as provided for special meetings, unless notice is waived as provided for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the adjourned meeting was held within 24 hours after the time of the adjournment. ~~need not be given, unless the meeting is adjourned for more than twenty four (24) hours, in which case notice of such time and place shall be given prior to the time of the adjourned meeting, in the manner specified in Section 10 of this Article VI, to the directors who were not present at the time of the adjournment.~~

~~Section 13. — ACTION WITHOUT MEETING. Any action required or permitted to be taken by the board of directors may be taken without a meeting, if all directors shall individually or collectively consent in writing to such action. Such action by written consent shall have the same force and effect as a unanimous vote of the board of directors. The written consent or consents shall be filed with the minutes of the proceedings of the board.~~

~~Section 14.~~Section 15.FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the board of directors.

## ARTICLE VII COMMITTEES

Section 1. COMMITTEES OF DIRECTORS. The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, shall be advisory only~~may have all the authority of the board, except with respect to:~~

~~(a) — undertaking any final action on any matter that, under the Law, also requires approval of the board of directors;~~

~~(b) — the filling of vacancies on the board of directors or in any committee;~~

~~(c) — the amendment or repeal of bylaws or the adoption of new bylaws;~~

~~(d) — the amendment or repeal of any resolution of the board of directors that by its express terms is not so amendable or repealable;~~

~~(e) — the appointment of any other committees of the board of directors or the members thereof;~~

~~(f) — the expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or~~

~~(g) — the approval of any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Section 5233(d)(3) of the Code.~~

Section 2. MEETINGS AND ACTION. Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws. If required by law, committee meetings shall be held in accordance with the Ralph M. Brown Act, California Government Code sections 54950, et seq.

## ARTICLE VIII OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

Section 2. ELECTION. The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. OTHER OFFICERS. The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

Section 4. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 6. CHAIRMAN OF THE BOARD. The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

Section 7. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. VICE PRESIDENTS. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

Section 9. SECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 10. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

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

## **ARTICLE IX INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES**

Section 1. DEFINITIONS. For the purposes of this Article IX, the definition of the terms “agent”, “proceeding”, and “expenses” shall be governed by Section 5238 of the Code.

Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of

California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

Section 4. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. REQUIRED DETERMINATIONS. Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

Section 6. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section 7. OTHER INDEMNIFICATION. No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 8. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

(a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. INSURANCE. The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to

purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

## **ARTICLE X RECORDS AND REPORTS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

Section 3. INSPECTION. Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

Section 4. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes; and
- (e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest, if any such transaction occurred. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:

(a) A brief description of any transaction during the previous fiscal year that involved more than \$50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than \$50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

## **ARTICLE XI GENERAL MATTERS**

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances;

and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The chairman of the board, the president, or any vice president, or any other person authorized by resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote or represent on behalf of the corporation any and all shares held by the corporation in any other corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the Law, or to the Code shall be deemed to be those in effect from time to time.

## **ARTICLE XII AMENDMENTS**

The board may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these bylaws will require a majority vote of the directors then in office; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

## CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of Clarksville Charter School, a California nonprofit public benefit corporation, does hereby certify that the foregoing First Amended Bylaws constitute the bylaws of this corporation as duly adopted at the meeting of the Board of Directors of Clarksville Charter School on June 18, 2020.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 18th day of June, 2020.

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Katie Burwell, Secretary

# Clarksville

July 2020

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	

August 2020

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					

September 2020

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			

## Notes:

July 30 – Board Meeting

August 27 – Board Meeting

September 24 – Board Meeting

October 29 – Board Meeting

November 19 – Board Meeting

December 10 – Board Meeting

January 28 – Board Meeting

February 25 – Board Meeting

March 25 – Board Meeting

April 29 – Board Meeting

May 27 – Board Meeting

June 24 – Board Meeting

October 2020

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

November 2020

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					

December 2020

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		

January 2021

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 2021

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						

March 2021

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 2021

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 2021

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 2021

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			

Legend:

Blue – Board Meeting

Green – Holiday

Orange – Due Date  
(See appendix)

# Appendix – Important Due Dates

## October

- Unaudited Actuals
- November 1st - Dashboard Indicators due to the state

## December

- Approval of Previous Years Audit
- December 15th - LCAP (for 2020-2021 School Year Only)
- December 15th - First Interims due to the county

## January

- February 1st - SARC (School Accountability Report Card) due to the state

## February

- March 1st - Comprehensive School Safety Plan

## March

- March 15th - Second Interims due to the county
- March 31st - Auditor Selection Form due to the county

## April

- April 1st - Form 700s due to the County Board of Supervisors
- School Calendars

## May

- Public Hearing of LCAP

## June

- Adopted Budget
- Final Approval of the LCAP
- Board Meeting Calendar

**CLARKSVILLE CHARTER SCHOOL**  
**BOARD RESOLUTION 2020-8**

**I. Adoption of Clarksville Charter School Approving Stipend Expense for Travel, Internet and Phone**

WHEREAS, Directors may be reimbursed by the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director, and

WHEREAS, Directors are incurring ongoing expenses for equipment, internet services and software, as well as travel expenses, to prepare for and participate in meetings of the Board; and

WHEREAS, the Directors have determined that the reasonable cost of such expenses is approximately **[\$XXX]** for each Board meeting attended;

NOW, THEREFORE BE IT RESOLVED:

1. Each Director shall be entitled to a stipend of **\$XXX** for each Board meeting attended.
2. Each Directors shall maintain such records as he or she deems proper to substantiate such costs.

**SECRETARY'S CERTIFICATE**

I, \_\_\_\_\_, Secretary of the Board of Directors of Clarksville Charter School a California nonprofit public benefit corporation, County of \_\_\_\_\_, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Clarksville Charter School which was duly and regularly held on \_\_\_\_\_, 2020, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on \_\_\_\_\_, 2020.

\_\_\_\_\_  
Secretary of the Board of Directors of  
Clarksville Charter School

County	School	Role	Regular Pay	Other Pay	Benefits	Total Pay & Benefits
Clarksville	Buckeye Union Elementary	Superintendent	\$173,053.50	\$38,803.00	\$35,641.11	\$247,497.61
Sacramento	Growth Peak	Principal	\$101,437.56	\$0.00	\$14,443.12	\$115,880.68
El Dorado	El Dorado Union High School District	Principal	\$178,771.50	\$1,779.00	\$29,398.89	\$209,949.39
Placer	Ackerman Charter School District	Superintendent	\$138,038.19	\$10,752.85	\$25,624.85	\$174,415.89



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## Average Salaries & Expenditure Percentage - *CalEdFacts*

This content is part of California Department of Education's information and media guide about education in the State of California. For similar information on other topics, visit the full [CalEdFacts](#).

### Statewide Average Salaries and Expenditure Percentages: 2017–18

The State Superintendent of Public Instruction is required by California *Education Code (EC)* Section 41409(c) to provide annually to each school district, for use in the School Accountability Report Card (SARC), the statewide salary averages for teachers and administrators and the statewide percentage of expenditures spent on personnel in the following categories:

1. Beginning, midrange, and highest salary paid to teachers
2. Salaries of school-site principals
3. Salaries of district superintendents
4. Percentage of expenditures allocated to teacher salaries
5. Percentage of expenditures allocated to administrative personnel salaries

Existing law also requires the State Superintendent to group the statewide salary averages and percentage of expenditures by district type (elementary, high, and unified) and by size based on regular annual average daily attendance.

Every school district, except for kindergarten through grade twelve districts with a single school, must include in its SARC (*EC* Section 41409.3) the statewide averages and expenditure percentages provided by the State Superintendent along with the district's salaries and expenditure percentages for comparative purposes.

For more information regarding statewide average salary fiscal information, contact the Office of Financial Accountability and Information Services by phone at 916-322-1770 or by email at [sacsinfo@cde.ca.gov](mailto:sacsinfo@cde.ca.gov). Questions concerning program information should be directed to the Policy and Evaluation Division by phone at 916-319-0875 or by email at [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov). Additional information is also available on the California Department of Education [SARC web page](#).

### Statewide Average Salaries and Expenditure Percentages for the School Accountability Report Card: 2017–18

ADA = Average Daily Attendance

#### Elementary School Districts

Statewide Averages	Small ADA <1,000	Medium ADA 1,000 to 4,999	Large ADA ≥5,000
Beginning Teacher Annual Salary	\$45,252	\$49,378	\$45,741

Midrange Teacher Annual Salary	\$65,210	\$77,190	\$81,840
Highest Teacher Annual Salary	\$84,472	\$96,607	\$102,065
School-Site Principal Annual Salary (Elementary)	\$107,614	\$122,074	\$129,221
School-Site Principal Annual Salary (Middle)	\$112,242	\$126,560	\$132,874
School-Site Principal Annual Salary (High)	N/A	\$126,920	\$128,660
District Superintendent Annual Salary	\$124,686	\$186,346	\$224,581
Percentage Allocated for Administrative Salaries	6.60%	5.96%	5.37%
Percentage Allocated for Teacher Salaries	31.42%	35.59%	36.38%

### High School Districts

Statewide Averages	Small ADA <1,000	Medium ADA 1,000 to 3,999	Large ADA ≥4,000
Beginning Teacher Annual Salary	\$48,044	\$48,684	\$52,466
Midrange Teacher Annual Salary	\$67,032	\$78,920	\$87,373
Highest Teacher Annual Salary	\$89,023	\$99,844	\$109,803
School-Site Principal Annual Salary (Middle)	N/A	\$135,905	\$142,025
School-Site Principal Annual Salary (High)	\$123,219	\$134,157	\$153,904
District Superintendent Annual Salary	\$138,074	\$185,654	\$241,221
Percentage Allocated for Administrative Salaries	5.87%	5.76%	4.70%
Percentage Allocated for Teacher Salaries	28.38%	31.07%	33.29%

### Unified School Districts

Statewide Averages	ADA <1,500	ADA 1,500 to 4,999	ADA 5,000 to 9,999	ADA 10,000 to 19,999	ADA ≥20,000
Beginning Teacher Annual Salary	\$43,574	\$46,208	\$49,084	\$51,374	\$48,612
Midrange Teacher Annual Salary	\$63,243	\$72,218	\$76,091	\$80,151	\$74,676
Highest Teacher Annual Salary	\$86,896	\$92,742	\$95,728	\$100,143	\$99,791

School-Site Principal Annual Salary (Elementary)	\$103,506	\$113,112	\$118,990	\$126,896	\$125,830
School-Site Principal Annual Salary (Middle)	\$108,961	\$118,220	\$125,674	\$133,668	\$131,167
School-Site Principal Annual Salary (High)	\$108,954	\$127,356	\$137,589	\$143,746	\$144,822
District Superintendent Annual Salary	\$136,125	\$186,823	\$230,096	\$245,810	\$275,796
Percentage Allocated for Administrative Salaries	6.40%	5.83%	5.61%	5.15%	5.06%
Percentage Allocated for Teacher Salaries	30.33%	32.54%	34.62%	35.21%	33.84%

The average salary of public school teachers in 2017–18 for the State of California was \$80,680.

According to Table B-6 of the *National Education Association's (NEA) Rankings & Estimates: Rankings of the States 2018 and Estimates of School Statistics 2019* report, California's 2017–18 average teacher salary ranked second highest in comparison to all other states. To download and view NEA's full report, please visit [NEA's web site](#) .

**Questions: Financial Accountability & Information Services | [sacsinfo@cde.ca.gov](mailto:sacsinfo@cde.ca.gov) | 916-322-1770**

Last Reviewed: Wednesday, July 17, 2019

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