



**Regular Scheduled Board Meeting
Clarksville Charter School
February 20, 2020 – 7:00 pm
7006 Rossmore Lane
El Dorado Hills, CA 95762**

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Principals Report
5. Discussion and Potential Action on the Board Meeting Minutes
6. Discussion and Potential Action on the Comprehensive School Safety Plan
7. Discussion and Potential Action on the Lottery Policy
8. Discussion and Potential Action on the Homeless Youth Policy
9. Discussion and Potential Action on the Transgender and Gender Nonconforming Students Policy
10. Discussion and Potential Action on the Charter Petition Renewal
11. Discussion and Potential Action on the Charter Impact Proposal
12. Discussion and Potential Action on the Reimbursement for Expenses for Driving to an Assessment
13. Announcement of Next Regular Scheduled Board Meeting
14. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. 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. 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 district 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 818-207-3837 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 Scheduled Board Meeting - Clarksville Charter School
January 23, 2020 – 7:00 pm
7006 Rossmore Lane, El Dorado Hills, CA 95762

Attendance: Emily Allen, Katie Burwell, and Keri Dalebout
Absent: None
Also Present: Janell Sherman, Bryanna Brossman

Call to Order:

Emily Allen called the meeting to order at 7:05 pm.

Approval of the Agenda:

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

Public Comments:

None.

Closed Session – Potential Litigation:

Emily Allen motioned to enter closed session at 7:08pm. Keri Dalebout seconded.
-Unanimous.

Emily Allen motioned to conclude closed session at 7:28pm. Keri Dalebout seconded.
-Unanimous.

No action taken in closed session to report.

Discussion and Potential Action on Retention of Counsel:

Emily Allen motioned to approve Retention of Counsel. Katie Burwell seconded.
-Unanimous.

Motion to move to agenda items 8 & 9 out of order:

Emily Allen motioned to address agenda items 8 & 9 out of order of the Agenda. Katie Burwell seconded.

-Unanimous.

Discussion and Potential Action on November – December Financials:

Emily Allen motioned to approve November – December Financials. Keri Dalebout seconded.
-Unanimous.



Discussion and Potential Action on the 2018 – 2019 Audit Report:

Emily Allen motioned to approve the 2018-2019 Audit Report. Katie Burwell seconded.
-Unanimous.

Motion to move to agenda items 6 & 7 out of order:

Emily Allen motioned to address agenda items 6 & 7 out of order of the Agenda. Katie Burwell seconded.
-Unanimous.

Principal's Report:

The Board of Directors was presented with a report from the Principal on the following: LCAP Update, January Staff Meetings, Directors of Officers Insurance Deductible, Form 700s and SB 126

Discussion and Potential Action on the September and November Board Meeting Minutes:

Emily Allen motioned to approve the September and November Board Meeting Minutes. Keri Dalebout seconded.
-Unanimous.

Motion to move to agenda item 10 out of order:

Emily Allen motioned to address agenda item 10 out of order of the Agenda. Keri Dalebout seconded.
-Unanimous.

Review of Credit Card Purchases by the Principal:

No action to report.

Discussion and Potential Action on the Conflict of Interest Code:

Emily Allen motioned to approve the Conflict of Interest Code. Katie Burwell seconded.
-Unanimous.

Discussion and Potential Action on the Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy:

Emily Allen motioned to approve the Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy. Keri Dalebout seconded.
-Unanimous.

Discussion and Potential Action on the Residency Policy:

Emily Allen motioned to approve the Residency Policy. Katie Burwell seconded.
-Unanimous.



Discussion and Potential Action on the Kindergarten and Transitional Kindergarten Policy:

Emily Allen motioned to approve the Kindergarten and Transitional Kindergarten Policy. Keri Dalebout seconded.

-Unanimous.

Discussion and Potential Action on the Foster Youth Policy:

Emily Allen motioned to approve the Foster Youth Policy. Keri Dalebout seconded.

-Unanimous.

Discussion and Potential Action on the Transgender and Gender Nonconforming Students Policy:

Emily Allen motioned to table Discussion and Potential Action on the Transgender and Gender Nonconforming Students Policy until the February Board Meeting. Keri Dalebout seconded.

-Unanimous.

Discussion and Potential Action on the Induction Policy:

Emily Allen motioned to approve the Induction Policy. Katie Burwell seconded.

-Unanimous.

Discussion and Potential Action on the School Closure Policy:

Emily Allen motioned to approve the School Closure Policy. Keri Dalebout seconded.

-Unanimous.

Discussion and Potential Action on the Educational Materials and Restitution Policy:

Emily Allen motioned to approve the Educational Materials and Restitution Policy. Katie Burwell seconded.

-Unanimous.

Discussion and Potential Action on the Healthy Youth Act Curriculum:

Emily Allen motioned to approve the Healthy Youth Act Curriculum. Keri Dalebout seconded.

-Unanimous.

Discussion and Potential Action on the Master Agreement:

Emily Allen motioned to approve the Master Agreement. Katie Burwell seconded.

-Unanimous.

Discussion and Potential Action on the Board Meeting Calendar:

Emily Allen motioned to approve the Board Meeting Calendar with the following adjustment: move the March 2020 Board Meeting from March 26th, 2020 to March 5th, 2020. Katie

Burwell seconded.

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-Unanimous.



Announcement of Next Regular Scheduled Board Meeting:

Action to report: Discussed the possibility of cancelling the meeting upon further information.
No decision made at this time.

Adjournment:

Emily Allen motioned to adjournment the meeting at 9:07 pm. Katie Burwell seconded.
-Unanimous.

Prepared by:
Bryanna Brossman

Noted by:

Board Secretary



Special Board Meeting - Clarksville Charter School
January 30, 2020 – 5:30 pm
7006 Rossmore Lane, El Dorado Hills, CA 95762

Attendance: Emily Allen, Katie Burwell, Keri Dalebout – Teleconference
Absent: None
Also Present: Jenell Sherman

Call to Order:

Emily Allen called the meeting to order at 5:42 pm.

Approval of the Agenda:

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

Public Comments:

None.

Discussion and Potential Action on the School Accountability Report Card (SARC):

Emily Allen motioned to approve the School Accountability Report Card (SARC). Katie Burwell seconded.
-Unanimous.

Adjournment:

Emily Allen motioned to adjourn the meeting at 5:46 pm. Keri Dalebout seconded.
-Unanimous

Prepared by:
Bryanna Brossman

Noted by:

Board Secretary



Clarksville Charter School
Comprehensive School Safety Plan
SB 187 & SB 334 Compliance Document
2020-2021

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

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 1st 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 the Senior Director or 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 Senior 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 Superintendent.

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 Senior 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 Senior 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 Senior 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: _____ Department: _____

Phone: _____ Email: _____

Name: _____ Department: _____

Phone: _____ Email: _____

Plan Approval:

Name of Responsible Party

Title

Signature

Date

EMERGENCY TELEPHONE NUMBERS

FACILITY EMERGENCY NUMBERS

- 1) Emergency Operations Center Insert Number
(Managing Director's)
- 2) Alternate Location Insert Number
(Office cell phone #)

LOCAL AGENCIES/OTHERS

- 1) Local Police
- 2) Local Fire
- 3) American Red Cross
- 4) Electric Utility Company
- 5) Local Gas Company
- 6) Local Water Company

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

If an intrusion or fire alarm goes off the company responsible for monitoring the system is (name of company), (phone number).

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

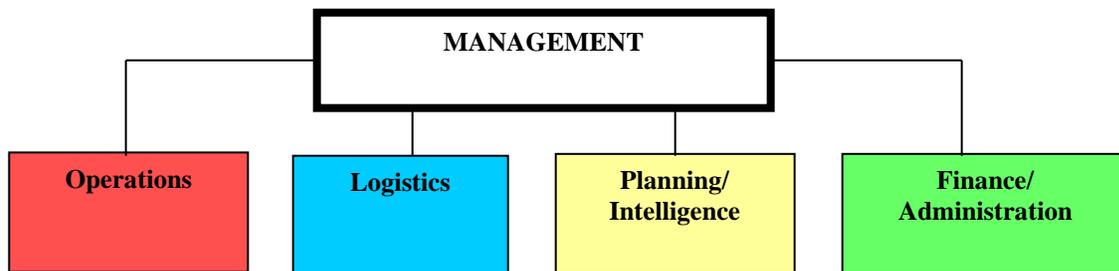
The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, incident command transitions to “*Unified Command.*” This transition is immediately facilitated by an on-site briefing of first responders by the Management Staff 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.

INSERT SITE MAP

(include life and fire safety elements, i.e. fire extinguishers, first aid kits, emergency supplies, etc.)

INSERT STAFF ROSTER

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 keep 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** (first 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 Senior 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 Senior 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 Senior 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

- 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 Senior 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 telephones 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 Senior 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:

- **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

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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 Senior Director.

The Senior 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 Senior Director, Senior Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Senior Director, Senior 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 Senior Director, Senior Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Senior Director, Senior 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 Senior Director, Senior 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 Senior Director, Senior 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 Senior 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 Senior Director/Administrator
- Assistant Senior Directors or Deans
- Regional Coordinators
- Director of Student Activities

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

District Office will communicate the above information to the Executive Director's Office. The Executive Director's office will 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 Senior Director/administrator may consult with the following: Senior 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 Senior 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 Senior 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 District 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, Senior 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 Senior 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).

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 Senior Director.

If the fire is off site, wait for instructions from the Senior Director or District SENIOR 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 Senior 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 Senior Director/Administrator.

If the disturbance is affecting normal school or facility operations, the Senior 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 Senior Director or Senior 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 Senior Director or Senior Director's designee.

If situation is violent and may include the use of firearms, the Senior Director or Senior Director's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Senior Director and staff must follow all instructions given by responding law enforcement.

If the event is major, the Senior 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 District location, notify Clarksville Charter School Senior Director immediately.

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 Senior Director or designee
- Student conference with the Senior 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 Senior 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 Senior 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, the 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.* The 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 the 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 Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the 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 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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

2. **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 the 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.

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- 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.
 - iii. 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 Director or designee’s concurrence.
- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for 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 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 the 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 would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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- 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.
 - iii. 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 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 Director or designee’s concurrence.
- If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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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 Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the 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 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 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 Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

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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 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.
- 2. **Authority to Expel:** A student may be expelled either by the Charter School Board following a hearing before it or by the 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 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 within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense.

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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:

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

7. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:**
The 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 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 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 Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the 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

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 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 Charter School.

The 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 Charter School shall maintain records of all student suspensions and expulsions at the 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 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 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 Charter School for readmission.

15. **Readmission:** The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the 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 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 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 Senior 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 Senior 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 Senior Director or designee shall inform the teacher of every student who has engaged 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 Senior 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 Senior Director or designee shall consult with the Senior 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 Senior 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 Senior Director or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Senior Director or designee, and review the student’s file in the school office. This notification shall not name or otherwise identify the student.

The Senior 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, Senior Director, other district administrator, or the Senior Director or designee in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Senior 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 Senior Director and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes and/or discussing Clarksville 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 Senior Director or designee or to another district administrator.

Any student who feels that he/she is being harassed should immediately contact the Senior 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 Senior 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

The following is a template to be completed by each local location.

There are X entrances and X exits at [Enter Information].

	Open	Close	Open	Close
Front of Location	6:30 am			6:00 pm

All adults are to enter from the front of the location. All visitors to the location must wear a badge to identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.

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 Senior 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 Senior 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 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 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. 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 Senior 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 Senior 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 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. 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.

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The Senior or designee shall develop and implement preventive strategies and intervention procedures that include the following:

Comprehensive School Safety Plan

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 .**

~~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 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

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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.

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 .

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.

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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:
 - Email the Mental Health Team at: 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

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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.

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.

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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.
8. Consider whether student may have a disability and/or may need referral for additional services.

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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.

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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.

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.

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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 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:

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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.

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.

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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/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:

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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:

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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.

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Section K: Crime Assessment
Part 1: Crime Assessment

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.



Public Random Drawing/Lottery Policy

Clarksville Charter School is committed to providing quality education to all students who wish to attend, within the school boundaries. Based on available resources, it may be necessary to limit admissions, and in that event a Public Random Drawing/Lottery will be held to determine admission. Clarksville Charter School ensures admission will not be based on any protected characteristics, including, but not limited to, disability, race, gender, national origin, and religion.

The purpose of the Clarksville Charter School Governing Board approving the Public Random Drawing/Lottery Policy is to accomplish the following:

1. Establish the procedures under which the Clarksville Charter School (“School”) will conduct the School’s public random drawing/lottery in the event that applications for enrollment exceed the School’s capacity.

- 1. Enrollment:** The School is a non-classroom based charter school that operates solely as an independent study program. Admission to the School is open to any student who resides within the boundaries of El Dorado County or an adjacent county. The School will accept all students who wish to attend, so long as it has the capacity to serve them. The School’s Governing Board will annually determine the maximum enrollment for each school year based on, among other factors, the annual budget, staffing, and available resources prior to the start of the Open Enrollment Period. Limits may be established by grade level and for the school as a whole.

The Board will set an Open Enrollment Period each year. Applications will be accepted during the publicly advertised Open Enrollment Period each year for enrollment during the following school year. Following the close of the Open Enrollment Period, applications shall be counted to determine whether the School has received more applications than maximum enrollment capacity. If the number of pupils who wish to attend the School exceeds the School’s capacity for a specific grade level, enrollment in the impacted grade level or levels will be determined by a Lottery conducted in accordance with the procedures set forth in this Policy and applicable law. Admission preferences will only be extended consistent with this Policy, the School’s charter, and applicable law.

Admission preferences will not be based on any protected characteristics, including, but not limited to, disability, race, gender, national origin, and religion. In addition, enrollment preferences will not limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, or foster youth.

- 2. Lottery Procedures:** In the event that there are more students who wish to attend the School than there are spots available upon closure of the Open Enrollment Period, the School will

conduct a Lottery during the Spring semester prior to the academic year for which enrollment is sought.

All pupils, except those who are guaranteed admission as provided in this Policy and the School's charter, who wish to enroll in the School must participate in the Lottery subject to the following:

1. Students who reside within the boundaries of the Westside Elementary School District ("District") will have their names placed in the Lottery pool twice.
2. Students who reside outside the boundaries of the District will have their names placed in the Lottery once.

The following students are exempt from the Lottery and are guaranteed enrollment in the School: (1) students currently enrolled in the School at the close of the Open Enrollment period; and (2) siblings of currently enrolled students. "Sibling" is defined as a pupil who has at least one biological or adoptive parent in common with the admitted pupil, or who has been legally adopted by or placed under the legal guardianship of at least one biological or adoptive parent of the admitted pupil. Step-siblings are only considered siblings if they reside at the same address as the sibling who is admitted into the School.

Public notice of the Open Enrollment Period and date of the Lottery will generally be posted on the School's website and the notice will provide the date, time, and location of the Lottery at least 10 days prior to the commencement of the Open Enrollment Period. This information will also be included in application forms. The Lottery will be conducted [by grade-level and] by the Principal or his/her designee using a random method of selection. Unique identifiers will be assigned to each applicant. The conduct of the Lottery will be open to the public and families are encouraged, but not required, to attend. The Principal or his/her designee will announce each applicant who is granted admission through the Lottery. Once the enrollment cap has been reached, the Principal or his/her designee will continue to drawing applicants will then be placed on the waitlist in the order drawn. Successful applicants will be notified electronically or by mail.

If a student is extended an offer of admission due to one of the preferences noted in this Policy or the School's charter, the School may request supporting documentation as part of the enrollment process. The School will conduct a verification of such documentation prior to finalizing the student's enrollment and may disqualify an applicant submitting materially false information.

After the Lottery process, and once an offer has been accepted by the family, additional information may be requested as part of the registration process. Following acceptance through the Lottery, students who are offered admission at the School at the time of the Lottery will have 10 calendar days to complete the registration process. If a student fails to timely complete the process, the spot may be filled from the waiting list.

Enrollment offers are valid only for the academic year for which the Lottery is conducted. There is no option to defer an offer of enrollment. Students accepting enrollment must generally complete required independent study agreements within seven (7) days of the beginning of the school year, unless otherwise advised by the School.

- 3. Waitlist:** If a slot becomes available because an accepted student declines enrollment, fails to timely complete the enrollment process, a student leaves the School after the start of the academic year, or as spots become available, the School may notify families on the waitlist in the order they appear on the waitlist.

Students drawn from the waitlist shall have five (5) school days to accept the enrollment slot (via telephone or email to the School) and proceed with the registration process. Applicants must complete a registration packet with all required documentation and by the deadline given by the School to confirm enrollment.

Students who are not offered a spot for the academic school year for which the Lottery was held may remain on the waitlist for that academic year unless the parent or guardian requests that the student be removed from the waitlist earlier. The waitlist shall not carry over from one year to the next. Students who have not been admitted will be required to submit a new enrollment application for the next school year and are required to participate in the Lottery if space is limited.



Homeless Education Policy

Clarksville Charter School is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

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

1. Define Homeless Children and Youth
2. Identify the Homeless Liaison's Responsibilities
3. Explain the Requirements for Enrollment of Homeless Children and Youth
4. Identify Enrollment Disputes and the Dispute Resolution Process
5. Outline Transportation Options
6. Define Comparable Education Services for Homeless Children and Youth
7. Describe Coursework and Graduation Requirements

1. Definitions:

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last **admitted enrolled** when the student became

homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or **enrollment admission** decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

2. Homeless Liaison Responsibilities: The Charter School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth **enroll are admitted** in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that **enrollment admission** disputes are mediated in accordance with the dispute resolution process outlined below;

- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are **enrolled admitted to in** school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

3. Enrollment Admission: All homeless students are required to follow the school's process for **enrolling admitting** students, including filling out and submitting the school's enrollment packet on time. As with all students, **enrollment admission** depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. **As used in this policy, admission means attending classes and participating fully in school activities.**

If the homeless student seeking **admission to-enroll** is unable to produce records normally required for admission **enrollment**, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-**enrollment** admission. Provided that the **enrollment** admission process has been followed in all other respects, a homeless student will be **enrolled** admitted in the School despite the missing paperwork. Upon **enrollment** admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

4. **Enrollment Admission Disputes and the Dispute Resolution Process:** If a dispute arises over **enrollment** admission in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which **enrollment** admission is sought, pending resolution of the dispute. ~~“Enrolled” means attending classes and participating fully in school activities.~~

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately **enrolled admitted** in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about **enrollment admission** and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School’s decision regarding **enrollment admission**, including the rights of the parent, guardian or unaccompanied youth’s appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE’s homeless liaison will review these materials and determine the school selection or **enrollment admission** decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating **enrollment admission** in the Charter School within ten working days of receipt of the materials.

5. **Transportation:** The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

6. **Comparable Education Services:** Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
 - Programs in career and technical education

7. Coursework and Graduation Requirements: The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

A homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Inform the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Inform the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student.

To determine whether a homeless student is in the third or fourth year of high school, either the number of credits the pupil has earned to the date of transfer or the length of the student's school admission may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a homeless student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student,

the educational rights holder, and the School's liaison for homeless children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer homeless, if the student otherwise qualifies for the exemption.

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a homeless student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a homeless student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a homeless student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a homeless student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless student while the student is admitted in the School or if a homeless student who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a homeless student to transfer schools in order to qualify the pupil for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

*This policy was adapted from the Charter School Development Center- Homeless Youth Policy.



Transgender and Gender Nonconforming Students Policy

Clarksville Charter School (the “Charter School”) is committed to fostering an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of gender identity or expression; facilitating compliance with local, state and federal laws concerning bullying, harassment, privacy and discrimination; and ensuring that all students have the opportunity to express themselves and live authentically.

The purpose of the Clarksville Charter School Governing Board approving this Transgender and Gender Nonconforming Students Policy is to accomplish the following:

1. Define Gender, Gender Identify, Gender Expression, Gender Nonconforming, Intersex, Nonbinary/Genderqueer, Sex, Sexual Orientation, Transgender, and Transition
2. Outline Guiding Principles and Requirements of the Charter School
3. Establish Privacy and Confidentiality
4. Outline the Requirements of Pupil Records
5. Establish the Authorization to Use Name and Gender With Which the Student Identifies
6. Outline the Requirements of the Student’s Preferred Name and Pronoun
7. Outline the Requirements of Student Safety
8. Establish Restroom Accessibility
9. Outline Sports, Athletics, and Physical Education Requirements
10. Establish Access to School Activities and Programs
11. Establish Course Accessibility and Instruction
12. Outline the Training and Publication of the Transgender and Gender Nonconforming Students Policy

1. Definitions: These definitions are provided not for the purpose of labeling students but rather to assist in understanding this policy and the legal obligations of the school. Students may or may not use these terms to describe themselves or their experiences.

- Gender: A person's actual or perceived sex, including a person's gender identity and gender expression.
- Gender Identity: A person’s gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person’s physiology or assigned sex at birth. Gender identity may include being female, male, another gender or no gender. The responsibility for determining an individual’s gender identity rests with the individual. Children typically begin to understand their own gender identity by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person’s social and familial development.
- Gender Expression: A person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. Gender expression refers to external cues that one uses to represent or communicate one’s gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

- **Gender Nonconforming**: One’s gender expression, gender characteristics or gender identity that does not conform to gender stereotypes “typically” associated with one’s legal sex assigned at birth, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, gender fluid or nonbinary.
- **Intersex**: An umbrella term used to describe natural bodily variations, which can include external genitalia, internal sex organs, chromosomes or hormonal differences that transcend typical ideas of male and female.
- **Nonbinary/Genderqueer**: An umbrella term for people with gender identities that fall somewhere outside of the traditional conceptions of strictly either female or male. People with nonbinary gender identities may or may not identify as transgender, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns, and may or may not use more specific terms to describe their genders, including but not limited to agender, genderqueer, gender fluid, Two Spirit, bigender, pangender, gender nonconforming or gender variant.
- **Sex**: It includes, but is not limited to, a person’s sex assigned or presumed at birth based on physical characteristics commonly associated with males or females, and is inclusive of a person’s gender.
- **Sexual Orientation**: It means heterosexuality, homosexuality, and bisexuality and is considered to be a person’s romantic, emotional, mental and/or sexual attraction to another person based on the gender of the other person.
- **Transgender**: An umbrella term used to describe people whose gender identity or gender expression is different from the gender they were assigned or presumed at birth. Some individuals who identify as transgender have medically transitioned, are undergoing gender affirming surgeries and hormonal treatments, while others do not choose any form of medical transition. There is no uniform set of procedures that are sought. Individuals may identify as female, male or nonbinary, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns and may or may not use more specific terms to describe their genders, including but not limited to agender, genderqueer, gender fluid, Two Spirit, bigender, pangender, gender nonconforming or gender variant. A transgender girl is a girl who was thought to be a male when she was born. A transgender boy is a boy who was thought to be female when he was born.
- **Transition**: The unique process in which one goes from living and identifying as one gender to live in alignment with one or more dimensions of the gender with which one identifies. Gender transition can occur at any age and can include social, medical and/or a legal transition.

2. Guiding Principles and Requirements: The school shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected. Students may initiate a process to change their name, pronoun, attire and access to School programs, activities and facilities. The school shall customize support to optimize each student’s access according to their gender identity.

3. Privacy and Confidentiality: All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis.

Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.

School personnel may encounter situations where students have not publicly disclosed their gender identity; therefore, school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student's gender identity or expression. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance or health, school personnel should focus on the concern, not the student's gender identity or expression. For example, describe the matter in terms of the underlying issue (behavior/conduct, grade issue, attendance issue, health concern) without referring or linking to gender identity or expression.

When communicating with a student's parent, legal guardian, or educational rights holder ("parent"), school personnel should be aware that the student may not have disclosed their gender identity to their parents. When school personnel find it important to discuss a student's gender identity or expression with parents (if, for example, the student is being bullied based on their gender identity or expression), school personnel should consult and work closely with the student to assess the degree to which, if any, the parent is aware of the student's gender identity or expression and is supportive of the student, and school personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents.

- 4. Pupil Records:** The School is required to maintain in perpetuity mandatory permanent pupil records which include the legal name and sex of the student as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. Mandatory interim pupil records may include, but are not limited to, progress and grade reports, transcripts, assessment data, health records, Individualized Education Programs (IEP) and Section 504 Plans. Permitted pupil records may include, but are not limited to, objective counselor and/or teacher ratings, standardized test scores older than three years, routine discipline data and verified reports of relevant behavior patterns. Per California law, student enrollment forms allow a parent to designate their child's gender as male, female or nonbinary.

The School will change a student's name and gender, or that of a former student, on pupil records when the name and/or gender of the student are changed. The student or former student may document the gender change by any of the following: State issued driver's license, birth certificate, passport, social security card, court order indicating a name change or a gender change or both. The new name and/or gender are the student's legal name and gender for all purposes, including school registration. Upon the submission of proper evidence of the aforementioned documentation, the student's legal name and/or gender in all school records shall be changed to reflect the legal name and/or gender change.

- 5. Authorization to Use Name and Gender With Which the Student Identifies:** The School shall permit students to use the name and gender with which they identify on school records, including pupil records. The records may include, but are not limited to, identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated records.

Upon authorization, the School shall input the student's name and gender with which they

identify in the appropriate fields of the School's electronic data system to indicate how the student's name and/or gender will appear on documents issued by the school. If the authorization does not amount to a legal change in name or gender, the change will be reflected in the preferred name section of the School's electronic data system.

After the school receives and verifies the contents of the completed legal authorization, the School shall change the name and/or gender of the student in the School's electronic data system and enter or cross-reference the name as AKA in the cumulative folder and registration card. This change is effective for School records only. If a student were to transfer to another school, the student should inquire at that school about a similar process.

- 6. Names/Pronouns:** Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their pupil records or obtaining parent/legal guardian permission.

Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, state or federal records, pupil records where a name or gender with which the student identifies isn't authorized, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize safety, confidentiality and respect of the student in a manner consistent with the law.

If school personnel are unsure how a student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians. For communications with a student's parent/legal guardian, educational rights holders, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."

Every effort should be made to use names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of School policy and may constitute discrimination under State law.

- 7. Student Safety:** School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying or intimidation, which may include providing interim safety and emotional support measures. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying or intimidation based on a student's actual or perceived gender identity or expression.

School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.

School administration shall respond immediately to incidents of discrimination, harassment, bullying or intimidation by taking actions that include, but are not limited to the following: a) intervening to stop the behavior; b) investigating and documenting the matter; c) determining and enforcing appropriate interim measures and corrective actions; and d) monitoring to ensure that the behavior does not reoccur.

School staff should take all reasonable steps to ensure safety and access for students and support students' rights to assert their gender identity and expression. Interim safety measures may include increased monitoring of the parties, providing options for the parties to avoid or minimize contact in academic and extracurricular settings, safety plans, training and educational materials to address climate, and provision of support resources (e.g., academic support, counseling, health and mental health services).

Students shall not be disciplined on the basis of their actual or perceived gender identity or expression.

Students shall be informed they have the responsibility to report incidents of discrimination, harassment, bullying or intimidation to the designated site administrator or Title IX/Bullying Complaint Manager in cases where they may be a target or witness.

Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying or intimidation.

In addition to or instead of filing a complaint at a site, any student or their duly authorized representative has the right to file a discrimination, harassment, bullying or intimidation complaint involving gender identity and expression under the Uniform Complaint Procedures with the School's Principal, Jenell Sherman, jenell@inspireschools.org.

- 8. Restroom Accessibility:** Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity. Students who identify as nonbinary should be granted access to the facility which they find best aligns with their gender identity.

If a student desires increased privacy, regardless of the reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall or all-gender restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom. For safety reasons, students should be given access to a restroom that allows reasonable access for appropriate supervision by staff. Regardless, all students are expected to exemplify appropriate behavior in restrooms.

- 9. Sports, Athletics and Physical Education:** When conducting physical education classes and fitness evaluations, teachers will address and evaluate students by their gender identity.

Performance on the state physical fitness test (Fitnessgram) is evaluated by the State of California in accordance with the sex reported. Students are to be tested according to their gender identity when students identify with a gender different from that in their pupil records. Test administration on this instrument allows for a designation of nonbinary or for students to not disclose their gender to the test administrator. However, the Healthy Fitness Zone charts, or health-related standards used to evaluate performance, are based on female and male genders only. In these events, physical education teachers shall make every effort to maintain confidentiality of student information.

Participation in competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity and in accordance with the California Interscholastic Federation constitution and bylaws. Students

who identify as nonbinary should be granted the opportunity to participate in athletic activities they find best align with their gender identity.

10. School Activities and Programs: Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or perceived gender identity or expression in any program or activity. These activities and programs may include, but are not limited to, cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, field trips, afterschool activities and programs, and all extra-curricular activities.

11. Course Accessibility and Instruction: Students have the right to equitable learning opportunities in their school. Students shall not be required to take or be denied enrollment in a course on the basis of their actual or perceived gender identity or expression in any educational and academic program.

12. Training and Publication: The School shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees.

This policy will be distributed annually to students, parents/guardians and staff and it will also be included in any student codes of conduct, student handbooks and school websites.

Charter School Renewal Petition for a Five Year Term

JULY 1, 2020-JUNE 30, 2025



SUBMITTED TO
Buckeye Union School District
Board of Education

DATE
05 February 2020



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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, Jenell Sherman and Kristina Nicosia, hereby certify that the information submitted in this petition for a California public charter school to be named Clarksville Charter School (“CCS” or the “Charter School”), to be authorized by the Buckeye Union School District (the “District”) is true to the best of our knowledge and belief. We certify that this petition does not constitute the conversion of a private school to the status of a public charter school. Furthermore, we understand that if awarded a charter, CCS will follow any and all federal, state, and local laws and regulations that apply to CCS, including but not limited to:

- CCS shall be deemed the exclusive public school employer of CCS employees for purposes of the Educational Employment Relations Act (EERA). CCS shall comply with the EERA. [Ref. Education Code § 47605(b)(6)]
- In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived 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 Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Except as provided in Education Code Section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. [Ref. Education Code § 47605(d)(1)]
- Student enrollment and admissions.
 - A. Clarksville Charter School shall admit all pupils who wish to attend the school. [Ref. Education Code § 47605(d)(2)(A)]
 - B. Special education students will not be excluded in accordance with Education Code Section 47605(b)(5)(J).
 - C. However, if the number of pupils who wish to attend CCS exceeds the school's capacity, attendance, except for existing pupils of CCS, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending CCS and pupils who reside in the district, except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending CCS, children of charter school teachers, staff, or founders named in the initial charter, may be permitted by the chartering

school district on an individual charter school basis. The priority order for any admissions preferences shall be determined in the charter petition and shall comply with all of the following:

- a. Each preference type shall be approved by the authorizing district at a public hearing;
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code Section 200; and
 - c. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English Learners, neglected or delinquent students, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
 - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. [Ref. Education Code § 47605(d)(2)(B)(i)-(iv)]
- D. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CCS and in no event shall take any action to impede CCS from expanding enrollment to meet pupil demand. [Ref. Education Code § 47605(d)(2)(C)]
- E. In accordance with Education Code Sections 47605(d)(2)(B)(iv) and 49011, there are no mandatory volunteer hours or donations.
- Notice of requirements when a student is expelled or leaves school.

“If a pupil is expelled or leaves CCS without graduating or completing the school year for any reason, CCS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to CCS within 30 days if CCS demonstrates that the pupil had been enrolled in CCS. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.” [Ref. Education Code § 47605(d)(3)]

- CCS shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- CCS shall comply with the requirements of the Government Code section 1090, *et seq.*, the Political Reform Act, the Brown Act and the California Public Records Act [Ref. Education Code § 47604.1]

- CCS shall not discourage a pupil from enrolling or seeking to enroll in CCS for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code § 47605(d)(2)(B)(iii). [Ref. Education Code § 47605(d)(4)(A)]
- CCS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to CCS before enrollment. [Ref. Education Code § 47605(d)(4)(B)]
- CCS shall not encourage a pupil currently attending CCS to disenroll from CCS or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code § 47605(d)(2)(B)(iii). This subparagraph shall not apply to actions taken by CCS pursuant to procedures described in Education Code § 47605(b)(5)(J). [Ref. Education Code § 47605(d)(4)(D)]
- CCS will post on its website the California Department of Education's developed notice relating to the previous assurance, in addition to providing a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times: 1) when a parent, guardian or pupil inquires about enrollment; 2) before conducting an enrollment lottery; 3) before disenrollment of a pupil. Any person who suspects that a charter school has violated the previous assurance may file a complaint with the chartering authority. [Ref. Education Code § 47605(d)(4)(D)]
- CCS shall ensure that teachers in the school hold a Commission on Teacher Credentialing credential, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory courses until this flexibility is no longer permitted. Thereafter, teachers in the school shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, except otherwise as permitted by law. [Ref. Education Code § 47605(l)]
- CCS shall meet all state-wide standards and conduct the student assessments required, pursuant to Education Code section 60605, and any other state-wide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code § 47605(c)(1)]
- CCS shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding CCS's educational programs. [Ref. Education Code § 47605(c)(2)]
- CCS shall comply with the Family Educational Rights and Privacy Act. [Ref. 20 U.S.C. § 1232g]

- CCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code § 47610]

By the Lead Petitioners:

<u>Ienell Sherman</u> Name	<u></u> Signature	<u>2/5/2020</u> Date
<u>Kristina Nicosia</u> Name	<u></u> Signature	<u>2/5/2020</u> Date

EXECUTIVE SUMMARY

The collaborative work between Clarksville Charter School (CCS) and the Buckeye Union School District (BUSD) demonstrates what effective leadership, innovation, and passion to make a positive change can do in public education. We value our relationship with the Buckeye Union School District and look forward to the opportunity of continued collaboration in order to offer great educational options for students.

This renewal petition reflects the baseline student data and the successful efforts of our dedicated staff who go above and beyond for our students every day. Our continuous development as a school is a collaborative effort with all stakeholders that is driven by student data and the connections built between academic, social, and emotional development. CCS is a learning community built on empathy and compassion that holds the keys to offer a transformative education for our students while at the same time offering an alternative approach to education that is rigorous and promotes student achievement.

The renewal process has been a reflective process and a great opportunity to understand the baseline data and affirm the unique and innovative programs we must continue to develop and refine at our school. In this renewal petition, note the 2017-2018 baseline assessment data along with the most current 2018-2019 assessment results.

CCS has adopted major changes to the following areas:

- Petitioners and School Administrative Team
- Governance
- Updated Assessment Data
- Addition of Resource Center in district boundaries
- Increased offering of High School Courses and CTE Options
- Service provider
- Financial Forecast
- Support Letters from Current Families

Our leadership team has focused time and research on best practices and disaggregating data focused on student achievement within our homeschool population. Using the data and feedback from stakeholders, CCS has increased intervention programs to support our diverse student population. CCS strives to become a model for progressive education and has documented the thoughtful and diligent efforts to build a comprehensive program for whole child development.

Since opening in 2017, Clarksville Charter School, an independent study program authorized to serve grades TK-12, has provided a dynamic and innovative educational opportunity for families interested in homeschooling their students in El Dorado County and adjacent counties. The school serves a diverse student population and offers a comprehensive program focused on developing the whole child aligned across curriculum and instruction, school climate and structures, professional development and student learning. CCS seeks to provide the opportunity for each child to succeed by partnering with parents to create a

personalized, enriching and academically rigorous learning plan, providing one-on-one attention from credentialed teachers, a flexible schedule that meets the academic and personal needs of each student, and individualized college and career planning. CCS is a model program that places a large emphasis on family and community engagement, meaningful relationships, and social-emotional literacy as a basis for academic growth and life-long learning.

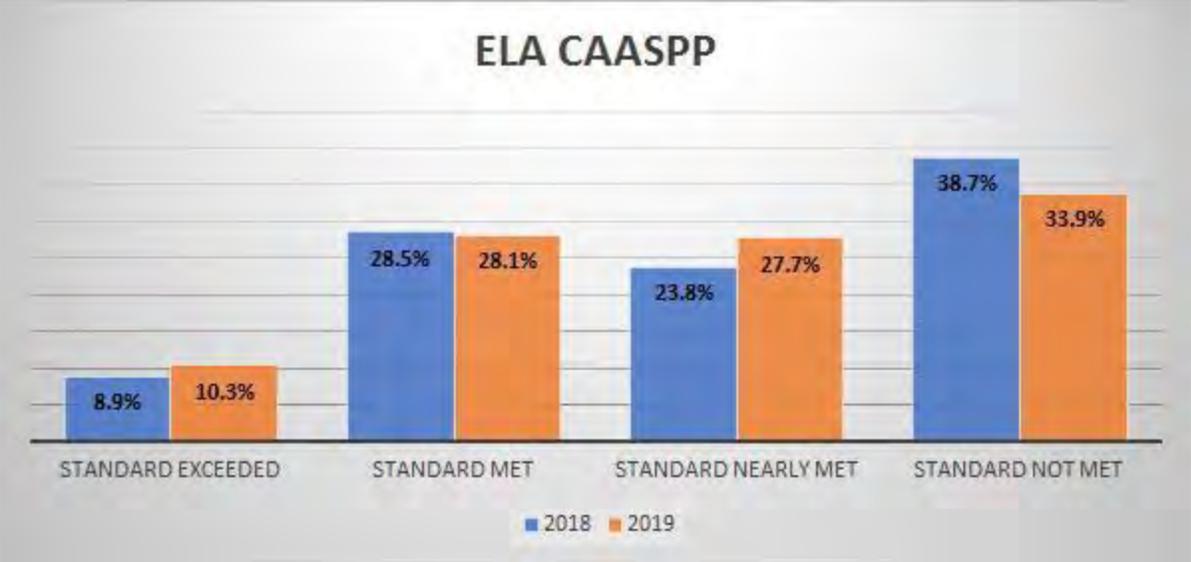
Student Demographics

The focus of CCS is to improve student learning, offer a safe learning environment, and provide high-quality faculty and staff to facilitate student growth and academic achievement. Families choose CCS for a variety of reasons such as the preference to educate through a homeschool model supported by credentialed teachers and flexibility to learn utilizing each student’s individualized learning style, lack of success by traditional measures in other school settings, medical issues, mental health difficulties, homelessness and foster youth, educational philosophy, flexible schedules, and collaboration with fellow homeschooling families. High school students choose CCS for schedule flexibility, athletic advancement, variety of instructional modalities, and concurrent enrollment in community college classes as well as other reasons. Some families report being drawn to CCS for the philosophical alignment, hands-on learning, and innovative methods in the interest of positive results and outcomes for their children.

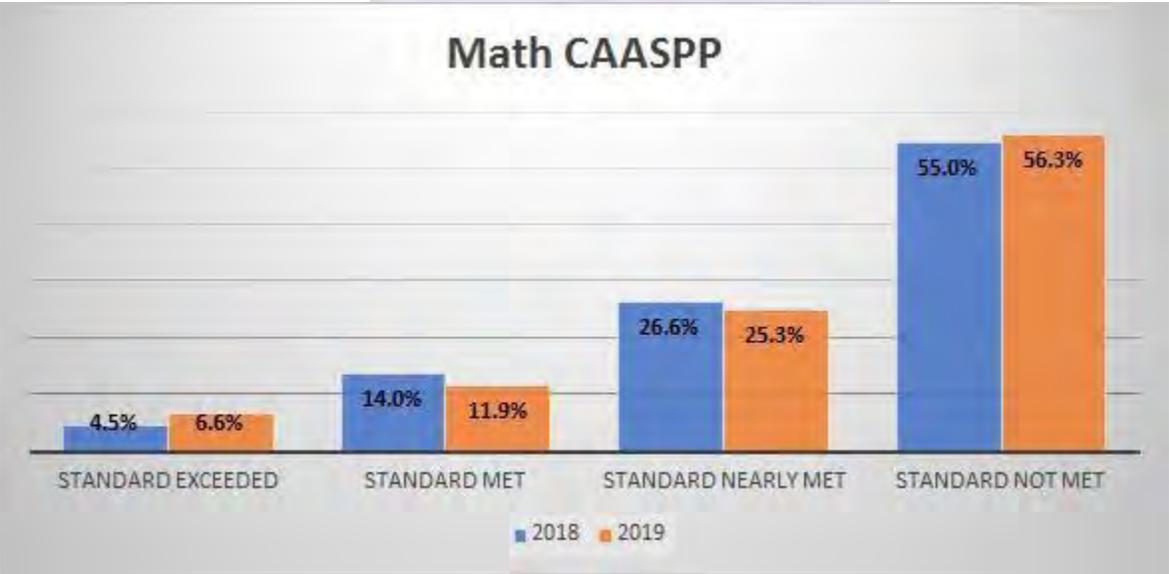
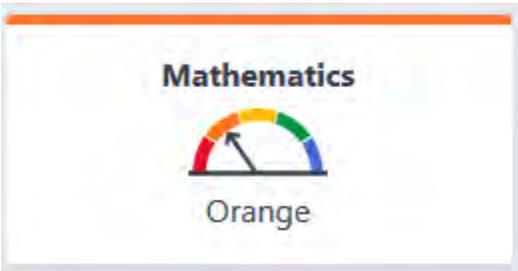
Student Performance Outcomes

Academic Indicator (Dashboard): 2019 Dashboard results demonstrate that for CAASPP ELA assessments, we improved in all achievement levels except for Standard Met in which we remained steady at 28%. In particular, we improved nearly 5% the number of students who scored at Standard Not Met. Our overall performance color for ELA is yellow. See charts below.





In math, while we regressed in the percent of students who scored at Standard Met and Standard Not Met, we improved in the percent of students who scored at Standard Exceeded. Our overall performance color for ELA is orange. See charts below.



Of note, the overall number of students who participated in the ELA CAASPP increased by 76 or 20%. For math, the number of participants increased by 77 or 20%. The overall percentage of students who participated in CAASPP assessments increased by 4% from 92% to 96%.

English Language Arts Participation Rate Report for 2019

[VIEW/DOWNLOAD DATA FILES AND LAYOUTS](#)

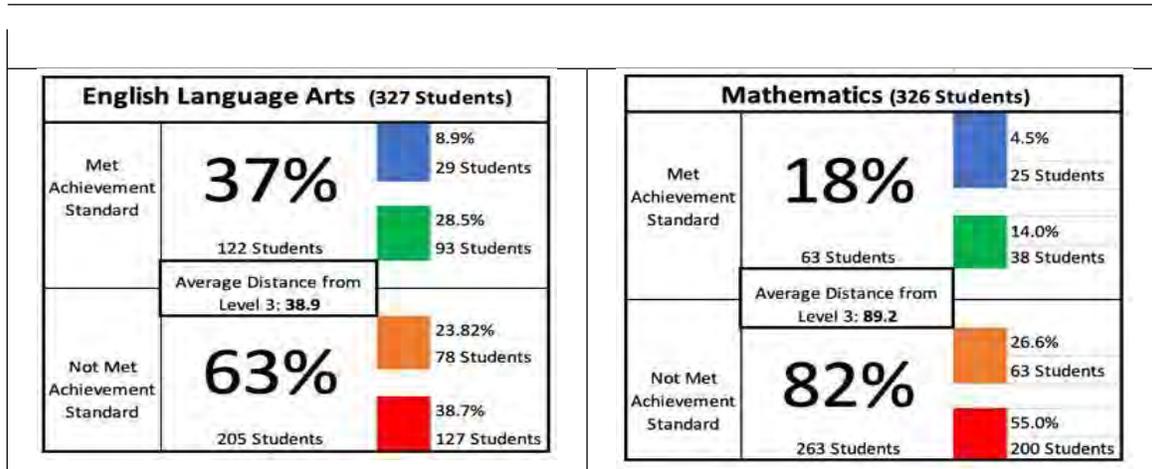
Student Group	Number of students included in the participation rate denominator in 2019	Number of students tested in 2019	** Percent of students tested in 2019	Number of students included in the participation rate denominator in 2018	Number of students tested in 2018	** Percent of students tested in 2018
All Students	483	459	96%	417	383	92%

Mathematics Participation Rate Report for 2019

Student Group	Number of students included in the participation rate denominator in 2019	Number of students tested in 2019	** Percent of students tested in 2019	Number of students included in the participation rate denominator in 2018	Number of students tested in 2018	** Percent of students tested in 2018
All Students	483	459	96%	417	382	92%

When grouping achieving levels and comparing 2018 and 2019 Dashboard results, the percent of students who scored Standard Met or Standard Exceeded in the ELA CAASPP assessment improved by 1%, from 37% to 38% while the percent who scored at Standard Not Met or Standard Nearly Met also improved by 1%, from 63% to 62%. For math, the percent of students who scored at Standard Met or Standard Exceeded remained at 18% while the percent who scored at Standard Not Met or Standard Nearly Met also remained the same at 82%.

2018 Dashboard: 2017-2018 School-Wide CAASPP



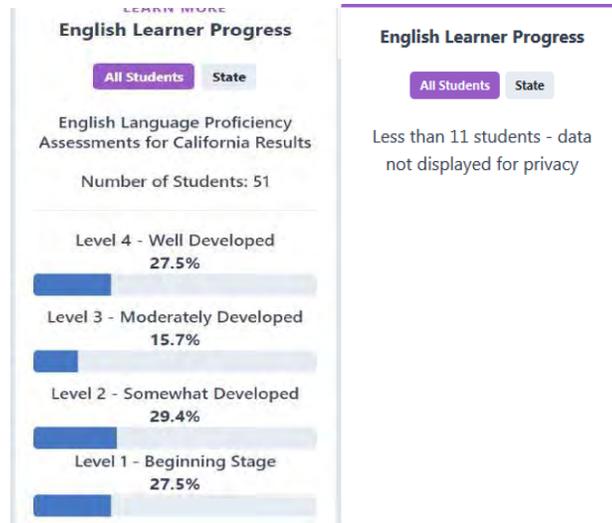
2019 Dashboard: 2018-2019 School-Wide CAASPP



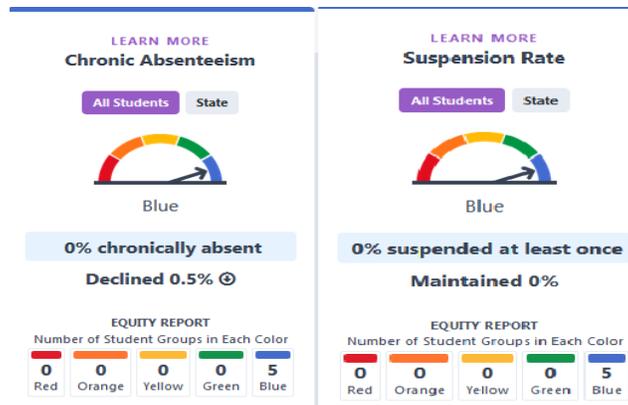
When analyzing Cohort ELA results for Clarksville students who participated in CAASPP tests in both 17-18 and 18-19, the percent who scored at Standard Exceeded improved by nearly 3% while the percent who scored at Standard Met or Standard Exceeded improved by nearly 4%. Further, the percent of students who scored at Standard Not Met improved by nearly 1%, from 35.9% to 35%. When analyzing data in the same manner for 2018-2019 CAASPP math results, data from a cohort perspective (students who participated in the CAASPP for 17-18 and 18-19 while enrolled in Clarksville), the percent of students who scored at Standard Exceed increased by nearly 1%.

English Learner Progress Indicator (Dashboard): Of the 51 English Learners (ELs) who took the English Language Proficiency Assessments for California (ELPAC) in 2017-18, 38.8% reclassified. Because the ELPAC was introduced in the spring of 2017-18, the 2018 Dashboard English Learner Progress Indicator (ELPI) did not report color based performance levels. The 2018 ELPI scores are based solely on one year of ELPAC results and reported out by percent of ELs who scored in each of the ELPAC’s four performance levels as follows: Further, we did not receive a performance level for the 2019 ELPI indicator because the results are for less than 11 students.

ELPAC Performance Level	Clarksville
Level 4 (Well Developed)	27.5%
Level 3 (Moderately Developed)	15.7%
Level 2 (Somewhat Developed)	29.4%
Level 1 (Beginning Stage)	27.5%

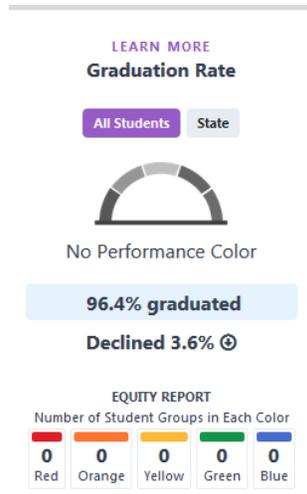


Suspension and Chronic Absenteeism Indicators (Dashboard). As reported in the 2019 California Schools Dashboard, our student engagement and school climate data are positive. We scored at the blue achievement level for both the chronic absenteeism and suspension indicators.

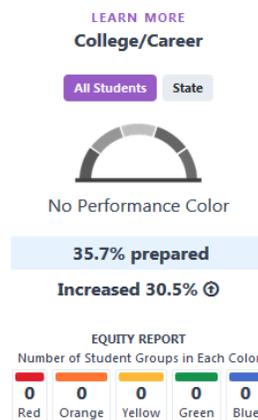


Graduation Rate Indicator (Dashboard): CCS opened the high school to all grade levels instead of adding a grade each year which resulted in a small number of upper level high school students enrolling in the first two years. Clarksville opened in 2017-18, we had 11 students who were part of the 2018 cohort enrolled with us upon school opening and by the end of the school year, we had 19 seniors enrolled at the school. All 19 students graduated (including original 11 cohort students). The baseline for graduation data from 2017-2018 indicated 100% of the students graduated.

The 2018-2019 graduation data decreased slightly to 96.4% but the cohort doubled in size to 28 students. 27 of 28 students from the 2019 cohort graduated. There was one student who was missing two classes and will be finished in Fall of 2019.



College Career Indicator (Dashboard): The 2019 College Career Indicator reflects a significant increase in the percentage of our students who scored at Prepared, from 5.3% to 35.7%.



Local Indicators (Dashboard): In addition to our performance on state indicators, we also scored at Met for all of our local indicators including the implementation of state academic standards, parent engagement, a broad course of study, and basics.

Additional Indicators of Improvement

Diagnostic Assessments: In addition to our Dashboard results, our internal math and ELA assessments results provide us with a comprehensive picture of student academic needs facilitating the adjustment of our curriculum and targeted assistance to students according to our Multi-Tiered System of Support (MTSS). For our diagnostic assessments, we use Renaissance STAR 360, a computer adaptive based on national normed benchmark assessments. Based on the Spring 2018 STAR 360 data, 62% of students in grades K-12 at Clarksville scored at or above benchmark/proficiency in Reading and Mathematics and 70% of grades K-3 students scored at or above benchmark/proficiency in Early Literacy. Spring 2019 STAR 360 data indicate that the percentage of students who scored at or above benchmark/proficiency increased by 9% in Reading, by 5% in Math, and by 7% in Early Literacy compared to Spring 2018 data. See graphs below.

All Students Reading				All Students Math			
Clarksville STAR 360 Reading				Clarksville STAR 360 Math			
	2017-18	2018-19	Difference		2017-18	2018-19	Difference
#tested K-12	535	618	83	#tested K-12	531	631	100
% At/Above Benchmark	62%	71%	9%	% At/Above Benchmark	62%	67%	5%
% On Watch	9%	10%	1%	% On Watch	10%	10%	0%
% Intervention	11%	9%	-2%	% Intervention	11%	10%	-1%
% Urgent Intervention	18%	10%	-8%	% Urgent Intervention	17%	12%	-5%

Clarksville STAR 360 Early Literacy			
	2017-18	2018-19	Difference
#tested K-3	129	156	27
% At/Above Benchmark	70%	77%	7%
% On Watch	9%	7%	-2%
% Intervention	9%	10%	1%
% Urgent Intervention	12%	6%	-6%

Local Control and Accountability Plan Metrics: In addition to Dashboard and internal diagnostic assessment results, we also measure our progress according to our LCAP metrics, including the percentage of English Learners who reclassify, staff professional development, the number of college-level courses taken by students, the number of students participating in college readiness exams such as the ACT, the number of CTE pathways, and the number of teacher/counselor meetings with students. Further, our LCAP goals and services are aligned with the needs identified through data analysis.

Conclusion

Clarksville Charter School opened with the mission to provide a high standard of education to students through a comprehensive curriculum supported by energetic, dynamic, and caring teachers and staff. The CCS opened with a small group of students having very diverse needs, including some who were severely credit deficient and had been unsuccessful in traditional schools. Through our commitment to personalized learning and developing the individual gifts of students in partnership with parents, families, and the community, CCS students have grown tremendously. This is evidenced by increased family and community engagement, the building of meaningful relationships, and social-emotional literacy as a basis for long-term, rigorous learning and academic growth. CCS’s data shows that the school is making positive progress in student achievement while enrollment continues to grow. Furthermore, the students are making greater progress the longer they are enrolled in Clarksville Charter School.

The CCS leadership team continues to examine the school’s quantitative and qualitative data. The leadership team is dedicated to a continued focus on building systems and supports to promote student achievement of all students and subgroups. The evidenced data suggests

the areas of mathematics and writing across the curriculum need more of charter wide focus. As shifts occur within CCS's data disaggregation, so too will the systems and supports for all student groups and subgroups. The CCS staff is made up of a community of educators who believe in personalized learning and school choice. They work to create a positive, collaborative and challenging environment that is centered on teaching and learning. In addition, CCS has quadrupled the number of A-G and CTE course offerings and selection of elective courses to further ensure every child is becoming college and career ready. CCS has implemented interventions such as Pathblazer, Reading Horizons, and English in a Flash and other programs so that all students have the critical thinking skills to be successful in college and career pathways. CCS's tiered level of support is robust and differentiated for different learning styles. Clarksville Charter School's leadership and staff look forward to continuing their collaboration with the district in providing an option to students looking for an Independent study/homeschool program.

INTRODUCTION

In 1992, the California State Legislature passed the California Charter Schools Act, creating the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- Provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Clarksville Charter School (CCS) fully embraces the Legislative intent of the Charter Schools Act and its mandate. Specifically, CCS will:

- Improve pupil learning by expanding access to AP and other elective courses
- Increase learning opportunities for low-achieving pupils by allowing them to do credit recovery through online technology
- Provide different and innovative teaching methods using a combination of individualized learning and project-based activities

- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum, for example;
 - Provide a unique educational choice for parents/guardians that are not offered by school districts in the region
 - Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context
 - Provide competition to other school programs that will stimulate the improvement of all public schools in the region

PETITIONERS and SCHOOL ADMINISTRATION

The following school faculty provide the background and necessary expertise in the above areas to ensure the success of CCS:

Co-Lead Petitioner – Jenell Sherman: Jenell Sherman has enjoyed serving in the field of education for over 20 years. She graduated with a Bachelor of Arts in Child Development with a minor in French from CSU Sacramento where she was also an active member of the Waterski Team. She found her love of leadership, creativity and planning events there as President of the team and hosting the Collegiate Nationals Tournament. She has always enjoyed working with children, so it was a natural choice to focus her studies in the field of education and completed her multiple subject credential. She is currently working towards earning her Administrative Credential. Jenell volunteered in several classrooms, taught waterski camp for six years, and taught PE, 6th and 3rd grades at a local elementary school. Her career then moved to a local charter school to work with independent study high school students and homeschool families, where she stayed for 15 years before moving to the local charter(s) 4 years ago.

Jenell has led many professional learning teams, written curriculum, and excels at creating organizational pieces for teachers and families. She has planned multiple school events, planned and implemented professional development opportunities, and served as the lead for successful fundraisers. In her current school, Jenell has developed and grown a successful preferred vendor program, initiated and helped launch a performing arts program, worked as a Regional Coordinator overseeing groups of teachers, served as one of the Senior Directors in Northern California and is now serving as a Principal of Clarksville Charter School. Jenell is well respected by staff and teachers alike and is known for her open communication and collaboration with stakeholders. Supporting homeschool families and educational choice as well as helping teachers grow into strong leaders has become a passion, not just a job, and she is so thankful to work at a school that treasures the heart of homeschool and the vision that all students can succeed.

Co-Lead Petitioner – Kristina Nicosia: Kristie Nicosia serves as the Vice Principal for Clarksville Charter School. She has worked in both charter and traditional schools, teaching both elementary and high school students. Not only does she have experience as a teacher

and administrator to the homeschooling community, she also homeschooled her own children and is passionate about life-long learning. Kristie is in the process of obtaining her administrative credential. Kristie loves serving teachers, families, and students and encouraging them to think creatively. Kristie strives to create a school culture of respect and opportunity and believes in providing quality programs that meet the needs of each individual student. Her strengths include finding new ways to build and improve family and school community, staff development, and building enthusiastic teams that are invested in the school's mission and culture.

Additional Administration -

Regional Director Special Education - Dr. Amanda. Johnson: Dr. Johnson serves as the Regional Director of Special Education. She has dedicated her educational career to serving students with special needs and their families. Dr. Johnson graduated from California State University, Chico with a Bachelor's in Social Science for Psychology and Career and Life Planning and a minor in Sociology. Dr. Johnson continued her education receiving both her mild/moderate and moderate/severe education specialist teaching credentials and a Masters in Education emphasis in Special Education. Dr. Johnson then completed her doctorate with University of the Pacific in Educational and Organizational Leadership with an emphasis in K-12 Administration. Dr. Johnson's dissertation study was focused on parents who are new to special education and their experiences. Dr. Johnson was able to present her research in Washington D.C. at the Association of University Centers on Disabilities (AUCD), the U.C. Davis Summer Institute, and U.C. Davis Medical Investigation of Neurodevelopmental Disorders (M.I.N.D.) Institute Leadership in Education for Neurodevelopmental Disabilities (LEND).

Dr. Johnson brings classroom experience as a former K-12 Resource teacher, Special Day Class (SDC) teacher, she has been a teacher on special assignment coaching the development of other teachers and programs. She has created and built special education programs as both a teacher, Program Specialist, and Director of Special Education. Dr. Johnson brings Special Education leadership experience from Charter, District, and County Office of Education. In every leadership position, Dr. Johnson has built opportunities to support parents and the community with building better relationships as well as better understanding of special education. In addition, Dr. Johnson has been the Vice President of her local family resource center, Regional Leader for California Autism Professional Training and Information Network (C.A.P.T.A.I.N.), and participated in the U.C. Davis Leadership in Education for Neurodevelopmental Disabilities (LEND).

Other experiences that Dr. Johnson brings is her work with building and implementing Professional Development plans, Coordinating Teacher Induction, building mentor programs, Principal experience, overseeing Health for District and COE. Dr. Johnson also has supported community college students as adjunct Counselor and Instructor.

Deputy Director/Vice Principal - Darcy Belleza: Darcy Belleza serves as a Vice Principal. Her education journey began in 1997 after graduating from Point Loma Nazarene University

with a Liberal Studies degree with emphasis in communication. After graduation, she taught third grade until 2006 in a low socioeconomic school with high EL populations. Her role was grade level leader, mentor teacher, piloted online learning options and introduced technology in classrooms, served as a liaison between teaching staff and administration. In 2007, she joined the team of homeschooling with a local charter where she served as a teacher, WASC lead, teacher advisor with administration and worked closely with the authorizer. In 2016, the opportunity lent itself to join the team of our Northern CA family of schools. Since 2016, Darcy has helped develop student support experiences, compliance entities with authorizers, LCAP, SARC, and WASC development. She has a “can do” attitude for all in our community and staff.

Darcy is currently working towards her administrative credential. Darcy has a sense of humor and always tries to keep things light in life and at work. She feels that she has had the best of both worlds teaching at a traditional public school and within the homeschooling community.

Ongoing Support and Assistance



Charter School Development Center: Founded in 1992, Charter School Development Center (CSDC) is the nation’s oldest nonprofit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation, and practice related to all aspects of charter school operations and oversight. CSDC’s staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction, and assessment as well as charter school finance, governance, and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to CCS reform movement in California, nationally, and internationally.



Procopio is the premier law firm used by charter schools across the state. The Procopio firm advises on the particular needs of charter schools and nonprofit corporations, including:

- Facilities Development and Public Financing
- Petitions, Renewals, and Appeals
- Entity Formation and Tax Exemption

- Governance
- Litigation
- Legislative Advocacy
- Labor and Employment
- Special Education Organizations

The Procopio attorneys have a genuine passion for charter schools and their approach to education. They participate in legal advocacy organizations and monitor trends and policies. The Procopio team realizes charter schools are a growing component of the public education system and also businesses that must achieve operational and educational objectives in a cost-effective manner. Procopio is committed to helping charter schools make a positive difference.

ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. California Education Code Section 47605(b)(5)(A)(i)

Governing Law: The annual goals for CCS for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by CCS, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. --California Education Code Section 47605 (b)(5)(A)(ii)

Governing Law: If the proposed school will serve high school pupils, a description of the manner in which CCS will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by CCS that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. A description, for CCS, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by CCS, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. --California Education Code Section 47605(b)(5)(A)(iii)

Mission Statement

The mission of Clarksville Charter School is to develop the individual gifts of students in El Dorado County and adjacent counties to become proficient in Common Core State Standards and become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished in a personalized learning environment that fosters successful achievement through quality, personalized, standards-based education. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Educational Philosophy

Whom The School Is Attempting To Educate

Clarksville Charter School serves approximately 1156 students in grades TK-12. CCS ended the 2018-2019 school year with an enrollment of 900 students. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. We expect the demographics to be consistent with the data from the Buckeye Union School District. We expect the racial and ethnic demographics to be consistent with the data from the District. Since CCS is a non-classroom based, Independent Study program it is entitled to enroll students throughout El Dorado County and adjacent counties. To ensure that actual demographics mirror the District, CCS will monitor enrollment by sub-group. When sub-groups are under-represented, CCS will target marketing campaigns in areas where said sub-groups represent the majority of the community to recruit students and balance CCS's demographics.

Clarksville Charter School is designed to meet the needs of many different types of students:

- Homeschooled students who want to earn an accredited high school diploma
- Students needing the flexibility to spend more time on learning content not available in the traditional classroom-based setting
- Students who are able to learn at an accelerated pace
- Students needing to make up credits to either complete grade levels or to graduate on time
- Students who are training for professional sports or pursuing the acting profession and need a more flexible schedule
- Students with scheduling conflicts due to family obligations or illness
- Students who need a safe learning environment that fosters healthy emotional and physical well-being after experiencing social aggression

In education, one size does not fit all, and CCS is dedicated to providing students and families with a personalized learning opportunity to meet each student's unique needs.

Projected Five-Year Growth Plan for 2019-2020 through 2024-2025:

Grade	Year 3 2019/20	Year 4 2020/21	Year 5 2021/22	Year 6 2022/23	Year 7 2023/24	Year 8 2024/25
TK/K	155	121	133	140	147	155
1	121	127	140	147	154	158
2	92	124	136	143	150	155
3	98	124	136	143	150	152
4	87	114	125	131	138	145
5	81	113	124	130	137	142
6	119	109	120	126	132	136
7	98	106	117	123	129	132
8	108	106	117	123	129	132
9	57	64	70	74	78	85
10	57	57	63	66	69	74
11	67	55	61	64	67	72
12	47	52	58	61	65	70
Total Enrollment	1187	1272	1400	1471	1545	1608

What it Means to be an Educated Person in the 21st Century

An educated person in the 21st Century will be proficient in Common Core State Standards (CCSS) and California Content Standards, including Next Generation Science Standards (NGSS), and will also be proficient in the use of technology. By doing schoolwork online, including numerous technology-based applications that CCS will use to deliver rich curricula, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology, especially electronic mail, and other major computer applications.

Clarksville Charter School will prepare self-motivated, competent, life-long learners for the 21st Century. As discussed in greater detail below, CCS believes that learning best occurs in an environment that fosters successful outcomes. CCS will employ personalized learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

CCS shares the vision of Partnership for 21st Century Skills (P-21) that students are part of an increasingly complex, demanding, and competitive 21st Century. CCS's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (communication, collaboration, critical thinking, and creativity):

1. Communication – Clarksville Charter School students share thoughts, questions, ideas, and solutions through virtual, phone, and in-person conversations between peers and teachers. This will be achieved through group projects, clubs, and student- and teacher-initiated meetings.

2. Collaboration – Clarksville Charter School students work together to reach a goal, applying talent and expertise in projects that require collaboration with other students, staff, family, and community members. This will be achieved through group web-conferences, in-person committee meetings, interscholastic academic clubs, organizations, competitions, community gatherings, enrichment opportunities, and service projects.
3. Critical Thinking – Clarksville Charter School students look at problems in new ways and reach conclusions based on evidence, and cross-curricular learning interlinking subjects and disciplines. Students demonstrate critical thinking by providing detailed written responses, and presentations that reflect their thought process and show understanding of content. Students are engaged in a rigorous curriculum that challenges them to use higher-level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.
4. Creativity – Clarksville Charter School students try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise higher levels of thinking. Students can participate in various extracurricular activities such as clubs, student showcases, project fairs, and seasonal programs, to showcase their talents and abilities.

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21st-century communities and workplaces. As P-21 indicates, students with these skills are ready to “successfully face rigorous higher education coursework, career challenges, and globally competitive workforces.” The 4Cs are embedded in the CCSS and CA Content Standards and in Clarksville Charter School’s instructional delivery model. Students cannot avoid communication as they might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. CCS will embed collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including the Internet- and phone-based communication to collaborate across distances to accomplish their projects. As a result, it is Clarksville Charter School’s aim that students graduating from CCS demonstrate the four core characteristics of an educated person in the 21st Century:

1. Proficiency in California-adopted CCSS and CA Content Standards.
2. Communication skills.
3. Problem-solving skills.
4. Proficiency in 21st Century Tools: Students will graduate with proficient use of digital technology and communication tools to access, manage, integrate, and evaluate information; and effectively communicate with others.

Upon graduation, students will apply these in postsecondary education and in the workplace. The content standards provide a base of academic skills and content knowledge needed for

success in the broad array of paths students will take. P-21's findings are based on extensive surveys of the skills identified by employers as critical workforce needs.

The CCS teaching staff has participated in professional development over the past three school years. Teachers also revisit these topics when discussing student work in their regional teams. The professional development resources are housed in the teacher handbook for reference.

How Learning Best Occurs

CCS believes that learning best occurs when students do the following:

- Are stimulated by challenging and interesting problems
- Are encouraged to seek solutions and answers to real-world situations, rather than memorize ideas, concepts or facts
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem-solving
- Are exposed to a rigorous curriculum that best fits the individual student's needs
- Use data to monitor student achievement and shifts are made to further growth
- Respect each other; Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition
- Are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum
- Are taught skills and/or ideas not in isolation, but rather differentiated, project-based and cross-curricular learning to gain greater understanding and depth
- View technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them
- Are in a supportive, caring, and safe environment

Educational Program

Overview

Clarksville Charter School prides itself on the proficiency-based learning model being implemented through instructional pathways. CCS provides the following instructional pathways as options for students to have a truly personalized education:

- Online pathway (Grades TK-12)
- Textbook pathway (Grades TK-12)
- Custom-designed pathway (Grades TK-12)

The **online pathway** gives students flexibility as well as structured support through a 100% web-based curriculum, such as Edgenuity. The online platforms combine direct-instruction content, rigorous assignments, assessments, and progress tracking tools to ensure students

achieve subject-area mastery. The **textbook pathway** utilizes a conventional textbook package, such as McGraw-Hill, in which course readings and assignments can be completed almost completely offline. Students in high school can opt to complete their coursework in packets to efficiently interact with content with minimal distraction. The **custom-designed pathway** is a customizable learning program that allows families to choose curriculum and classes that fit their specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher and curriculum coaches to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with CCSS checklists to verify course completion.

Our instructional pathways employ online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology-based applications in our independent study program to address the diverse needs of the student population and connect learning to student interests and learning styles. CCS teachers lead students through specific learning tasks to demonstrate mastery of each subject. Highly-qualified high school teachers in all instructional pathways hold daily virtual instruction opportunities and office hours. The curricula, in conjunction with personalized instruction, help students become proficient in CCSS and prepare for college and career.

CCS uses several online learning platforms to meet the diverse learning needs of our students. Odysseyware, Time4Learning, K12/Fuel Education, and McGraw-Hill are a few examples of courses grades K-8 students use. Edgenuity offers courses for students in grades 6th-12th.

CCS allocates enrichment funds for each student, from which teachers guide and approve curriculum, tutoring services, technology items, and enrichment classes to fit each student's goals. Teachers consider students' learning styles and interests when determining each student's instructional plan. Curriculum costs vary, but each student's allotment of curriculum funds covers the learning pathways.

For students in grades 9th-12th, CCS's graduation pathway allows students to choose courses based on academic, career, and personal interests. The graduation requirements help students prepare to enter the workforce, attend community college, or enter military service directly after high school. The CCS graduation requirements allow students to have greater flexibility in the classes they take and allow students to explore individual interests.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses <i>(Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)</i>	30

English	6 semester courses	30
Math	4 semester courses <i>(Algebra 1 must be completed)</i>	20
Science	4 semester courses <i>(Must include 1 year of Physical Science and 1 year of Life Science)</i>	20
Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
Total =		200 Credits

Students who plan to apply to a 4-year college directly following high school graduation will need to meet A-G requirements. These requirements are mandatory for students who apply to the CSU or UC systems and recommended for students who plan to apply to private and out-of-state colleges and universities. The A-G requirements are summarized below:

A-G	Subject Area	Subject Requirement
A	History Social Science	2 years <i>(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)</i>
B	English	4 years

C	Mathematics	3 years <i>(Algebra or higher)</i>
D	Laboratory Science	2 years <i>(At least 2 of the 3 disciplines of Biology, Chemistry, and Physics)</i>
E	Language Other Than English	2 years <i>(Must be 2 years of the same language)</i>
F	Visual & Performing Arts	1 year
G	College-Preparatory Elective	1 year

CCS teachers, support staff, and counselors advise students on A-G requirements and help students schedule courses based on their individual goals. Counselors monitor the completion of A-G requirements. Teachers and counselors revise graduation plans according to individual student goals and needs.

Instructional pathways are aligned with the needs and interests of the target student population through a number of strategic features:

- All programs are highly engaging and interactive
- All programs emphasize individualization based on learning needs. This can be achieved through teacher-created pacing guides and learning plans
- Online and textbook pathways have built-in features to support English learners, such as vocabulary support, audio-visual features, and scaffolding
- The courses include tests, animations, streaming video, and educational games
- Programs include lessons, units, and end of course assessments to provide feedback on student progress
- All programs have supplemental instructional supports

Instructional practices are aligned to the student population because they are highly customized to meet each student’s needs. Students come to CCS with particular needs that may not be addressed in traditional school settings, and CCS’s individualized instruction is well-aligned with their needs. Students are engaged in the interactive curriculum, they have a choice in assignments and have the opportunity to delve deeper into subjects based on

their interest. The students can meet the learning objectives in several different ways such as creating a brochure, completing a reading guide or visiting a museum.

Personalized Support

CCS will assist parents/guardians on how to support students by providing tips, workshops, and multiple training opportunities on topics such as testing, teaching writing, math support, learning styles, different modalities, and data-driven educational practices.

Students who need support with any specific part of the coursework or assignment receive individual assistance and instruction from their teachers as needed. All students are academically supported by credentialed teachers who meet individualized educational needs. Our tiered academic intervention program gives parents, teachers, and students the needed support to aid in academic achievement on speech, writing, and math for students needing support. The individual learning needs of all students are met through this differentiated instructional strategy. Students take personal responsibility for their learning in various ways:

- Utilizing planning tools and strategies
- Demonstrating self-motivation needed to complete daily tasks
- Tracking their work and developing a clear sense of the level of effort needed to complete their tasks

Assessment data guides each student's individual learning plan and instruction. Students in grades K-12 will be assessed with an internal benchmark assessment. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are also tested in grades TK-2. These benchmark diagnostics helps teachers and schools determine how students are performing on important ELA and Math skills.

Beginning with the 2020-21 school year, CCS will comply with requirements to provide students with information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application, as appropriate, at least once before the student enters grade 12, pursuant to Education Code section 51225.8, as added by AB 2015 (2018).

Program Structure

Credentialed teachers will meet with students, parent or learning coach at least every 20 school days for learning record meetings, as required in each student's Master Agreement. Meetings will occur at public locations such as libraries or coffee shops, or at the family's residence. If a meeting in person is not possible, then a virtual conference using a web-conference platform such as Zoom will be scheduled.

CCS will monitor student work completion and progress toward proficiency through a variety of means. Students submit work and assessments each month or as requested by the teacher. Teachers will assign and assess standards for students each learning period, review student work with the parent and student in the learning record meetings and use formative assessments to review student progress on an ongoing basis. Teachers work with families to provide information and access to information about required testing and resources to help students prepare for these tests. Teachers also will communicate on a regular basis with families about school information, events, support, learning opportunities and deadlines through a variety of means. High school students receive a mid-semester progress report for both the fall and spring semesters.

CCS employs family liaisons who connect new families with homeschooling resources in our school and community. Family liaisons have the privilege of sharing the benefits of our charter school and help families find what works for their unique situations. Family liaisons create a community for our homeschool families by facilitating park days, field trips and events. They work with the CCS team to email a weekly newsletter with school updates, enrichment activities, community events and more.

CCS teachers collaborate with learning coaches to create Learning Plans for students each learning period that describes the lessons to be completed during a specified time frame. Internal benchmark assessment data gathered from a computerized adaptable test taken each fall, winter and spring pinpoints the proficiency level of students across a range of subjects. This data along with learning styles are used to build the individualized learning path for each student to target specific learning objectives and standards. Regular assessment determines the level of mastery and individualizing the learning plan helps students progress quickly.

The curricula can be individualized for students to ensure that the learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons. The lesson plan is delivered each day and although the student is encouraged to complete a certain number of lessons per week, as assigned on their learning plan, there is time for re-teaching and re-learning as needed, which keeps the curriculum self-paced and customized.

Teachers can provide instruction and support either in person or online through web-conference platforms. This tool allows for teacher collaboration and instruction by using video, voice, text, and shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries and the students' residences.

Record-Keeping System for Online Courses

Assignments, grades, and the message center are stored at the database level in the online programs. All assignments and communication may be retained indefinitely. Reports will be available at any time online to administrators. This valuable information can be used to

inform instruction and guide in the creation of Learning Plans. In addition, the ease of use and accessibility enables faculty to use this information for conferences and for other administrative purposes.

Research-Based Instructional Strategies

The program is highly likely to lead to high academic achievement due in part to the use of research-based methods. Marzano's nine high-yield instructional strategies are embedded in CCSs curriculum and instruction. These strategies are effective for all student populations, including general education, GATE, English learners, special education, and high-risk students:

- Curricula makes use of Marzano's highest-yielding instructional strategies in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Teachers often provide study guides and other resources that students can use to take notes and organize their learning.
- Teachers and various curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, and events.
- Teachers and various curricula utilize student practice, a crucial component of the lesson delivery. Students in some online curricula receive instant feedback on their level of proficiency in these learning objectives.
- Curricula provides students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- Curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- Curricula provides learning objectives at the lesson and/or unit level.
- Curricula challenges students to generate and test hypotheses in science labs and experiments.
- Many CCS curricula frontload learning by providing new vocabulary words and definitions at the start of lessons.

Research-based Online Learning

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially, and more students and educators are becoming familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunities, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by the International Association for K-12 Online Learning (iNACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million in 2010. One reason online learning is attractive is that it allows a more customized approach to instruction. Software that enables every child to learn at his or her own pace is becoming a scalable, modular way to deliver customized learning.

Most importantly, research is confirming online learning's effectiveness and improved teaching:

- "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning."
- "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching."

Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009.

According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was "classes were not interesting" and they were "bored"; 88% of dropouts had passing grades.

Additionally, according to the NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: "The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners." (p.7)
- Online Learning Is Rapidly Growing: "Recent surveys show that K-12 online learning is a rapidly growing phenomenon." (p.4)
- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning.
- Online Learning Is Effective: "Equal or Better": "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning." (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching." (p. 25) Today's students are different from yesterday's. The Pew Internet Project reports "the Internet is an important element in the overall educational experience of many teenagers."
 - 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
 - 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.

- 85% of 17-year-olds have gone online to get information about a college, university, or other schools they were thinking about attending.

Clarksville Charter School Courses

More than 100 courses including electives and foreign language will be offered to students who enroll in Clarksville Charter School. Every course offered by CCS, regardless of the field of study, is developed by instructional designers under the guidance of subject area experts and aligned to state and national standards. Detailed course descriptions for middle school and high school are attached in **Appendix D**.

K-8 Curriculum

CCS students in grades K-8 may enroll in the online, textbook, or custom-designed instructional pathway. Each instructional pathway is designed to be effective in leading to high achievement and proficiency of the state and nationwide standards. All curricula in the instructional pathways are aligned to CCSS, including NGSS. The curricula integrate critical thinking, problem-solving and communication strategies and applications throughout the lessons and assessments. For example, students in the online K12 curriculum read novels from a list of classics and have to reflect and answer comprehension questions with an in-depth analysis of character, theme and conflict resolution.

The parent/guardian works with the student on day-to-day instruction. In K-8, each student is assigned to one teacher who manages the student's Learning Plan, monitors progress toward standards, and focuses on each student's individual areas of need.

English Language Arts courses help students develop important reading and writing skills while inspiring a love of literature. The program emphasizes classic works, writing as a process, and the skills that will be assessed in standardized tests. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. The curriculum integrates writing to connect with their knowledge and experience and apply it in a way that connects it to current and historical events, and perspectives. Additionally, writing is embedded across all curricular areas including science, history, and math.

Math balances mastery of fundamental skills with critical thinking and problem-solving. The math curriculum provides lessons that teach the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems. For example, in math students are expected to explain the strategies and problem-solving methods. This is evidenced by students' answers in complete sentences and diagrams to demonstrate their thinking. An active, multi-sensory approach ensures that students understand the concrete realities that underlie mathematical concepts. Online lessons, games and animation illustrate concepts, while challenge problems, regular practice, and review ensure mastery of basic skills. A thorough foundation is provided for younger students providing links between the concrete and the abstract and for older students encountering Algebra.

Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances.

The history courses are integrated with topics in geography and civics, which opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the *story* in history. The history story includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth. Middle School courses are described in detail in Appendix D.

Teachers collaborate with the parents/guardians to facilitate progress through daily lessons and offer support to the student and family to ensure proficiency. The online programs provide daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction, and meetings as needed.

High School Curriculum

CCS students in high school may enroll in coursework in the online, textbook, custom-designed, or a combination of pathways. Both college prep courses and A-G course options are available in the online, textbook, and custom-designed instructional pathways. Curricula will be highly effective in leading to high achievement and proficiency in the standards. The curricula are aligned to CCSS, including NGSS. Courses in Math and English Language Arts incorporate the instructional intent of the CCSS including rigorous instruction, active learning experiences, and meaningful assessment. These courses are created by a team of education experts with a focus on research-based best practices in learning. Students develop critical thinking skills through challenging tasks with scaffolding and supports to meet students at their level of academic readiness.

Students engage in active learning experiences through a balance of tasks involving reading, observing, inquiring, creating, connecting, and confirming. These build students' critical thinking skills and deepen their understanding of course content.

Formative, summative, and diagnostic assessments are integrated throughout each course. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes. Unit-level diagnostic assessments generate individualized study plans that direct students to appropriate instructional content based on their strengths and weaknesses.

The English Language Arts courses effectively address each standard as well as the instructional intent of the four key areas outlined by the CCSS: reading, writing, speaking and listening, and language.

- Reading: Students read a range of texts that reflect diverse authors and genres with an emphasis on informational texts
- Writing: Instruction emphasizes how to write within expository, narrative, persuasive and description frameworks, how to use evidence to prove a thesis; students use different written and presentation formats to show their work
- Speaking and Listening: Students use various kinds of media to analyze and synthesize information
- Language: Students have opportunities to develop and practice language skills throughout each unit

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills. The Charter School has developed and adopted a fair, objective, and transparent mathematics placement policy for students entering grade 9 and posted its policy on its website, consistent with Education Code section 51224.7, as added by SB 359 (2015).

Science courses focus on the mastery of concepts and model scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Students in A-G science courses participate in asynchronous labs as approved in the science courses submitted for the 2019-2020 A-G Course List. Lab activities will be conducted by the students in their independent study learning environment or a student support center. Properly credentialed high school science teachers will provide video instruction for the labs and will be available via Zoom video conferencing to assist students and answer questions about lab activity.

In history courses, students build and practice historical thinking skills, learn to connect specific people, places, events and ideas to the larger trends of history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claims. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

The online, textbook, and custom-designed courses — in math, science, language arts, social studies, world languages, electives, and advanced placement — are used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed. Students have daily opportunities to attend virtual instruction and office hour support from highly-qualified content teachers. Detailed course descriptions are attached in Appendix D.

Attendance Guidelines

CCS will offer at least the minimum number of instructional days per year required by law and will expect students to complete academic work and/or participate in school activities on all those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. We anticipate that students will complete significantly more than these minimums each year. A draft of CCS's 2020-2021 academic calendar is attached as Appendix C.

Independent Study Legal Compliance

CCS will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that CCS will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law, and CCS must file for a funding determination as a condition of funding. Attached as Appendix A, please find CCS's independent study policy.

Flexible Scheduling

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of CCS.

Through the Management Systems in the online pathways, all the users (teachers, students, parents/guardians, etc.) can use the system from any location. This will allow the student(s) to meet with their teacher in person or online, so the online pathways work great for both in the classroom and off-site situations, just as the textbook-based programs do. Furthermore, students can work at a pace and schedule that is best for individual student achievement.

A Day in the Life of a Charter School Student

The student below has completed a seven-hour day, working in her Science, English, History, and Algebra courses. Many students do not work consecutively on their courses, hence the time lapse between schoolwork and other responsibilities.

8:00 - 8:45 A. M. Student starts her day and logs onto her K12 or Edgenuity website while eating breakfast. She checks "Daily Plan" and "Calendar" to plan her busy day. The student goes to the "message center" to read and respond to four messages from her teachers. The student has received input from the science teacher and now has a plan for remediation. The student looks at the quiz that the teacher said needed to be reviewed, and studies the questions missed, referring to the lessons for help.

8:45 - 10:00 A. M. After 30-45 minutes of study, she contacts the science teacher to review the questions and go over the remediation plan. After 15 - 20 minutes of review with the teacher, the student goes into the science virtual lab assignment to work on today's lesson and works until 10:00.

10:00 – Student takes her grandmother to the doctor. The student has other responsibilities and has the freedom to take care of them.

10:45 - 12:00 P. M. Student logs back into the site and contacts her English teacher about comments on her graded research paper draft that was in class mail this morning. Comments and suggestions help plan revisions and she does some additional research on the Internet. She finds information that is relevant, then proceeds to work on the final draft for the research paper. After over an hour of work, she submits the final draft of his/her research paper to the English teacher.

12:00 - 1:00 P.M. Meets friends for lunch.

1:00 - 2:00 P.M. She begins working on American History essay, but needs some help from the history teacher. She speaks with the history teacher for about 15 minutes about the facts that need to be included in the paper and the relevance of different websites. Then, she spends the next 45 minutes doing some research online to find relevant information to include in the essay.

2:00 - 4:00 P.M. She logs onto the Edgenuity website and accesses her Algebra 1 course. The student has questions about the lesson and contacts the teacher. She spends an hour with the teacher on the whiteboard reviewing practice problems, and later accesses the homework on the concept and works on it for an hour. She completes and submits the assignment.

4:00 - 9:00 P.M. She eats dinner and spends time with family and friends. Then, she goes to soccer practice. Afterwards, she logs onto the website one more time before she ends the day and checks class mail for updates. She spends 30-45 minutes adding the relevant

information to the American History essay that was found earlier in the afternoon. It has been a productive and fun day!

Technology/Enrichment Support

CCS allocates each student with an enrichment funds account from which the teacher may select and approve a learning platform for the student and any needed technology items. Technology purchases are covered by the student's allotment of enrichment funds. Part of the reason the textbook pathway is included is that it is not reliant on technology devices. However, funds are set aside for the ongoing replacement of technology. All the devices are inventoried, barcoded tracked and configured for remote access by the Technology Department.

CCS supports student choice and flexibility within their schedule. To that end, we have an approved vendor list with over 5,000 vendors. Vendors consist of businesses that provide services such as fine art, music, sports, and tutoring. Product vendors may offer items such as books, art supplies, and supplemental educational materials or supplies such as paper, pencils, ink, and technology. Vendors reach out to the school to become an approved vendor through our families. A family can request CCS to reach out to a vendor in their area to see if they can be approved for services. CCS students can only work in person with approved vendors.

Approved vendor information is displayed in the Enrichment Ordering System, where families can search for specific vendors and place their order requests. For a vendor to become approved, our vendor team will first determine if the business is educational and non-sectarian. If the business is deemed suitable, CCS requires the following documentation to be submitted:

- Vendor Agreement
- Proof of liability insurance
- W-9 Form

The vendor must also complete a vendor application prior to approval. An approved Vendor needs to renew the Vendor Agreement each school year. According to the Vendor Agreement, each vendor shall ensure its employees, agents, and contractors working directly with Clarksville Charter students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. In addition, vendors are required to maintain current liability insurance. Invoices should be submitted for payment at the time the services are completed. Part of the contract CCS has with the service provider includes a team dedicated to vendor management which carefully reviews all vendors and monitors them throughout the year. CCS also has staff who visit and support vendor relationships. All non-consumable resources must be returned to the school, so they can be checked out to other students.

Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements

Course Transferability

CCS had a WASC initial accreditation visit on January 25, 2018 in which the school was granted initial accreditation status through June 30, 2021. The CCS has started to work on the WASC Self-Study for March 2021. WASC is a reflective process for CCS. During the WASC accreditation process, CCS has the UC/CSU system review all high school courses to assure that they meet the A-G requirements each year. CCS will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

College Entrance Requirements

Courses that meet the University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will meet with his/her homeschool teacher which includes a review of the handbook. Incoming students and parents are highly encouraged to meet with the HS Guidance Counselor. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis.

The table below displays Clarksville Charter School's high school grade level courses (with AP options):

Subject Area	9th	10th	11th	12th
English	English 9 A/B	English 10 A/B	English 11 A/B	English 12 A/B
Math	- Algebra 1 A/B - Geometry A/B	- Geometry A/B - Algebra 2 A/B	- Algebra 2 A/B - Trigonometry/ Math Analysis A/B	- Trig/Math Analysis A/B - AP Calculus A/B
Science (with labs)	Biology A/B	Chemistry A/B	- Chemistry A/B - Physics A/B	- Physics A/B - Science elective
Social Studies		World History A/B	US History A/B	- American Government - Economics

Visual/ Performing Arts	- Art - Music	- Art - Music	- Art - Music	- Art - Music
Foreign Language	Foreign Language Level I or II	Foreign Language Level I or II	Foreign Language Level I or II	- Foreign Language - AP offerings
Electives	- Health - Life Skills	- Science elective - History elective - Math elective - Other	- Science elective - History elective - Math elective - Other	- Science elective - History elective - Math elective - Other

A high school diploma will be awarded to all students who meet CCS's graduation requirements.

The Charter School shall comply with coursework and graduation requirements that have been extended to students who are migratory children or students participating in an English language proficiency program for newly arrived immigrant students consistent with Education Code sections 51225.1 and 51225.2, as amended by AB 2121 (2018).

Plan for Students Who Are Academically Low-Achieving

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. CCS will utilize the Multi-Tiered System of Support (MTSS) model to provide multiple levels of support to all learners, especially those significantly below grade level. Staff will identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom. In addition, teachers can refer students to work in a web-based learning tool targeted to the student's needs based on the internal assessment diagnostic. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

An example of a program for struggling readers is Reading Horizons. The program focuses on a multi-media phonics software program. Reading Horizons is one example of several online supplemental programs to assist with struggling readers. This curriculum along with guided support, instructional strategies and benchmark assessments from teachers in

person or online are instilled to provide students with the necessary skills to become proficient readers.

CCS students can move at their own pace, with students taking as much time as they need to acquire the skills necessary for academic success. The online high school math courses, for example, integrate carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. In addition, students in high school have opportunities for regular direct instruction via live web-classes taught by a teacher content specialist. Literacy development is supported, for below proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing, and composition.

Clarksville Charter School will provide support to parents/guardians by offering tips, workshops, and training. Teachers can model and assist students and parents/guardians with helpful strategies for outstanding direct instruction, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop.

If a student is struggling with any subject, CCS would assemble our SST team and evaluate the student using internal benchmark data to evaluate reading and math skills and evaluate any student work and parent feedback. From this point, we would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team would reassemble and devise a plan that might include additional supporting curriculum, referral and assignments in a web-based learning tool, such as Pathblazer, and concentrated tutoring in a virtual classroom with the student's teacher, support staff or a tutor. Using adaptive screeners and diagnostics will provide students with an opportunity to work on individual areas of need and ensure the delivery of targeted instruction tailored to individual student needs.

Clarksville Charter School will utilize a Student Success Team (SST) process to develop a plan to address their individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

The SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the

past. These stakeholders may include but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessment and collaboration, CCS can implement the following strategies:

- Modify and reduces lessons as assigned by the student's Learning Plan
- Provide remedial instruction
- Provide one on one and small group support

If the problem continues after implementation of an SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

Plan for Students Who Are Academically High Achieving

CCS's intention is to highlight our students are academically high achieving. Students who are performing above grade level are identified by CCS teachers through ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of the college curriculum. Additionally, as the school expands, curriculum/activities will be developed for all grades.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a subject. They will encourage students to work to their abilities. Students will be able to use problem-solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

One example is, membership through the National Junior Honor Society and National Honor Society. National Junior Honor Society (NJHS) is offered to 7th - 9th grade students who have a 3.0 GPA, while National Honor Society is for students 10th - 12th with a 3.5 GPA. Both honor groups require students to complete a written application and personal essay. Once accepted, students meet monthly in a virtual format with students across the state. A governing board for each NJHS/NHS is voted by the members for the positions of President, Vice President, and Secretary. Each position has specific requirements and responsibilities. All students are required to create and execute individual and schoolwide service projects. School-wide projects are suggested by proposal and voted on by the members. Students are encouraged to create persuasive presentations advocating for the schoolwide service work project. Students are also given the opportunity to meet locally at in-person meetings. Students are encouraged to step forward in leadership by doing research into service projects, contacting community leaders and gathering support in planning and executing the local projects. The students in both groups are present at

various school activities providing support for event activities, encouraging student friendships and positive school morale.

CCS continues to provide high school students with opportunities to participate in intercollegiate competitions. Currently, CCS is invited to participate in Academic Decathlon. Students may take this as an AG Elective or participate at a club level. Students who take the full course level also have the opportunity to earn college credits. Each student studies 7 content areas - history, literature, science, math, art, music, and economics focused on a common theme that changes from year to year. The theme for the 2019-2020 school year is "In Sickness and Health". Students choose two heavy subjects and two light subjects that they agree to focus/master on for the duration of the course. Students are highly encouraged to study all subjects, however, and take weekly quizzes in these sections. Decathletes must also write and present a 4-minute speech on a self-chosen topic as well as deliver a 2-minute impromptu speech. Students participate in two days of testing for regional competition in the winter followed by the opportunity to continue to the state level in the spring if the team qualifies. Students meet weekly, alternating with virtual and in-person sessions. Team meetings include guest speakers who are experts in their fields to include writing, essay, and interview intensives. Participants create promotional materials - flyers, social media postings, videos, and oral presentations to inform others of the opportunity to build the next year's team.

Qualifying high school students can participate in concurrent enrollment with local community colleges. The courses may be academic or an elective. This opportunity provides students with the ability to receive high school and college credit while attending CCS. AP courses are also offered for high school students where they have the opportunity to earn college credits. Middle school students may take high school level courses in the four core subjects, when approved, and may also start their world language progression early, if desired.

Plan for English Learners

CCS will meet all applicable legal requirements for English Learners (ELs) as it pertains to annual notification to parents/guardians, student identification, placement, program options, English language and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. CCS will implement strategies for serving EL students which are research-based and evaluated annually for effectiveness. See full EL Plan in **Appendix H**.

Home Language Survey

CCS will administer the home language survey upon a student's initial enrollment into CCS (on enrollment forms).

ELPAC Testing

Upon initial enrollment in a California public school, CCS will conduct a survey of a student's home language. If a parent or guardian survey response indicates a primary or native language other than English, and CCS determines the pupil is eligible for the initial assessment, CCS shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that CCS will administer the English Language Proficiency Assessments for California (ELPAC) initial assessment. CCS shall administer the ELPAC initial assessment, locally score the assessment, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within thirty days of initial enrollment. CCS shall administer the ELPAC summative assessment at least annually thereafter during the ELPAC summative assessment testing window until re-designated as fluent English proficient.

CCS will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. Notice of assessment of a child's English proficiency shall include the information specified in Education Code section 313.2, as amended by AB 81 (2017).

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC
- Participation of the pupil's teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent/guardian opportunity to participate, and encouragement of the participation of parents/guardians in CCS's reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the SBAC performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage

English Learner Instructional Strategies and Curriculum

CCS subscribes to the new California English Learner Roadmap in welcoming, understanding, and educating a diverse population of students who are ELs. The adopted CA Content Standards and NGSS and corresponding English Language Development (ELD) standards, signal an important shift toward emphasizing academic uses of language for all students, and student engagement with college- and career-ready curriculum using English and other languages. Courses available for ELs include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. The individual support CCS offers students will benefit ELs in serving their individual needs as well.

EL students will receive additional ELD assistance from teachers. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses. Assistance may also include working with the core course instructor(s) to ensure the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered around SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other EL students, reading logs, vocabulary cards, and small group or one on one teaching virtually.

All teachers instructing ELs will hold a CLAD credential or a California Commission on Teacher Credentialing (CCTC) recognized equivalent.

Monitoring and Evaluation of Program Effectiveness

The EL Coordinator collaborates with the CCS staff, administration and service provider to evaluate the program effectiveness for the EL students in CCS with the following guidelines:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring of student identification and placement
- Monitoring of availability of adequate resource

Plan for Serving Students with Disabilities

Overview

CCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504),

the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA). CCS will follow applicable laws that only permit special education students to participate in independent study programs if their IEPs allow for it. That being said, pursuant to California law, Clarksville Charter School will also admit all Special Education students who apply and will conduct a thirty (30) day assessment as to if CCS is the correct placement for a student's long-term success.

CCS will continue to be a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). CCS is a current member of the El Dorado County Charter SELPA in good standing.

El Dorado County Charter SELPA provides extensive support to its LEA members, including the following areas, to name a few: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem-solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight and design.

CCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

CCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by CCS shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Principal / Senior Director and Support Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with

regular participation in the educational program and/or activities. The 504 Team may also consider the following information in its evaluation:

- Tests and other evaluation materials validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students Under the "IDEIA"

Clarksville Charter School will provide special education instruction and related services in accordance with the IDEIA, California Education Code requirements, and applicable policies and practices of the SELPA to which it is a member.

Staffing

As an LEA, Clarksville Charter School will provide and/or procure and manage all activities related to assessment, individualized education plan (IEP) development, and service provision. CCS will hire special education personnel to coordinate and provide special education services, including compliance monitoring and maintenance of LEA responsibilities, and will contract for services as needed to ensure the provision of all services required by the IEPs of CCS students.

To ensure that all students receive appropriate services, CCS will use service delivery methods appropriate to a learning model that meets individual student needs and that adheres to the least restrictive environment obligation of IDEIA. CCS meets all of the requirements mandated within a student's IEP. CCS seeks to include all students with special needs with their non-disabled peers to the maximum extent appropriate with accommodations and supports listed within their IEP.

All special education services at CCS will be delivered by individuals or contracted agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory and recommended LEA and SELPA in-service training relating to special education.

As an LEA member of a SELPA, CCS will be responsible for the contracting and/or hiring, training, employment of staff necessary to provide special education services to its students.

Notification and Coordination

CCS shall follow applicable law and SELPA policies regarding the discipline of special education students. CCS will hold manifestation determination meetings for all eligible and suspected eligible special education students as required by law.

Identification and Referral

CCS will comply with IDEIA child-find requirements by following SELPA child-find procedures to identify all students who may require an assessment to consider special education eligibility and determine special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

It is CCS's understanding that the SELPA shall provide CCS with any assistance that it generally provides its LEAs in the identification and referral processes.

In the event that CCS receives a parent written request for special education assessment, CCS will work collaboratively with the parent to address the request within the specified legal timeline. Unless otherwise appropriate pursuant to applicable State and Federal law, CCS will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

CCS utilizes the Multi-Tiered System of Support (MTSS) model to provide a tiered level of support to all learners including those who are below grade level. Staff identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. If despite the tiered support, the student does not make adequate progress CCS staff can make a referral for special education assessment.

CCS can also conduct a Student Study Teams (SST) meeting for students who are identified as needing individualized interventions. An SST composed of the student's parent/guardian, home school teacher and one or more CCS staff members that are responsible for identifying the student's needs and developing a plan. The plan supports the student to be successful, including, but not limited to, the appropriate supplemental support, strategies and techniques to enhance that student's ability to be successful. If the SST finds that the intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. CCS may also choose to refer a student for specialized support through the provisions of a Section 504 Plan, if appropriate. Parents/guardians are informed that special education and related services are provided at no cost to them.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. Assessment procedures are conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments used for determining eligibility for specialized instruction and services will include, but not limited to: formal and informal assessments, observations, interviews, review of school records, reports, and work samples, parent/guardian input. As an LEA, CCS will determine what assessments, if any, are necessary and arrange for such assessments for referred (initial eligibility determination) or eligible (redetermination of eligibility) students in accordance with applicable law. CCS shall obtain parent/guardian consent to assess Charter School students as specified by state law.

Upon completion of the assessment, the IEP team is assembled to review the results of the assessment and determine the student's need for special education. CCS is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results present the assessment data at the IEP meeting. Parents/guardians are provided

with written notice of the IEP meeting, and the meeting is held at a mutually agreeable time via an online virtual platform.

IEP Meetings

CCS shall arrange and give notice to the parent for each IEP meeting. IEP team members shall be in compliance with state and federal law. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The Student, if appropriate
- An LEA Administrative Designee
- At least one special education teacher
- A general education teacher who is familiar with the curriculum appropriate to that student
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

Others familiar with the student may be invited as needed. CCS views the parent/guardian as a key stakeholder in these meetings and makes every effort to accommodate parents'/guardians' schedules and needs so that they are able to participate effectively on the IEP team. CCS provides an interpreter if necessary to ensure that all parents/guardians understand and can participate in the IEP process.

IEP meetings are held according to the following schedule:

- At least yearly to review the student's progress and make any necessary changes
- At least every three years to review the results of a mandatory comprehensive reevaluation of the student's continued eligibility
- After the student has received a formal assessment or reassessment
- When a parent/guardian or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's/guardian's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When CCS seeks to suspend or remove the student for a period of 10 days or more in order to determine if the student's misconduct was a manifestation of his or her disability

IEP Development

CCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to its IEP process. Programs, services, and placements shall be provided to all eligible Charter

School students in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law.

CCS shall promptly respond to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process within the corresponding legal timeline.

IEP Implementation

As an LEA, CCS shall be responsible for the implementation of the IEP. CCS shall implement IEPs, pursuant to its own LEA policies and SELPA policies under the direction of IDEIA. As part of this responsibility, CCS shall provide the parents/guardians with timely reports on the student's progress on IEP goals. Unless otherwise specified on the student's IEP, parents/guardians are informed of the student's progress toward meeting annual goals with the same frequency as progress is reported to all students and parents.

CCS serves students with a wide range of needs from all 13 special education eligibility categories. CCS is committed to employing and/or contracting with agencies for all required special education services. All services will be provided by licensed or credentialed service providers as required by state and federal law. Students at CCS who have IEPs are served in the Least Restrictive Environment (LRE). LRE starts with virtual services and progresses through a continuum that could include in-person services by school special education staff or a contracted provider at an appropriate location near the student's home. Face-to-face services could take place at public places such as libraries or at the special education service provider's place of business.

Interim and Initial Placements of New Charter School Students

CCS shall comply with Education Code Section 56325 with regard to students transferring into CCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time CCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to CCS with an IEP from outside of California during the same academic year, CCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until CCS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by CCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Funding

CCS understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and CCS will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, CCS will provide all special education services through appropriately credentialed personnel hired and contracted by CCS. CCS will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend CCS are provided a free and appropriate public education.

Annual Goals for the State Priorities

Below are Clarksville Charter School's annual goals "to be achieved in the state priorities" that apply "that apply for the grade levels served, or the nature of the program operated, by CCS." Where the goals below indicate a period "over the charter term," the annual goal is to maintain or make progress toward the overall goal:

STATE PRIORITY 1: Teacher Credentialing, Access to Standards-Aligned Instructional Materials, and Maintenance of School Facilities

GOALS:

All years, all students and applicable subgroups: All teachers of core, college preparatory classes possess California credentials.

- ANNUAL ACTION 1Ai: Annual teacher credential review, including CLAD or equivalent.

All years, all students and applicable subgroups: Each student, including English learners, has access to standards-aligned instructional materials as suits the nature of the program operated in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- ANNUAL ACTION 1Bi: Review instructional materials and programs used by the school for alignment to state standards and provide supplemental materials fill gaps and provide materials as needed.
- ANNUAL ACTION 1Bii: Monitor learning resources used by each student, including standards-based textbooks, online learning programs, or instructional materials customized to student needs and interests, to ensure that each student has access to state standards.

All years, all students and applicable subgroups: Any school facilities used for instruction will be maintained in a manner that ensures that they are clean, safe, and functional.

- No action is anticipated; if facilities are used for instruction at any point, actions will be included in the school's Local Control Accountability Plan

STATE PRIORITY 2: Implementation of State-Adopted Standards, Including Access to Academic Content and Development of English Proficiency by English Learners

GOALS:

All years, all students and applicable subgroups: Based on a school-selected measure of progress in the implementation of state academic standards, on average, 80 percent of responses will indicate satisfactory implementation, or the measure will demonstrate a trajectory of improvement over the term of the charter.

- ANNUAL ACTION 2Ai: Implement a performance review process that evaluates teacher implementation of CCSS and NGSS effectively

English learner subgroup: Ensure that teachers English learner students (1) provide instructional materials and supports that enable access to the curriculum and (2) develop English language proficiency through English language development instruction, alignment of ELD and ELA standards, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, and/or frequent formative assessment.

- ANNUAL ACTION 2Bi, all years: Monitor learning plans to ensure that English learner students have instructional resources and supports that provide access to the curriculum and promote English language development
- ANNUAL ACTION 2Bii, all years: Monitor the progress of English learner students toward English proficiency and provide appropriate instructional modifications as needed to promote progress

STATE PRIORITY 3: Parent Involvement in School Site Decisions, Including Parental Participation in Programs for Unduplicated Pupils and EL Students

GOAL:

All years, all students and applicable subgroups: Based on a school-selected measure of parent input in decision-making and of the promotion of parent participation in programs, including programs for unduplicated and EL students, on average, 80 percent of responses will indicate positive progress, or the measure will demonstrate a trajectory of improvement over the term of the charter.

- ANNUAL ACTION 3, all years: Use the results of school-selected measure to build on areas of positive parent participation, including in programs for unduplicated pupils and EL students, and address any areas of need

STATE PRIORITY 4: Pupil Achievement as Measured by all of the Following:

Mandated Statewide Assessments

GOALS:

All years, all students and applicable subgroups: Attain a positive average “Distance from 3” (DF3) score in ELA and math by the end of the charter term or increase the average DF3 by

30 points or more over the term of the charter using a matched cohort to compare scores of individual students from year to year.

- ANNUAL ACTION 4Ai, all years: Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing
- ANNUAL ACTION 4Aii, all years: Use MTSS tiers to determine each student's level of need
- ANNUAL ACTION 4Aiii, all year: Provide targeted, research-based math & ELA support for struggling students
- ANNUAL ACTION 4Aiv, 2020-21 through 2024-25: Implement interventions for high-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes

Comprehensive Support and Improvement (CSI)

The four-year cohort graduation rate for Clarksville Charter School will remain above 70% every year. Additionally, Clarksville Charter School will earn a minimum performance level of Yellow on at least two Dashboard indicators annually.

Targeted Support and Improvement (TSI)

The four-year cohort graduation rate for any subgroup will remain above 70% every year. Additionally, each subgroup will earn a minimum performance level of Yellow on at least two Dashboard indicators annually.

UC A-G/Career Readiness

GOALS:

All years, all students and applicable subgroups: Increase the percentage of students who complete A-G courses by 20 percent over the term of the charter.

- ANNUAL ACTION 4Ci, all years: Build course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan
- ANNUAL ACTION 4Cii, all years: Counselors and high school teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans
- ANNUAL ACTION 4Ciii, all years: Counselors build and monitor the progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits

Progress Toward English Proficiency and English Learner Reclassification

GOALS:

All years, all students and applicable subgroups: Using a matched cohort to compare the progress of individual students from year to year, 75 percent of English Learner students will either (1) improve performance on the ELPAC, (2) achieve English proficient status or Early Advanced or Advanced (or ELPAC equivalent) on the ELPAC, or (3) be reclassified as

English proficient, or the school will increase the proportion of English Learner students achieving one of the three criteria by 10 percent over the charter term.

- *ANNUAL ACTION 4Di, all years:* Provide EL students with an appropriate learner plan for English language development
- *ANNUAL ACTION 4Dii, all years:* Monitor the progress of English learner students
- *ANNUAL ACTION 4Diii, all years:* Provide professional development in response to analysis of student performance data, schoolwide and by subgroup
- *ANNUAL ACTION 4Div, all years:* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data
- *Track student progress toward meeting EL proficiency requirements*

STATE PRIORITY 5: Pupil Engagement

School Attendance Rates

GOALS:

Over the charter term, CCS will maintain an attendance rate of 95 percent over the term of the charter or will increase the rate over the term of the charter.

- *ANNUAL ACTION 5Ai, all years:* Monitor attendance data on a monthly basis
- *ANNUAL ACTION 5Aii, all years:* Notify parent/guardian regarding attendance concerns and intervene according to attendance and enrollment compliance procedures

Chronic Absenteeism Rates

GOAL:

All years, all students and applicable subgroups: Over the charter term, CCS will maintain a chronic absenteeism rate of under 1 percent over the term of the charter.

- *ANNUAL ACTION 5B, all years:* Once families have been through low attendance interventions, if chronic absenteeism persists, initiate intensive targeted intervention for students demonstrating chronic absenteeism and their families

Middle School Dropout Rates

GOAL:

All years, all students and applicable subgroups: Over the charter term, CCS will maintain a middle school dropout rate of under 1 percent over the term of the charter or will decrease the rate over the term of the charter.

- *ANNUAL ACTION 5C, all years:* Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing

High School Dropout Rates

GOAL:

All years, all students and applicable subgroups: Over the charter term, CCS will maintain a high school dropout rate of under 1 percent over the term of the charter or will decrease the rate over the term of the charter.

- *ANNUAL ACTION 5D, all years:* Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing

High School Graduation

GOAL:

All years, all students and applicable subgroups: Over the charter term, for students attending CCS for grades 9-12, CCS will maintain a high school graduation rate of 90 percent over the term of the charter or will close the gap between the baseline and the target by 50 percent over the term of the charter.

- *ANNUAL ACTION 5D, all years:* For any students identified as high-risk for not graduating, provide tiered targeted intervention designed to keep students on track

STATE PRIORITY 6: School Climate

Pupil Suspension Rates

GOAL:

All years, all students and applicable subgroups: Over the charter term, Clarksville Charter School will maintain a rate of suspension of under 1 percent.

- *ANNUAL ACTION 6A, all years:* Set clear expectations for student conduct and consistent protocols for addressing behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist

Pupil Expulsion Rates

GOAL:

All years, all students and applicable subgroups: Over the charter term, Clarksville Charter School will maintain a rate of expulsion of under 1 percent.

- *ANNUAL ACTION 6B, all years:* Set clear expectations for student conduct and consistent protocols for addressing behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist

Other Local Measures, Including Surveys of Pupils, Parents and Teachers on Sense of Safety and School Connectedness

GOAL:

All years, all students and applicable subgroups: Based on a school-selected measure that provides a valid measure of perceptions of school safety and connectedness, CCS will increase parent participation rate for the school climate survey by 10%, or the measure will demonstrate a trajectory of improvement over the term of the charter.

- *ANNUAL ACTION 6C, all years:* Analyze data from school-selected measure to identify trends and areas of need and to refine means to address as appropriate

STATE PRIORITY 7: Access to a Broad Course of Study in Subject Areas Described in Education Code Section 51210 and 51220, as Applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

GOAL:

All years, all students and applicable subgroups will have access to and be enrolled in the required courses to be college and career ready. The charter petition requires students to be enrolled in English, Mathematics, Social Studies and Science. In addition, all students receive instructional funds to use towards enrichment activities and programs to ensure students have access to a broad course of study.

- *Annual Action 7:* Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways:
- 7A: Host district-wide events, including College Fair, Career Fair, Roadmap to College, and Life After High School
- 7B: Offer Charter-hosted events: College Information Nights and Financial Aid Nights for K-12 students
- Establish the College Boost program, supporting the college application, financial aid, and college selection process
- Increase college awareness starting in the elementary level. Expand programs to reach additional K-8 students, through events such as “Preparing for Secondary Success” workshops

STATE PRIORITY 8: Pupil Outcomes in Subject Areas Described in Education Code Section 51210 and 51220, as Applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

GOAL:

All years, all students and applicable subgroups will demonstrate continued growth in scholarly habits that allow them to control and monitor their own learning for improved academic outcomes. In addition, English Learners will demonstrate continued growth towards mastery of Academic English and being designated English language proficient.

- *Annual Action 8:* CCS will maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth

services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth within the district

- 8A: Train charter school staff regarding policy guidance on foster youths' rights to remain in the school of origin, and to prompt enrollment and transfer of records, including partial credits, when changing schools
- 8B: Promote services through educational liaisons from the county department of education (meeting with family to offer additional support services)
- 8C: Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of "F" was initially earned)
- 8D: Offer online credit recovery opportunities through online program providers

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: The measurable pupil outcomes identified for use by CCS. "Pupil outcomes," for the purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by CCS, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by CCS. --California Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupils progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

--California Education Code Section 47605(b)(5)(C)

Measurable Student Outcomes

Clarksville Charter School's measurable student outcomes are indicated in the annual goals to address the eight state priorities listed in Element 1. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card.

Methods of Assessment

The effective use of assessment is critical to the learning process. At CCS, several types of formative and summative assessments will be used. These include practice quizzes, short answer and essay questions, multiple-choice, and objective exams. Some students choose to

create portfolios to show the year-long progression for learning. CCS students create projects based on cross-curricular learning. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers will perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Homeschool teachers serve as the supervising teacher for purposes of independent study, working closely with learning coaches who have the first responsibility for measuring and monitoring student progress and performance.

CCS shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and 60851 or any other pupil assessments applicable to pupils in non-charter public schools. The following assessments are utilized by CCS:

- **Pre-test** of students' work will be administered as a measure of student's baseline knowledge or preparedness for an educational experience or course of study
- **Smarter Balanced Assessments** are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students will need to succeed in college and in the workplace. The assessment system – including summative and interim assessments, and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness
- **Embedded Assessment** of students' work may include but is not limited to: a review of assignments, evaluation of student work products, projects, special assignments, and locally administered evaluations of student work. Unit tests, final exams, speeches, online presentation and writing projects are examples of summative assessments.
- **ELPAC** will be administered in accordance with State law
- **Physical Fitness Test** will be administered in accordance with State law
- **Diagnostic/Benchmark Assessment:** CCS will use an internal standardized benchmark assessment to track student progress and grade level proficiency
- **End of Course Exams:** Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented

Annually, CCS will develop and distribute to the District and to the school stakeholders a School Accountability Report Card.

Use and Reporting of Data

Report of Individual Student Progress

Parents/guardians and students will be routinely informed of student progress through regularly scheduled meetings. Individualized student evaluation data will be utilized by the advisory teacher in tailoring the student's education program and updating the master agreement as necessary. To ensure regular communication between the teacher, parent and student, updates will be provided to families through in-person meetings, email, and phone calls. Parents/guardians may discuss student progress with the school at any time, and Clarksville Charter School staff will typically meet with parents/guardians when students are not progressing as expected. School administrators will receive student progress data information from the teachers and this data will be reviewed monthly and on an ongoing basis.

Use of Achievement Data to Improve Charter School Programs

Faculty will review student achievement data on an ongoing basis. Faculty will review student work samples, noting skills that are mastered, and those that need continued support. This data will assist in helping to monitor and improve CCS's educational program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

CCS also will survey parents/guardians on an annual basis to get valuable program feedback to be used to make program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on the effectiveness of all aspects of CCS from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.

In order to meet the needs of the diverse needs of our student population and ensure we are closing the learning gaps in student subgroups, we have started new Parent and Teacher Education events. The focus for parents is to educate them on the benefits of assessments and how they impact our school as a whole. Additionally, we have developed staff professional development sessions with a similar outline. In these sessions, we explain and discuss the different assessments we have as a public charter school, why we need them, and how our school depends on them for different accountability platforms such as the state

dashboard and our authorizers. Additionally, our staff and families are also given hands-on resources and tools to align their curriculum to the state standards, writing with evidence, math reasoning, and performance tasks. These are small but crucial steps in ensuring our students are given the tools to succeed and ensuring equity in all of our diverse student populations.

ELEMENT FOUR: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

--California Education Code Section 47605(b)(5)(D)

Non-Profit Public Benefit Corporation

CCS will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and CCS. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of CCS, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CCS as long as the District has complied with all oversight responsibilities required by law. During the term of the Charter, CCS may contract with one or more third parties for the provision of educational and/or administrative services.

CCS will be operated by Clarksville Charter School, a California Nonprofit Public Benefit Corporation, thereby granting Buckeye Unified immunity from liability for debt/obligations of the charter per Ed Code 47604(d). Pursuant to Education Code section 47604, which was added by AB 406 (2018), the Charter School shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Pursuant to Education Code section 47604.1, as added by SB 126 (2019), the Charter School shall comply with the Ralph M. Brown Act, the California Public Records Act, and California's conflict of interest laws, including the Political Reform Act and Government Code section 1090, *et seq.*, as provided in Education Code section 47604.1.

Attached as Appendix B, please find the Corporate Bylaws and Conflict of Interest Code that have been adopted by the Board of Directors of Clarksville Charter School.

Board of Directors

Clarksville Charter School is governed by Clarksville Charter School Board of Directors, which shall be selected, serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and

applicable law. The Board shall have at least three and no more than eleven members. Directors will serve one-year terms.

In accordance with Education Code Section 47604(c), the District may appoint a representative to serve on the Board of Directors.

The initial list of board members and biographical information for each is listed below.

President – Emily Allen

Emily Allen is a homeschool parent and has served on the Clarksville Charter School board for over 2 years. She also has experience as a preschool teacher, an office manager and volunteers with her church’s children’s choir.

Secretary – Katie Burwell

Katie Burwell is a homeschool parent of a child with special needs and has served on the Clarksville Charter School board for over 2 years. She has experience working as a special needs caregiver and is also an Independent Signing Agent and Notary. She volunteers with her local children’s softball league, and with local pregnancy support and adoption centers in her community.

Treasurer – Keri Dalebout

Keri is a wife and mother of 6, 5 boys and 1 girl. The two oldest are her youngest brothers who she raised through the court system. Through her experience with her brothers who were troubled youth with special needs, as well as two of her sons who have ADD and dyslexia she has become an advocate of children and their individual needs in the schooling system. Keri has worked as mentor/teacher with Johns Adams Academy in Roseville. She is currently running the youth group that meets twice a week for ages 8-11 in her church. Keri has been homeschooling her children for 4 years, which she turned to after the public school system failed to meet her children’s needs, and as a result her children have thrived under the charter/independent study model of schooling. As a leader and advocate for families she runs a weekly park day as well as nature co-op for 20+ homeschooling families in her community. Keri is currently attending Brigham Young University online as she works towards her Masters in family therapy, and is looking forward to advocating and educating families so they can thrive.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of CCS including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, employment contracts, major fundraising events, and grant writing
- Negotiation and approval of an MOU or other contracts with the District
- Approval of fiscal policies

- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law
- Long-term strategic planning for CCS
- Participation as necessary in dispute resolution
- Monitoring overall student performance
- Monitoring the performance of CCS and taking necessary action to ensure that the school remains true to its mission and charter
- Monitoring the fiscal solvency of CCS
- Participation in CCS's independent fiscal audit
- Participation in CCS's performance report to the District
- Participation as necessary in student expulsion matters
- Increasing public awareness of CCS
- Fundraising efforts

Board Meetings

The Board of Directors will meet in accordance with the Brown Act and any other requirements set forth in Education Code section 47604.1, as added by SB 126 (2019), and Government Code section 54954.3, as amended by AB 1787 (2016).

The Board of Directors meetings will be headed by a Board Chairperson, who will be elected annually amongst the Board at the concluding meeting of the school year. Board members will be allowed to attend board meetings virtually. Upon request, Board Agendas and Board Materials will be sent to the Buckeye Union School District for posting. The Charter School shall ensure that an online posting of an agenda for a meeting occurring on and after January 1, 2019 be posted on its primary website homepage accessible through a prominent, direct link consistent with Government Code section 52954.2, as amended by AB 2257 (2016).

The Board of Directors will abide by strong Conflict of Interest policies, that clearly forbid the board of directors benefiting from the service on the board. The board at this time receives no stipends for travel or their time; but this is being considered for the future.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate in initial training regarding effective board governance, the Brown Act, and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of CCS any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Principal / Senior Director

The Principal (Senior Director) and Vice Principal (Assistant Director) will be the leaders of CCS. These positions will ensure that the curriculum and technology is implemented and state mandated assessment requirements are fulfilled in order to maximize student learning experiences.

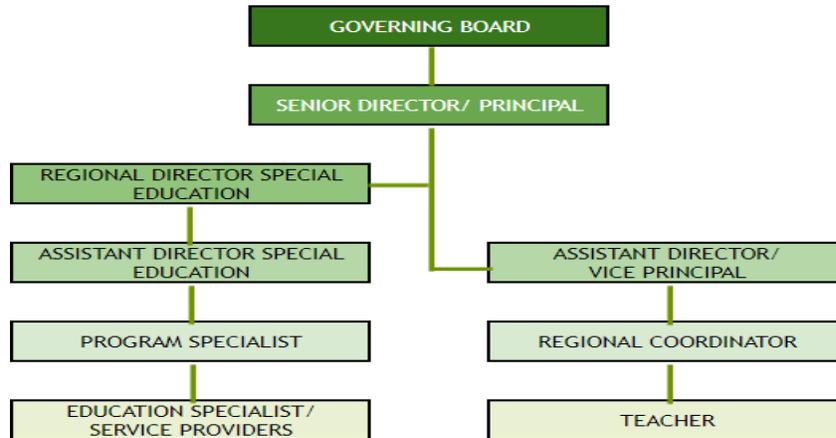
The Principal / Senior Director will directly supervise teachers and will be responsible for the day to day operations of the school, working with the Clarksville Charter School Board of Directors, the authorizing district, parents/guardians, students, community members and the other governing bodies specified by local and state law. The Principal / Senior Director is required to have teaching experience and a valid California teaching credential. An administrative credential is preferred but not required.

The administrative duties of the Principal / Senior Director shall include, but will not be limited to, the following:

- Provide instructional leadership to CCS
- Attend District meetings as requested and collaborate with the District, including assisting with the oversight duties
- Supervise all employees of CCS
- Provide performance evaluations of all Charter School employees at least once annually
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Provide assistance and coordination in the implementation of curriculum
- Participate in WASC, LCAP, SARC, school budget
- Foster an amicable relationship between District and CCS

The above duties may be delegated or contracted as approved by the Board to another employee of CCS or to an appropriate third party provider as allowed by applicable law.

Organizational Chart



Parent & Teacher Participation in Governance

As identified in Element One's list of annual goals, Clarksville Charter School will use several strategies to consult on a regular basis with their parents/guardians, and teachers regarding the school's educational program.

- CCS will provide parents/guardians with surveys twice a year
- Parents/guardians may address the Board through public comment or by communicating directly with board members
- Parents/guardians can communicate with the Principal / Senior Director at any time

CCS will continue to strive to meet the needs of the students and families and offer a valuable school of choice. To inform planning, we assess the needs of the students and community members on an ongoing basis through parent surveys, parent workshops, board meetings, virtual town hall meetings and events for homeschool families. The parent satisfaction surveys will be provided electronically to all parents/guardians. The survey will be developed specifically to assess parent input on the effectiveness of all aspects of CCS from their perspective and related to their experience. The results of this survey will be reviewed along with student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the school.
--California Education Code Section 47605(b)(5)(E)*

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with CCS.

Employee Status and Qualifications

An “employee” of CCS is a person who regularly works for CCS on a wage or salary basis. “Employees” may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

This category includes all regular employees who are determined by CCS to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Full-time Teachers and Administrators are Exempt employees.

Non-Exempt

This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime for hours worked beyond 8 hours in one workday or beyond 40 in one workweek, as well as meal and rest breaks as prescribed by law. All part-time and temporary employees are non-exempt. Additionally, most classified staff are non-exempt employees.

Regular Full-Time

These include employees who are regularly scheduled to work 30 or more hours per week and are generally eligible for the CCS’s benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

These are employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for CCS’s benefit package.

Temporary (Full-Time or Part-Time)

These are employees whose performance is being evaluated to determine whether further employment in CCS is appropriate or individuals who are hired as interim replacements to assist in the completion of a specific project or for vacation relief. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status until they are notified of a change. They are not eligible for any

of CCS's benefit programs. Every member of the team is designated as "Certificated Employee" or "Classified Employee."

CCS's key staff members (Principal / Senior Director, Assistant Directors, Regional Coordinators, Teachers, Regional Directors of Special Education, Assistant Directors or Special Education, Special Education Education Specialists, Special Education Program Specialists) will meet the following qualifications:

Principal / Senior Director

The Principal / Senior Director will be the school's instructional leader and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

Required knowledge, skills, and abilities

- Understanding of independent study program implementation
- Understanding of teacher evaluation in an online school
- Excellent communication skills
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

Required educational level

- Master's Degree preferred
- Valid California teaching credential required; administrative credential preferred

Required experience

- 5 plus years teaching/leadership experience
- Experience in performance assessment

Vice Principal/Assistant Director

The Vice Principal/Assistant Director serves as the first point of contact for Regional Coordinators, Program Coordinators and teaching staff. The Vice Principal/Assistant Director assists the Principal / Senior Director supports students and teachers. Assistant Directors will have the following qualifications:

Required knowledge, skills, and abilities

- Understanding of independent study program implementation
- Excellent communication skills
- A record of success in developing teachers

- Knowledge of school compliance

Required educational level

- Valid California teaching credential

Required experience

- Minimum 1 year of experience as a Regional Coordinator or comparable leadership experience

Regional Coordinator

A Regional Coordinator serves as the first point of contact for teachers and supports teaching staff with training, guidance, and mentoring. Regional Coordinators will have the following qualifications:

Required knowledge, skills, and abilities

- Monitor and provide support, information, and resources to a team of 12-15 teachers
- Understand and be able to teach others about policies and requirements
- Respond to teacher and parent inquiries in a timely manner

Required educational level

- Valid California teaching credential

Required experience

- Minimum 1 year of homeschool/independent study teaching experience

Teachers

The faculty will consist of properly credentialed teachers in core, college preparatory subjects. All teachers will meet the requirements of Education Code Section 47605(1) and applicable portions of the Elementary and Secondary Education Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. Induction training will be provided to teachers that need to complete their Professional Clear Credential.

Required knowledge, skills, and abilities

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online or homeschool environment

- Possession of appropriate credential(s) required for the position
- Detail-oriented, flexible, team player
- Evidences the capacity to work with students to develop and implement required master student agreements
- Technologically knowledgeable

Required educational level / credentialing

Teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(1). Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. Core academic subjects shall be English, Science, Mathematics, and History/Social Science.

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case CCS reserves the right to modify its student to teacher ratio accordingly. CCS will maintain auditable files of teacher credentials in compliance with applicable law.

Teacher Recruitment

CCS will develop a comprehensive teacher recruitment policy to attract skilled, credentialed teachers. CCS recruitment strategies for employing skilled teachers include using established teacher credentialing services, such as EdJoin, Monster.com, and college employment fairs, among other generally acceptable strategies.

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- August: An intensive training program is implemented to prepare teachers for the start of the school year including the practices of independent study and homeschooling, the technology that is required for implementing the online programs, independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Monthly: Regional staff meetings in PLC's to continue growth in needed areas such as compliance, instructional practices, best practices in supporting homeschool families, preparation for assessments, aligning curriculum, time management, technology training and other areas

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, regular staff surveys and formal staff discussions on recommended modifications to the educational program.

If the Charter School maintains a section on employee interactions with pupils in its employee code of conduct, it shall provide a written copy of the section on employee interactions with pupils to the parent or guardian of each enrolled pupil at the beginning of each school year, consistent with Education Code section 44050, as added by AB 500 (2017).

The Charter School shall also post the section on employee interactions with pupils in its code of conduct, or provide a link to it, on each of its website. The Charter School may satisfy this requirement by including a copy of the section on employee interactions with pupils in its code of conduct with other specified notifications that are required at the beginning of the first semester or quarter of the regular school term.

Regional Director of Special Education

Under general direction of the Principal, the Regional Director of Special Education will work plan, organize, coordinate, evaluate and direct assigned Special Education programs to achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

Required knowledge, skills, and abilities

- Keep informed of all legal requirements governing Special Education
- Work cooperatively with staff, parents, community partners, community members
- Plan and approve appropriate training for staff
- Develop policies and procedures

Required educational level

- Master's Degree
- Valid California Administrative Services Credential preferred

Required experience

- Minimum of three (3) years of administrative experience
- Minimum of three (3) years of experience working with special needs students

Assistant Director of Special Education

An Assistant Director of Special Education assists the Regional Director of Special Education to provide leadership and management in administering, monitoring, coordinating and evaluating Special Education programs and services. Assistant Directors of Special Education will have the following qualifications:

Required knowledge, skills, and abilities

- Keep informed of all legal requirements governing Special Education
- Work cooperatively with staff, parents, community partners, community members

- Plan and approve appropriate training for staff
- Develop policies and procedures

Required educational level

- Master's Degree preferred
- Valid California Administrative credential preferred
- Valid California Education Specialist, pupil personnel services, or speech and language pathology credential

Required experience

- Five (5) years of experience within special education
- Two (2) years of supervisory/leadership experience in an educational environment

Special Education Program Specialist

Special Education Program Specialists are responsible for supporting and improving outcomes for students with disabilities. The Program Specialists will provide technical assistance, training, and support to school staff in implementing special education support and services for students with disabilities.

Required knowledge, skills, and abilities

- Ability and comfort in working in a fast-paced, entrepreneurial environment, with a demonstrated ability and desire to flexibly shift responsibilities over time as the role and department evolve
- Excellent analytical and data-based decision-making skills.
- Strong customer service orientation in approach to working with teachers, school administrators, and families.
- Excellent written and oral communication skills

Required educational level and experience

- Master's Degree (preferred)
- Experience working in virtual educational settings

Special Education Education Specialist

A Special Education Education Specialist supports the instructional program for all students and provides academic, behavioral, and social intervention services to identified students.

Required knowledge, skills, and abilities

- Establish and maintain cooperative working relationships
- Interpret and apply legal mandates, policies and regulations pertaining to education

- and safe school operations
- Maintain confidentiality
- Work effectively in teams

Required educational level and experience

- Valid Mild/Moderate and/or Moderate/Severe California Education Specialist Instruction Credential
- Added Autism Authorization

ELEMENT SIX: HEALTH AND SAFETY POLICIES

Health and Safety

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of CCS furnish CCS with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by CCS. California Education Code Section 47605(b)(5)(F)*

In order to provide safety for all students and staff, CCS will implement full health and safety procedures and risk management policies at its resource center in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of CCS:

Procedures for Background Checks

Employees and contractors of CCS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will participate in annual training, follow all applicable reporting laws and the same policies and

procedures used by the District.

TB Testing

Faculty and staff will be screened and, if indicated by the screening, tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, as amended by SB 276 and SB 714 (2019), and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

CCS will adhere to Education Code Section 49423 regarding the administration of medication in school.

CCS shall stock and maintain the required number and type of emergency epinephrine auto-injectors on-site and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414 and Section 4119.2 of the Business and Professions Code.

Vision and Hearing Screening

Students will be screened for vision and hearing. CCS will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by CCS.

Diabetes

CCS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes
2. A description of the risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention of methods of type 2 diabetes
5. A description of the different types of diabetes screening tests available

Bloodborne Pathogens

CCS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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

Drug-Free/Alcohol-Free/Smoke-Free Environment

CCS shall function as a drug, alcohol, and tobacco-free workplace.

Facility Safety/Orderly Environment

CCS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Additionally, the school will create a safe and orderly environment for students, by sharing with students and their parents/guardians clear expectations of safe and respectful behavior.

Safety Plan

CCS shall develop a school safety plan, which shall include procedures for conducting tactical responses to criminal incidents and shall address the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282, as applicable to charter schools and to this specific charter school's context. The school safety plan will be reviewed and updated by March 1 of every year by CCS.

Suicide Prevention

CCS shall maintain a policy on student suicide prevention in accordance with Education Code section 215. Said policy shall be reviewed, and updated if necessary, every five years.

Immigration Policies

CCS will adopt policies consistent with the guidance and model policies issued by the California Attorney General in accordance with the requirements of AB 699 (2017).

Comprehensive Harassment Policies and Procedures

CCS is committed to providing a school that is free from sexual harassment, as well as any

harassment based upon such factors as gender, gender identity, gender expression, race, religion, creed, color, national origin, immigration status, ancestry, age, medical condition, marital status, sexual orientation, disability or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. CCS has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with CCS's sexual harassment policy. Per Government Code Section 12950.1, CCS shall provide sexual harassment training and education to each supervisory employee in California once every two years. The training and education shall include information and practical guidance regarding the federal, state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

CCS shall prominently and conspicuously display a poster created relating to sexual harassment in each bathroom and locker room at the school site and in other public areas.

The poster shall be age-appropriate and culturally relevant and will be displayed in English and any primary language spoken by 15% or more of the pupils enrolled at the school, will be no smaller than 8.5 x 11 inches in size, in 12-point type and display required information pertaining to the harassment policy.

Integrated Complaint and Investigation Procedure

CCS has a comprehensive complaint and investigation procedure compliant with the Uniform Complaint Procedures (5 CCR 4600-4687) to centralize complaints and concerns regarding the school. Under the direction of CCS Board, the Principal shall be responsible for investigation, remediation and follow-up on matters submitted to CCS through this procedure.

Comprehensive Anti-Discrimination, Harassment and Anti-Bullying Policies and Procedures

CCS will be committed to providing a school that is free from bullying, including cyberbullying, discrimination and sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, national origin, immigration status, ancestry, age, medical condition, marital status, sexual orientation, or disability. CCS will maintain a comprehensive policy to prevent and immediately remediate any concerns about bullying (including cyberbullying), discrimination or harassment at CCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with CCS's anti-bullying (including cyberbullying), discrimination and harassment policies. CCS will make available

online training relating to preventing acts of bullying, including cyberbullying, to all certificated employees and all employees who have regular interaction with students.

These policies shall be readily accessible in a prominent location on CCS's internet website in a manner that is easily accessible to parents/guardians/pupils. The policies shall include specific policies created by the California Department of Education, and the policies shall include prevention of hate violence, bullying, harassment, discrimination and suicide prevention and resources relating to these topics.

To the extent the school has an orientation program conducted for continuing pupils, these policies will be provided as a part of that program.

Food Service and Food and Beverage Advertising

CCS shall not advertise any food or beverage during the school day or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted under Education Code section 49431.9. In compliance with Education Code section 47613.5, Charter School will provide each needy pupil with at least one nutritionally adequate free or reduced-price meal during each school day as required by law. CCS shall comply with Education Code section 49557.5 to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.

Technology Safety Policies

CCS will develop technology safety policies that address privacy on student computers; liability for service interruptions and information; internet usage guidelines; the accuracy of information; enforcement of the instructional technology policy and guidelines.

California Healthy Youth Act

CCS shall comply with the California Healthy Youth Act. The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school and once in high school, beginning no later than grade seven.

Student Mental Health Services

CCS shall notify students and parents or guardians of students no less than twice during the school year on how to initiate access to available student mental health services on campus or in the community, or both, as provided in Education Code section 49428, as added by AB 2022 (2018).

Human Trafficking Prevention Resources

CCS will identify the most appropriate methods of informing students, parents, and guardians of human trafficking prevention resources and implement the identified methods

by January 1, 2020, consistent with Education Code section 49381, as added by SB 1104 (2018).

Information about Health Care Coverage Options

In accordance with AB 2308 (2016), CCS shall include an informational item in its enrollment forms, or amend an existing enrollment form, in order to provide the parent or legal guardian information about health care coverage options and enrollment assistance consistent with Education Code section 49452.9.

Policies Accessible on the School's Internet Website

CCS shall ensure that the following information is readily accessible in a prominent location on the School's internet website in a manner that it easily accessible to parents/guardians/pupils: 1) Policy on pupil suicide prevention; 2) The definition of discrimination and harassment based on sex as described in Education Code section 230 and shall include the rights set forth in Education Code section 221.8; 3) The Title IX information required by Education Code section 221.61; 4) A link to the Title IX information included on the California Department of Education's internet website; 5) The School's policy on sexual harassment as it pertains to students; 6) If it exists, the School's policy preventing and responding to hate violence; 7) The School's anti-discrimination, anti-harassment, anti-intimidation and anti-bullying policies; 8) The School's anti-cyberbullying procedures; 9) A section on social media bullying that includes all of the following references to possible forums for social media bullying: a) internet websites with free registration and ease of registration; b) internet websites offering peer-to-peer instant messaging; c) internet websites offering comment forums or sections; d) internet websites offering image or video posting platforms; 10) A link to statewide resources, including community-based organizations, compiled by the California Department of Education; 11) Any additional information the School deems important for preventing bullying and harassment.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. --California Education Code Section 47605 (b)(5)(G)

CCS will implement a student enrollment strategy that includes but is not necessarily limited to the following elements or strategies to seek to achieve a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District
- Student enrollment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to increase student enrollments from the various racial and ethnic groups represented in the District

CCS intends to conduct its student enrollment efforts throughout El Dorado County and adjacent counties.

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS

Governing Law: Admissions requirements, if applicable. --Education Code Section 47605(b)(5)(H) and Section 47605(d)(2)

CCS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived 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 Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

CCS shall admit all pupils who wish to attend CCS. No test or assessment shall be administered to students prior to acceptance and enrollment into CCS. CCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

CCS's application process is comprised of the following:

1. Parent attendance at a Charter School orientation meeting is encouraged
2. Completion of a student application form

Registration packets for students who are admitted will also gather the following:

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Pursuant to Education Code section 49076.7, as added by AB 2097 (2016), CCS shall not collect or solicit social security numbers or the last four digits of social security numbers

from pupils or their parents or guardians unless otherwise required to do so by state or federal law.

Lottery Procedures

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment lottery each year, applications shall be counted to determine whether CCS has received more applications than availability. In the event that this happens, CCS will hold a public random drawing to determine admission among the applicants until the available spaces have been filled. Once the limit has been reached, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to students as follows:

1. Current students and students who reside within the Buckeye Union School District boundaries (exempt from the lottery);
2. Students who have siblings enrolled in CCS; and
3. Students who are the children of staff of CCS AND/OR any other non-discriminatory preference factors

CCS will not consider factors that result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or other disadvantaged students, or pupils based on nationality, race, ethnicity, or sexual orientation. Mandatory Parental Volunteer Hours shall not be used as a criterion for admission or continued enrollment in CCS.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the enrollment applications and on CCS's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. CCS will also inform parents/guardians of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

CCS will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

--California Education Code Section 47605 (b)(5)(I)

An annual independent financial audit of the books and records of CCS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. The Principal / Senior Director, along with the audit committee, will review any audit exceptions or deficiencies and report to CCS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of CCS is a public record to be provided to the public upon request.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at CCS. In creating this policy, CCS 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.* CCS is committed to an 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.

When the policy is violated, it may be necessary to suspend or expel a student from CCS. This policy shall serve as CCS'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. Compliance with the procedures set forth in this section of this Charter shall be the only processes for CCS to involuntarily dismiss, remove, or otherwise exclude a student who attends CCS from further attendance for any reason, including but not limited to, disciplinary causes. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

CCS 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.

A student identified as an individual with disabilities or for whom CCS 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. CCS 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 CCS 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 details follow below.

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this paragraph, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

A. 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.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person
- b) Willfully used force or violence upon the person of another, except self-defense
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant
- e) Committed or attempted to commit robbery or extortion
- f) Caused or attempted to cause damage to school property or private property
- g) Stole or attempted to steal school property or private property
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil
- i) Committed an obscene act or engaged in habitual profanity or vulgarity
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
- l) Knowingly received stolen school property or private property
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be

considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 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 CCS
 - 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 networking 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile
- iii. 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

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

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

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

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

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

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

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

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act

- 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 CCS

- 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 networking 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile
 - iii. 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

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence

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

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

If it is determined by the Board of Directors that a student has brought a firearm 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.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Director or the Director's designee with the student and, when possible, his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the

Director or designee.

The conference may be delayed only if the 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 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.

For suspensions of fewer than 10 days, CCS shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

At the conference, the pupil shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required under Education Code section 48900.5, and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, consistent with Education Code section 48911, as amended by AB 667 (2017). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

For suspensions of 10 days or more, CCS shall do both of the following:

a) Provide timely written notice of the charges against the pupil and an explanation of the pupil’s basic rights. The notice shall contain a clear statement that no pupil shall be involuntarily removed by CCS for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the expulsion hearing procedures before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the hearing procedures, the pupil shall remain enrolled and shall not be removed until CCS issues a final decision on the matter. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for fewer than 10 days.

b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and

witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

2. 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 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.

For suspension of fewer than 10 days, the Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School shall: (1) provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights consistent with this policy; and (2) provide a hearing adjudicated by a neutral hearing officer consistent with this policy.

3. 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 pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel.

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CCS 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 CCS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the 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.
4. 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.
5. 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.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The 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.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is

presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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.

G. 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.

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

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

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

I. Written Notice to Expel

The 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 CCS.

The Director or designee shall send a copy of the written notice of the expulsion decision to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

CCS shall maintain records of all student suspensions and expulsions at CCS. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

In accordance with Education Code Section 47605(b)(5)(J)(iii), a student being expelled or suspended will be provided "oral or written notice of the charges against the pupil," "an explanation of the evidence that supports the charges and an opportunity for the pupil 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 pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil 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 pupil 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.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another

school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon CCS's capacity at the time the student seeks readmission.

ELEMENT ELEVEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of CCSs will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. --California Education Code Section 47605 (b)(5)(K)

CCS will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Credentialed Charter School employees shall participate in the California State Teachers' Retirement System (STRS). Non-credentialed employees shall participate in federal Social Security. The Principal / Senior Director is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. --California Education Code Section 47605 (b)(5)(L)

No student may be required to attend CCS. Students who reside within the District who choose not to attend CCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents/guardians of each student enrolled in CCS will be informed on admissions forms that the students have no right to admission in a particular school or program of a local education agency as a consequence of enrollment in CCS, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. --California Education Code Section 47605 (b)(5)(M)

No non-charter school district employee shall be required to work at CCS. Employees of the District who choose to leave the employment of the District to work at CCS will have no

automatic rights of return to the District after employment by CCS unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in CCS that the District may specify, any rights of return to employment in a school district after employment in CCS that the District may specify, and any other rights upon leaving employment to work in CCS that the District determines to be reasonable and not in conflict with any law.

All employees of CCS will be considered the exclusive employees of CCS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CCS. Employment by CCS provides no rights of employment at any other entity, including any rights in the case of closure of CCS.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by CCS and the entity granting the charter to resolve disputes relating to provisions of the charter. --California Education Code Section 47605 (b)(5)(N)

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The following procedure is proposed language to be discussed by the members of the Board of Directors and the staff of Clarksville Charter School and the District in the negotiation of a mutually agreed-upon procedure to resolve all disputes regarding CCS including disputes related to provisions of the charter and including disputes between CCS and the Board of Trustees of the District pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform with the Brown Act.

Disputes arising from within the school, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by CCS and the Board of Directors pursuant to policies and procedures developed Clarksville Charter School Board of Directors.

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of Clarksville Charter School and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Principal / Senior Director of CCS for resolution pursuant to CCS's policies.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws

or agreements has occurred, or unless the Board of Directors of Clarksville Charter School has requested the District to intervene in the dispute.

Disputes between CCS and the District

In the event that CCS and the District have disputes regarding the terms of this charter or any other issue regarding CCS, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues identified as possible grounds for revocation of the charter petition as outlined in EC 47607(c) unless the District chooses to have this process apply.

In the event of a dispute between CCS and the District, the staff and Board of Directors members of the school and District agree to first frame the issue in written format and refer the issue to the District Superintendent, or his/her designee, and CCS Principal / Senior Director. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

CCS's Principal / Senior Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. 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 Superintendent of the District and the Principal / Senior Director of CCS and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal / Senior Director shall jointly identify a neutral, third-party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Principal / Senior Director shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. CCS and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. Upon failure of mediation, all remedies should be available.

ELEMENT FIFTEEN: CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if CCS closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of CCS, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. --Education Code Section 47605(b)(5)(P)

Closure of CCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents/guardians and students of CCS, the District, the El Dorado County Office of Education, CCS's SELPA, the retirement systems in which CCS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents/guardians and students of CCS of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CCS.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, CCS will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. The records of Clarksville Charter School should remain with the non-profit entity, at least until the non-profit closes, in which case the records should be maintained by other Charter School-related agencies. If all the aforementioned agencies have closed, CCS will ask the District to store original records of Charter School students. All records of CCS shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, CCS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Clarksville Charter School will prepare final financial records. CCS will also have an independent audit completed within six months after closure. CCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CCS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CCS.

CCS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of CCS, all assets of CCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CCS, remain the sole property of CCS and upon the dissolution of the non-profit public benefit corporation shall return to the non-profit corporation to be used within the state of California only. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CCS shall remain solely responsible for all liabilities arising from the operation of CCS.

As CCS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of CCS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

CCS will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Budgets

Budgets and Cash Flow

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. --Education Code Section 47605(g)

Attached as Appendix E, please find the following documents:

1. Five Year Budget
2. Three Year Cash Flow

3. Budget/Revenue Assumptions

Financial Reporting

CCS has elected to be direct-funded from the State, pursuant to Education Code Section 47651. CCS shall notify the county superintendent of schools and the District of the direct funding election by June 1 of each year.

CCS shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of CCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all CCS's receipts and expenditures for the preceding fiscal year.

The school's contracted service provider shall provide a monthly report of CCS's current and projected financial viability to the Clarksville Charter School Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

Insurance

CCS shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education shall be named as an additional insured on all policies of CCS. Prior to opening, CCS shall provide evidence of the above insurance coverage to the District.

The District shall not be required to provide coverage to Clarksville Charter School under any of the District's self-insured programs or commercial insurance policies. CCS shall secure and maintain, as a minimum, insurance as set forth below to protect Clarksville Charter School from claims that may arise from its operations. CCS shall maintain the following insurance policies:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Clarksville Charter School from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the District as additional insured. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by Clarksville Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

Insurance Certificates

Clarksville Charter School shall maintain on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Administrative Services

*Governing Law: The manner in which administrative services of the School are to be provided.
--Education Code Section 47605(g)*

The Principal / Senior Director and Assistant Directors will assume the lead responsibility for administering CCS under the policies adopted by CCS's Board of Directors. CCS will contract with an appropriate third-party for all "back-office" administrative services,

including but not limited to financial management, personnel, and instructional program development. Initially, CCS intends to utilize Charter Impact, Inc. to provide financial management, accounting, and payroll services. Its experience is described in the section on consultants, above. Charter Impact, Inc. shall assist CCS Board by providing budget development, implementation of the adopted budget, and monitoring expenses to ensure that CCS Board remains informed about the continuing fiscal solvency of CCS. Currently, CCS contracts with Inspire Charter Services (ICS) as a service provider for a variety of resources including, but not limited to operational, instructional support, enrichment services, student services support, vendor services, and human resources.

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by CCS within the District attendance boundaries. --Education Code Section 47605(g)

CCS will operate an administrative office inside the district boundaries within El Dorado County and may operate administrative office(s) in adjacent count(ies). Offices will be used for clerical staff to work and where families can pick up instructional materials. Administrative offices will not be used for classes.

CCS will operate a Resource Center at 4818 Golden Foothill Parkway, Unit 6-9, El Dorado Hills. The resource center will house curriculum, educational materials and will provide space for opportunities such as student/teacher meetings, parent workshops, enrichment opportunities, school events, testing, and professional development.

Civil Liability Impact

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. --Education Code Section 47605(g)

CCS shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and the California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of CCS or for claims arising from the performance of acts, errors or omissions by CCS if the authority has complied with all oversight responsibilities required by law. CCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of CCS.

Further, CCS and the District shall enter into a memorandum of understanding, wherein CCS shall indemnify the District for the actions of CCS under this charter.

The corporate bylaws of CCS shall provide for indemnification of CCS's Board, officers, agents, and employees, and CCS will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

CCS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the Buckeye Union School District will be fulfilling the intent of CCSs Act of 1992 to:

- (a) Improve pupil learning
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving
- (c) Encourage the use of different and innovative teaching methods
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Clarksville Charter School shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2020 through June 30, 2025.

The standards and criteria in Education Code Sections 47605 and 47607 shall govern renewal of the charter as applicable.

Appendix A Policies

CLARKSVILLE CHARTER SCHOOL INDEPENDENT STUDY POLICY

CCS may offer independent study to meet the educational needs of pupils enrolled in CCS. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. CCS shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at CCS:

1. For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, a Regional coordinator, assistant director or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - The specific resources, including materials and personnel, which will be made available to the pupil.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one Semester, or one half of a year for a school on a year-round calendar.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for ADA purposes:
 - Students will initial "Monthly Independent Study Log" on school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
 5. CCS shall comply with the Education Code Sections 51745 through 51749.3 and the provision of CCS's Act and the State Board of Education regulations adopted there under.
 6. The Directors shall establish regulations to implement these policies in accordance with the law.



Non-Compliance Policy and Procedure

Our schools are always committed to ensuring that students are appropriately engaged in learning and they obtain success through any process possible. When a student is showing signs that they are failing to thrive and that the situation is turning into a non-compliance issue, there are some very important steps to take.

Some red flags may include:

- The student is not completing their work or providing samples.
- The student is not claiming attendance.
- The student is missing an LP meeting without rescheduling or attending the meeting.
- The student/family is being unresponsive.

1. What is the heart behind Non-Compliance?

The heart behind non-compliance is to protect our school and our families and most importantly to see all students thrive in an environment where there is accountability. It is often not helpful to go to war with a parent. Simply set clear expectations and remain unemotional. During this process, the following outcome may result:

- The student tries harder and becomes a success story.
- The family may request a different teacher.
- The family withdraws on their own recognizing there is a better educational platform for their family.
- The student is administratively withdrawn.

2. What are some points to consider before beginning the Non-Compliance process?

Before beginning the non-compliance process, first, consider the situation.

- Can you offer more support and check in more frequently with the student? Have you become more accessible to the student?
- Is there something the family still needs in order to regain compliance? Is the curriculum they are using in line with the student's learning style and interest?
- Does the family feel heard?

- Does the family feel heard?
- Have you tried rewards and praise?
- Have you considered different levels of intervention or academic tutoring for additional support?
- Have you reached out to your RC to brainstorm additional strategies and ideas?
- If you have a SPED student, have you connected with the case manager to gain ideas and support?

If you have done all you can do, then it is time to move on to the next step.

3. When Can I Begin the Non- Compliance Process? The school's Non-Compliance Process can be engaged if a student/family is found to have one or more of the following:

- Two (2) missing assignments during any period of twenty (20) school days.
- One or more missing work samples.
- One or more missing Student Activity Logs (Attendance Logs)
- Has not responded to their HST after three sets of attempts (phone or email) over the course of 6 school days.

Student Work/Progress, Assignments/Work Samples, Student Activity Logs: It is required that all Homeschool Teachers (HSTs) review and affirm student learning and collect Student Activity Logs and Work Samples every twenty school days. It is also required that all HQTs, monitor work completion and progress for High School Students if using an HQT. When any pupil fails to complete two (2) assignments during any period of twenty (20) school days, or has missed one or more work samples, the HST should then start the Compliance Process.

Monthly Learning Period or Other Meetings: It is the parent's and student's responsibility to make every effort to schedule and attend monthly learning period meetings every twenty school days. If the meeting is not successfully scheduled or held after two or more attempts it could be determined that the family has not met the school's meeting expectations and the HST should start the Non-Compliance Process.

Communication Requirements of the HST: HSTs will keep positive and open lines of communication with each family. HSTs will follow a communication pattern with a pairing of a phone call, email message, and document in Contact Manager. If an initial communication pair (#1) is not responded to within two school days, the HST will attempt to reach the family again with another communication pair (#2). If the second communication pair is not successful, the HST will attempt a third communication pair (#3) and start the Compliance Process by sending Non-Compliance Letter #1.

Steps	Details and Explanation	Sample
1	<p>Establish clear cut expectations and deadlines for the student. Send a follow-up email to the family that puts the plan in writing.</p> <p>* If this is a SPED student, notify the case manager and program specialist that the student is non-compliant.</p> <p>**Update your notes in Contact Manager.</p> <hr/>	<p>"We need to meet this week. During that time, I will need the student to attend and bring the outlined assignments so that I am able to best serve your family. I will also be bringing my computer and we will need to claim attendance then. Unfortunately, unless this occurs, we will need to begin the non-compliance process and obviously, I would hate to lose you as a family. "</p>
2	<p>If the family fails to be compliant with your black and white plan, please contact your RC.</p> <p>Your RC will call the family immediately as a concerned administrator to provide support and reiterate your black and white plan.</p> <p>Your RC will send an email to you and the family with a summary of their phone call.</p> <p>*For SPED students, please update the case manager and program specialist.</p> <p>** Update your notes in Contact Manager.</p>	<p>The RC will say "Hello, I have heard from your teacher that you may be having trouble with compliance. Is there anything that you need or anything that you would like me to know? I would love to help you and see how we can get your student back into compliance. It is expected that you attend the meeting this week, provide all the outlined work samples, and claim attendance. Unfortunately, if this is not done by (the end of the week) your teacher will move forward with sending out a certified letter stating your non-compliance and we will set up a call to move forward with an Administrative Withdrawal.</p>
3	<p>Non-Compliance Letter #1</p> <p>If your family fails to meet this black and white expectation, please notify your RC, Assistant Director, and Case Manager/Program Specialist (if applicable).</p> <p>You are now ready to send out letter #1 through certified mail.</p> <p>Hold all Instructional Funds until the family is compliant.</p> <p>** Document date letter was sent, issue, and tracking number in Contact Manager.</p>	<p>Please fill out Non-Compliance Letter 1 and list black and white assignments to be completed within 5 school days of the letter going out.</p> <p>Remind the student/family of the appropriate sections of the Master Agreement and Parent student handbook that specifically address issues of concern.</p> <p>You may also consider emailing Non-Compliance Letter 1 out to the family.</p>

	<p>** Document date letter was sent, issue, and tracking number in Contact Manager.</p>	
4	<p>Non-Compliance Letter #2</p> <p>Without satisfactory resolution or response to the issues described in Non-Compliance Letter #1 within 5 school days, the HST will:</p> <p>Reach out to your Assistant Director or Senior Director to determine a day and time to schedule an Administrative Conference Call with the parent guardian, HST, and SD or AD.</p> <p>The scheduled date should be no sooner than the 6th day of school from the date of the letter.</p> <p>Send Non- Compliance Letter #2 to the family via Certified Mail. (If this is a SPED student, please notify the program specialist/case manager first as an IEP will need to be scheduled prior to Letter 2 going out.)</p> <p>**Document date letter was sent, issue, and tracking number in Contact Manager.</p>	<p>Please fill out Non- Compliance Letter 2 and list black and white assignments to be completed within 5 school days of the letter going out.</p> <p>Remind the student/family of the appropriate sections of the Master Agreement and Parent student handbook that specifically address issues of concern.</p> <p>You may also consider emailing Non-Compliance Letter 2 out to the family.</p> <p>Letter #2 gives the family the opportunity to communicate and work with their HST to address and problem solve issues of concern.</p> <p>Should the family fail to communicate to their HST within 5 school days from the date the letter was sent, the parent/guardian must either communicate and resolve the indicated issues with their HST or attend the Administrative Phone Conference as scheduled in the letter.</p>
5	<p>Administrative Conference Call</p> <p>The conference call will be led by your Assistant Director or Senior Director during the scheduled date and time and will consist of the Director, HST and Parent(s)/Guardian(s).</p> <p>Attempt to remind/confirm the parent/guardian of the call via phone and email. Document the communication in Contact manager.</p>	<p>The Administrator will determine whether there is a resolution of the issues/concerns as well as determine if this is the best placement for the student.</p> <p>Administration may determine the following:</p> <ul style="list-style-type: none"> ● Independent Study is in the best interest of the student. ● The need to place the student on an improvement plan. ● The need to implement different strategies to collect compliance documents. ● Determine that it is not in the student's best interest to remain in our independent study program.



Clarksville Charter School
5049 Robert J Mathews Pkwy, El Dorado Hills, CA 95762
(916) 568-9959 jenell@inspireschools.org

< Date >

Parent/Guardian's Name
Address
City, state, zip

RE: < Student First Name, Last Name, Non-Compliance Issue >

Dear < insert parent/guardian's name >,

Enrollment in Clarksville Charter School is contingent upon standard enrollment expectations and requirements being met.

The following are current, existing non-compliance concern(s)/issue(s):

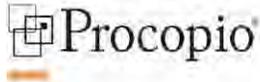
- Student is not engaged in learning at least 85% of a learning period (equivalent to not being engaged for three days of school out of a twenty-day learning period)
- Two or more missing assignments/Work Samples
- One or more missing Student Activity Logs (Attendance Logs)
- Two or more missed or unscheduled monthly learning period or other meetings
- Unable to contact parent/guardian

Please contact me to address the above concern(s)/issue(s) within five school days upon receipt of this letter. If we are unable to work towards resolution together, the non-compliance process would need to continue.

I look forward to working together to create a plan of action and support to help your student succeed.

Sincerely,

< Insert Homeschool Teacher Signature >



PROCOPIO
 525 B Street
 Suite 2200
 San Diego, CA 92101
 T. 619.238.1900
 F. 619.235.0398

MEMORANDUM

DEL MAR HEIGHTS
 LAS VEGAS
 PHOENIX
 SAN DIEGO
 SILICON VALLEY

ATTORNEY-CLIENT PRIVILEGED

TO: Bryanna Brossman
 Provenance, Inc. **FILE NO:** 127933/000001

FROM: Gregory V. Moser
 Maryam Rastegar

DATE: January 22, 2020

RE: Overview of Open Enrollment and Lottery Requirements

This memorandum is in response to your request for an overview of the enrollment and public random drawing (“Lottery”) laws governing charter schools. Below, we have provided an overview of the applicable laws and an example to illustrate the interplay between the enrollment procedures and illustrate when there is a legal obligation to conduct a Lottery.

DISCUSSION

I. General Enrollment Procedures

Unlike traditional public schools, charter schools are schools of choice and students enroll on a voluntary basis. In addition, under the so-called “megawaiver” provision of the Charter Schools Act (“Act”), Education Code section 47610, charter schools are exempt from many of the statutes and regulations that govern school districts. As such, charter schools traditionally have more discretion in developing and implementing certain policies and procedures, including those governing enrollment, so long as they are consistent with the Act and the school’s charter.

Generally, charter schools are required to admit all pupils who wish to attend. (Ed. Code § 47605(d)(2)(A).)¹ Until recently, this provision was narrowly construed so as to limit a charter school’s ability to deny enrollment based on, among other things, a pupil’s disability, race, national origin, gender, or other protected characteristics. (Ed. Code § 47605(d)(1).) Outside of these limitations, charter schools had the discretion in adopting enrollment policies and procedures so long as they were consistent with the Act. However, recent legislative changes have significantly impacted the flexibility charter schools historically had in developing policies related to enrollment,

¹Please note, beginning July 1, 2020, these provisions in the Education Code will be found in subdivision (e) of Section 47605.

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among others. In 2019, California passed a series of bills which amended the Act to give authorizers more discretion to deny renewal of a charter, including reasons related to the charter's enrollment practices. For example, effective July 1, 2020, authorizers may deny renewal of a charter if they make a finding that, among other things, the charter school is not serving all pupils who wish to attend the charter school. (Ed. Code § 47607(d)-(e), (operative on July 1, 2020).) In addition, an authorizer can deny a charter if it can show that the charter school is demonstrably unlikely to serve interests of the "entire community." (Ed. Code § 47605(c)(7)(operative on July 1, 2020).) While these provisions have yet to be implemented, charter schools may be exposed to the potential risk of nonrenewal should they adopt or implement a policy that limits enrollment for reasons beyond the school's capacity. Consequently, charter schools should be cognizant of these implications when adopting policies and procedures related to enrollment.

II. Lottery Procedures

Generally, if the number of students who wish to enroll exceeds the charter school's capacity, the charter school must conduct a Lottery. (Ed. Code § 47605(d)(2)(B).) Charter schools that operate traditional classroom-based programs determine capacity based on the number of seats available. Nonclassroom-based charter schools, however, determine capacity based on budgeting, pedagogical and staffing considerations of their governing boards. Historical information regarding typical attrition rates during the year may also be considered. Here, the governing board for each charter school should formally determine the school's "capacity" for each grade level before the Open Enrollment period ends. While some authorizers seek to set enrollment caps, the Act provides that "in the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede" expansion "to meet pupil demand." (Educ. Code § 47605(d)(2)(C).)

To determine whether it must conduct a Lottery, many charter schools have an "Open Enrollment" period. During the Open Enrollment period, all students complete an application seeking enrollment for the following school year. Once the Open Enrollment period ends, the charter school reviews all enrollment applications to determine enrollment projections for the following school year.² The charter school has discretion in determining when and how the Lottery will be conducted. Using the Lottery, the charter school will randomly choose names from among the applicants until the available spaces have been filled. Once the limit has been reached, the charter school may continue to draw names from the applicant pool to determine in what order the students will be placed on a waiting list if the board-approved enrollment policy so provides. Charter schools are not required to have a waiting list, but many schools maintain them in the event that spaces become available. If space becomes available, the charter school can admit students in the order they appear on the waiting list. Charter schools have discretion in the management of any waiting list.

² Under the Act, the charter school must give preference to existing students and students who reside in the school district. As for any other preference categories, the charter school, at its discretion and as outlined in its charter, may offer enrollment preferences for other students. (Ed. Code § 47605(d)(2)(B)(i)-(iii).)

If, however, the charter school determines that the number of students who wish to enroll during the Open Enrollment period does not exceed the number of spaces available, a charter school is not required to conduct a Lottery, and can admit all pupils. In the event that the charter school reaches capacity at some point after the Open Enrollment period ends, the charter school can place students on a waiting list, if the board's policy so provides. Should space become available during the school year, the charter school can enroll the students on a rolling basis in the order they appear on the waiting list. In this event, the charter school is not required to conduct a Lottery. As is the case with waiting lists developed from the Lottery, charter schools have discretion in setting up and maintaining a waiting list.

III. Example

In an effort to illustrate how the enrollment and Lottery procedures work together, we have provided the following example:

ABC Charter ("ABC") serves students kindergarten through fifth grade. ABC has 100 spots available for each grade level. ABC's charter gives enrollment preferences to existing students, students who are residents of the authorizing district, and siblings of existing students. ABC's Open Enrollment period is from April 1 to May 31. ABC's Lottery occurs in July. It also maintains a waiting list for the duration of the school year, after which it expires. ABC also has an enrollment deadline of February 1. No student is enrolled after February 1 of the school year in which enrollment is sought even if space becomes available.³

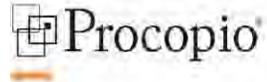
Lottery Required

At the conclusion of the Open Enrollment period, ABC determines that it has 125 fifth grade students who wish enroll (75 existing students and 50 new students). ABC determines that it must conduct a Lottery because the number of students who wish to enroll exceeds space available. Of the 50 new students, five are siblings of existing students. At the start of the Lottery in July, ABC admits all five students, based on the preference in the charter, leaving 20 spots available. ABC continues the Lottery to fill the remaining 20 spots. It continues to pull names from the Lottery and places the remaining 25 students on the waiting list in the order their names were drawn.

Between August 1 and January 31, ten spots become available. ABC offers to enroll the first ten students from the waiting list.

From February 1 through the end of the school year, ABC no longer admits any students and the waiting list expires.

³ As explained above, a policy that provides for an enrollment deadline that would prevent a student from enrolling in the school should space become available could be interpreted by an authorizer as the school "not serving all pupils who wish to attend" and could be the basis for nonrenewal.



Lottery Not Required

At the end of the Open Enrollment period, ABC determines that it has 80 fifth grade students who wish enroll (60 existing students and 20 new students). ABC determines that the number of students who wish to enroll does not exceed space available, so it does not conduct a Lottery.

From August 1 to November 30, twenty new students seek to enroll in ABC. ABC admits all 20 students on a rolling basis, reaching its 100 student limit.

From November 30 to December 31, ten new students seek to enroll. ABC places the ten students on a waiting list in the order they applied.

From December 31 to January 31, five spots become available. ABC offers to enroll five students from the waiting list.

From February 1 through the end of the school year, ABC no longer admits any students and the waiting list expires.

GVM



Enrollment and Admission Process

- Parent/Guardian confirms space is available via the school website and creates a REG-Online account for enrollment.
- If needed, the Enrollment Specialist helps the parent/guardian through REG-Online by entering all student/household information and uploading documents.
- Once the application is complete, the documents are reviewed and approved by an Enrollment Specialist.
- The Assistant Director assigns a homeschool teacher (HST) to the student taking factors such as family preference, geographical proximity, etc. into consideration.
- The Enrollment Specialist will send out a Welcome Letter to the family and the HST.
- Parent/guardian will receive the Master Agreement via email from the HST.
- The parent/guardian, student, and HST will sign the Master Agreement electronically.

Withdrawal Process

- Parent notifies home school teacher (HST) of the intent to withdraw their student from Clarksville Charter School.
- Teacher fills out a Google Survey entitled Withdrawal Survey.
- Once the teacher submits the Withdrawal Survey the results populate a Google Sheet.
- Work Samples and Attendance are verified by Records Department and School Accountability to ensure compliance.
- Records Team exits the student from our Student Information System (SIS), School Pathways once compliance is satisfied.
- Records Team verifies proof of enrollment at the new school within 30 days of withdrawal utilizing a Confirmation of Enrollment form.
- If verification is unsuccessful, a Superintendent Letter is sent to the district of residence

based on the address we have on record.

- Student records are forwarded to the new school upon formal request from that school.

Notification of District of Residence

- Records Team verifies proof of enrollment at the new school within 30 days of withdrawal.
- If verification is unsuccessful, a [Superintendent Letter](#) is sent to the district of residence based on the address we have on record.



1 YOUR LOGIN Create an account **2 HOUSEHOLD** Your home contacts **3 APPLICATION** Fill it out! **4 FAMILY** Parent/Student **5 DONE** You're good to go!

Enter your **Household information** below. STEP 2

- All fields marked with a * must be completed to continue.
- This information is the primary contact information for your household. Please verify this information is up to date.
- Your household phone number will be used as the primary number for all school telephone communications.

* Residence Category

District of Residence

Contact Info

* Last Name

* Home Phone

Cell Phone

* County

* Country

Physical Address

* Address Street

* City

* State

* Zip

Mailing Address

[Make Same As Physical Address](#)

* Mailing Street

* Mailing City

* Mailing State

* Mailing Zip

SAVE HOUSEHOLD INFO



1 YOUR LOGIN
Create an account

2 HOUSEHOLD
Your home contacts

3 APPLICATION
Fill it out!

4 FAMILY
Parent/Guardians

5 DONE
You're ready to go!

STEP 3

Enter your **Student** information below.

- Review and complete each section below. A section missing information will have a ✗. A ✔ denotes you have completed the section.
- To update a student's information click the **Student Information** button to view each form.
- All fields marked with a * are **REQUIRED** to continue.
- Each student's record must be saved individually at the bottom of each form.
- To update a student's documents click the **Student Documents** button to view.
- Review and sign any documents with a ✗. A ✔ denotes you have completed the section.
- You can always re-enter this information if something is incorrect or has changed.
- A new record can be deleted by opening the form, and confirming the delete at the bottom.

- If you are adding a returning student record we already have in our system, use 'Find my Student' to add the record to your household.
- Click on 'New Student Application' to create a brand new record'.

New Student Application

Find My Student

New Student Registration Form (2019 - 2020 school year)

Comments or Requests

Student Info

Copy Address/Phone From Household

* First Name

Middle Name

* Last Name

Suffix

AKA First Name

AKA Middle Name

AKA Last Name

AKA Suffix

* Gender

* Gradelevel

(Gradelevel as of 2019 - 2020 school year)

Refer to Household for Address

Physical Address

* Residence Category

* District of Residence Code

* County

* Street

* City

* State

* Zip

Mailing Address

Make Same As Physical Address

SAVE NEW STUDENT RECORD

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New Student Registration Form (2019 - 2020 school year)

AKA Last Name
 AKA Suffix
 * Gender
 * Gradelevel
 (Gradelevel as of 2019 - 2020 school year)
 * Birthdate
 * Birth City
 * Birth State
 * Birth Country
 Student Email
 * Home Phone
 Home Phone Ext
 Student Cell Phone

Previous School/Enrollment Details

* Previous School
 * Previous School Address

Previous School/Enrollment Details

* Previous School
 * Previous School Address
 * Has the student ever been in special education?
 Yes No
 * Has the student ever had a 504 plan?
 Yes No
 * Enrolled Less Than 3 Cumulative Years in U.S.
 (If born outside the U.S. and its territories.)
 Yes No
 * Date first enrolled in the U.S.
 * Date First Enrolled in Kindergarten
 * First Enrolled in State
 Date first enrolled in THIS District
 First enrolled in THIS School

* State
 * Zip

Mailing Address

Make Same As Physical Address

Mailing Street
 Mailing City
 Mailing State
 Mailing Zip

Ethnicity

New federal ethnicity and race data collection/reporting requirements beginning in 2009-2010 require all students to identify their ethnicity from the 2 choices below.

* Is this student Hispanic or Latino
 Yes No
 * Primary Race Category
 Alternate Race Category

Yes No
 * Primary Race Category
 Alternate Race Category

Home Language Survey

Set All to English

* First Language *What language did the student first learn to speak?*

 * Home Language
What language does the student most frequently read/speak at home?

 * Language Spoken by Parents to Student
What language does the parent/guardian most frequently speak to the student?

 * Language Spoken by Adults at Home
What language is most often spoken by adults in the home?

 * Fluent in English? *Is the student fluent in English?*



Grade first enrolled in this District

* Grade first enrolled in THIS School

Ninth Grade Entry Schoolyear

Home Survey

* Access to computer at home?
 Yes No

* Access to the internet at home?
 Yes No

* Times moved in the past year?

Other Enrollment Questions

* Migrant Education
Is parent/guardian employed in one or more agricultural or fishing activities on a season or other temporary basis?
 Yes No

Migrant Education ID

Immunization on File

Immunization on File

Birth Cert on file
 Yes No

Release: Computer Use
I give my child permission to use computers at school
 Yes No

* Release: Audio and Video
I give permission for audio/video of my child taken by the school to be used for school purposes.
 Yes No

Release: Internet Access
I give permission for my child to access the Internet at the school
 Yes No

Release: Directory Info
I give permission to include parent/guardian/caregiver names, student name, grade, address, phone numbers and e-mail address in a school directory which will be made available to all school families.
 Yes No

* Fluent in English? *Is the student fluent in English?*
 Yes No

Parent Educational Level

* Parent/Guardian 1 - Highest Level of Education

Parent/Guardian 2 - Highest Level of Education

Dashboard Alternative School Status

* Wards of the court *Or dependants of the court.*
 Yes No

Emergency Contact Information

* Person(s) Authorized for Pickup

* Custody Issue Exists
 Yes No

Custody Issue Notes

* Court order on file
 Custody Issue Notes

* Court order on file
 Yes No

Legal Restrictions for any parent

Emergency Contacts

* Emergency Contact 1 Name

* Emergency Contact 1 Phone

* Emergency Contact 1 Relationship

Emergency Contact 2 Name

Emergency Contact 2 Phone

Emergency Contact 2 Relationship



* Release: Student Picture
I give permission for my child's picture to be used in any school publications including the newsletter, school bulletin boards, press releases, school web pages, or any other school sponsored displays.

Yes No

Release: Picture for Yearbook Only

I give permission for my child's picture to be used in the school yearbook.

Yes No

* Release: Use Student Work

I give permission for my child's student work to be used in all school publications including the yearbook, newsletter, school bulletin boards, press releases, school web pages, or any other school sponsored displays.

Yes No

Health Conditions

* No Known Health Conditions

Yes No

Conditions which may result in a classroom emergency

Asthma

Conditions which may result in a classroom emergency

Asthma

Yes No

Bee Sting Allergy

Yes No

Diabetes

Yes No

Epilepsy

Yes No

Heart Condition

Yes No

Seizures

Yes No

Nut Allergy

Yes No



Conditions Which Affect Hearing

Known Hearing Problem
 Yes No

Preferential Seating
 Yes No

Wears Hearing Aid
 Yes No

Conditions Which Affect Vision

Known Eye Condition
 Yes No

Glasses to be worn at all times
 Yes No

Wears Contact Lenses
 Yes No

Wears Glasses
 Yes No

Health Information

Medications

Other Health Condition

Medical Instructions

Insurance

Health Insurance Carrier

Insurance ID or Policy #

Hospital Preference

Health Information

Medications

Other Health Condition

Medical Instructions

Insurance

Health Insurance Carrier

Insurance ID or Policy #

Hospital Preference

Physician

Physician Name

Physician Address

Physician Phone



1 YOUR LOGIN Create an account
2 HOUSEHOLD Your home contacts
3 APPLICATION Fill it out
4 FAMILY Parent/Guardians
5 DONE Review everything

STEP 3

Enter your **Student** information below.

- Review and complete each section below. A section missing information will have a ✗. A ✔ denotes you have completed the section.
- To update a student's information click the **Student Information button** to view each form.
- All fields marked with a * are **REQUIRED** to continue.
- Each student's record must be saved individually at the bottom of each form.
- To update a student's documents click the **Student Documents button** to view
- Review and sign any documents with a ✗. A ✔ denotes you have completed the section.
- You can always re-enter this information if something is incorrect or has changed.
- A new record can be deleted by opening the form, and confirming the delete at the bottom.

Tommy Tester

Student Information
 Student Documents

✗	<p>Cumulative Records Release A parent/guardian signature is required to approve release of school records from student's previous school.</p>	Sign
✗	<p>Enrollment Certification Signature required to confirm all information supplied in the enrollment form is correct to the best of their knowledge.</p>	Sign
✗	<p>Household Data Collection This data is used to measure economically disadvantaged pupil counts resulting in additional funding for schools serving a large proportion of students eligible for Economic Impact Aid (EIA) funding. Forms must be signed after 7/1 of the current school year and be collected no later than 10/31.</p>	Sign
✗	<p>Parent/Student Handbook Please Sign that you agree with the Parent/Student Handbook</p>	Sign

1. Birth Certificate
Please upload a copy of the student's valid Birth Certificate as soon as possible so the student can be enrolled in a timely manner. Thank you.

✗ Choose File No file chosen

2. Immunization Record
Please upload a copy of the student's Immunization Record as soon as possible so the student can be enrolled in a timely manner. If you need the California Immunization School Card, please download the attached documents and complete the students demographic information, immunizations(optional) and sign.

✗ Choose File No file chosen

3. Proof of Residency
Please upload a valid copy of your proof of residence as soon as possible so the student can be enrolled in a timely manner. A valid copy is a complete bill for utility, cable, or landline with the complete address and your name (no P.O. Box will be accepted), property tax receipt, current lease agreement, home insurance card, or voter registration card. Thank you.

✗ Choose File No file chosen

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3. Proof of Residency Please upload a valid copy of your proof of residence as soon as possible so the student can be enrolled in a timely manner. A valid copy is a complete bill for utility, cable, or landline with the complete address and your name (no P.O. Box will be accepted), property tax receipt, current lease agreement, home insurance card, or voter registration card. Thank you.
 <input type="button" value="Choose File"/> No file chosen
504 Plan If your child currently has a 504 plan, you must upload the document so our 504 coordinator may contact you directly in a timely manner. Thank you.
 <input type="button" value="Choose File"/> No file chosen
Custody Order If your legal guardianship is determined by a court order, you must submit a copy of the order. Please upload in this section of the registration.
 <input type="button" value="Choose File"/> No file chosen
IEP/504 Documents If your child currently has an IEP or 504 plan, you must upload the document so our Special Education team may contact you directly in a timely manner. Thank you.
 <input type="button" value="Choose File"/> No file chosen
IEP Documents If your child currently has an IEP, you must upload the document so our Special Education team may contact you directly in a timely manner. Thank you.
 <input type="button" value="Choose File"/> No file chosen
Legal Guardianship upload If you are not the biological parent(s) of the student, please do the following: 1. If you are the grandparents, fill out the attached affidavit. 2. If you are a step parent/other family member - a signed note from legal/biological parent stating said you (full name) can enroll the student and include a copy of the biological parent ID
 <input type="button" value="Choose File"/> No file chosen
Partnership Certificate If you are a family from the Partnership/Specialty Program, please upload your completed Partnership Certificate received from your Partnership teacher/coordinator. The certificate ensures correct placement. If you did not receive one but you are a part of the Specialty school, then please upload a simple document with your child's name and the Specialty program and the name of the teacher. Thank you.
 <input type="button" value="Choose File"/> No file chosen
Transcripts- High School Only This is not optional for High School Enrollment. Please upload a copy of your student's Transcripts for High School Students Only. You will need to mail the Official Transcript to our office at 1740 Huntington Drive #205 Duarte, CA 91010, Attention: Angela Constanzo. If you do not have an unofficial or official transcript, then you must fill out the "Course History Form" and upload here.
 <input type="button" value="Choose File"/> No file chosen



1 YOUR LOGIN
Create an account

2 HOUSEHOLD
Your home contacts

3 APPLICATION
Fill it out!

4 FAMILY
Parents/Guardians

5 DONE
You're ready to go!

STEP 4

Enter your Parent/Guardian/Caregiver Information below.

- All fields marked with a * must be completed to continue.
- We may need this information in the event of an emergency.
- You must provide us with information about at least 1 family member.
- A record can be deleted by opening the form, and confirming the delete at the bottom.

Add Parent/Guardian

* Primary Parent/Guardian

 Yes No

* Lives with Student

 Yes No

Parent/Guardian Info

Copy Address/Phone From Household

* First Name

* Last Name

* Relationship to Student

Education Level

* Home Phone

Home Phone Ext

* Cell Phone

* Email

Work Address

Occupation

Employer

Work Phone

Work Phone Ext

Work Address

Work City

Work State

Work Zip

Refer to Household for Address

Physical Address

* Address Street

* City

* State

* Zip

Mailing Address

Mailing Street

Mailing City

Mailing State

Mailing Zip

Military Active Duty

* Military Active Duty

Yes No

Military Branch

Duty Station

SAVE NEW GUARDIAN RECORD



1 YOUR LOGIN ✓ Create an account
2 HOUSEHOLD ✓ Your home contacts
3 APPLICATION ✓ Fill it out!
4 FAMILY ✓ Parent/Guardians
5 DONE ✓ You're ready to go

Registration Complete!

- We will review every application.
- You will be contacted if extra information is required.
- If you have any questions enrollment@inspireschools.org.

Print a confirmation for each student by clicking each link below.

✓ Tester, Tommy

For assistance enrollment@inspireschools.org

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Suicide Prevention Policy

Clarksville Charter School is committed protecting the health and well-being of all Clarksville Charter School students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

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

1. Explain the Purpose for The Suicide Prevention Policy
 2. Identify Parental Involvement in Suicide Prevention
 3. Outline Key Terms and Definitions of Suicide Prevention
 4. Identify Risk Factors and Protective Factors
 5. Outline the Warning Signs of Suicide
 6. Outline How to Respond to the Warning Signs of Suicide
 7. Explain Suicide Discussion/Communication for Parents and Children.
 8. Outline the Process for Assessment and Referral
 9. Outline the Process for Implementing the Policy
 10. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention
1. **Purpose:** Clarksville Charter School recognizes that:
- a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,
 - b) further recognizes that suicide is a leading cause of death among young people,
 - c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and

d) 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 helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Clarksville Charter School hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students. Our policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

- 2. Parental/Guardian Involvement:** Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations. As educators, Clarksville Charter School faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

3. Key Terms and Definitions:

- **At Risk** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- **Crisis Team** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- **Mental Health** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- **Postvention** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- **Risk Assessment** An evaluation of a student^[SEP] who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- **Risk Factors for Suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- **Self-Harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- **Suicide** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- **Suicide Attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience

with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

- ***Suicidal Behavior*** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- ***Suicide Contagion*** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- ***Suicidal Ideation*** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

4. Risk Factors and Protective Factors:

Risk Factors are characteristics or conditions that increase the chance that a person may try to take her or his life or participate in self-harming behaviors. These risks tend to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

1. Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
2. Problems with alcohol or drugs
3. Unusual thoughts and behavior or confusion about reality
4. Personality traits that create a pattern of intense, unstable relationships or trouble with the law
5. Impulsivity and aggression, especially along with a mental disorder
6. Previous suicide attempt or family history of a suicide attempt or mental disorder
7. Serious medical condition and /or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors are characteristics or conditions that may help to decrease a person's risk of suicide or self-harming behaviors. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

The most frequently cited protective factors of suicide include:

1. Receiving effective mental health care
2. Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
3. The skills and ability to solve problems

It is important for school districts to be aware of student populations that are at elevated risk of suicidal or self-harming behavior based on various factors:

1. Youth living with mental and/or substance use disorders. While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bipolar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among your people. The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.
2. Youth who engage in self-harm or have attempted suicide. Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self-harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. Youth in out-of-home settings. Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors of suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one research found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. Youth experiencing homelessness. For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder.
5. American Indian/Alaska Native youth. In 2009, the rate of suicide among American Indian / Alaska Native youth ages 15-19 was more than twice that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma.
6. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. The CDC finds that LGBTQ youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejections, harassment, bullying, violence and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ that will elevate the risk of suicidal behavior for LGBTQ youth.
7. Youth bereaved by suicide. Studies show that those who have experience suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
8. Youth living with medical conditions and disabilities. A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of the conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates

are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

5. Warning Signs of Suicide: It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking about wanting to die or to kill one's self
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again
- Sudden efforts to get one's affairs in order, e.g., making a will out of the blue or giving away prized possessions
- A sudden sense of calm and happiness; though this might sound contradictory, if an extremely depressed person suddenly seems calm or happy, this can mean the person has made a decision to commit suicide. *Do not assume a person expressing a desire to die is joking.* Ask if they are serious. And make sure to follow up. Someone might say they are only joking when in fact the "joke" is motivated by a sincere desire to die. Suicide is not a joking matter; do not treat it as such. Less immediate, but still concerning, warning signs of suicidal ideation include:
 - Feeling anxious or agitated
 - Sudden reckless behavior
 - Significant changes in sleep behavior (hardly sleeping, sleeping too much)
 - Withdrawing or isolating from others
 - Talking about feeling trapped
 - Talking about pain feeling unbearable
 - Talking about being a burden to others
 - Increased use/abuse of alcohol or drugs

- Extreme mood swings

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

6. Responding to the Warning Signs: The most important thing you can do is ***take the person seriously***. Do not judge them; do not make them feel bad; do not make a joke about it even if it makes you feel uncomfortable. Above all, do not assume the person is only seeking attention. That is not your judgment to make and you making it could be a life-threatening mistake. Be there, support them, and take immediate action. That immediate action should include, at the very minimum, the following:

- Talk to the person. Let them know you care about them.
- Listen without judging. This means you need to set aside whatever religious or theological beliefs you have about suicide in the abstract. This moment is about helping the human being in front of you who needs support.
- Try not to act/appear shocked. The person is already in distress; an overwhelming display of emotions on your part could only further distress them and make them feel they should not talk to you.
- Ask the person directly, “Are you thinking of ending your life?” or “Are you considering killing yourself?” Though it might make *you* uncomfortable, remember these four concrete questions: Suicidal? Method? Have what you need to follow through with plan? When?

The more information you know, the better you can help the suicidal person as well as the professionals that need to get involved. Also, asking these questions can help you determine how significant the risk. The more developed the person’s suicidal plan, the higher the risk. For example, if the person has a method and a time in mind, the risk is extremely high.

- If the person says, “No,” continue to be with the person and give support and stay in touch for the next few days, repeating the above process.
- If the person says, “Yes,” and has a plan and access to lethal means, do not leave the person alone. Get a professional involved. ***Immediately contact a local mental health professional, law enforcement, a local hospital emergency department, and/or the National Suicide Prevention Lifeline (1-800-273-8255).***
- Provide any relevant information you may have about the person to those who are managing the crisis.
- Keep in contact with the person after the crisis and provide ongoing care and support.
- Draw on other leaders and volunteers in your home and school community to provide support

- If a person ever asks you to keep their suicidal feelings or thoughts secret, refuse. The most loving response to someone feeling suicidal is getting them the help they need. A life is at risk. *If the risk of chronic/not immediate:* Sometimes people may display warning signs of suicide or *feel* suicidal but not have any plans to actually commit suicide. Their risk may be low, but their suicidal feelings or thoughts are still causing significant distress in their lives. Even though their risk of actually attempting suicide is low, you should still reach out and do your best to support them. Here are some ways you can do so:
- Ask them directly about their feelings and thoughts. You'd be surprised how willing some people are to talk about their suicidal urges. It might even be a relief for them to have someone to talk to about those urges. The Help Guide gives the following suggestions for starting such a conversation:
 - Help Guide, "Suicide Prevention: How to Help Someone who is Suicidal," <http://www.helpguide.org/articles/suicide-prevention/suicide-prevention-helping-someone-who-is-suicidal>
 - *Ways to start a conversation about suicide:* I have been feeling concerned about you lately. Recently, I have noticed some differences in you and wondered how you are doing. I wanted to check in with you because you haven't seemed yourself lately.
 - *Questions you can ask:* When did you begin feeling like this? Did something happen that made you start feeling this way? How can I best support you right now? Have you thought about getting help?
 - *What you can say that helps:* You are not alone in this. I'm here for you. You may not believe it now, but the way you're feeling will change. I may not be able to understand exactly how you feel, but I care about you and want to help. When you want to give up, tell yourself you will hold off for just one more day, hour, minute—whatever you can manage.

Educate yourself about suicide. Study more about suicide, its causes, and how to show love to someone who struggles with it.

Do not talk about suicidal people as if they are "crazy" or "insane." Use words that will not make them feel like isolating themselves even more. Most suicidal people are not clinically psychotic. They might be grief-stricken or depressed, but do not make them feel like they should be locked up in an asylum.

Help the person find professional assistance. Offer to help them find a counselor or therapist; offer to help fill out forms for applying to your county or state's mental health care system.

Encourage positive lifestyle changes, such as exercising more. Start small: for example, invite the person to going for a walk or hiking with you on the weekend.

Help the person make a safety plan. Help the person develop a set of concrete and specific-steps they promise to follow if they feel particularly suicidal. The plan should include things they promise to avoid (alcohol, drugs, etc.) and things they promise to do instead (call you, call another friend or therapist, etc.).

If necessary, have the person temporarily give you anything that they could use to commit suicide, such as unneeded, extra medications, razors, knives, etc.

Continue to stay in touch and support the person over the long-term. Repeat the above steps as needed.

7. For Parents- Suicide Discussion/Communication: Talking to your Children: *Here are some suggestions to help you with introducing the subject:*

- **Be courageous:** There is no shame in admitting that suicide is a scary issue. As parents, you probably want to protect your kids from all sorts of scary things. But you also have an obligation to teach them how to face reality and equip them to deal with all the scary things reality can bring. Here's the truth: your kids are going to learn about suicide one way or another. So would you rather that they learn about it from the media or a friend who suddenly kills himself, or would you rather that you have the opportunity to educate them in advance? So face those fears and dive right in.
- **Pick a time where you can have an uninterrupted conversation:** Start the conversation when you have the best chance of having your child's attention. A car ride, for example, ensures that your child will have fewer distractions than at home with the TV on. While you want to make sure your child gives you their attention, also make sure they don't feel trapped. Remember: if talking about suicide makes *you* uncomfortable, it can also make your child feel uncomfortable. So make sure you not only have their attention, but that you do so in an environment that feels non-threatening and open.
- **Plan in advance:** Think about what you want to say and make sure you have the right information to talk to your child accurately and helpfully about suicide. Make notes or plan a script if you want.
- **Tailor the conversation to your child's age:** When talking about suicide (or any big, serious topic, for that matter), make sure that you keep the conversation at a level that is appropriate for that child's developmental level. For younger children, your descriptions can be shorter and simpler. For older children, give longer and more detailed answers. Additionally, older children will likely have many questions. If you don't know the answer to a question, don't be afraid to say that. You can make it into a learning experience and research the answer with your child together. That's much better than inaccurate or misleading information.
- **Explain suicide in a way that dispels common myths:** Let your children know not only the facts about suicide, but also what depression is and how it can make people feel suicide is their only escape. Let them know that suicide is never a necessity and that there is always hope. Let them know that they are not bad if they feel sad or upset and that it's ok to tell you if they do feel this way. Make sure they feel safe in your home and that they do not have to pretend to

always be happy. Let them know you will not judge them if they are feeling down and that you love them no matter how happy or sad they are.

- **Encourage them to talk to trusted adults:** Let your kids know that they can talk to you if they are feeling depressed or suicidal. Or let them know that if they ever feel uncomfortable talking to you about depression or suicide, that they can always talk to another trusted family member or adult in your community. The important thing is that they do not hold their feelings inside until they become so unbearable they feel like they are going to explode.
- **Let your child speak:** Ask your child what *they* think about the topic. Just be direct, e.g., “Have you thought about suicide? What do you think about it? Do your friends think about it? Do you know who you can talk to if you’re feeling these feelings?”
- **Listen to your child:** If you ask your child what they think, make sure to be silent and give them the space to talk. If they say something that is inaccurate or that worries you, definitely be honest but do not interrupt them. Wait until they are done, affirm that you heard what they said and appreciate that they shared their thoughts with you, and *then* address whatever issues you feel need to be corrected.
- **Seeking Assistance:** There are differing situations where your child’s distress may become apparent. Your child may reveal their suicidal thoughts to you, a friend, or a trusted adult. Whoever becomes aware of your child’s distress must immediately seek assistance. In seeking assistance, your child’s safety is the first consideration. The child should **never** be left alone during this crisis. If your child has a physician or therapist, call to alert them of the situation.

For the Child/ Student: School can be an exciting time, filled with new experiences, but at times you might feel as though it is more of a struggle. This information is meant to help you as you work through a tough time.

Life can be stressful. Between the friend drama, packed schedules, classes, clubs, relationships, sports, jobs, parental expectations, figuring out who you are, uncertainty over things, and not getting enough sleep, life can occasionally get you down and feel overwhelming. That is normal.

What is not normal is struggling through each day, feeling like things will only get worse. Maybe you feel like you have lost control, that nothing matters, or that you are alone. These feelings may indicate a condition that requires professional help, such as depression, anxiety or other mental health conditions.

Not everyone experiences mental health conditions in the same way, but **everyone struggling with their mental health deserves help**. Depression is among the most common conditions experienced. It is a complex medical illness that significantly interferes with an individual’s ability to function, enjoy life, and feel like themselves.

A number of factors may contribute to a person becoming depressed; genetic predisposition and stressful life events can certainly play a role, but sometimes depression can occur without an obvious

cause. This means that **anyone can become depressed**, even those who seemingly have every reason to be happy.

Depression commonly affects your thoughts, your emotions, your behaviors, and your overall physical health. Experiencing any one of these symptoms on its own does not constitute depression; a diagnosis of depression requires several of these symptoms to occur for at least two weeks. Here are some of the most common symptoms that point to the presence of depression:

- **Feelings:**
 - Sadness
 - Hopelessness
 - Guilt
 - Moodiness
 - Angry outbursts
 - Loss of interest in friends, family, and favorite activities
- **Thoughts:**
 - Trouble concentrating
 - Difficulty making decisions
 - Trouble remembering
 - Thoughts of harming oneself
 - Delusions and/or hallucinations can also occur in cases of severe depression
- **Behaviors:**
 - Withdrawing from people
 - Substance abuse
 - Missing work, school, or other commitments
 - Attempts to harm oneself (e.g., cutting)
- **Physical/Somatic Problems:**
 - Tiredness or lack of energy

- Unexplained aches and pains
- Changes in appetite
- Weight loss or gain
- Changes in sleep – sleeping too little or too much

If you are experiencing symptoms of depression, it is important to **talk to a trusted adult** (parent, teacher, counselor, coach, or clergy) or doctor so that you can get the help you need. **Depression does not go away on its own, but with the appropriate help it can be treated.** Studies show that more than 80% of people with depression can feel better with talk therapy (counseling) and/or medication. Maybe you have noticed that your friend has not been acting like themselves lately and you are worried about whether or not they are really “fine” after all. If you think a friend may be depressed, show them you care by reaching out. Give yourself time to talk in a private, comfortable place. Honestly share what you have noticed (changes in behavior, things they have said or done) and ask them how they are feeling. Let them know that you are asking them because you care, because you want them to feel better, and because there is help. Let them know that there is hope and help available, and support them to get the help they need. If you don’t feel comfortable asking your friend, share your concerns with a trusted adult who can. Talking about mental health can be difficult, but reaching out and getting help for depression is one of the most courageous, important things you can do for yourself or for a friend. **It might even save a life.**

- Resources at home or outside school:
 - Talk to a parent or older relative
 - Call your pediatrician or physician
 - Talk to a trusted adult, teacher, or guidance counselor
 - National Suicide Prevention Lifeline: 800-273-8255
 - If someone is in immediate danger, **call 911.** *Getting help does not mean that you have failed, it demonstrates courage, hope, and means you’ve allowed others to show they care.*

8. Assessment and Referral: When a student is identified by a staff person as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.

- The designated mental health and suicide prevention coordinator (s) will be made aware of the situation as soon as reasonably possible.
- The mental health professional/coordinator will contact the student’s parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student’s parent or guardian for written permission to discuss the student’s health with outside care, if appropriate.

Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- Clarksville Charter School will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support.
- All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g. teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

Coping Skills/Healthy Behaviors: These are positive actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, listen to music.*

Places I Feel Safe: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical and/or emotional state of

Care for the caregiver. It is important that administrators and crisis team members not underestimate the potential impact that a suicide can have on school staff members. School leaders should promote a culture in which both the students and the adults in the building feel comfortable asking for help and/or to take a break. Providing contact information and encouraging staff to meet their own mental health needs is an important first step in ensuring that staff are adequately supported.

Grief. Understanding the nature of grief can help us better cope with loss. Grief is a natural, healthy process that enables us to recover from terrible emotional wounds. Grief can affect our thinking, behavior, emotions, relationships, and health. People may experience sleeplessness, exhaustion, indigestion, lack of appetite, or memory lapses. Recognizing that these are common reactions to grief can help us minimize them by reaching out to friends, or joining a community support group.

The journey through grief has four phases:

- **Shock** – In the days and weeks immediately following a devastating loss, common feelings include numbness and unreality, like being trapped in a bad dream.
- **Reality** – As the fact of the loss takes hold, deep sorrow sets in, accompanied by weeping and other forms of emotional release. Loneliness and depression may also occur.
- **Reaction** – Anger, brought on by feelings of abandonment and helplessness, may be directed toward family, friends, doctors, and the one who died or deserted us. Other typical feelings include listlessness, apathy, and guilt over perceived failures or unresolved personal issues.
- **Recovery** – Finally, there is a gradual, almost imperceptible return to normalcy. This is a time of adjustment to the new circumstances in life.

These phases vary in duration for each person, so the school should not impose a timetable upon anyone. Some people need a year or two, while others may take less time. Holidays, anniversaries, and birthdays can trigger intense grief, especially the first year. Everyone grieves differently – depending on personality, religious beliefs, maturity, emotional stability, and cultural traditions.

10. Resources for Parents, Students and Staff Members on Suicide Prevention:

- **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>
- **Sources of Strength:** <https://sourcesofstrength.org>
- **Know the Signs:** <http://www.suicideispreventable.org>

- **National Mental Health and Suicide Support Services:** The following are just a few places you can access listings for local mental health services in your area. Please call or visit their websites for details.
- **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
- **Mental Health America (MHA):** www.mentalhealthamerica.net 1-800-969-6642
- **Mental Health Services Locator:** www.mentalhealth.samhsa.gov/databases
- **American Foundation for Suicide Prevention** www.afsp.org
- **American Association for Suicide Prevention** www.suicidology.org
- **Center for Disease Control & Prevention** www.cdc.gov/ViolencePrevention/suicide
- **Healthy Place -** www.healthyplace.com
- **Jed Foundation -** www.jedfoundation.org
- **National Federation of Families for Children’s Mental Health** www.ffcmh.org
- **National Alliance on Mental Illness (NAMI)** www.nami.org 1-800-950-NAMI (6264)
- **The Trevor Lifeline -** www.thetrevorproject.org 1-866-488-7386
- **National Institute of Mental Health (NIMH) -** www.nimh.nih.gov
- **Strength of US-** www.strengthofus.org
- **Substance Abuse and Mental Health Services Administration (SAMHSA)** www.samhsa.gov/prevention/suicide.aspx
- **Suicide Awareness Voices of Education (SAVE)** www.save.org
- **Suicide Prevention Action Network USA -** www.spanusa.org
- **Suicide Prevention Resource Center (SPRC) -** www.sprc.org

Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. *Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family.* 2002.
- Rapee, Ronald et al. *Helping your anxious child: A step by step guide.* 2000.
- Manassis, Katharina & Levac, Anne Marie. *Helping your teenager beat depression: A problem-solving approach for families.* 2004.

- Lezine, DeQuincy and Brent, David. *Eight Stories Up: An Adolescent Chooses Hope over Suicide*. 2008.
- Bourne, Edward. *The Anxiety & Phobia Workbook*. 2005.
- Riera, Michael. *Uncommon Sense for Parents with Teenagers*. 2004.
- Phelan, Thomas. *Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds*. 1998.
- Sachs, Brad. *The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied*. 2001.
- Apter, Terri. *The Confident Child: Raising Children to Believe in Themselves*. 1997.
- **Book Resources for Teens: Mental Health and Resilience**
- Hipp, Earl. *Fighting Invisible Tigers: A Stress Management Guide for Teens*. 2008.
- Fox, Annie. *Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy*. 2005
- Seaward, Brian. *Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger*. 2002.
- Espeland, Pamela. *Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun*. 2003.
- Covey, Sean. *The 7 Habits of Highly Effective Teens*. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn , *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dermoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*
- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame*.

- Peter A. Levine, *Waking the Tiger: Healing Trauma*

Clarksville Charter School's Personalized Learning Creed
"Personalized Learning truly puts every student first by honoring and exploring your student's unique and special gifts, talents, and aspirations."



Foster Youth Policy

The Governing Board of Clarksville Charter School (the “Charter School”) desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Foster students will not be stigmatized or segregated in a separate school or program based on the student’s status as foster youth.

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

1. Define Foster Child/Student/Youth and School of Origin
2. Establish a Foster Child Liaison
3. Outline Admission Requirements for Foster Children
4. Outline the Rights of a Former Foster Children
5. Outline Course Work and Graduation Requirements for Foster Children
6. Establish Transportation Requirements for a Foster Children
7. Outline Who Has Access to Records for Foster Children

1. Definitions:

- **Foster child/student/youth** means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- The Charter School is the **school of origin** when the student attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

2. **Foster Child Liaison:** The School’s foster child liaison is: Principal, Jenell Sherman, jenell@inspireschools.org.

The School’s foster child liaison is required to do all of the following:

- Ensure and facilitate the proper educational placement, enrollment in school and checkout from school of foster children.
 - Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.
 - Notify the foster child's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act, pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act, and, if the foster child is an individual with exceptional needs, pending manifestation determinations if the School has proposed a change in placement due to an act for which the decision to recommend expulsion is at the discretion of the principal.
 - The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be enrolled in a public school that pupils living in the attendance area in which the foster child resides are eligible to attend.
 - Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.
 - If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be enrolled in the new school.
3. **Admission:** All foster students are required to follow the school's process for admitting students, including filling out and submitting the school's admission packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, foster students will participate in the lottery as with any other student.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in Clarksville Charter School as the school of origin, the foster child has the right to remain in Clarksville Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in Clarksville Charter School as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend Clarksville

Charter School. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is enrolled at the time of placement.

- 4. Former Foster Children:** If the jurisdiction of the court is terminated before the end of an academic year, the Clarksville Charter School shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

If the jurisdiction of the court is terminated while a foster child is in high school, Clarksville Charter School shall allow the former foster child to continue his or her education in Clarksville Charter School as the school of origin through graduation.

- 5. Course Work and Graduation Requirements:** The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for coursework completed.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the pupil did not complete the entire course, the Charter School shall not require the pupil to retake the portion of the course the pupil completed unless the Charter School, in consultation with the holder of educational rights for the pupil, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course.

A foster youth shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A foster student who transfers between schools any time after the completion of the student's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the foster student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Inform the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Inform the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a

postsecondary educational institution; 3) Provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student.

To determine whether a foster student is in the third or fourth year of high school, either the number of credits the pupil has earned to the date of transfer or the length of the student's school admission may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a foster student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for foster children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer in foster care, if the student otherwise qualifies for the exemption.

A foster student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

If a foster student is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the student and the person holding the right to make educational decisions for the student how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If a foster student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a foster student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a foster student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a foster student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer a foster student while the student is admitted in

the School or if a foster student who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a foster student to transfer schools in order to qualify the student for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

6. **Transportation:** If the foster student requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.
7. **Records:** A foster family agency with jurisdiction over a currently admitted or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster pupil.

A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and admitting the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A "resource family" means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.

Clarksville Charter School's Personalized Learning Creed

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and exploring your student's unique and special gifts, talents,
and aspirations."*



Transgender and Gender Nonconforming Students Policy

Clarksville Charter School (the "Charter School") is committed to fostering an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of gender identity or expression; facilitating compliance with local, state and federal laws concerning bullying, harassment, privacy and discrimination; and ensuring that all students have the opportunity to express themselves and live authentically.

The purpose of the Clarksville Charter School Governing Board approving this Transgender and Gender Nonconforming Students Policy is to accomplish the following:

1. Define Gender, Gender Identify, Gender Expression, Gender Nonconforming, Intersex, Nonbinary/Genderqueer, Sex, Sexual Orientation, Transgender, and Transition
 2. Outline Guiding Principles and Requirements of the Charter School
 3. Establish Privacy and Confidentiality
 4. Outline the Requirements of Pupil Records
 5. Establish the Authorization to Use Name and Gender With Which the Student Identifies
 6. Outline the Requirements of the Student's Preferred Name and Pronoun
 7. Outline the Requirements of Student Safety
 8. Establish Restroom Accessibility
 9. Outline Sports, Athletics, and Physical Education Requirements
 10. Establish Access to School Activities and Programs
 11. Establish Course Accessibility and Instruction
 12. Outline the Training and Publication of the Transgender and Gender Nonconforming Students Policy
- 1. Definitions:** These definitions are provided not for the purpose of labeling students but rather to assist in understanding this policy and the legal obligations of the school. Students may or may not use these terms to describe themselves or their experiences.
- **Gender:** A person's actual or perceived sex, including a person's gender identity and gender expression.
 - **Gender Identity:** A person's gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person's physiology or assigned sex at birth. Gender identity may include being female, male, another gender or no gender. The responsibility for determining an individual's gender identity rests with the individual. Children typically begin to understand their own gender identity by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial development.
 - **Gender Expression:** A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. Gender expression refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

- **Gender Nonconforming:** One’s gender expression, gender characteristics or gender identity that does not conform to gender stereotypes “typically” associated with one’s legal sex assigned at birth, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, gender fluid or nonbinary.
 - **Intersex:** An umbrella term used to describe natural bodily variations, which can include external genitalia, internal sex organs, chromosomes or hormonal differences that transcend typical ideas of male and female.
 - **Nonbinary/Genderqueer:** An umbrella term for people with gender identities that fall somewhere outside of the traditional conceptions of strictly either female or male. People with nonbinary gender identities may or may not identify as transgender, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns, and may or may not use more specific terms to describe their genders, including but not limited to agender, genderqueer, gender fluid, Two Spirit, bigender, pangender, gender nonconforming or gender variant.
 - **Sex:** It includes, but is not limited to, a person’s sex assigned or presumed at birth based on physical characteristics commonly associated with males or females, and is inclusive of a person’s gender.
 - **Sexual Orientation:** It means heterosexuality, homosexuality, and bisexuality and is considered to be a person’s romantic, emotional, mental and/or sexual attraction to another person based on the gender of the other person.
 - **Transgender:** An umbrella term used to describe people whose gender identity or gender expression is different from the gender they were assigned or presumed at birth. Some individuals who identify as transgender have medically transitioned, are undergoing gender affirming surgeries and hormonal treatments, while others do not choose any form of medical transition. There is no uniform set of procedures that are sought. Individuals may identify as female, male or nonbinary, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns and may or may not use more specific terms to describe their genders, including but not limited to agender, genderqueer, gender fluid, Two Spirit, bigender, pangender, gender nonconforming or gender variant. A transgender girl is a girl who was thought to be a male when she was born. A transgender boy is a boy who was thought to be female when he was born.
 - **Transition:** The unique process in which one goes from living and identifying as one gender to live in alignment with one or more dimensions of the gender with which one identifies. Gender transition can occur at any age and can include social, medical and/or a legal transition.
2. **Guiding Principles and Requirements:** The school shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected. Students may initiate a process to change their name, pronoun, attire and access to School programs, activities and facilities. The school shall customize support to optimize each student’s access according to their gender identity.
 3. **Privacy and Confidentiality:** All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis.

Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.

School personnel may encounter situations where students have not publicly disclosed their gender identity; therefore, school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student's gender identity or expression. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance or health, school personnel should focus on the concern, not the student's gender identity or expression. For example, describe the matter in terms of the underlying issue (behavior/conduct, grade issue, attendance issue, health concern) without referring or linking to gender identity or expression.

When communicating with a student's parent, legal guardian, or educational rights holder ("parent"), school personnel should be aware that the student may not have disclosed their gender identity to their parents. When school personnel find it important to discuss a student's gender identity or expression with parents (if, for example, the student is being bullied based on their gender identity or expression), school personnel should consult and work closely with the student to assess the degree to which, if any, the parent is aware of the student's gender identity or expression and is supportive of the student, and school personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents.

- 4. Pupil Records:** The School is required to maintain in perpetuity mandatory permanent pupil records which include the legal name and sex of the student as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. Mandatory interim pupil records may include, but are not limited to, progress and grade reports, transcripts, assessment data, health records, Individualized Education Programs (IEP) and Section 504 Plans. Permitted pupil records may include, but are not limited to, objective counselor and/or teacher ratings, standardized test scores older than three years, routine discipline data and verified reports of relevant behavior patterns. Per California law, student enrollment forms allow a parent to designate their child's gender as male, female or nonbinary.

The School will change a student's name and gender, or that of a former student, on pupil records when the name and/or gender of the student are changed. The student or former student may document the gender change by any of the following: State issued driver's license, birth certificate, passport, social security card, court order indicating a name change or a gender change or both. The new name and/or gender are the student's legal name and gender for all purposes, including school registration. Upon the submission of proper evidence of the aforementioned documentation, the student's legal name and/or gender in all school records shall be changed to reflect the legal name and/or gender change.

- 5. Authorization to Use Name and Gender With Which the Student Identifies:** The School shall permit students to use the name and gender with which they identify on school records, including pupil records. The records may include, but are not limited to, identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated records.

Upon authorization, the School shall input the student's name and gender with which they

identify in the appropriate fields of the School's electronic data system to indicate how the student's name and/or gender will appear on documents issued by the school. If the authorization does not amount to a legal change in name or gender, the change will be reflected in the preferred name section of the School's electronic data system.

After the school receives and verifies the contents of the completed legal authorization, the School shall change the name and/or gender of the student in the School's electronic data system and enter or cross-reference the name as AKA in the cumulative folder and registration card. This change is effective for School records only. If a student were to transfer to another school, the student should inquire at that school about a similar process.

- 6. Names/Pronouns:** Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their pupil records or obtaining parent/legal guardian permission.

Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, state or federal records, pupil records where a name or gender with which the student identifies isn't authorized, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize safety, confidentiality and respect of the student in a manner consistent with the law.

If school personnel are unsure how a student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians. For communications with a student's parent/legal guardian, educational rights holders, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."

Every effort should be made to use names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of School policy and may constitute discrimination under State law.

- 7. Student Safety:** School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying or intimidation, which may include providing interim safety and emotional support measures. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying or intimidation based on a student's actual or perceived gender identity or expression.

School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.

School administration shall respond immediately to incidents of discrimination, harassment, bullying or intimidation by taking actions that include, but are not limited to the following: a) intervening to stop the behavior; b) investigating and documenting the matter; c) determining and enforcing appropriate interim measures and corrective actions; and d) monitoring to ensure that the behavior does not reoccur.

School staff should take all reasonable steps to ensure safety and access for students and support students' rights to assert their gender identity and expression. Interim safety measures may include increased monitoring of the parties, providing options for the parties to avoid or minimize contact in academic and extracurricular settings, safety plans, training and educational materials to address climate, and provision of support resources (e.g., academic support, counseling, health and mental health services). Students shall not be disciplined on the basis of their actual or perceived gender identity or expression.

Students shall be informed they have the responsibility to report incidents of discrimination, harassment, bullying or intimidation to the designated site administrator or Title IX/Bullying Complaint Manager in cases where they may be a target or witness.

Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying or intimidation.

In addition to or instead of filing a complaint at a site, any student or their duly authorized representative has the right to file a discrimination, harassment, bullying or intimidation complaint involving gender identity and expression under the Uniform Complaint Procedures with the School's Principal, Jenell Sherman, jenell@inspireschools.org.

- 8. Restroom Accessibility:** Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity. Students who identify as nonbinary should be granted access to the facility which they find best aligns with their gender identity.

If a student desires increased privacy, regardless of the reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall or all-gender restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom. For safety reasons, students should be given access to a restroom that allows reasonable access for appropriate supervision by staff. Regardless, all students are expected to exemplify appropriate behavior in restrooms.

- 9. Sports, Athletics and Physical Education:** When conducting physical education classes and fitness evaluations, teachers will address and evaluate students by their gender identity.

Performance on the state physical fitness test (Fitnessgram) is evaluated by the State of California in accordance with the sex reported. Students are to be tested according to their gender identity when students identify with a gender different from that in their pupil records. Test administration on this instrument allows for a designation of nonbinary or for students to not disclose their gender to the test administrator. However, the Healthy Fitness Zone charts, or health-related standards used to evaluate performance, are based on female and male genders only. In these events, physical education teachers shall make every effort to maintain confidentiality of student information.

Participation in competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity and in accordance with the California Interscholastic Federation constitution and bylaws. Students

who identify as nonbinary should be granted the opportunity to participate in athletic activities they find best align with their gender identity.

- 10. School Activities and Programs:** Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or perceived gender identity or expression in any program or activity. These activities and programs may include, but are not limited to, cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, field trips, afterschool activities and programs, and all extra-curricular activities.
- 11. Course Accessibility and Instruction:** Students have the right to equitable learning opportunities in their school. Students shall not be required to take or be denied enrollment in a course on the basis of their actual or perceived gender identity or expression in any educational and academic program.
- 12. Training and Publication:** The School shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees.

This policy will be distributed annually to students, parents/guardians and staff and it will also be included in any student codes of conduct, student handbooks and school websites.

Appendix B Bylaws and Conflict of Interest Code

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

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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

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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

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(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 eleven (11), 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 the 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. 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.

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for one (1) year. 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

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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.

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Section 5. 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. REMOVAL OF DIRECTORS. Any director may be removed at any time by a majority vote of the directors then in office, with or without cause.

Section 7. VACANCIES. Vacancies on the board shall be filled by the vote of majority of directors then in office. Each director so elected shall hold office until the expiration of the term of the replaced director and until a successor has been duly qualified and elected.

Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Any meeting of the board of directors may be held at any place 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. 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 9. 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.

Section 10. 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, 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, 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 (4) 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 (24) 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 11. 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 a majority of the 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 12. WAIVER OF NOTICE; CONSENT. Notice of a meeting 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.

Section 13. 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

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place of holding an adjourned meeting 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 14. 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 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, 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.

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.

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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

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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

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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:

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(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

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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

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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. 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.

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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 28, 2019.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 21 day of September, 2019.



Secretary

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CLARKSVILLE CHARTER SCHOOL

CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby adopted and incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Clarksville Charter School. This code shall take effect when approved by the El Dorado County Board of Supervisors, and shall thereupon supersede any and all prior such codes adopted by Clarksville Charter School, but shall supplement any conflict of interest policies adopted in compliance with the laws governing nonprofit corporations.

Individuals holding designated positions shall file statements of economic interests with the Secretary of Clarksville Charter School. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the El Dorado County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction. (Government Code § 81008.)

APPENDIX A

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
President/CEO	1, 2
Principal/Superintendent	1,2
Assistant Director(s)	3
Verification Specialists	3
Teachers	3
Regional Coordinators	3
Senior Director of Special Education	3
Regional Director of Special Education	3
Assistant Director of Special Education	3

The Principal or designee may determine in writing that a particular consultant or newly created position as set forth in 2 Cal. Code Regs. § 18219, that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest is hired to perform a range of duties that is limited in scope and thus the broadest disclosure is not necessary. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Principal or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

APPENDIX B

Disclosure Categories

Category 1 Reporting:

Designated positions assigned to this category must report:

Interests in real property located in whole or in part within two (2) miles of any facility owned or leased by Clarksville Charter School.

Category 2 Reporting:

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by Clarksville Charter School.

Category 3 Reporting:

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by the designated person's department, including, for example, vendors providing such goods and services to be utilized in the instruction of students.

Appendix C 2020-2021 Calendar (draft)

Clarksville Charter School																				
2020-2021 School Calendar																				
July '20							August '20							September '20						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
October '20							November '20							December '20						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
January '21							February '21							March '21						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				
April '21							May '21							June '21						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												



School Closed/ Holidays



Teacher in-Service Day (no school for students)



LP Start/Ends



First and Last Day of School



Semester End



Alternate Days- Unexpected Emergencies

Appendix D Course Descriptions

Course Descriptions

Middle School

6th Grade Courses

6th Grade Language Arts/English

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. This course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards

6th Grade Math

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving and expands more deeply into concepts of geometry, algebra, and statistics. The course also features new graphics and learning tools. Students solve expressions and equations in the context of the perimeter, area, and volume problems while further developing computational skills with fractions and decimals. Also, in the context of problem-solving, students add, subtract, multiply, and divide positive and negative numbers and work with problems addressing net gains and losses. Students solve problems involving ratios, proportions, and percents with an emphasis on both unit rates and constant rates, as well as problems involving direct variation. They learn multiple representations for communicating information, such as graphs on the coordinate plane, measures of center with statistical data, and a variety of data displays. This course also includes standards-based tasks, digital literacy skills, and multiple question types for assessments.

6th Grade Science/Earth Science

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world. Students will explore topics such as:

- Fundamentals of geology, oceanography, meteorology, and astronomy
- Earth's minerals and rocks
- Earth's interior
- Plate tectonics, earthquakes, volcanoes, and the movements of continents
- Geology and the fossil record
- Oceans and the atmosphere

- The solar system

6th Grade Advanced Earth Science

The Earth Science curriculum presents the fundamentals of geology, oceanography, meteorology, and astronomy. Students explore amazing landforms around the globe, the nature of the sea and air, the wonders of geological history, and recent discoveries about our universe. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Mapping and maps of the earth
- Minerals
- Rocks
- The interior of the earth
- Plate tectonics and continental drift
- Forces that shape the surface of the earth
- Fossils and their importance
- Oceans
- Weather and climate
- Resources, renewable and nonrenewable

6th Grade History

This course surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of this course. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

7th Grade Courses

7th Grade Language Arts/English

This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. This course sharpens reading comprehension skills, engages students in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

7th Grade Math

The course begins by developing an understanding of operations with rational numbers, which is applied to working with algebraic expressions and linear equations. This course also helps students develop understanding of proportional relationships and the use of these relationships to solve problems. Geometry topics focus on constructions of two-dimensional figures; properties of circles; scale factors; and problems involving area, surface area, and volume. Finally, students use the tools of probability and statistics to solve basic probability problems and to make inferences based on population samples. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra.

7th Grade Science/Life Science

The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will study a variety of topics in biology, including:

- The chemical building blocks of life
- Fundamentals of ecology and life's environments
- The biology of organisms from bacteria to mammals
- The life processes of plants
- The variety of cell structure and how cells perform the tasks necessary for life
- Fundamentals of genetics

7th Grade Advanced Life Science

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory

activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Life on earth (including chemistry of life)
- Ecology
- History of life on earth
- Prokaryotes and other microorganisms
- Survey of the groups of animals
- Systems of organisms
- Plants: structure and function
- Cell structure and function
- Cellular respiration and other processes in the cell
- Cell division
- Genetics and gene expression

7th Grade History

Continuing a survey of World History from prehistoric to modern times, online lessons and assessments, this course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology. The course introduces geography concepts and skills as they appear in the context of the historical narrative. Major topics of study include:

- The cultural rebirth of Europe in the Renaissance
- The Reformation and Counter-Reformation
- The rise of Islamic empires
- Changing civilizations in China, Japan, and Russia
- The Age of Exploration, and the civilizations that had been flourishing in the Americas for hundreds of years prior to encounters with Europeans
- The changes that came with the Scientific Revolution and the Enlightenment
- Democratic revolutions of the eighteenth and nineteenth centuries
- The Industrial Revolution and its consequences
- Nineteenth-century nationalism and imperialism
- The remarkable transformations in communications and society at the turn of the twentieth century

8th Grade Courses

8th Grade Language Arts/English

Throughout this course, students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The course is organized in four programs: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In Composition, students continue to sharpen their skills by

writing essays in various genres. In Literature, students read “what’s between the lines” to interpret literature, and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys. Students also read and study a variety of nonfiction works. This course addresses current thinking in assessment standards.

8th Grade Math

The course begins with properties of numbers, including exponents, as well as measurement and precision with scientific notation. After using transformations to solve linear equations with one variable, the course presents linear equations and systems with two variables. The course emphasizes modeling with linear relationships, including the use of linear functions to model relationships between bivariate statistical data. Geometry topics include distances, angles, similarity, and congruence with two-dimensional figures and volumes of three-dimensional figures. Finally, students use irrational numbers and the Pythagorean Theorem to solve mathematical and real-world problems. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra. After completing this course, students will be ready to take Algebra I in high school.

8th Grade Science/Physical Science

The Physical Science course presents the fundamentals of physics and chemistry. Students explore the amazing universe we live in, including motion, energy, the nature of matter and atoms, how chemicals mix and react, and the forces that hold the universe together.

Among other subjects, students study:

- Structure of atoms
- Elements and the Periodic Table
- Chemical reactions
- Forces, including gravitational, motion, acceleration, and mass
- Energy, including light, thermal, electricity, and magnetism

8th Grade Advanced Physical Science

Advanced Physical Science is a rigorous middle school course, conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will study:

- Problem solving in chemistry and physics
- Matter and its properties
- Chemistry, from atoms to chemical reactions

- Motion, including harmonics and projectiles
- Forces and Newton's Laws of Motion
- Types of energy
- Laws of thermodynamics
- Light and sound
- Electricity and magnetism

8th Grade History

This course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. The course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

High School Curriculum

English/Language Arts Courses

English Language Arts 9

Length: Two Semesters

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher-order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

English Language Arts 9 Honors

Length: Two Semesters

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 10

Length: Two Semesters

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 10 supports all students in developing the depth of understanding and higher-order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

English Language Arts 10 Honors

Length: Two Semesters

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom

arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 11

Length: Two Semesters

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 11 Honors

Length: Two Semesters

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English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 12

Length: Two Semesters

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 12 Honors

Length: Two Semesters

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

AP English Language and Composition

Length: Two Semesters

In AP* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

AP English Literature and Composition

Length: Two Semesters

AP* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

Expository Reading and Writing

Length: Two Semesters

Expository Reading and Writing is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay, and Gary Soto.

English Electives

Creative Writing

Length: Two Semesters

Creative Writing is a full-year course that focuses on writing models. Students write poems, narratives, literary analysis, comparison essays, and other assignments. The course supports the writing process, including brainstorming, organization/outlining, writing, revising, conferencing, and editing.

Math Courses

Consumer Math

Length: Two Semesters

Consumer Math focuses on the ways math is used in everyday life, with a focus on math principles and money. Students are introduced to statistics, personal finance, taxes, banking and credit, insurance, deductibles and discounts, and retirement funds.

Algebra 1

Length: Two Semesters

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive

statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Geometry

Length: Two Semesters

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Algebra II

Length: Two Semesters

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Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Integrated Mathematics I

Length: Two Semesters

The fundamental purpose of Mathematics I is to formalize and extend students' understanding of linear functions and their applications. Students build on their prior experiences with data, developing more formal means of assessing how a model fits data. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades.

Integrated Mathematics II

Length: Two Semesters

The focus of Mathematics II is on quadratic expressions, equations, and functions, and comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

Integrated Mathematics III

Length: Two Semesters

The standards in the integrated Mathematics III course come from the following conceptual categories: Modeling, Functions, Number and Quantity, Algebra, Geometry, and Statistics and Probability. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

Pre-Calculus

Length: Two Semesters

Pre-Calculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Statistics and Probability

Length: Two Semesters

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatter plots. Students learn to work with data by analyzing and employing methods of prediction,

specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

AP Calculus AB

Length: Two Semesters

In AP* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Math Electives

Personal Finance

Length: One Semester

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English. This course is aligned with state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Financial Math

Length: Two Semesters

Financial Math helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

Science Courses

Earth Science

Length: Two Semesters

Earth and space science is an inquiry-based course focusing on the study of space, geologic and atmospheric processes, and the impact of human activity on Earth systems. Through experimentation and investigation, students will master a comprehensive understanding of: 1) the objects that make up our vast universe, 2) the history of the universe and our planet Earth, 3) the materials and processes that shape our world, 4) the interactions between the major spheres of Earth, 5) Earth's natural resources and hazards, and 6) the roles that humans play in altering our planet. Inquiry-based performance tasks, labs, and activities are introduced and taught in this course.

Physical Science

Length: Two Semesters

This physical science course addresses overarching ideas of two branches of science, chemistry and physics, in accordance with the Next Generation Science Standards (NGSS), which emphasize critical thinking and engineering practices. Students will develop strong communication skills to communicate their questions, hypotheses, methods, and findings. Students will incorporate graphs and tables to represent their quantitative and qualitative data and use this evidence to support their claims. Upon completing the class, students will

have foundational scientific knowledge of the laws and theories regarding matter and energy that encourages the application of science to real-life contexts.

Biology

Length: Two Semesters

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and

communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

AP Environmental Science

Length: Two Semesters

This course uses an interdisciplinary approach to examine the interrelationship between organisms and their physical environment. Students gain an awareness and understanding of ecological concepts and current environmental issues regarding air quality, water resources, energy resources, integrated water management, and human and natural communities.

Science Electives

Anatomy

Length: Two Semesters

During this class, students will explore the relationship between structure and function in the human body. Topics covered over this yearlong class include chemical composition of the body, levels of organization, body systems, and the effect of diseases on certain systems.

Social Studies Courses

World History

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors World History

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past.

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather information for creative writing assignments. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. History

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors U.S. History

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Economics

Length: One Semester

Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it has evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The

content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Government

Length: One Semester

U.S. Government and Politics offer a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is a course designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors Government

Length: One Semester

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

AP U.S. History

Length: Two Semesters

In AP* U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Government

Length: One Semester

AP* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Human Geography

Length: Two Semesters

This year-long course gives students the opportunity to study humanity's historic and contemporary relationship with the physical world and natural resources, along with human innovations in culture, governance, agriculture, and industry. *AP is a registered trademark of the College Board.

Social Studies Electives

Sociology

Length: One Semester

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

Psychology

Length: Two Semesters

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

AP Psychology

Length: Two Semesters

AP* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills

and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation.

World Regional Geography

Length: One Semester

This semester-long course introduces students to the physical, cultural, and political geography of the various regions of the world. Comprehensive and organized by region, this course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment as they gain a rich understanding of global cultures and the historical factors that have shaped the world around them.

World Languages

Spanish I

Length: Two Semesters

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside of Europe. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Length: Two Semesters

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign

Languages (ACTFL) standards.

Spanish III

Length: Two Semesters

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

The presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

AP Spanish Language and Culture

Length: Two Semesters

AP* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, a strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course

has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

French I

Length: Two Semesters

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

Length: Two Semesters

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in the formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French III

Length: Two Semesters

In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

German I

Length: Two Semesters

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II

Length: Two Semesters

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin I

Length: Two Semesters

Latin I introduces students to the Latin language by incorporating Latin into the English grammar curriculum. Latin I is a two-semester course that will teach students how to pronounce, write, read and understand Latin texts. In addition, students will increase their

vocabulary banks, improve their grammar skills and establish a firm understanding of the foundations of the Latin language and also Roman culture. This class will also prepare students for the Latin II class.

Latin II

Length: Two Semesters

Latin II continues the student's study of the Latin language by further incorporating Latin into a more complicated English grammar curriculum. Latin II is a two-semester course that will expound on the student's basic understanding of the Latin language. In addition, students will increase their vocabulary banks, improve their grammar skills, continue to establish a firm understanding of the foundations of the Latin language and also Roman culture. In addition, students will continue to read, understand and interpret Latin texts. This class will also prepare students for the Latin III course.

Latin III

Length: Two Semesters

Latin III is designed to review and complete the student's knowledge of the Latin language, and also to gain significant expertise in the study of literature both prose and poetry. This class will strengthen the student's ability to read, write and translate many types of Latin literature. In their literature analysis, students will explore topics such as government, education, religion and war from a wide range of authors. This exploration will allow them to understand Roman history and how that has shaped aspects of the modern world.

Visual and Performing Arts

Art I

Length: Two Semesters

This course is designed to provide a basic foundation of Visual Arts concepts and allow exploration of these concepts. Students will learn about the five components of the California Standards within this course; Artistic Perception, Creative Expressions, Historical and Cultural Context, Aesthetic Valuing and Connections, and Relationship and Applications. In addition to expanded opportunities to express ideas through the Visual Arts, students will explore Art Theory, apply the conventions of Art Criticism, and develop basic skills through experimentation with media and techniques used to create Art. Students will explore a variety of Art styles and media such as; drawing, painting, ceramics, sculpture, and mixed media. Students will review works by the masters and understand their influence on the world throughout history and among various cultures.

Dance I

Length: Two Semesters

Dance I is a class that introduces students to the study of dance. Students will study different dance styles and forms, including historical and cultural information on dance. This class is designed for all students within or without previous experience in dance and can prepare students for more advanced classes. Dancers express ideas, stories, rhythm, and sound with their bodies. Students experience and develop an awareness of dance from various times, places, social groups, cultures, a variety of dance genres, styles, and traditions. Students demonstrate an understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities.

Dance II

Length: Two Semesters

This course helps students learn the intermediate skills of dance while improving their techniques, poise, self-confidence, and creative ability. Students will demonstrate an intermediate level of consistency and reliability in performing technical skills, development and refinement of proficient skills to create dances with coherence and aesthetic unity. They will examine ways that a dance creates and conveys meaning before considering the dance from a variety of perspectives, establish, and apply aesthetic criteria in evaluating their own work and that of others. Students will continue to refine proper body alignments, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement. They will create dance forms. They will perform and discuss movement, motifs, phrases, and dance compositions with particular attention to how meaning was created.

Dance III

Length: Two Semesters

This course helps students learn the intermediate skills of dance while improving their techniques, poise, self-confidence, and creative ability. Students will demonstrate an intermediate level of consistency and reliability in performing technical skills, development and refinement of proficient skills to create dances with coherence and aesthetic unity. They will examine ways that a dance creates and conveys meaning before considering the dance from a variety of perspectives, establish, and apply aesthetic criteria in evaluating their own work and that of others. Students will continue to refine proper body alignments, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement. They will create dance forms. They will perform and discuss movement, motifs, phrases, and dance compositions with particular attention to how meaning was created.

Digital Media

Length: Two Semesters

This course is a study in media arts with an emphasis on two/three-dimensional design and representation through film, photography, and other digital media. The class is structured around the completion of digital media arts applications that synthesize and demonstrate learning from the course of study, and that incorporates themes and topics explored in other fine art courses. Digital Media emphasizes the theories and elements of art and principles of design, and their use and application in digital mediums to inform, persuade, and entertain. Students will develop an appreciation for traditional and contemporary artistic expression, as well as an understanding of the historical and contemporary role of video/film media as a means of communication in, and its influence upon, society and culture. Students will work to design, create, critique, and present two- and three-dimensional visual and digital media projects using technology and industry-based software, such as Adobe Illustrator, Adobe Photoshop, Gimp, Inkscape, Pencil 2, Stop Motion Studio and iMovie, all common in the professional world. In addition, they will develop their skills in critical thinking, problem-solving, writing, analysis, and presentation.

Music Theory

Length: Two Semesters

In this course, students will gain a broad understanding of music and the creation of musical compositions. Students will discover and demonstrate the fundamentals of music notation. They will understand tonality and how music is constructed. Students will articulate, discuss and share the creative process of music composition. Students will create and perform their own compositions.

Piano I

Length: Two Semesters

This course is designed to help students progress with their skills and understanding of playing the piano. The course presents an overview of musical principles and theories and develops students' technical skills. Students will learn skills that transfer to other instruments. Students will also learn to read simple compositions by learning basic elements of music such as melody, harmony, rhythm, and form. Students will study music notation and intervals, ear training, music writing, reading music, and playing pieces on the piano. Students will also be able to read chord charts and develop a basic understanding of music theory.

Piano II

Length: Two Semesters

Piano II is designed to review the fundamentals needed for piano performance. Students will increase musical understanding by reviewing and practicing rhythms, key signatures, theory concepts, ear-training, and basic composition. Students will learn and reinforce music concepts foundational for an instrumental and vocal performance, college music majors, and college piano proficiency exams. Course content also includes the foundation necessary for engaging in multiple opportunities for self-expression and more deeply understanding a variety of creative efforts. Course content includes Visual and Performing Arts Content Standards for California Public Schools and with the objective of preparing students to participate in the social, cultural, and intellectual interplay among people of differing cultural backgrounds and national origins.

Theater I

Length: Two Semesters

This course will serve as an introduction to the vast world that is theater. The course includes an overview of theatre history and theory. World theatre traditions and basic acting techniques are explored. This course is designed to expand students' awareness of their own creative and expressive capabilities. Through close and careful attention to technique and desired effect, students gain awareness into their own tendencies on the stage. Specific techniques and concepts to be improved upon are: vocal expression; physical expression; analysis of a character's motivation; improvisational techniques; and the art of set design and prop selection. A key objective of the course is to give students another outlet for artistic expression, an appreciation for the art and history of theatre, a sense of cultural involvement and discovery, and a foundation for potential future involvement in the theatre community. The course will culminate in the students building their own theatrical experiences, informed by the activities and research undertaken throughout the whole of the course and their own understanding of the nature of theatre.

Theater II

Length: Two Semesters

Theatre II builds on knowledge and skills introduced in Theatre I. Students develop more specific skills in the areas of acting, design, playwriting, script analysis, research, directing, and presentation. This course focuses on the performance aspect of drama such as improvisation, monologues, and ensemble acting. Emphasis is on all theater fundamentals, historical theater, and theater of different cultures. Students will learn in-depth the fundamentals of theater including theater terms, the development of theater over time, acting techniques, character analysis, stage movement, prop and costume usage. Students will also be able to develop the ability to self-correct in response to suggestions, demonstrate the ability to establish aesthetic criteria and apply it in evaluating their own work and that

of others, and demonstrate an understanding of theater in various cultures and historical periods.

Visual Arts

Length: Two Semesters

This course will cover topics including Art history, Elements of Art, Principles of Design, two and three-dimensional art, art in design and political and social art statements. Students will complete a variety of studio art projects including, but not limited to: drawing, painting, and three-dimensional art.

Voice

Length: Two Semesters

Voice I is designed for beginning voice students to work on the skills of singing, including vocal technique (in speech and singing), and solo vocal performance. The student will perform a variety of music, including classical, contemporary, and traditional styles from various time periods and cultures. The following vocal/musical skills will be stressed: proper vocal production, sight-reading proficiency, ear training, expansion of range, technical facility, a cappella singing, and dynamic nuances. Various languages will be incorporated in the repertoire, designed to challenge and perfect the musicianship of every student. Students will work on self-improvement by fostering and developing greater self-awareness, confidence, and expression. Students will develop an appreciation for the vocal art as a cultural force in a civilized world and learn ways in which singing is used in culture and in individual lives. Student will continue developing skills in listening, reading and performing Choir music opens an avenue of personal expression that provides the performer deeper understanding of the self and a way to evoke images, feelings and emotions that communicate not only sound but sense (meaning) to others. Further, students now live in an age of instant music and a social community that considers aesthetic valuing as a strictly personal preference.

Appendix E Finances

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the renewal of Clarksville Charter School. The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (2020-21 through 2024-25 inclusive).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for Clarksville Charter School will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism and match prior performance, this budget assumes a 98% attendance rate.

It is planned that Clarksville Charter School will continue operating in 2020-21 with enrollment of 1,272 and grow to 1,608 at capacity. The following table shows Clarksville Charter School's projected enrollment and ADA.

Table A: Enrollment & ADA

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment & ADA by Grade					
TK-K	121	133	140	147	155
1st Grade	127	140	147	154	158
2nd Grade	124	136	143	150	155
3rd Grade	124	136	143	150	152
4th Grade	114	125	131	138	145
5th Grade	113	124	130	137	142
6th Grade	109	120	126	132	136
7th Grade	106	117	123	129	132
8th Grade	106	117	123	129	132
9th Grade	64	70	74	78	85
10th Grade	57	63	66	69	74
11th Grade	55	61	64	67	72
12th Grade	52	58	61	65	70
Total Projected Enrollment	1,272	1,400	1,471	1,545	1,608
Average Daily Attendance (ADA)					
ADA %	98%	98%	98%	98%	98%
Total	1,246.56	1,372.00	1,441.58	1,514.10	1,575.84

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around \$10,100/ADA at Clarksville Charter School. State revenue streams provide the largest source of funding making up about 92% of Clarksville Charter School's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Summary of Revenue Programs					
State Aid - Revenue Limit	\$11,526,210	\$13,070,179	\$14,125,179	\$14,845,465	\$15,466,549
Federal Revenue	137,672	162,925	171,188	179,799	187,131
Other State Revenue	929,726	1,022,079	1,075,328	1,129,443	1,175,823
Other Local Revenue	-	-	-	-	-
Total Revenues	\$12,593,607	\$14,255,184	\$15,371,695	\$16,154,707	\$16,829,503
<i>State Revenues as % of Total</i>	<i>91.5%</i>	<i>91.7%</i>	<i>91.9%</i>	<i>91.9%</i>	<i>91.9%</i>
<i>Revenues per ADA</i>	<i>\$10,103</i>	<i>\$10,390</i>	<i>\$10,663</i>	<i>\$10,670</i>	<i>\$10,680</i>

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v20.2c released 1/14/20) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at Clarksville Charter School of 35% to 37%.

The calculator accounts for the updated implementation and cost of living adjustment (COLA) rates. These projections show that in year 1, a total of \$226,576, or \$200 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account.

Table C: Projected State Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
State Aid - Revenue Limit					
LCFF State Aid	\$8,410,296	\$9,640,714	\$10,521,791	\$11,060,805	\$11,527,563
Education Protection Account	249,312	274,400	288,316	302,820	315,168
State Aid - Prior Year	-	-	-	-	-
In Lieu of Property Taxes	2,866,602	3,155,065	3,315,072	3,481,840	3,623,817
Total State Revenue	\$11,526,210	\$13,070,179	\$14,125,179	\$14,845,465	\$15,466,549

Federal Revenues

Special Education

Clarksville Charter School provides special education services and will work with the El Dorado Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. Clarksville Charter School's state special education funding includes general state aid of \$518/ADA. In addition to state special education funding, the revenue projection for Clarksville Charter School also assumes \$119/ADA of federal special education funding. Both of these rates are net of SELPA fees.

Table D: Projected Federal Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Federal Revenue					
Special Education - Entitlement	\$137,672	\$162,925	\$171,188	\$179,799	\$187,131
Total Federal Revenue	\$137,672	\$162,925	\$171,188	\$179,799	\$187,131

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of \$207 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$17/ADA for grades K-8 and \$47/ADA for grades 9-12. Since funding is dependent on the previous year's ADA, Clarksville Charter School will not be eligible to receive the Mandate Block Grant funding until the second year of operations.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.

Table E: Projected Other State Revenues

	2020-21	2021-22	2022-23	2023-24	2024-25
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Other State Revenue					
State Special Education	\$645,406	\$710,353	\$746,378	\$783,925	\$815,891
Mandated Cost	26,281	27,722	30,543	32,099	33,733
State Lottery	\$258,038	\$284,004	\$298,407	\$313,419	\$326,199
Total Other State Revenue	\$929,726	\$1,022,079	\$1,075,328	\$1,129,443	\$1,175,823

Other Local Revenues

Although Clarksville Charter School does intend to utilize fundraising, non-public revenue has been excluded from the budget to be conservative.

Expenditures

The projected expenditures through 2024-25 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2020-21	2021-22	2022-23	2023-24	2024-25
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Summary of Projected Expenses					
Certificated Salaries	\$4,599,658	\$5,174,460	\$5,545,617	\$5,941,086	\$6,307,011
Classified Salaries	298,130	326,995	346,493	367,198	386,504
Employee Benefits	1,399,198	1,566,469	1,655,497	1,772,360	1,880,361
Total Compensation	\$6,296,986	\$7,067,925	\$7,547,606	\$8,080,644	\$8,573,876
Books and Supplies	1,287,542	1,423,362	1,514,104	1,610,590	1,700,292
Subagreement Services	3,354,900	3,781,343	4,066,085	4,323,040	4,555,578
Operations and Housekeeping	72,347	81,220	87,046	93,253	98,997
Facilities, Repairs and Other Leases	1,563	1,755	1,880	2,015	2,139
Professional/Consulting Services	1,214,087	1,369,165	1,473,831	1,559,083	1,635,061
Depreciation	2,307	2,307	2,307	2,307	2,307
Total Non-Comp	\$5,932,746	\$6,659,151	\$7,145,253	\$7,590,288	\$7,994,373
Total Expenses	\$12,229,732	\$13,727,075	\$14,692,859	\$15,670,932	\$16,568,249

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 52% of total expenditures. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, and workers' compensation.

Clarksville Charter School's teacher staffing levels are based upon the historical enrollment projections. Ratios of Certificated Teachers to Students is expected to be at or below 25:1 over the course of the full 5 years of operations. However, that ratio is much improved at 20:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2020-21	2021-22	2022-23	2023-24	2024-25
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Instructional Staff Ratio					
School Attendance	1,272	1,400	1,471	1,545	1,608
Certificated Teacher	50.0	54.0	58.0	60.0	60.0
Certificated Pupil Support (including SPED)	11.0	10.0	10.0	10.0	10.0
Classified Instructional Aides	5.0	5.0	5.0	5.0	5.0
Total Instructional Staff	66.0	69.0	73.0	75.0	75.0
<i>Student : Instructional Staff Ratio</i>	<i>19.3</i>	<i>20.3</i>	<i>20.2</i>	<i>20.6</i>	<i>21.4</i>

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staffing					
Instructional Staff					
Teachers					
TK-K	5.0	6.0	7.0	7.0	7.0
1st Grade	5.0	6.0	6.0	6.0	6.0
2nd Grade	5.0	5.0	6.0	5.0	6.0
3rd Grade	5.0	5.0	6.0	6.0	7.0
4th Grade	5.0	5.0	5.0	6.0	6.0
5th Grade	5.0	5.0	5.0	5.0	6.0
6th Grade	4.0	5.0	5.0	5.0	5.0
7th Grade	4.0	5.0	5.0	5.0	4.0
8th Grade	4.0	4.0	4.0	5.0	5.0
9th Grade	3.0	2.0	2.0	3.0	2.0
10th Grade	2.0	3.0	2.0	2.0	3.0
11th Grade	1.0	2.0	3.0	2.0	1.0
12th Grade	2.0	1.0	2.0	3.0	2.0
Total Teacher	50.0	54.0	58.0	60.0	60.0
Other Instructional Staff					
Certificated Pupil Support (including SPED)	11.0	10.0	10.0	10.0	10.0
Classified Instructional Aides	5.0	5.0	5.0	5.0	5.0
Total Other Instructional Staff	16.0	15.0	15.0	15.0	15.0
Total Instructional Staff	66.0	69.0	73.0	75.0	75.0
Administrative Staff - Certified					
Director	3.0	3.0	3.0	3.0	3.0
Assistant Director	3.0	3.0	3.0	3.0	3.0
Assistant Principal	1.0	1.0	1.0	1.0	1.0
Total Administrative Staff - Certified	7.0	7.0	7.0	7.0	7.0
Support and Administrative Staff					
Other Staff - Classified (FTE)	1.0	1.0	1.0	1.0	1.0
Total Classified Staff	1.0	1.0	1.0	1.0	1.0
Total Staffing	74.0	77.0	81.0	83.0	83.0

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.

Table I: Average Budgeted Salary by Position

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Average Budgeted Salary by Position					
Teacher (including SPED)	62,463	66,836	67,417	70,161	74,482
Administrative Staff - Certified	88,518	99,374	106,502	114,097	121,124
Classified Staff (Support and Administrative)	49,688	54,499	57,749	61,200	64,417

Table J: Employee Benefits

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Employee Benefits					
STRS	\$846,337	\$946,926	\$992,665	\$1,063,454	\$1,128,955
OASDI	18,484	20,274	21,483	22,766	23,963
Medicare	71,018	79,771	85,436	91,470	97,056
Health and Welfare	345,000	387,311	415,093	444,694	472,083
State Unemployment	33,848	37,259	39,152	41,125	42,806
Workers' Compensation	68,569	77,020	82,490	88,316	93,709
Other Benefits	15,943	17,908	19,179	20,534	21,788
Total Benefits	\$1,399,198	\$1,566,469	\$1,655,497	\$1,772,360	\$1,880,361

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. PRIME's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to increase per the Governor's June Revised State approved budget to 18.40% in 2020-21, 18.30% in 2021-22, and decrease to 17.90% in 2022-23 and after.

Books and Supplies

Many of the core programming cost projections from July 1, 2020 through the first day of school are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments.

Table K: Books & Supplies

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Books & Supplies					
School Supplies	962,862	1,080,949	1,158,484	1,241,097	1,317,539
Software	95,700	107,437	115,143	123,355	130,952
Office Expense	13,588	15,255	16,349	17,515	18,594
Business Meals	208	234	251	268	285
Noncapitalized Equipment	215,184	219,487	223,877	228,355	232,922
Total Books & Supplies	\$1,287,542	\$1,423,362	\$1,514,104	\$1,610,590	\$1,700,292

The purchase of equipment will also be a critical part of the instructional program. The budget accounts for the purchase of this equipment on a per pupil, per full time staff member and general purchases. As these items do wear out over time and need replacement, the

budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation.

Other Expenses

Many of the operating cost projections are based upon historical averages experienced by the School, such as communication, insurance, and other operational costs.

Table L: Operations & Housekeeping

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Operations and Housekeeping</i>					
Auto and Travel	\$22,652	\$25,430	\$27,254	\$29,198	\$30,996
Dues & Memberships	\$12,387	\$13,906	\$14,903	\$15,966	\$16,949
Insurance	\$34,225	\$38,422	\$41,178	\$44,114	\$46,831
Postage and Shipping	\$3,084	\$3,462	\$3,711	\$3,975	\$4,220
Total Operations and Housekeeping	\$72,347	\$81,220	\$87,046	\$93,253	\$98,997

Expenses shown in the table below are primarily based on preliminary negotiations with prospective service providers or based on industry averages. We make note of items below as needed to explain our budgeting assumptions.

Table M: Professional Services

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Professional Services</i>					
IT	\$2,506	\$2,814	\$3,015	\$3,231	\$3,429
Audit & Taxes	\$11,217	\$11,441	\$11,670	\$11,904	\$12,142
Legal	\$6,315	\$6,441	\$6,570	\$6,702	\$6,836
Professional Development	\$4,939	\$5,545	\$5,943	\$6,367	\$6,759
General Consulting	\$6,435	\$7,224	\$7,742	\$8,294	\$8,805
Special Activities/Field Trips	\$412,552	\$463,148	\$496,369	\$531,766	\$564,518
Bank Charges	\$273	\$306	\$328	\$351	\$373
Printing	\$734	\$824	\$883	\$946	\$1,004
Other taxes and fees	\$15,091	\$16,941	\$18,157	\$19,451	\$20,649
Management Fee	\$403,417	\$457,456	\$494,381	\$519,591	\$541,329
District Oversight Fee	\$345,786	\$392,105	\$423,755	\$445,364	\$463,996
Public Relations/Recruitment	\$4,822	\$4,918	\$5,017	\$5,117	\$5,219
Total Professional Services	\$1,214,087	\$1,369,165	\$1,473,831	\$1,559,083	\$1,635,061

Management Fee

Clarksville Charter School has contracted with Inspire Charter Services to provide services including student data, human resources, operations, instructional support, financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 15% of total LCFF funds (11.5% for instructional support and 3.5% for operational services).

Authorizer Oversight & Services Fees

Clarksville Charter School has projected that it will be required to pay an oversight fee of 1%, which has been included in the District Oversight Fee, and an administrative services fee of 2%, which has been included in General Consulting.

Other Outgoing and Transfers

While necessary during the School’s growth phase, the renewal budget does not show a need to sell receivables and has therefore projected zero interest expense. The budget dues include a small amount of depreciation which is consistent with its current balance sheet and financial statements.

Table N: Depreciation and Interest

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Depreciation & Interest</i>					
Depreciation	\$2,307	\$2,307	\$2,307	\$2,307	\$2,307
Interest	-	-	-	-	-
Total Depreciation & Interest	\$2,307	\$2,307	\$2,307	\$2,307	\$2,307

Cash Flow

As noted above, the timing of the State Aid will no longer be an issue due to the historical surpluses and slowed growth projection. In addition, the year over year surpluses will allow for the school to continue growing a substantial cash reserve to protect itself against economic uncertainty and other cash flow timing pitfalls.

Ending Cash Balance

The cash balance at the end of 2020-21 is projected to be around 6% but will grow from there as the State funding calculations catch up with the school’s enrollment at capacity. Clarksville Charter School will be able to reach a 15% cash reserve by the end of the 2024-25 school year.

Table O: Statement of Activities & Cash Balance

	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
Statement of Activities					
Revenues					
State Aid - Revenue Limit	\$11,526,210	\$13,070,179	\$14,125,179	\$14,845,465	\$15,466,549
Federal Revenue	137,672	162,925	171,188	179,799	187,131
Other State Revenue	929,726	1,022,079	1,075,328	1,129,443	1,175,823
Total Revenues	\$12,593,607	\$14,255,184	\$15,371,695	\$16,154,707	\$16,829,503
Expenses					
Certificated Salaries	\$4,599,658	\$5,174,460	\$5,545,617	\$5,941,086	\$6,307,011
Classified Salaries	298,130	326,995	346,493	367,198	386,504
Employee Benefits	1,399,198	1,566,469	1,655,497	1,772,360	1,880,361
Books & Supplies	1,287,542	1,423,362	1,514,104	1,610,590	1,700,292
Subagreement Services	3,354,900	3,781,343	4,066,085	4,323,040	4,555,578
Operations and Housekeeping	72,347	81,220	87,046	93,253	98,997
Facilities, Repairs and Other Leases	1,563	1,755	1,880	2,015	2,139
Professional Services	1,214,087	1,369,165	1,473,831	1,559,083	1,635,061
Depreciation and Interest	2,307	2,307	2,307	2,307	2,307
Total Expenses	\$12,229,732	\$13,727,075	\$14,692,859	\$15,670,932	\$16,568,249
Increase/(Decrease) of Net Assets	\$363,875	\$528,108	\$678,836	\$483,775	\$261,254
	3.0%	3.8%	4.6%	3.1%	1.6%
Beginning Cash Balance	269,494	706,152	1,149,138	1,817,578	2,285,382
Ending Cash Balance	\$706,152	\$1,149,138	\$1,817,578	\$2,285,382	\$2,533,828
Cash Balance (% of Expenditures)	5.8%	8.4%	12.4%	14.6%	15.3%

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-9-9 payment schedule. We have used this schedule to project our cash flow position for Clarksville Charter School.

State Aid – Revenue Limit

The State Aid – Revenue Limit funds come from State Aid and Education Protection Account. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. The Economic Protection Account flows quarterly in September, December, March and June. For conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

California Lottery

State Lottery Revenues are paid according to the prior year’s ADA and are paid quarterly.

Expenditures

The most significant part of Clarksville Charter School’s cost structure is staff compensation which is generally paid evenly throughout the year. The remaining instructional cost timing

is based on the School’s historical financial performance.

Fund Balance

The fund balance is expected to above the CDE-recommended levels in each year of operations and grow to 22.8% by the end of year 5.

Table P: Statement of Fund Balance

	2020-21	2021-22	2022-23	2023-24	2024-25
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Fund Balance					
Beginning Fund Balance	\$1,469,793	\$1,833,668	\$2,361,776	\$3,040,612	\$3,524,387
Increase/(Decrease) in Net Assets	363,875	528,108	678,836	483,775	261,254
Ending Fund Balance	\$1,833,668	\$2,361,776	\$3,040,612	\$3,524,387	\$3,785,641
Fund Balance (% of Expenditures)	15.0%	17.2%	20.7%	22.5%	22.8%

Inspire Charter School - Clarksville

Multi-Year Forecast

Revised 2/3/20



	2020-21	2021-22	2022-23	2023-24	2024-25
	Forecast	Forecast	Forecast	Forecast	Forecast
Assumptions					
LCFF COLA	2.29%	2.71%	2.82%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%	2.00%	2.00%
Enrollment	1,272.00	1,400.00	1,471.00	1,545.00	1,608.00
Average Daily Attendance	1,246.56	1,372.00	1,441.58	1,514.10	1,575.84
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	8,410,296	9,640,714	10,521,791	11,060,805	11,527,563
8012 Education Protection Account	249,312	274,400	288,316	302,820	315,168
8096 In Lieu of Property Taxes	2,866,602	3,155,065	3,315,072	3,481,840	3,623,817
	<u>11,526,210</u>	<u>13,070,179</u>	<u>14,125,179</u>	<u>14,845,465</u>	<u>15,466,549</u>
Federal Revenue					
8181 Special Education - Entitlement	137,672	162,925	171,188	179,799	187,131
	<u>137,672</u>	<u>162,925</u>	<u>171,188</u>	<u>179,799</u>	<u>187,131</u>
Other State Revenue					
8311 State Special Education	645,406	710,353	746,378	783,925	815,891
8550 Mandated Cost	26,281	27,722	30,543	32,099	33,733
8560 State Lottery	258,038	284,004	298,407	313,419	326,199
	<u>929,726</u>	<u>1,022,079</u>	<u>1,075,328</u>	<u>1,129,443</u>	<u>1,175,823</u>
Total Revenue	<u>\$ 12,593,607</u>	<u>\$ 14,255,184</u>	<u>\$ 15,371,695</u>	<u>\$ 16,154,707</u>	<u>\$ 16,829,503</u>
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	3,810,214	4,277,505	4,584,324	4,911,242	5,213,736
1175 Teachers' Extra Duty/Stipends	85,730	106,938	114,608	122,781	130,343
1200 Pupil Support Salaries	84,088	94,401	101,172	108,387	115,063
1300 Administrators' Salaries	619,625	695,617	745,513	798,677	847,869
	<u>4,599,658</u>	<u>5,174,460</u>	<u>5,545,617</u>	<u>5,941,086</u>	<u>6,307,011</u>
Classified Salaries					
2100 Instructional Salaries	223,130	250,495	268,463	287,607	305,322
	<u>298,130</u>	<u>326,995</u>	<u>346,493</u>	<u>367,198</u>	<u>386,504</u>
Benefits					
3101 STRS	846,337	946,926	992,665	1,063,454	1,128,955
3301 OASDI	18,484	20,274	21,483	22,766	23,963
3311 Medicare	71,018	79,771	85,436	91,470	97,056
3401 Health and Welfare	345,000	387,311	415,093	444,694	472,083
3501 State Unemployment	33,848	37,259	39,152	41,125	42,806
3601 Workers' Compensation	68,569	77,020	82,490	88,316	93,709
3901 Other Benefits	15,943	17,908	19,179	20,534	21,788
	<u>1,399,198</u>	<u>1,566,469</u>	<u>1,655,497</u>	<u>1,772,360</u>	<u>1,880,361</u>
Books and Supplies					
4302 School Supplies	962,862	1,080,949	1,158,484	1,241,097	1,317,539
4305 Software	95,700	107,437	115,143	123,355	130,952
4310 Office Expense	13,588	15,255	16,349	17,515	18,594
4400 Noncapitalized Equipment	215,184	219,487	223,877	228,355	232,922
	<u>1,287,542</u>	<u>1,423,362</u>	<u>1,514,104</u>	<u>1,610,590</u>	<u>1,700,292</u>
Subagreement Services					
5102 Special Education	269,659	302,730	324,444	347,581	368,989
5105 Security	2,252	2,529	2,710	2,903	3,082
5106 Other Educational Consultants	1,757,475	1,973,014	2,114,535	2,265,327	2,404,854
5107 Instructional Services	1,325,514	1,503,071	1,624,396	1,707,228	1,778,653
	<u>3,354,900</u>	<u>3,781,343</u>	<u>4,066,085</u>	<u>4,323,040</u>	<u>4,555,578</u>

Inspire Charter School - Clarksville

Multi-Year Forecast

Revised 2/3/20



	2020-21	2021-22	2022-23	2023-24	2024-25																		
	Forecast	Forecast	Forecast	Forecast	Forecast																		
Operations and Housekeeping																							
5201 Auto and Travel	22,652	25,430	27,254	29,198	30,996																		
5300 Dues & Memberships	12,387	13,906	14,903	15,966	16,949																		
5400 Insurance	34,225	38,422	41,178	44,114	46,831																		
5901 Postage and Shipping	3,084	3,462	3,711	3,975	4,220																		
	<u>72,347</u>	<u>81,220</u>	<u>87,046</u>	<u>93,253</u>	<u>98,997</u>																		
Facilities, Repairs and Other Leases																							
5603 Equipment Leases	1,563	1,755	1,880	2,015	2,139																		
	<u>1,563</u>	<u>1,755</u>	<u>1,880</u>	<u>2,015</u>	<u>2,139</u>																		
Professional/Consulting Services																							
5801 IT	2,506	2,814	3,015	3,231	3,429																		
5802 Audit & Taxes	11,217	11,441	11,670	11,904	12,142																		
5803 Legal	6,315	6,441	6,570	6,702	6,836																		
5804 Professional Development	4,939	5,545	5,943	6,367	6,759																		
5805 General Consulting	6,435	7,224	7,742	8,294	8,805																		
5806 Special Activities/Field Trips	412,552	463,148	496,369	531,766	564,518																		
5807 Bank Charges	273	306	328	351	373																		
5808 Printing	734	824	883	946	1,004																		
5809 Other taxes and fees	15,091	16,941	18,157	19,451	20,649																		
5811 Management Fee	403,417	457,456	494,381	519,591	541,329																		
5812 District Oversight Fee	345,786	392,105	423,755	445,364	463,996																		
5815 Public Relations/Recruitment	4,822	4,918	5,017	5,117	5,219																		
	<u>1,214,087</u>	<u>1,369,165</u>	<u>1,473,831</u>	<u>1,559,083</u>	<u>1,635,061</u>																		
Depreciation																							
6900 Depreciation Expense	2,307	2,307	2,307	2,307	2,307																		
	<u>2,307</u>	<u>2,307</u>	<u>2,307</u>	<u>2,307</u>	<u>2,307</u>																		
Interest																							
7438 Interest Expense	-	-	-	-	-																		
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>																		
Total Expenses	<u>\$ 12,229,732</u>	<u>\$ 13,727,075</u>	<u>\$ 14,692,859</u>	<u>\$ 15,670,932</u>	<u>\$ 16,568,249</u>																		
Surplus (Deficit)	<u>\$ 363,875</u>	<u>\$ 528,108</u>	<u>\$ 678,836</u>	<u>\$ 483,775</u>	<u>\$ 261,254</u>																		
<table border="1"> <tr> <td>Fund Balance, Beginning of Year</td> <td>\$ 530,038</td> <td>\$ 893,913</td> <td>\$ 1,422,021</td> <td>\$ 2,100,857</td> <td>\$ 2,584,632</td> </tr> <tr> <td>Fund Balance, End of Year</td> <td>\$ 893,913</td> <td>\$ 1,422,021</td> <td>\$ 2,100,857</td> <td>\$ 2,584,632</td> <td>\$ 2,845,885</td> </tr> <tr> <td></td> <td>7.3%</td> <td>10.4%</td> <td>14.3%</td> <td>16.5%</td> <td>17.2%</td> </tr> </table>						Fund Balance, Beginning of Year	\$ 530,038	\$ 893,913	\$ 1,422,021	\$ 2,100,857	\$ 2,584,632	Fund Balance, End of Year	\$ 893,913	\$ 1,422,021	\$ 2,100,857	\$ 2,584,632	\$ 2,845,885		7.3%	10.4%	14.3%	16.5%	17.2%
Fund Balance, Beginning of Year	\$ 530,038	\$ 893,913	\$ 1,422,021	\$ 2,100,857	\$ 2,584,632																		
Fund Balance, End of Year	\$ 893,913	\$ 1,422,021	\$ 2,100,857	\$ 2,584,632	\$ 2,845,885																		
	7.3%	10.4%	14.3%	16.5%	17.2%																		
Cash Flow Adjustments																							
Surplus (Deficit)	363,875	528,108	678,836	483,775	261,254																		
Cash Flows From Operating Activities																							
Depreciation/Amortization	2,307	2,307	2,307	2,307	2,307																		
Public Funding Receivables	68,607	(87,617)	(12,807)	(18,387)	(15,207)																		
Accounts Payable	<u>1,870</u>	<u>188</u>	<u>104</u>	<u>109</u>	<u>93</u>																		
Total Change in Cash	436,658	442,986	668,440	467,804	248,446																		
Cash, Beginning of Year	<u>269,494</u>	<u>706,152</u>	<u>1,149,138</u>	<u>1,817,578</u>	<u>2,285,382</u>																		
Cash, End of Year	<u>\$ 706,152</u>	<u>\$ 1,149,138</u>	<u>\$ 1,817,578</u>	<u>\$ 2,285,382</u>	<u>\$ 2,533,828</u>																		

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY20-21

Revised 2/3/20

ADA = 1246.56



	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 Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	394,632	394,632	710,337	710,337	710,337	710,337	710,337	813,869	813,869	813,869	813,869	813,869	-	8,410,296
8012 Education Protection Account	-	-	-	57,967	-	-	57,967	-	-	71,050	-	-	62,328	249,312
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	159,962	319,924	213,282	213,282	213,282	213,282	213,282	440,102	220,051	220,051	220,051	220,051	-	2,866,602
	554,593	714,555	923,619	981,586	923,619	923,619	981,586	1,253,971	1,033,920	1,104,970	1,033,920	1,033,920	62,328	11,526,210
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	68,836	-	-	34,418	34,418	137,672
	-	-	-	-	-	-	-	-	68,836	-	-	34,418	34,418	137,672
Other State Revenue														
8311 State Special Education	30,012	30,012	54,022	54,022	54,022	54,022	54,022	63,054	63,054	63,054	63,054	63,054	0	645,406
8550 Mandated Cost	-	-	-	-	-	26,281	-	-	-	-	-	-	-	26,281
8560 State Lottery	-	-	-	-	-	-	59,996	-	-	59,996	-	-	138,046	258,038
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	30,012	30,012	54,022	54,022	54,022	80,304	114,018	63,054	63,054	123,050	63,054	63,054	138,046	929,726
Other Local Revenue														
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	584,606	744,568	977,642	1,035,609	977,642	1,003,923	1,095,605	1,317,025	1,165,810	1,228,020	1,096,974	1,131,392	234,792	12,593,607
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	317,518	317,518	317,518	317,518	317,518	317,518	317,518	317,518	317,518	317,518	317,518	317,518	-	3,810,214
1175 Teachers' Extra Duty/Stipends	7,144	7,144	7,144	7,144	7,144	7,144	7,144	7,144	7,144	7,144	7,144	7,144	-	85,730
1200 Pupil Support Salaries	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007	-	84,088
1300 Administrators' Salaries	51,635	51,635	51,635	51,635	51,635	51,635	51,635	51,635	51,635	51,635	51,635	51,635	-	619,625
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	383,305	383,305	383,305	383,305	383,305	383,305	383,305	383,305	383,305	383,305	383,305	383,305	-	4,599,658
Classified Salaries														
2100 Instructional Salaries	18,594	18,594	18,594	18,594	18,594	18,594	18,594	18,594	18,594	18,594	18,594	18,594	-	223,130
2900 Other Classified Salaries	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	-	75,000
	24,844	24,844	24,844	24,844	24,844	24,844	24,844	24,844	24,844	24,844	24,844	24,844	-	298,130
Benefits														
3101 STRS	70,528	70,528	70,528	70,528	70,528	70,528	70,528	70,528	70,528	70,528	70,528	70,528	-	846,337
3202 PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3301 OASDI	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	1,540	-	18,484
3311 Medicare	5,918	5,918	5,918	5,918	5,918	5,918	5,918	5,918	5,918	5,918	5,918	5,918	-	71,018
3401 Health and Welfare	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	28,750	-	345,000
3501 State Unemployment	1,692	1,692	1,692	1,692	1,692	1,692	8,462	6,770	3,385	1,692	1,692	1,692	-	33,848
3601 Workers' Compensation	5,714	5,714	5,714	5,714	5,714	5,714	5,714	5,714	5,714	5,714	5,714	5,714	-	68,569
3901 Other Benefits	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	1,329	-	15,943
	115,472	115,472	115,472	115,472	115,472	115,472	122,241	120,549	117,164	115,472	115,472	115,472	-	1,399,198
Books and Supplies														
4302 School Supplies	21,554	45,896	73,246	101,514	95,252	56,485	77,888	121,658	134,029	86,501	80,498	68,341	-	962,862
4305 Software	7,975	7,975	7,975	7,975	7,975	7,975	7,975	7,975	7,975	7,975	7,975	7,975	-	95,700
4310 Office Expense	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	-	13,588
4311 Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	208
4400 Noncapitalized Equipment	4,817	10,257	16,369	22,687	21,287	12,623	17,407	27,189	29,953	19,332	17,990	15,273	-	215,184
	35,495	65,277	98,740	133,325	125,664	78,233	104,420	157,972	173,107	114,957	107,613	92,739	-	1,287,542

Inspire Charter School - Clarksville

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	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 Forecast
Subagreement Services														
5102 Special Education	22,472	22,472	22,472	22,472	22,472	22,472	22,472	22,472	22,472	22,472	22,472	22,472	-	269,659
5105 Security	188	188	188	188	188	188	188	188	188	188	188	188	-	2,252
5106 Other Educational Consultants	39,341	83,772	133,693	185,290	173,859	103,100	142,167	222,058	244,638	157,887	146,930	124,741	-	1,757,475
5107 Instructional Services	110,460	110,460	110,460	110,460	110,460	110,460	110,460	110,460	110,460	110,460	110,460	110,460	-	1,325,514
	172,460	216,890	266,812	318,408	306,978	236,218	275,286	355,177	377,757	291,005	280,049	257,859	-	3,354,900
Operations and Housekeeping														
5201 Auto and Travel	1,888	1,888	1,888	1,888	1,888	1,888	1,888	1,888	1,888	1,888	1,888	1,888	-	22,652
5300 Dues & Memberships	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	-	12,387
5400 Insurance	2,852	2,852	2,852	2,852	2,852	2,852	2,852	2,852	2,852	2,852	2,852	2,852	-	34,225
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5901 Postage and Shipping	257	257	257	257	257	257	257	257	257	257	257	257	-	3,084
	6,029	6,029	6,029	6,029	6,029	6,029	6,029	6,029	6,029	6,029	6,029	6,029	-	72,347
Facilities, Repairs and Other Leases														
5601 Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	130	130	130	130	130	130	130	130	130	130	130	130	-	1,563
5610 Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	130	130	130	130	130	130	130	130	130	130	130	130	-	1,563
Professional/Consulting Services														
5801 IT	209	209	209	209	209	209	209	209	209	209	209	209	-	2,506
5802 Audit & Taxes	-	-	-	3,739	3,739	3,739	-	-	-	-	-	-	-	11,217
5803 Legal	526	526	526	526	526	526	526	526	526	526	526	526	-	6,315
5804 Professional Development	412	412	412	412	412	412	412	412	412	412	412	412	-	4,939
5805 General Consulting	536	536	536	536	536	536	536	536	536	536	536	536	-	6,435
5806 Special Activities/Field Trips	9,235	19,665	31,383	43,495	40,812	24,202	33,372	52,126	57,427	37,063	34,491	29,282	-	412,552
5807 Bank Charges	23	23	23	23	23	23	23	23	23	23	23	23	-	273
5808 Printing	61	61	61	61	61	61	61	61	61	61	61	61	-	734
5809 Other taxes and fees	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	-	15,091
5810 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	33,618	33,618	33,618	33,618	33,618	33,618	33,618	33,618	33,618	33,618	33,618	33,618	-	403,417
5812 District Oversight Fee	16,638	21,437	27,709	29,448	27,709	27,709	29,448	37,619	31,018	33,149	31,018	31,018	1,870	345,786
5815 Public Relations/Recruitment	402	402	402	402	402	402	402	402	402	402	402	402	-	4,822
	62,917	78,146	96,136	113,726	109,304	92,694	99,864	126,790	125,489	107,256	102,553	97,344	1,870	1,214,087
Depreciation														
6900 Depreciation Expense	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307
	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	800,844	890,285	991,660	1,095,432	1,071,918	937,117	1,016,311	1,174,988	1,208,017	1,043,191	1,020,187	977,914	1,870	12,229,732
Monthly Surplus (Deficit)	(216,238)	(145,718)	(14,018)	(59,823)	(94,276)	66,806	79,293	142,037	(42,207)	184,830	76,787	153,478	232,922	363,875

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY20-21

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	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 Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(216,238)	(145,718)	(14,018)	(59,823)	(94,276)	66,806	79,293	142,037	(42,207)	184,830	76,787	153,478	232,922	363,875
Cash flows from operating activities														
Depreciation/Amortization	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307
Public Funding Receivables	58,065	95,811	149,523	-	-	-	-	-	-	-	-	-	(234,792)	68,607
Total Change in Cash	(157,981)	(49,714)	135,697	(59,631)	(94,084)	66,998	79,486	142,229	(42,014)	185,022	76,980	153,670		
Cash, Beginning of Month	269,494	111,513	61,799	197,495	137,865	43,781	110,780	190,265	332,495	290,480	475,502	552,482		
Cash, End of Month	111,513	61,799	197,495	137,865	43,781	110,780	190,265	332,495	290,480	475,502	552,482	706,152		

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY21-22

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ADA = 1372.00



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)	
ADA = 1246.56																	
Revenues																	
State Aid - Revenue Limit																	
8011 LCFF State Aid	437,964	437,964	788,335	788,335	788,335	788,335	788,335	964,622	964,622	964,622	964,622	964,622	-	9,640,714	8,410,296	1,230,418	
8012 Education Protection Account	-	-	-	62,328	-	-	62,328	-	-	81,144	-	-	68,600	274,400	249,312	25,088	
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8096 In Lieu of Property Taxes	189,304	378,608	252,405	252,405	252,405	252,405	252,405	441,709	220,855	220,855	220,855	220,855	-	3,155,065	2,866,602	288,463	
	627,268	816,572	1,040,740	1,103,068	1,040,740	1,040,740	1,103,068	1,406,331	1,185,477	1,266,621	1,185,477	1,185,477	68,600	13,070,179	11,526,210	1,543,969	
Federal Revenue																	
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	81,463	-	-	40,731	40,731	162,925	137,672	25,253	
	-	-	-	-	-	-	-	-	81,463	-	-	40,731	40,731	162,925	137,672	25,253	
Other State Revenue																	
8311 State Special Education	-	32,270	32,270	58,087	58,087	58,087	58,087	58,087	71,076	71,076	71,076	71,076	71,076	710,353	645,406	64,947	
8550 Mandated Cost	-	-	-	-	-	27,722	-	-	-	-	-	-	-	27,722	26,281	1,441	
8560 State Lottery	-	-	-	-	-	-	71,001	-	-	71,001	-	-	142,002	284,004	258,038	25,966	
	-	32,270	32,270	58,087	58,087	85,809	129,088	58,087	71,076	142,077	71,076	71,076	213,078	1,022,079	929,726	92,354	
Total Revenue	627,268	848,842	1,073,010	1,161,155	1,098,827	1,126,549	1,232,156	1,464,418	1,338,015	1,408,698	1,256,553	1,297,284	322,409	14,255,184	12,593,607	1,661,577	
Expenses																	
Certificated Salaries																	
1100 Teachers' Salaries	356,459	356,459	356,459	356,459	356,459	356,459	356,459	356,459	356,459	356,459	356,459	356,459	-	4,277,505	3,810,214	(467,290)	
1175 Teachers' Extra Duty/Stipends	8,911	8,911	8,911	8,911	8,911	8,911	8,911	8,911	8,911	8,911	8,911	8,911	-	106,938	85,730	(21,208)	
1200 Pupil Support Salaries	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	-	94,401	84,088	(10,313)	
1300 Administrators' Salaries	57,968	57,968	57,968	57,968	57,968	57,968	57,968	57,968	57,968	57,968	57,968	57,968	-	695,617	619,625	(75,992)	
	431,205	431,205	431,205	431,205	431,205	431,205	431,205	431,205	431,205	431,205	431,205	431,205	-	5,174,460	4,599,658	(574,803)	
Classified Salaries																	
2100 Instructional Salaries	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	20,875	-	250,495	223,130	(27,365)	
2900 Other Classified Salaries	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	-	76,500	75,000	(1,500)	
	27,250	27,250	27,250	27,250	27,250	27,250	27,250	27,250	27,250	27,250	27,250	27,250	-	326,995	298,130	(28,865)	
Benefits																	
3101 STRS	78,911	78,911	78,911	78,911	78,911	78,911	78,911	78,911	78,911	78,911	78,911	78,911	-	946,926	846,337	(100,589)	
3301 OASDI	1,689	1,689	1,689	1,689	1,689	1,689	1,689	1,689	1,689	1,689	1,689	1,689	-	20,274	18,484	(1,790)	
3311 Medicare	6,648	6,648	6,648	6,648	6,648	6,648	6,648	6,648	6,648	6,648	6,648	6,648	-	79,771	71,018	(8,753)	
3401 Health and Welfare	32,276	32,276	32,276	32,276	32,276	32,276	32,276	32,276	32,276	32,276	32,276	32,276	-	387,311	345,000	(42,311)	
3501 State Unemployment	1,863	1,863	1,863	1,863	1,863	1,863	9,315	7,452	3,726	1,863	1,863	1,863	-	37,259	33,848	(3,411)	
3601 Workers' Compensation	6,418	6,418	6,418	6,418	6,418	6,418	6,418	6,418	6,418	6,418	6,418	6,418	-	77,020	68,569	(8,451)	
3901 Other Benefits	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	-	17,908	15,943	(1,965)	
	129,297	129,297	129,297	129,297	129,297	129,297	136,749	134,886	131,160	129,297	129,297	129,297	-	1,566,469	1,399,198	(167,271)	
Books and Supplies																	
4302 School Supplies	24,197	51,524	82,229	113,964	106,934	63,412	87,441	136,579	150,466	97,109	90,371	76,723	-	1,080,949	962,862	(118,087)	
4305 Software	8,953	8,953	8,953	8,953	8,953	8,953	8,953	8,953	8,953	8,953	8,953	8,953	-	107,437	95,700	(11,737)	
4310 Office Expense	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	1,271	-	15,255	13,588	(1,666)	
4311 Business Meals	19	19	19	19	19	19	19	19	19	19	19	19	-	234	208	(26)	
4400 Noncapitalized Equipment	4,913	10,462	16,697	23,140	21,713	12,876	17,755	27,732	30,552	19,718	18,350	15,579	-	219,487	215,184	(4,304)	
	39,354	72,230	109,170	147,348	138,890	86,532	115,439	174,555	191,263	127,071	118,964	102,545	-	1,423,362	1,287,542	(135,819)	

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY21-22

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ADA = 1372.00



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	25,227	-	302,730	269,659	(33,071)
5105 Security	211	211	211	211	211	211	211	211	211	211	211	211	-	2,529	2,252	(276)
5106 Other Educational Consultants	44,166	94,045	150,089	208,014	195,182	115,744	159,602	249,292	274,641	177,250	164,950	140,039	-	1,973,014	1,757,475	(215,539)
5107 Instructional Services	125,256	125,256	125,256	125,256	125,256	125,256	125,256	125,256	125,256	125,256	125,256	125,256	-	1,503,071	1,325,514	(177,556)
	194,860	244,740	300,784	358,708	345,876	266,438	310,296	399,986	425,335	327,944	315,644	290,733	-	3,781,343	3,354,900	(426,443)
Operations and Housekeeping																
5201 Auto and Travel	2,119	2,119	2,119	2,119	2,119	2,119	2,119	2,119	2,119	2,119	2,119	2,119	-	25,430	22,652	(2,778)
5300 Dues & Memberships	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	-	13,906	12,387	(1,519)
5400 Insurance	3,202	3,202	3,202	3,202	3,202	3,202	3,202	3,202	3,202	3,202	3,202	3,202	-	38,422	34,225	(4,197)
5901 Postage and Shipping	289	289	289	289	289	289	289	289	289	289	289	289	-	3,462	3,084	(378)
	6,768	-	81,220	72,347	(8,873)											
Facilities, Repairs and Other Leases																
5603 Equipment Leases	146	146	146	146	146	146	146	146	146	146	146	146	-	1,755	1,563	(192)
	146	-	1,755	1,563	(192)											
Professional/Consulting Services																
5801 IT	234	234	234	234	234	234	234	234	234	234	234	234	-	2,814	2,506	(307)
5802 Audit & Taxes	-	-	-	3,814	3,814	3,814	-	-	-	-	-	-	-	11,441	11,217	(224)
5803 Legal	537	537	537	537	537	537	537	537	537	537	537	537	-	6,441	6,315	(126)
5804 Professional Development	462	462	462	462	462	462	462	462	462	462	462	462	-	5,545	4,939	(606)
5805 General Consulting	602	602	602	602	602	602	602	602	602	602	602	602	-	7,224	6,435	(789)
5806 Special Activities/Field Trips	10,367	22,076	35,232	48,829	45,817	27,170	37,465	58,519	64,469	41,608	38,721	32,873	-	463,148	412,552	(50,596)
5807 Bank Charges	25	25	25	25	25	25	25	25	25	25	25	25	-	306	273	(33)
5808 Printing	69	69	69	69	69	69	69	69	69	69	69	69	-	824	734	(90)
5809 Other taxes and fees	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	-	16,941	15,091	(1,851)
5811 Management Fee	38,121	38,121	38,121	38,121	38,121	38,121	38,121	38,121	38,121	38,121	38,121	38,121	-	457,456	403,417	(54,039)
5812 District Oversight Fee	18,818	24,497	31,222	33,092	31,222	31,222	33,092	42,190	35,564	37,999	35,564	35,564	2,058	392,105	345,786	(46,319)
5815 Public Relations/Recruitment	410	410	410	410	410	410	410	410	410	410	410	410	-	4,918	4,822	(96)
	71,058	88,446	108,327	127,608	122,726	104,078	112,430	142,582	141,906	121,479	116,157	110,310	2,058	1,369,165	1,214,087	(155,078)
Depreciation																
6900 Depreciation Expense	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307	2,307	-
	192	-	2,307	2,307	-											
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-											
Total Expenses	900,130	1,000,274	1,113,139	1,228,522	1,202,350	1,051,907	1,140,476	1,317,570	1,355,225	1,171,353	1,145,625	1,098,446	2,058	13,727,075	12,229,732	(1,497,343)
Monthly Surplus (Deficit)	(272,862)	(151,432)	(40,128)	(67,367)	(103,524)	74,642	91,680	146,848	(17,210)	237,344	110,928	198,838	320,351	528,108	363,875	164,233

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY21-22

Revised 2/3/20

ADA = 1372.00



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(272,862)	(151,432)	(40,128)	(67,367)	(103,524)	74,642	91,680	146,848	(17,210)	237,344	110,928	198,838	320,351	528,108		
Cash flows from operating activities																
Depreciation/Amortization	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307		
Public Funding Receivables	62,328	-	69,023	34,418	-	69,023	-	-	-	-	-	-	(322,409)	(87,617)		
Accounts Payable	(1,870)	-	-	-	-	-	-	-	-	-	-	-	2,058	188		
Total Change in Cash	(212,212)	(151,240)	29,087	(32,757)	(103,331)	143,858	91,872	147,040	(17,018)	237,537	111,120	199,030				
Cash, Beginning of Month	706,152	493,940	342,700	371,787	339,030	235,699	379,557	471,429	618,469	601,451	838,988	950,108				
Cash, End of Month	493,940	342,700	371,787	339,030	235,699	379,557	471,429	618,469	601,451	838,988	950,108	1,149,138				

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY22-23

Revised 2/3/20

ADA = 1441.58



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 1372.00																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	500,697	500,697	901,255	901,255	901,255	901,255	901,255	1,002,825	1,002,825	1,002,825	1,002,825	1,002,825	-	10,521,791	9,640,714	881,077
8012 Education Protection Account	-	-	-	68,600	-	-	68,600	-	-	79,037	-	-	72,079	288,316	274,400	13,916
8096 In Lieu of Property Taxes	198,904	397,809	265,206	265,206	265,206	265,206	265,206	464,110	232,055	232,055	232,055	232,055	-	3,315,072	3,155,065	160,007
	699,601	898,506	1,166,460	1,235,060	1,166,460	1,166,460	1,235,060	1,466,935	1,234,880	1,313,917	1,234,880	1,234,880	72,079	14,125,179	13,070,179	1,055,000
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	85,594	-	-	42,797	42,797	171,188	162,925	8,263
	-	-	-	-	-	-	-	-	85,594	-	-	42,797	42,797	171,188	162,925	8,263
Other State Revenue																
8311 State Special Education	-	35,518	35,518	63,932	63,932	63,932	63,932	63,932	71,137	71,137	71,137	71,137	71,137	746,378	710,353	36,025
8550 Mandated Cost	-	-	-	-	-	30,543	-	-	-	-	-	-	-	30,543	27,722	2,821
8560 State Lottery	-	-	-	-	-	-	74,602	-	-	74,602	-	-	149,204	298,407	284,004	14,403
	-	35,518	35,518	63,932	63,932	94,475	138,534	63,932	71,137	145,739	71,137	71,137	220,340	1,075,328	1,022,079	53,249
Total Revenue	699,601	934,023	1,201,978	1,298,992	1,230,392	1,260,935	1,373,594	1,530,867	1,391,610	1,459,655	1,306,017	1,348,813	335,216	15,371,695	14,255,184	1,116,511
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	382,027	382,027	382,027	382,027	382,027	382,027	382,027	382,027	382,027	382,027	382,027	382,027	-	4,584,324	4,277,505	(306,819)
1175 Teachers' Extra Duty/Stipends	9,551	9,551	9,551	9,551	9,551	9,551	9,551	9,551	9,551	9,551	9,551	9,551	-	114,608	106,938	(7,670)
1200 Pupil Support Salaries	8,431	8,431	8,431	8,431	8,431	8,431	8,431	8,431	8,431	8,431	8,431	8,431	-	101,172	94,401	(6,771)
1300 Administrators' Salaries	62,126	62,126	62,126	62,126	62,126	62,126	62,126	62,126	62,126	62,126	62,126	62,126	-	745,513	695,617	(49,896)
	462,135	462,135	462,135	462,135	462,135	462,135	462,135	462,135	462,135	462,135	462,135	462,135	-	5,545,617	5,174,460	(371,157)
Classified Salaries																
2100 Instructional Salaries	22,372	22,372	22,372	22,372	22,372	22,372	22,372	22,372	22,372	22,372	22,372	22,372	-	268,463	250,495	(17,968)
2900 Other Classified Salaries	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	6,503	-	78,030	76,500	(1,530)
	28,874	28,874	28,874	28,874	28,874	28,874	28,874	28,874	28,874	28,874	28,874	28,874	-	346,493	326,995	(19,498)
Benefits																
3101 STRS	82,722	82,722	82,722	82,722	82,722	82,722	82,722	82,722	82,722	82,722	82,722	82,722	-	992,665	946,926	(45,739)
3301 OASDI	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	-	21,483	20,274	(1,209)
3311 Medicare	7,120	7,120	7,120	7,120	7,120	7,120	7,120	7,120	7,120	7,120	7,120	7,120	-	85,436	79,771	(5,664)
3401 Health and Welfare	34,591	34,591	34,591	34,591	34,591	34,591	34,591	34,591	34,591	34,591	34,591	34,591	-	415,093	387,311	(27,781)
3501 State Unemployment	1,958	1,958	1,958	1,958	1,958	1,958	9,788	7,830	3,915	1,958	1,958	1,958	-	39,152	37,259	(1,893)
3601 Workers' Compensation	6,874	6,874	6,874	6,874	6,874	6,874	6,874	6,874	6,874	6,874	6,874	6,874	-	82,490	77,020	(5,469)
3901 Other Benefits	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	1,598	-	19,179	17,908	(1,272)
	136,653	136,653	136,653	136,653	136,653	136,653	144,483	142,526	138,611	136,653	136,653	136,653	-	1,655,497	1,566,469	(89,028)
Books and Supplies																
4302 School Supplies	25,932	55,220	88,127	122,138	114,604	67,961	93,713	146,375	161,259	104,075	96,853	82,226	-	1,158,484	1,080,949	(77,535)
4305 Software	9,595	9,595	9,595	9,595	9,595	9,595	9,595	9,595	9,595	9,595	9,595	9,595	-	115,143	107,437	(7,706)
4310 Office Expense	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	-	16,349	15,255	(1,094)
4311 Business Meals	21	21	21	21	21	21	21	21	21	21	21	21	-	251	234	(17)
4400 Noncapitalized Equipment	5,011	10,671	17,031	23,603	22,147	13,133	18,110	28,287	31,163	20,113	18,717	15,890	-	223,877	219,487	(4,390)
	41,923	76,870	116,136	156,720	147,729	92,073	122,801	185,641	203,401	135,166	126,548	109,095	-	1,514,104	1,423,362	(90,742)

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY22-23

Revised 2/3/20

ADA = 1441.58



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	27,037	27,037	27,037	27,037	27,037	27,037	27,037	27,037	27,037	27,037	27,037	27,037	-	324,444	302,730	(21,714)
5105 Security	226	226	226	226	226	226	226	226	226	226	226	226	-	2,710	2,529	(181)
5106 Other Educational Consultants	47,334	100,791	160,855	222,934	209,182	124,046	171,050	267,173	294,340	189,964	176,782	150,084	-	2,114,535	1,973,014	(141,521)
5107 Instructional Services	135,366	135,366	135,366	135,366	135,366	135,366	135,366	135,366	135,366	135,366	135,366	135,366	-	1,624,396	1,503,071	(121,325)
	209,963	263,420	323,484	385,563	371,811	286,675	333,679	429,802	456,969	352,593	339,411	312,713	-	4,066,085	3,781,343	(284,742)
Operations and Housekeeping																
5201 Auto and Travel	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	2,271	-	27,254	25,430	(1,824)
5300 Dues & Memberships	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	-	14,903	13,906	(997)
5400 Insurance	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	-	41,178	38,422	(2,756)
5901 Postage and Shipping	309	309	309	309	309	309	309	309	309	309	309	309	-	3,711	3,462	(248)
	7,254	-	87,046	81,220	(5,826)											
Facilities, Repairs and Other Leases																
5603 Equipment Leases	157	157	157	157	157	157	157	157	157	157	157	157	-	1,880	1,755	(126)
	157	-	1,880	1,755	(126)											
Professional/Consulting Services																
5801 IT	251	251	251	251	251	251	251	251	251	251	251	251	-	3,015	2,814	(202)
5802 Audit & Taxes	-	-	-	3,890	3,890	3,890	-	-	-	-	-	-	-	11,670	11,441	(229)
5803 Legal	548	548	548	548	548	548	548	548	548	548	548	548	-	6,570	6,441	(129)
5804 Professional Development	495	495	495	495	495	495	495	495	495	495	495	495	-	5,943	5,545	(398)
5805 General Consulting	645	645	645	645	645	645	645	645	645	645	645	645	-	7,742	7,224	(518)
5806 Special Activities/Field Trips	11,111	23,660	37,759	52,332	49,104	29,119	40,153	62,717	69,094	44,592	41,498	35,231	-	496,369	463,148	(33,221)
5807 Bank Charges	27	27	27	27	27	27	27	27	27	27	27	27	-	328	306	(22)
5808 Printing	74	74	74	74	74	74	74	74	74	74	74	74	-	883	824	(59)
5809 Other taxes and fees	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513	1,513	-	18,157	16,941	(1,215)
5811 Management Fee	41,198	41,198	41,198	41,198	41,198	41,198	41,198	41,198	41,198	41,198	41,198	41,198	-	494,381	457,456	(36,925)
5812 District Oversight Fee	20,988	26,955	34,994	37,052	34,994	34,994	37,052	44,008	37,046	39,418	37,046	37,046	2,162	423,755	392,105	(31,650)
5815 Public Relations/Recruitment	418	418	418	418	418	418	418	418	418	418	418	418	-	5,017	4,918	(98)
	77,269	95,785	117,923	138,443	133,157	113,172	122,374	151,894	151,310	129,180	123,714	117,447	2,162	1,473,831	1,369,165	(104,666)
Depreciation																
6900 Depreciation Expense	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307	2,307	-
	192	-	2,307	2,307	-											
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-											
Total Expenses	964,419	1,071,340	1,192,808	1,315,992	1,287,962	1,127,185	1,221,950	1,408,475	1,448,903	1,252,204	1,224,938	1,174,519	2,162	14,692,859	13,727,075	(965,784)
Monthly Surplus (Deficit)	(264,818)	(137,317)	9,170	(17,000)	(57,570)	133,750	151,644	122,391	(57,293)	207,451	81,078	174,294	333,054	678,836	528,108	150,728

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY22-23

Revised 2/3/20

ADA = 1441.58



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(264,818)	(137,317)	9,170	(17,000)	(57,570)	133,750	151,644	122,391	(57,293)	207,451	81,078	174,294	333,054	678,836		
Cash flows from operating activities																
Depreciation/Amortization	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307		
Public Funding Receivables	68,600	-	142,002	-	-	-	111,807	-	-	-	-	-	(335,216)	(12,807)		
Accounts Payable	(2,058)	-	-	-	-	-	-	-	-	-	-	-	2,162	104		
Total Change in Cash	(198,083)	(137,124)	151,364	(16,807)	(57,378)	133,943	263,643	122,583	(57,100)	207,644	81,271	174,486				
Cash, Beginning of Month	1,149,138	951,055	813,930	965,294	948,487	891,109	1,025,052	1,288,695	1,411,278	1,354,178	1,561,821	1,643,092				
Cash, End of Month	951,055	813,930	965,294	948,487	891,109	1,025,052	1,288,695	1,411,278	1,354,178	1,561,821	1,643,092	1,817,578				

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY23-24

Revised 2/3/20

ADA = 1514.10



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 1441.58																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	526,552	526,552	947,793	947,793	947,793	947,793	947,793	1,053,748	1,053,748	1,053,748	1,053,748	1,053,748	-	11,060,805	10,521,791	539,014
8012 Education Protection Account	-	-	-	72,079	-	-	72,079	-	-	82,957	-	-	75,705	302,820	288,316	14,504
8096 In Lieu of Property Taxes	208,910	417,821	278,547	278,547	278,547	278,547	278,547	487,458	243,729	243,729	243,729	243,729	-	3,481,840	3,315,072	166,768
	735,462	944,372	1,226,340	1,298,419	1,226,340	1,226,340	1,298,419	1,541,205	1,297,476	1,380,433	1,297,476	1,297,476	75,705	14,845,465	14,125,179	720,286
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	89,900	-	-	44,950	44,950	179,799	171,188	8,612
	-	-	-	-	-	-	-	-	89,900	-	-	44,950	44,950	179,799	171,188	8,612
Other State Revenue																
8311 State Special Education	-	37,319	37,319	67,174	67,174	67,174	67,174	67,174	74,683	74,683	74,683	74,683	74,683	783,925	746,378	37,547
8550 Mandated Cost	-	-	-	-	-	30,543	-	-	-	-	-	-	1,555	32,099	30,543	1,555
8560 State Lottery	-	-	-	-	-	-	78,355	-	-	78,355	-	-	156,709	313,419	298,407	15,012
	-	37,319	37,319	67,174	67,174	97,717	145,529	67,174	74,683	153,038	74,683	74,683	232,948	1,129,443	1,075,328	54,114
Total Revenue	735,462	981,691	1,263,659	1,365,593	1,293,514	1,324,057	1,443,948	1,608,379	1,462,059	1,533,471	1,372,160	1,417,110	353,603	16,154,707	15,371,695	783,012
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	409,270	409,270	409,270	409,270	409,270	409,270	409,270	409,270	409,270	409,270	409,270	409,270	-	4,911,242	4,584,324	(326,917)
1175 Teachers' Extra Duty/Stipends	10,232	10,232	10,232	10,232	10,232	10,232	10,232	10,232	10,232	10,232	10,232	10,232	-	122,781	114,608	(8,173)
1200 Pupil Support Salaries	9,032	9,032	9,032	9,032	9,032	9,032	9,032	9,032	9,032	9,032	9,032	9,032	-	108,387	101,172	(7,215)
1300 Administrators' Salaries	66,556	66,556	66,556	66,556	66,556	66,556	66,556	66,556	66,556	66,556	66,556	66,556	-	798,677	745,513	(53,164)
	495,091	495,091	495,091	495,091	495,091	495,091	495,091	495,091	495,091	495,091	495,091	495,091	-	5,941,086	5,545,617	(395,469)
Classified Salaries																
2100 Instructional Salaries	23,967	23,967	23,967	23,967	23,967	23,967	23,967	23,967	23,967	23,967	23,967	23,967	-	287,607	268,463	(19,145)
2900 Other Classified Salaries	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	6,633	-	79,591	78,030	(1,561)
	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	-	367,198	346,493	(20,705)
Benefits																
3101 STRS	88,621	88,621	88,621	88,621	88,621	88,621	88,621	88,621	88,621	88,621	88,621	88,621	-	1,063,454	992,665	(70,789)
3301 OASDI	1,897	1,897	1,897	1,897	1,897	1,897	1,897	1,897	1,897	1,897	1,897	1,897	-	22,766	21,483	(1,284)
3311 Medicare	7,623	7,623	7,623	7,623	7,623	7,623	7,623	7,623	7,623	7,623	7,623	7,623	-	91,470	85,436	(6,035)
3401 Health and Welfare	37,058	37,058	37,058	37,058	37,058	37,058	37,058	37,058	37,058	37,058	37,058	37,058	-	444,694	415,093	(29,601)
3501 State Unemployment	2,056	2,056	2,056	2,056	2,056	2,056	10,281	8,225	4,113	2,056	2,056	2,056	-	41,125	39,152	(1,974)
3601 Workers' Compensation	7,360	7,360	7,360	7,360	7,360	7,360	7,360	7,360	7,360	7,360	7,360	7,360	-	88,316	82,490	(5,826)
3901 Other Benefits	1,711	1,711	1,711	1,711	1,711	1,711	1,711	1,711	1,711	1,711	1,711	1,711	-	20,534	19,179	(1,355)
	146,326	146,326	146,326	146,326	146,326	146,326	154,551	152,495	148,382	146,326	146,326	146,326	-	1,772,360	1,655,497	(116,863)
Books and Supplies																
4302 School Supplies	27,782	59,158	94,412	130,848	122,776	72,807	100,396	156,814	172,759	111,497	103,760	88,090	-	1,241,097	1,158,484	(82,614)
4305 Software	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	-	123,355	115,143	(8,211)
4310 Office Expense	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	-	17,515	16,349	(1,166)
4311 Business Meals	22	22	22	22	22	22	22	22	22	22	22	22	-	268	251	(18)
4400 Noncapitalized Equipment	5,112	10,885	17,371	24,075	22,590	13,396	18,472	28,853	31,787	20,515	19,091	16,208	-	228,355	223,877	(4,478)
	44,655	81,804	123,544	166,685	157,128	97,965	130,629	197,428	216,307	143,773	134,612	116,059	-	1,610,590	1,514,104	(96,486)

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY23-24

Revised 2/3/20

ADA = 1514.10



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	28,965	28,965	28,965	28,965	28,965	28,965	28,965	28,965	28,965	28,965	28,965	28,965	-	347,581	324,444	(23,137)
5105 Security	242	242	242	242	242	242	242	242	242	242	242	242	-	2,903	2,710	(193)
5106 Other Educational Consultants	50,709	107,979	172,326	238,832	224,099	132,892	183,248	286,226	315,330	203,511	189,388	160,786	-	2,265,327	2,114,535	(150,792)
5107 Instructional Services	142,269	142,269	142,269	142,269	142,269	142,269	142,269	142,269	142,269	142,269	142,269	142,269	-	1,707,228	1,624,396	(82,833)
	222,185	279,455	343,802	410,308	395,575	304,368	354,724	457,702	486,806	374,987	360,865	332,263	-	4,323,040	4,066,085	(256,955)
Operations and Housekeeping																
5201 Auto and Travel	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	2,433	-	29,198	27,254	(1,944)
5300 Dues & Memberships	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	-	15,966	14,903	(1,063)
5400 Insurance	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	-	44,114	41,178	(2,936)
5901 Postage and Shipping	331	331	331	331	331	331	331	331	331	331	331	331	-	3,975	3,711	(265)
	7,771	-	93,253	87,046	(6,207)											
Facilities, Repairs and Other Leases																
5603 Equipment Leases	168	168	168	168	168	168	168	168	168	168	168	168	-	2,015	1,880	(134)
	168	-	2,015	1,880	(134)											
Professional/Consulting Services																
5801 IT	269	269	269	269	269	269	269	269	269	269	269	269	-	3,231	3,015	(215)
5802 Audit & Taxes	-	-	-	3,968	3,968	3,968	-	-	-	-	-	-	-	11,904	11,670	(233)
5803 Legal	558	558	558	558	558	558	558	558	558	558	558	558	-	6,702	6,570	(131)
5804 Professional Development	531	531	531	531	531	531	531	531	531	531	531	531	-	6,367	5,943	(424)
5805 General Consulting	691	691	691	691	691	691	691	691	691	691	691	691	-	8,294	7,742	(552)
5806 Special Activities/Field Trips	11,904	25,347	40,452	56,064	52,605	31,195	43,016	67,189	74,021	47,772	44,457	37,743	-	531,766	496,369	(35,397)
5807 Bank Charges	29	29	29	29	29	29	29	29	29	29	29	29	-	351	328	(23)
5808 Printing	79	79	79	79	79	79	79	79	79	79	79	79	-	946	883	(63)
5809 Other taxes and fees	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	-	19,451	18,157	(1,295)
5811 Management Fee	43,299	43,299	43,299	43,299	43,299	43,299	43,299	43,299	43,299	43,299	43,299	43,299	-	519,591	494,381	(25,210)
5812 District Oversight Fee	22,064	28,331	36,790	38,953	36,790	36,790	38,953	46,236	38,924	41,413	38,924	38,924	2,271	445,364	423,755	(21,609)
5815 Public Relations/Recruitment	426	426	426	426	426	426	426	426	426	426	426	426	-	5,117	5,017	(100)
	81,472	101,182	124,746	146,488	140,868	119,457	129,473	160,929	160,449	136,690	130,886	124,172	2,271	1,559,083	1,473,831	(85,253)
Depreciation																
6900 Depreciation Expense	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307	2,307	-
	192	-	2,307	2,307	-											
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-											
Total Expenses	1,028,459	1,142,589	1,272,240	1,403,629	1,373,718	1,201,938	1,303,199	1,502,376	1,545,767	1,335,597	1,306,510	1,252,641	2,271	15,670,932	14,692,859	(978,073)
Monthly Surplus (Deficit)	(292,997)	(160,898)	(8,581)	(38,036)	(80,204)	122,120	140,749	106,004	(83,707)	197,875	65,650	164,469	351,332	483,775	678,836	(195,061)

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY23-24

Revised 2/3/20

ADA = 1514.10



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(292,997)	(160,898)	(8,581)	(38,036)	(80,204)	122,120	140,749	106,004	(83,707)	197,875	65,650	164,469	351,332	483,775		
Cash flows from operating activities																
Depreciation/Amortization	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307		
Public Funding Receivables	72,079	-	149,204	-	-	-	113,934	-	-	-	-	-	(353,603)	(18,387)		
Accounts Payable	(2,162)	-	-	-	-	-	-	-	-	-	-	-	2,271	109		
Total Change in Cash	(222,888)	(160,705)	140,814	(37,844)	(80,012)	122,312	254,875	106,196	(83,515)	198,067	65,842	164,661				
Cash, Beginning of Month	1,817,578	1,594,690	1,433,985	1,574,799	1,536,956	1,456,944	1,579,256	1,834,131	1,940,327	1,856,812	2,054,879	2,120,721				
Cash, End of Month	1,594,690	1,433,985	1,574,799	1,536,956	1,456,944	1,579,256	1,834,131	1,940,327	1,856,812	2,054,879	2,120,721	2,285,382				

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY24-25

Revised 2/3/20

ADA = 1575.84



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
ADA = 1514.10																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	553,796	553,796	996,833	996,833	996,833	996,833	996,833	1,087,161	1,087,161	1,087,161	1,087,161	1,087,161	-	11,527,563	11,060,805	466,758
8012 Education Protection Account	-	-	-	75,705	-	-	75,705	-	-	84,966	-	-	78,792	315,168	302,820	12,348
8096 In Lieu of Property Taxes	217,429	434,858	289,905	289,905	289,905	289,905	289,905	507,334	253,667	253,667	253,667	253,667	-	3,623,817	3,481,840	141,978
	771,225	988,654	1,286,739	1,362,444	1,286,739	1,286,739	1,362,444	1,594,495	1,340,828	1,425,794	1,340,828	1,340,828	78,792	15,466,549	14,845,465	621,084
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	93,566	-	-	46,783	46,783	187,131	179,799	7,332
	-	-	-	-	-	-	-	-	93,566	-	-	46,783	46,783	187,131	179,799	7,332
Other State Revenue																
8311 State Special Education	-	39,196	39,196	70,553	70,553	70,553	70,553	70,553	76,946	76,946	76,946	76,946	76,946	815,891	783,925	31,966
8550 Mandated Cost	-	-	-	-	-	30,543	-	-	-	-	-	-	3,190	33,733	32,099	1,634
8560 State Lottery	-	-	-	-	-	-	81,550	-	-	81,550	-	-	163,099	326,199	313,419	12,780
	-	39,196	39,196	70,553	70,553	101,096	152,103	70,553	76,946	158,496	76,946	76,946	243,236	1,175,823	1,129,443	46,380
Total Revenue	771,225	1,027,851	1,325,935	1,432,997	1,357,292	1,387,835	1,514,547	1,665,049	1,511,340	1,584,290	1,417,775	1,464,557	368,811	16,829,503	16,154,707	674,796
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	434,478	434,478	434,478	434,478	434,478	434,478	434,478	434,478	434,478	434,478	434,478	434,478	-	5,213,736	4,911,242	(302,494)
1175 Teachers' Extra Duty/Stipends	10,862	10,862	10,862	10,862	10,862	10,862	10,862	10,862	10,862	10,862	10,862	10,862	-	130,343	122,781	(7,562)
1200 Pupil Support Salaries	9,589	9,589	9,589	9,589	9,589	9,589	9,589	9,589	9,589	9,589	9,589	9,589	-	115,063	108,387	(6,676)
1300 Administrators' Salaries	70,656	70,656	70,656	70,656	70,656	70,656	70,656	70,656	70,656	70,656	70,656	70,656	-	847,869	798,677	(49,192)
	525,584	525,584	525,584	525,584	525,584	525,584	525,584	525,584	525,584	525,584	525,584	525,584	-	6,307,011	5,941,086	(365,925)
Classified Salaries																
2100 Instructional Salaries	25,443	25,443	25,443	25,443	25,443	25,443	25,443	25,443	25,443	25,443	25,443	25,443	-	305,322	287,607	(17,714)
2900 Other Classified Salaries	6,765	6,765	6,765	6,765	6,765	6,765	6,765	6,765	6,765	6,765	6,765	6,765	-	81,182	79,591	(1,592)
	32,209	32,209	32,209	32,209	32,209	32,209	32,209	32,209	32,209	32,209	32,209	32,209	-	386,504	367,198	(19,306)
Benefits																
3101 STRS	94,080	94,080	94,080	94,080	94,080	94,080	94,080	94,080	94,080	94,080	94,080	94,080	-	1,128,955	1,063,454	(65,501)
3301 OASDI	1,997	1,997	1,997	1,997	1,997	1,997	1,997	1,997	1,997	1,997	1,997	1,997	-	23,963	22,766	(1,197)
3311 Medicare	8,088	8,088	8,088	8,088	8,088	8,088	8,088	8,088	8,088	8,088	8,088	8,088	-	97,056	91,470	(5,586)
3401 Health and Welfare	39,340	39,340	39,340	39,340	39,340	39,340	39,340	39,340	39,340	39,340	39,340	39,340	-	472,083	444,694	(27,390)
3501 State Unemployment	2,140	2,140	2,140	2,140	2,140	2,140	10,702	8,561	4,281	2,140	2,140	2,140	-	42,806	41,125	(1,681)
3601 Workers' Compensation	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809	-	93,709	88,316	(5,393)
3901 Other Benefits	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	-	21,788	20,534	(1,254)
	155,270	155,270	155,270	155,270	155,270	155,270	163,831	161,691	157,410	155,270	155,270	155,270	-	1,880,361	1,772,360	(108,001)
Books and Supplies																
4302 School Supplies	29,493	62,802	100,227	138,907	130,338	77,291	106,579	166,472	183,400	118,364	110,150	93,515	-	1,317,539	1,241,097	(76,442)
4305 Software	10,913	10,913	10,913	10,913	10,913	10,913	10,913	10,913	10,913	10,913	10,913	10,913	-	130,952	123,355	(7,598)
4310 Office Expense	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	1,549	-	18,594	17,515	(1,079)
4311 Business Meals	24	24	24	24	24	24	24	24	24	24	24	24	-	285	268	(17)
4400 Noncapitalized Equipment	5,214	11,102	17,719	24,557	23,042	13,664	18,842	29,430	32,422	20,925	19,473	16,532	-	232,922	228,355	(4,567)
	47,193	86,390	130,431	175,950	165,866	103,441	137,907	208,388	228,308	151,775	142,109	122,533	-	1,700,292	1,610,590	(89,702)

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY24-25

Revised 2/3/20

ADA = 1575.84



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	30,749	30,749	30,749	30,749	30,749	30,749	30,749	30,749	30,749	30,749	30,749	30,749	-	368,989	347,581	(21,408)
5105 Security	257	257	257	257	257	257	257	257	257	257	257	257	-	3,082	2,903	(179)
5106 Other Educational Consultants	53,832	114,629	182,940	253,542	237,902	141,077	194,535	303,855	334,752	216,045	201,053	170,690	-	2,404,854	2,265,327	(139,527)
5107 Instructional Services	148,221	148,221	148,221	148,221	148,221	148,221	148,221	148,221	148,221	148,221	148,221	148,221	-	1,778,653	1,707,228	(71,425)
	233,059	293,857	362,167	432,769	417,129	320,304	373,762	483,082	513,979	395,273	380,280	349,917	-	4,555,578	4,323,040	(232,538)
Operations and Housekeeping																
5201 Auto and Travel	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	-	30,996	29,198	(1,798)
5300 Dues & Memberships	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	1,412	-	16,949	15,966	(983)
5400 Insurance	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	3,903	-	46,831	44,114	(2,717)
5901 Postage and Shipping	352	352	352	352	352	352	352	352	352	352	352	352	-	4,220	3,975	(245)
	8,250	-	98,997	93,253	(5,744)											
Facilities, Repairs and Other Leases																
5603 Equipment Leases	178	178	178	178	178	178	178	178	178	178	178	178	-	2,139	2,015	(124)
	178	-	2,139	2,015	(124)											
Professional/Consulting Services																
5801 IT	286	286	286	286	286	286	286	286	286	286	286	286	-	3,429	3,231	(199)
5802 Audit & Taxes	-	-	-	4,047	4,047	4,047	-	-	-	-	-	-	-	12,142	11,904	(238)
5803 Legal	570	570	570	570	570	570	570	570	570	570	570	570	-	6,836	6,702	(134)
5804 Professional Development	563	563	563	563	563	563	563	563	563	563	563	563	-	6,759	6,367	(392)
5805 General Consulting	734	734	734	734	734	734	734	734	734	734	734	734	-	8,805	8,294	(511)
5806 Special Activities/Field Trips	12,637	26,908	42,944	59,517	55,845	33,117	45,665	71,327	78,580	50,715	47,196	40,068	-	564,518	531,766	(32,753)
5807 Bank Charges	31	31	31	31	31	31	31	31	31	31	31	31	-	373	351	(22)
5808 Printing	84	84	84	84	84	84	84	84	84	84	84	84	-	1,004	946	(58)
5809 Other taxes and fees	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	-	20,649	19,451	(1,198)
5811 Management Fee	45,111	45,111	45,111	45,111	45,111	45,111	45,111	45,111	45,111	45,111	45,111	45,111	-	541,329	519,591	(21,738)
5812 District Oversight Fee	23,137	29,660	38,602	40,873	38,602	38,602	40,873	47,835	40,225	42,774	40,225	40,225	2,364	463,996	445,364	(18,633)
5815 Public Relations/Recruitment	435	435	435	435	435	435	435	435	435	435	435	435	-	5,219	5,117	(102)
	85,307	106,102	131,079	153,971	148,028	125,300	136,072	168,696	168,339	143,022	136,954	129,826	2,364	1,635,061	1,559,083	(75,977)
Depreciation																
6900 Depreciation Expense	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307	2,307	-
	192	-	2,307	2,307	-											
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-											
Total Expenses	1,087,242	1,208,031	1,345,361	1,484,374	1,452,706	1,270,728	1,377,985	1,588,270	1,634,449	1,411,753	1,381,027	1,323,959	2,364	16,568,249	15,670,932	(897,317)
Monthly Surplus (Deficit)	(316,017)	(180,181)	(19,426)	(51,377)	(95,415)	117,107	136,561	76,779	(123,109)	172,538	36,748	140,598	366,447	261,254	483,775	(222,522)

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY24-25

Revised 2/3/20

ADA = 1575.84



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(316,017)	(180,181)	(19,426)	(51,377)	(95,415)	117,107	136,561	76,779	(123,109)	172,538	36,748	140,598	366,447	261,254		
Cash flows from operating activities																
Depreciation/Amortization	192	192	192	192	192	192	192	192	192	192	192	192	-	2,307		
Public Funding Receivables	75,705	-	156,709	-	-	-	121,189	-	-	-	-	-	(368,811)	(15,207)		
Accounts Payable	(2,271)	-	-	-	-	-	-	-	-	-	-	-	2,364	93		
Total Change in Cash	(242,391)	(179,988)	137,476	(51,185)	(95,222)	117,299	257,942	76,971	(122,917)	172,730	36,940	140,790				
Cash, Beginning of Month	2,285,382	2,042,991	1,863,003	2,000,479	1,949,294	1,854,072	1,971,371	2,229,313	2,306,284	2,183,368	2,356,097	2,393,038				
Cash, End of Month	2,042,991	1,863,003	2,000,479	1,949,294	1,854,072	1,971,371	2,229,313	2,306,284	2,183,368	2,356,097	2,393,038	2,533,828				

**Appendix F
MTSS and Special Education**

ELA Course Schedule Flyer

Outstanding Direct Instruction (ODI) ~ January 14 - Feb 6			
All courses are 30-45 minutes long with 15 minutes directly after each session available to students with questions on that courses' content.			
Time	Tuesday	Wednesday	Thursday
8:00-8:45		Time for Understanding Reading Comprehension West	Time for Understanding Reading Comprehension West
Time	Tuesday	Wednesday	Thursday
9:00-9:30	Phonics/Decoding Level 2 Gibbs	Phonics/Decoding Level 2 Gibbs	
9:00-9:45	Time for Understanding Reading Comprehension West	Time for Understanding Reading Comprehension West	
Time	Tuesday	Wednesday	Thursday
10:00-10:30		Phonics/Decoding Level 2 Gibbs	Phonics/Decoding Level 2 Gibbs
		Time for Understanding Reading Comprehension West	Time for Understanding Reading Comprehension West
Time	Tuesday	Wednesday	Thursday
11:00-11:30	Phonics/Decoding Level 2 Gibbs		Phonics/Decoding Level 2 Gibbs
	Time for Understanding Reading Comprehension West		Time for Understanding Reading Comprehension West
Time	Tuesday	Wednesday	Thursday

1:00-1:30	Phonics/Decoding Level 2 Gibbs		Phonics/Decoding Level 2 Gibbs
Time	Tuesday	Wednesday	Thursday

Course Descriptions

Revving Readers (Decoding Level 1) Begins in February

Day	Time	Instructor
Tuesday/Wednesday	9:00-9:30 / 9:30-9:45 Q&A	Ms. Jasmine
Wednesday/Thursday	10:00-10:30 / 10:30-10:45 Q&A	Ms. Jasmine
Tuesday/Thursday	11:00-11:30/11:30-11:45 Q&A	Ms. Jasmine
Tuesday/Thursday	12:00-12:30/12:30-12:45 Q&A	Ms. Jasmine

Revving Readers will focus on learning all consonant and vowel letter sounds. We will read consonant-vowel-consonant (CVC) words with short vowels. Students will apply their CVC and sight word skills to short stories and poems. Each session will be 30 minutes two times per week. Parent meeting immediately after each session to review next steps.

Cracking the Code (Phonics/Decoding Level 2)

Day	Time	Instructor
Tuesday/Wednesday	9:00-9:30 / 9:30-10:00 Q&A	Ms. Lauren
Wednesday/Thursday	10:00-10:30 / 10:30-11:00 Q&A	Ms. Lauren
Tuesday/Thursday	11:00-11:30/11:30-12:00 Q&A	Ms. Lauren
Tuesday/Thursday	1:00 - 1:30/ 1:30 -2:00 Q&A	Ms. Lauren

This course is for students that know letter sounds and short vowels but need a quick review. We will mainly focus on long vowels sounds, digraphs, and consonant blends. We will start blending cvc words and progress to 4 and 5 letter words. We will practice sight words. We will apply what we have learned by playing games and reading short poems/stories focused on the sounds we go over. Parent meeting immediately after each session to review next steps. Each session will be 30 minutes two times per week. Parent meeting immediately after each session to review next steps.

Rad Readers [Decoding Level 3] Begins in February

Day	Time	Instructor
Tuesday/Wednesday	8:45-9:15	Ms. Lora
Wednesday/Thursday	10:00-10:30 / 10:30-10:45 Q&A	Ms. Lora
Tuesday/Thursday	11:00-11:30/11:30-11:45 Q&A	Ms. Lora
Tuesday/ Wednesday	9:20-9:50	Ms. Lora
Office Hours Q+A Thursday	12:00-12:30	Ms. Lora

This course will focus on blending sounds to create words, reading books, simple stories, cvc words and basic comprehension questions (beginning-middle-end). Each session will be 30 minutes two times per week.

Time for Understanding Reading Comprehension

Day	Time	Instructor
Tuesday/Wednesday	9:00-9:45 / 9:45-10:00 Q&A	Ms. Kelly
Tuesday/Wednesday	10:00-10:45 / 10:45-11 Q&A	Ms. Kelly
Tuesday/Thursday	11-11:45/ 11:45-12 Q&A	Ms. Kelly
Wednesday/Thursday	8-8:45 / 8:45-9 Q & A	Ms. Kelly

This course will focus on teaching how to understand what they are reading through visualization, making connections, and the 5 (who/what/when/where/why) . Increasing vocabulary with greek/latin roots and suffixes/affixes. To have the most success in this course, students should be able to read at approximately a 3.0 reading level based on the STAR 360. Each session will be 45 minutes two times per week. Every week we will also practice test prep and how to understand open response questions and answers.

Math Course Schedule Flyer

Outstanding Direct Instruction (ODI) ~ January 14- Feb 6

All classes are 45 minutes long with 15 minutes directly after class available to students with questions on that class' content.

Time	Tuesday	Wednesday	Thursday
9 AM	Fun with Factors, Fractions, and Multiples A Baker	Fun with Factors, Fractions, and Multiples A Baker	
		Marvelous Multiplication / Dazzling Division A Ball	Marvelous Multiplication / Dazzling Division A Ball
	Alge-Pros! A Chambers	Alge-Pros! A Chambers	
	Go-Go Geometry A Kirchart		Go-Go Geometry A Kirchart
		Dynamic Decimals & Place Values A Melucci	Dynamic Decimals & Place Values A Melucci
Time	Tuesday	Wednesday	Thursday
10 AM		Electrifying Expressions A Baker	Electrifying Expressions A Baker
	Outstanding Operations Level 1A Ball		Outstanding Operations Level 1A Ball
	Test Prep for High-Schoolers A Chambers	Test Prep for High-Schoolers A Chambers	
	Outstanding Operations Level 2A Kirchart	Outstanding Operations Level 2A Kirchart	
	Funky Fractions A Melucci		Funky Fractions A Melucci
Time	Tuesday	Wednesday	Thursday
11 AM	Fun with Factors, Fractions, and		Fun with Factors,

	Multiples B Baker		Fractions, and Multiples B Baker
	Marvelous Multiplication / Dazzling Division B Ball	Marvelous Multiplication / Dazzling Division B Ball	
	Alge-Pros! B Chambers		Alge-Pros! B Chambers
		Go-Go Geometry B Kirchart	Go-Go Geometry B Kirchart
	Dynamic Decimals & Place Values B Melucci	Dynamic Decimals & Place Values B Melucci	
Time	Tuesday	Wednesday	Thursday
12 PM	Electrifying Expressions B Baker	Electrifying Expressions B Baker	
		Outstanding Operations Level 1B Ball	Outstanding Operations Level 1B Ball
		Test Prep for High-Schoolers B Chambers	Test Prep for High-Schoolers B Chambers
	Outstanding Operations Level 2B Kirchart		Outstanding Operations Level 2B Kirchart
		Funky Fractions B Melucci	Funky Fractions B Melucci

Course Descriptions

Outstanding Operations Level 1

Day	Time	Instructor
Tuesday/Thursday	10:00-10:45 / 10:45-11:00 Q&A	Mrs. Ball
Wednesday/Thursday	12:00-12:45 / 12:45-1:00 Q&A	Mrs. Ball

Outstanding Operations Level 1 - focus will be on multiplying and dividing with warm-ups including a review of adding and subtracting larger numbers. Later sessions will apply operational knowledge into solving simple word problems using all four operations.

Outstanding Operations Level 2

Day	Time	Instructor
Tuesday/Wednesday	10:00-10:45 / 10:45-11:00 Q&A	Mrs. Kirchart
Tuesday/Thursday	12:00-12:45 / 12:45-1:00 Q&A	Mrs. Kirchart

Outstanding Operations Level 2 - each class will review the operation of the week (add, subtract, multiply, and divide) and then quickly transition into using that skill to interpret word problems, graphs, and tables.

Fun with Factors, Fractions and Multiples

Day	Time	Instructor
Tuesday/Wednesday	9:00-9:45 / 9:45-10:00 Q&A	Mrs. Baker
Tuesday/Thursday	11:00-11:45 / 11:45-12:00 Q&A	Mrs. Baker

Fun with Factors, Fractions, and Multiples - focus will be on calculating factors and multiples, identifying prime and composite numbers, prime factoring, an introduction to fractions (including parts of a whole & conversions between improper fractions and mixed numbers), simplifying fractions, and finding common denominators between fractions to compare fractions. This class provides the foundation for Funky Fractions.

Funky Fractions

Day	Time	Instructor
Tuesday/Thursday	10:00-10:45 / 10:45-11:00 Q&A	Ms. Melucci
Wednesday/Thursday	12:00-12:45 / 12:45-1:00 Q&A	Ms. Melucci

Funky Fractions - this class will continue building on the foundational skills explored within Fun with Factors, Fractions, and Multiples. Operations will include adding, subtracting, multiplying and dividing with fractions.

Dynamic Decimals and Place Value

Day	Time	Instructor
Wednesday/Thursday	9:00-9:45 / 9:45-10:00 Q&A	Ms. Melucci
Tuesday/Wednesday	11:00-11:45 / 11:45-12:00 Q&A	Ms. Melucci

Dynamic Decimals and Place Values - focus will be on reading and writing decimals with relation to Place Value, then making comparisons; Rounding & Estimating Decimals, Adding & Subtracting Decimals.

Marvelous Multiplication and Dazzling Division

Day	Time	Instructor
Wednesday/Thursday	9:00-9:45 / 9:45-10:00 Q&A	Mrs. Ball
Tuesday/Wednesday	11:00-11:45 / 11:45-12:00 Q&A	Mrs. Ball

Marvelous Multiplication and Dazzling Division - focus will be on multiplying and dividing larger numbers, both whole numbers and decimals, then applying that knowledge to convert fractions into decimals.

Go-Go Geometry

Day	Time	Instructor
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Tuesday/Thursday	9:00-9:45 / 9:45-10:00 Q&A	Mrs. Kirchart
Wednesday/Thursday	11:00-11:45 / 11:45-12:00 Q&A	Mrs. Kirchart

Go-Go Geometry - will start with classifying angles and shapes, then move into perimeter, area, volume, and circumference.

Electrifying Expressions

Day	Time	Instructor
Wednesday/Thursday	10:00-10:45 / 10:45-11:00 Q&A	Mrs. Baker
Tuesday/Wednesday	12:00-12:45 / 12:45-1:00 Q&A	Mrs. Baker

Electrifying Expressions - focus will be on the exploration of positive and negative numbers (integers), including how to plot on a number line, compare & order least to greatest, and simplify integer expressions using all four operations.

Alge-Pros!

Day	Time	Instructor
Tuesday/Wednesday	9:00-9:45 / 9:45-10:00 Q&A	Mrs. Chambers
Tuesday/Thursday	11:00-11:45 / 11:45-12:00 Q&A	Mrs. Chambers

Alge-Pros - will provide students with an extension of the foundational math concepts they learned in middle school. Topics covered will include proportions and ratios, solving equations and inequalities, and simplifying expressions.

Test Prep for High Schoolers

Day	Time	Instructor
Tuesday/Wednesday	10:00-10:45 / 10:45-11:00 Q&A	Mrs. Chambers
Wednesday/Thursday	12:00-12:45 / 12:45-1:00 Q&A	Mrs. Chambers

Test-Prep for High Schoolers - Are you a nervous test-taker? Would you like some extra help preparing for college entrance exams or state testing? This class will cover a wide range of topics that typically appear on standardized tests to help you be successful.

ELA Course Schedule Grades 2-12

Outstanding Direct Instruction (ODI) ~ February 11, 2020			
All courses are 30-45 minutes long with 15 minutes directly after each session available to students with questions on that courses' content.			
Time	Tuesday	Wednesday	Thursday
8:45-9:15	Rad Readers (Decoding Level 3) Grady FULL	Rad Readers (Decoding Level 3) Grady FULL	
9:00-9:30	Rev-Up Your Reading Engines (Decoding Level 1) Viveros	Rev-Up Your Reading Engines (Decoding Level 1) Viveros	
	Cracking the Code (Phonics/Decoding Level 2) Gibbs FULL	Cracking the Code (Phonics/Decoding Level 2) Gibbs FULL	
9:20-9:50	Rad Readers (Decoding Level 3) Grady	Rad Readers (Decoding Level 3) Grady	
9:00-9:45	Time for Reading & Comprehending! West	Time for Reading & Comprehending! West	
Time	Tuesday	Wednesday	Thursday
8:00-8:45		Time for Reading & Comprehending! West	Time for Reading & Comprehending! West
10:00-10:30		Rev-Up Your Reading Engines (Decoding Level 1) Viveros	Rev-Up Your Reading Engines (Decoding Level 1) Viveros
		Cracking the Code (Phonics/Decoding Level 2) FULL Gibbs	Cracking the Code (Phonics/Decoding Level 2) FULL Gibbs
		Rad Readers (Decoding Level 3) Grady	Rad Readers (Decoding Level 3) Grady
10:00-10:45		Time for Reading & Comprehending! West	Time for Reading & Comprehending! West
Time	Tuesday	Wednesday	Thursday

Special Education With Care

January Parent Newsletter

January Greetings!

As we start off 2020, we are excited to share with you the January Special Education with Care newsletter! In this newsletter, you'll find some great information on:

- Extended School Year
- Academic Crafts
- Going Back to School After the Holidays
- Positive Reinforcement

Extended School Year

Extended School Year (ESY) services are special education services that are provided to a student with a disability during extended school breaks. A student must qualify for ESY in order to receive ESY services.

ESY services are designed to assist the student in working toward the same goals and objectives that the student works on during the school year and are only provided in those areas on the current IEP that the student has demonstrated:

- regression of skills during an extended school break
- limited ability to benefit from re-teaching of skills after an extended school break
- or in which the student is in a critical stage of learning

For students who may require ESY services, the IEP team will meet to review data and determine eligibility for ESY services. If student qualifies for ESY services, the IEP team will which services are necessary and the amount of service minutes needed for the student. ESY services are determined on an individual basis.

If you have questions about ESY for your child, please contact your Special Education Teacher/Case Manager.

Academic Crafts

Looking for new ways to further engage your student? Check out these grate paper craft ideas from The Spruce Crafts! Crafts include:

- Recycled Paper Project
- Camping Scavenger Hunt
- Paper Plate Clock Activity
- Tape Shapes Game
- Sunflower Plant Diagram
- Paper Snake
- Paper Quilt
- Octopus Counting Craft
- How to Make Mini Teepees

<https://www.thesprucecrafts.com/educational-paper-craft-resources-2585067>

18 Easy School Magic Tricks and Science Experiments

Looking for ways to spruce up science activities at home? Check out this great video that includes 18 easy magic tricks and science experiments that you can try at home.

Note: Requires parent supervision

<https://www.youtube.com/watch?v=wwOY6RgrDKQ&t=352s>

Going Back to School After the Holidays

After taking a few weeks off of school, it can be challenging for students to get engaged in

learning and back into the swing of things. Here are some ideas on how to transition back into school:

- Preview school day expectations and assignments with your student.
- Have students engage in reading and reading activities by offering books that interest them.
- It's easy for children to stay up later than normal during break times. Try to ease your student back into their typical schedule and make sure they get enough sleep.
- Help students get excited for learning by taking inventory of their school supplies and having them help organize or replenish their learning areas.
- Check in regularly with your student to see how they are feeling and ways that you can support them.

Positive Reinforcement

Positive reinforcement can be a strong tool in motivating students and encouraging positive behaviors. Positive reinforcement focuses on rewarding students for what they do well while focusing less on punishing or reprimanding students for misbehavior.

Examples of positive reinforcement include:

- Positive praise for specific behaviors such as "Great job Johnny for working hard and finishing all of your math problems!"
- Listening to music while working.
- Material reinforcements such as earning stickers or other small rewards.
- Use of verbal or non verbal praise such as high-fives, smiles, or handshakes.

For more great tips on how to utilize positive reinforcement, check out this great article by Emily Hamm!

<https://www.classcraft.com/blog/features/positive-reinforcement-classroom/>

 Your Feedback | inspirecares

www.inspirecares.org

Questions? Suggestions? Feedback?

<https://www.inspirecares.org/your-feedback>

Appendix G Testing

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Reasons to test with Clarksville Charter School

1. THE SMARTER BALANCED TESTS IN GRADES 3-8 AND HIGH SCHOOL MEASURE THE SKILLS NECESSARY FOR STUDENTS TO BE PREPARED FOR COLLEGE OR A CAREER.

2. Knowing where your children are academically in different subject areas can help Home School Teachers and parents work together to pick curriculum that meets the individual needs of each student.

3. TEST RESULTS PROVIDE DATA TO HELP SUPPORT FAMILIES IN TAILORING THEIR CURRICULUM TO INDIVIDUALIZE INSTRUCTION.

4. Many state testing locations have fun activities planned to help the students feel more comfortable in a new setting.

5. HAVING AN OPPORTUNITY TO PRACTICE INDEPENDENCE IN A SAFE ENVIRONMENT HELPS CHILDREN TO FEEL MORE CONFIDENT.

6. Participating in testing supports WASC accreditation, which means that our high school diplomas carry weight and our high school students are supported in going to a 4-year university if they so choose.

7. TESTING PARTICIPATION HELPS US TO STAY ACCOUNTABLE TO OUR AUTHORIZING SCHOOL DISTRICTS FOR CHARTER RENEWAL.

8. High school testing validates that students from our school are graduating with a basic foundation of skills and knowledge needed as they pursue postgraduate studies, including tech schools, community colleges, or universities.

9. TESTING TAKES UP AN EXTREMELY SMALL PERCENTAGE OF THE SCHOOL YEAR - LESS THAN NINE HOURS OF THE 1,000 PLUS HOURS YOU'LL SPEND WITH YOUR CHILD.

10. Eating lunch or a snack with a buddy during break times is fun!

11. STAR 360 AND CAASPP ASSESSMENTS PROVIDE DATA FOR IEPs AND 504s SO THAT SUPPORT TEAMS CAN HAVE MORE INFORMATION TO CREATE STUDENT GOALS AND EDUCATIONAL PLANS.

12. High school students who score a Level 3 or above on the Smarter Balanced Math and English Language-Arts exams can enroll in college-level courses without further testing.

13. KNOWING WHERE OUR STUDENTS ARE ACADEMICALLY CAN HELP HSTs TO SUPPORT THEIR STUDENTS WITH BOTH ENRICHING ACTIVITIES AND INTERVENTION PROGRAMS.

14. Participating in assessments in grade school help younger students practice and build confidence before taking exams as part of their graduation or college entrance requirements.

15. WE ENCOURAGE OUR STUDENTS TO FOCUS ON SKILLS, NOT SCORES. TESTING IS ONE WAY TO ASSESS WHICH SKILLS YOUR STUDENT IS STRUGGLING WITH OR EXCELLING.

16. State testing is a critical annual academic checkup to make sure student learning is on track.

17. PARTICIPATING IN A NEW LIFE EXPERIENCE HELPS CHILDREN TO GROW AND DEVELOP.

18. Star 360 tests provide detailed instructional reports to help families identify each student's individual strengths and areas of need.

19. STUDENTS CAN LOOK FORWARD TO SEEING OLD FRIENDS AND MEETING NEW ONES AT STATE TESTING LOCATIONS.

20. Testing is one pivotal way we can continue to affirm to state legislators and our authorizing districts that Inspire Charter Schools is a viable alternative to the traditional "brick and mortar" option for student learning.

21. STUDENTS CAN PARTNER WITH HSTs AND PARENTS IN REVIEWING THEIR SCORE REPORTS AND MAKING NEW GOALS FOR THEMSELVES.

22. Schools are required to have 95% of students participate in state testing and all opt-outs count against this percentage.

23. TESTING PARTICIPATION HELPS WITH THE WASC ACCREDITATION AND CHARTER RENEWAL PROCESS, WHICH HELPS INSPIRE TO REMAIN OPEN TO CONTINUE SERVING OUR AMAZING FAMILIES.

24. Star 360 results can help you identify key concepts your student is ready to learn next.

25. SOME STUDENTS FEEL MORE MOTIVATED TO WORK HARD THROUGHOUT THE YEAR IF THEY HAVE A GOAL OR A PURPOSE, SUCH AS IMPROVING A SPECIFIC SKILL AREA IN THE STAR 360 OR SBAC ASSESSMENTS.

38. CLARKSVILE CHARTER SCHOOL EMPOWERS PARENTS TO EDUCATE THEIR CHILDREN BY PROVIDING STATE FUNDING THAT MAKE MANY EDUCATIONAL AND EXTRACURRICULAR OPPORTUNITIES OUR FAMILIES PARTICIPATE IN POSSIBLE. WHEN FAMILIES CHOOSE TO TEST, THEY HELP SUPPORT THIS MODEL OF EDUCATION.

39. Many careers require continuous testing for pay-scale advancements, certifications, or position advancement. Familiarizing themselves with testing now will help students to confront these future tests with confidence!

40. WE WANT OUR STUDENTS TO JUST DO THEIR BEST - DON'T STRESS ABOUT THE TEST!

41. Our teachers work to keep test locations peaceful, positive, and encouraging.

42. STAR 360 READING RESULTS HELP PARENTS TO IDENTIFY THEIR CHILD'S PROXIMAL ZONE OF DEVELOPMENT, WHICH CAN HELP TARGET THE LEVEL OF BOOKS THE STUDENTS CAN READ WITH THEIR PARENT, READ THEMSELVES, OR BE READ TO.

43. Participation and growth of scores in state testing by homeschoolers lends credence to the structure and model of our school.

44. MANY OF THE TEST QUESTION STYLES MODEL THE CONVERSATIONS OUR FAMILIES ARE HAVING IN THEIR HOMES DURING THEIR SCHOOL DAYS - STUDENTS OFTEN FIND THEY ARE FAMILIAR WITH THE TYPE OF QUESTIONING BECAUSE IT REPLICATES WHAT THEY ARE DOING AT HOME.

45. Assessment data helps Inspire to evaluate how we are serving our families and what programs need improvement, including intervention or English Language Learner supports.

46. PARENTS AND/OR STUDENTS DO NOT NEED TO LOOK AT THE CAASPP TEST SCORES IF THEY CHOOSE TO JUST PARTICIPATE AND DO NOT WISH TO SEE THEM.

47. We provide ample support before testing for families who would like to prepare, including practice test questions and typing skills programs.

48. CHARTER SCHOOLS MUST SHOW THEIR STUDENTS ARE LEARNING FROM YEAR TO YEAR OR THE CHARTER CAN BE REVOKED AND THE SCHOOL SHUT DOWN.

49. Opting-in helps ensure Inspire remains available to the tens of thousands of students we have the pleasure of serving.

50. EVERY BIT OF GROWTH FROM EVERY STUDENT IS SOMETHING TO CELEBRATE!

TESTING 411

Please join us for an informational and educational hour in which we will cover the who, what, where, and why's of testing! We will be talking about the tests we administer, why we do, how to read and use the results, and how it all affects our school. We will also have some hands-on resources for you to utilize with your students. Please join us for one of the following sessions. See you there!

Wednesday, January 29th at 7pm

<https://zoom.us/j/639093253>

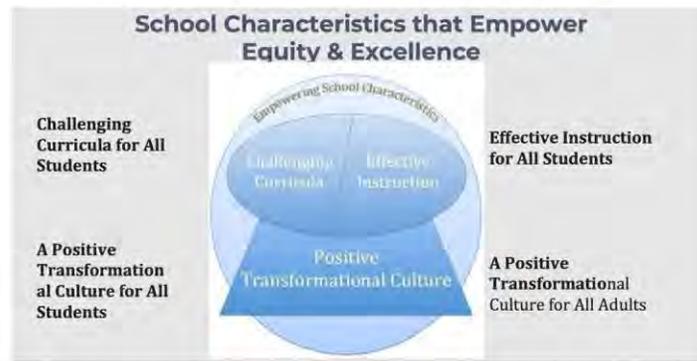
Additional sessions will be added for February, stay tuned!



Improvement Plan with LCAP/WASC/EL Master plan

Home School Teachers (HST) are using a variety of formative and interim assessment data to monitor student progress throughout the year. HST’s work with parents to create individualized learning plans based on the data for each student. The plan is monitored and reviewed monthly during the parent–student–teacher meetings. Teachers will participate in professional development opportunities around the use of the State’s interim assessment system as an instructional tool. Our focus this year will be on mathematically thinking and writing based on our CAASPP data.

We have contracted with National Center of Urban School Transformation (NCUST) at San Diego State University to provide professional development around teaching practices that will elevate our student achievement. NCUST will provide focused professional development and coaching for the leadership team around teaching practices and student assessment data. Based on NCUST’s research, the four most important characteristics of high performing urban school are:

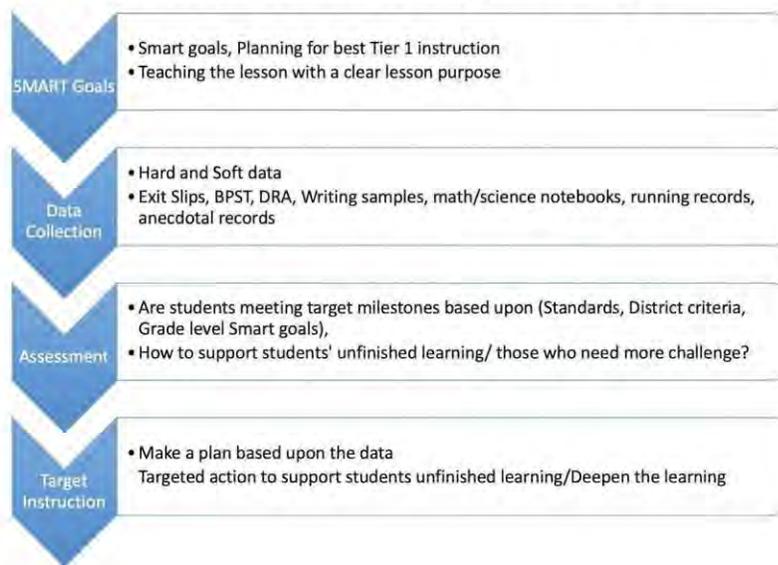


We work closely with our families and ensure we are culturally, socially and personally responsive to student needs thus making students feel valued and capable. Teachers develop close bonds that foster student success and are knowledgeable about their students’ learning styles, interests, and needs and use this knowledge to shape their instructional strategies.

Our Professional Development Plan has been developed based on our LCAP and WASC goals. The essential components of our improvement plan are to focus on student understanding and progress, ensure we are clear with our instruction, engage students in learning essential concepts and check for understanding of the concepts. The monthly professional development and Professional Learning Communities will keep the essential components in the forefront. Teachers will use this training and information to support the parents as educational partners.

Our teachers use the following cycle of inquiry to ensure student learning is occurring:

Question: How do we ensure that students are making positive academic gains?



Goal 1: Provide high-quality teaching and learning that promotes opportunities for applying knowledge within an independent study/online curriculum structure.

- Staff will meet in monthly PLC's to share and discuss best practices and resources for supporting learning in a virtual environment and work towards continuous school improvement.
- Ongoing monthly teacher training
 - Focusing on understanding and mastery
 - Promoting clarity
 - Checking understanding, providing feedback, and adapting
 - Building fluency with gatekeeper vocabulary
 - Promoting successful practice

- Leading students to love learning
- Through participation in PLC's, teachers enhance their leadership capacity as they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning
 - Maintain the flexibility to meet the professional development needs of individual teachers, administrators, and paraprofessionals in all subject areas, grade levels, job descriptions, and levels of experience
 - Knowledge is situated in the day-to-day experiences of teachers and is best understood through critical reflection with others who share the same experiences. Actively engaging teachers in professional learning communities will increase their professional knowledge and enhance student learning (Vescio, Ross, & Adams, 2006)
- During monthly Professional Learning Communities will utilize "Protocol for Examining Data" (developed from National school reform Faculty Materials) to examine student summative and formative assessment. In addition, staff will deepen their understanding of student supports to increase student achievement through academic research.
- Teachers will have access to virtual training to enhance their understanding of the Renaissance Programs and how to best use the data collected. The Administrative team will participate in 3, 1-hour data dive sessions per year to analyze and apply the data from the STAR assessments and present that information to teachers in trainings.
- Ongoing teacher training on the use of learning plans, the "I Can" Statements (common core standards), STAR 360, student support options, [outstanding direct instruction](#), connection between general education and SPED, curriculum options and student work records to assess progress.

- Goal 2:** Provide appropriate tiered supports that promote and sustain positive social/emotional development as well as increased academic achievement for all students.
- Continue PD Focus on interpreting assessment results using Protocol for Examining Data and using those results to guide and adjust instruction.
 - Administer SBAC IAB interim benchmark assessments to identify the standards not yet mastered in ELA and Math.
 - Provide access to online math program that utilizes STAR math scores to locate each student's place on the state's learning path. Star Math identifies skills students are ready to learn and provides actionable next steps for targeted instruction in this program.
 - [Provide targeted, research-based math and ELA support](#) for struggling students through the MTSS Continuum services.
 - The HST and intervention team will develop 6 to 8-week target goal for intervention and support in the identified area to meet and review regularly (2 to 3 weeks).

Goal 3: Create systems and structures that provide multiple personalized learning paths to increase the cohort graduation rate and College and Career Readiness of students to close the achievement gap.

- PLC's will be the consistent method for discussing & sharing assessment results of student progress based on formative and summative assessments.
- Utilize SBAC benchmark assessments to familiarize students for CAASPP assessment.
- Review College and Career Readiness standards with students and families.
- Provide information and support for college application process
- Provide access to Guidance Counselors for 8th-grade students to discuss the transition to high school and post-high school plans.
- Provide transition support for students with special needs and their families.
- Continue to provide access to the Naviance online program to assist students with career path planning.
- Provide Career Fair for middle and high school students
- Provide annual meetings with Guidance Counselors as an opportunity for students to discuss and update their Individualized Graduation Plans and Yearly Plan documents.
- Continue to encourage student/parent participation in all standardized assessments (STAR 360, CAASPP, CAST, PFT)
- Creation of new [Parent Testing Resource Site](#)

Goal 4: Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide a broad course of study.

- During monthly meetings, review the parent portal as a communication tool and student progress toward grade-level standards.
- Use of Parent portal communication tool to use with HST and understand student progress.
- Parent Group meetings- Q & A/best practices discussion about the use of the I Can Statements and Curriculum Maps and virtual trainings
- Provide families opportunities to support their students' education through curriculum choice support, vendor support, math-focused events (Math Day), and STEAM activity events
- Discussion regarding grade-level expectations based on Common Core Standards (I Can Statements)
- Understanding Curriculum selection and Curriculum Maps (Scope & Sequence)
- The role of formative and summative assessments in understanding student progress to grade-level goals.
- Implement workshops to support parents in interpreting and using assessment data
- Interventions and supports available for students.

Monthly Professional Development Plan for Teachers

Month	Professional Development Plan:	Teacher:
August	<p>Teachers review student data from CAASPP results, STAR360 if available. Identify students requiring additional supports/interventions</p> <p>Review student's IEP and work with Case Manager regarding Modifications and supports</p> <p>Form PLC's and participate in norming activities. Teachers assigned buddy teacher</p> <p>Discuss value of formative assessment data and summative assessment data and best practices at family meetings</p>	<ul style="list-style-type: none"> -Review Rosters -Welcome & Connect with families and students via phone/email/zoom. -Complete MA -Select & order grade level Curriculum -Beginning of year assessments -Provide "I Can" Statements (standards) to families -Create a Learning Plan which includes STAR360 assessment and pacing -Determine intervention program as needed.
Sept – Oct	<p>Teacher training on Data Protocol: Examining Student Data</p> <p>Staff uses DATA protocol during PLC to review their student's progress on STAR360, CAASPP, ELPAC, Running Record, etc.</p> <p>Teachers participate in buddy observations and bring back ideas to PLC's of best practices with families, using student work to document progress and collecting formative assessment data, reviewing work samples</p> <p>Teacher training on supports available for students below level through the student support team</p> <p>Determine conferences for admin and leadership team to attend</p>	<ul style="list-style-type: none"> -Teachers meets family & students, -Review student's academic progress (previous academic success, CAASPP scores, ELPAC, Star360 as available) -Complete "Get to know you form" -Set goals with students -Review Grade Level Expectations (CA standards/I Can Statements) -Review Learning Plan -If a student has an: <ul style="list-style-type: none"> o IEP: review the IEP to understand the disability & accommodation o English Learners: ELD instruction plan for EL's o Intervention plan for students below grade level
Nov-Dec	<p>Teachers spend time in PLC's comparing student progress with curriculum choices, work samples and progress towards goals using formative and summative assessment data.</p> <p>Continue training on using assessment data</p> <p>Training on new math support program to implement in semester 2, identify</p>	<ul style="list-style-type: none"> -Teachers complete progress grades and review student work -Meet with families to assess student progress and review learning plan -Provide families with math performance tasks and test prep -Ongoing support of IEP goals, collaboration with SPED case manager

	students to participate in math support program -Research writing program	
Jan-Feb	AdminTeam participates in data review from Winter STAR360 and makes plans to utilize data to adjust learning plans and review standards PLC's review connection between STAR scores and curriculum used by families, learning styles and possible need for additional support and test prep Continue training on using assessment data Continue training on new math support program & implementation All staff Professional Development Day with guest presenters, training in identified areas of additional support for teachers, additional training in collaborating with SPED department, high school department, student services, mental health, etc..	-Teachers meet with families/end of semester -Complete progress indicators and report cards -Ongoing support of IEP goals, collaboration with SPED case manager -Review math performance tasks and continue to support test prep -STAR360 Winter Assessment -Attend Professional Development Day -ELPAC testing
March - April	PLC's continue curriculum review, begin evaluation of math support program, discuss changes, additional support for next year. PLC's include SPED, EL and student support in review of services and plan for fall.	-Teachers proctor CAASPP testing -Meet with families to review student progress towards goals and review learning plans -Ongoing support of IEP goals, collaboration with SPED case manager -HS Progress Reports -PFT Testing
May -June	Evaluate the success of CAASPP testing Document suggested changes for following year Final review with PLC's and create plan for next year AdminTeam participates in data review from Spring STAR360 & how to use for fall planning of professional development, teacher training Homeschool Showcase- curriculum fair for staff and families Create plan for August Professional Development	-Teachers meet with families/end of semester -Teachers evaluate curriculum with families and assist in selection of curriculum for upcoming year -Review Learning Plan & progress made -Ongoing support of IEP goals, collaboration with SPED case manager -STAR360 Spring Assessment -Complete progress indicators and report cards -Discuss goals and plan for fall - Review CC standards for next grade level

Appendix H
EL Learner Plan

ENGLISH LEARNER MASTER
PLAN 2019-2020



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Master Plan for Services to English Learners

2019-2020

Clarksville Charter School aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

This plan describes how we identify, serve and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth five goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders

will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment		
Initial ELPAC	Within 30 days of enrollment	July 1-May 30
Initial ELPAC score report and Notification Letter will be mailed, after testing. See Appendix 1		
Summative ELPAC	Given to current EL students	Feb 1- May 30

Step 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include scale scores and proficiency levels.

School staff calculates a preliminary score for the purpose of determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Parent Notification of English Language Testing Form. The

assessment is also forwarded by the Director of Testing and Assessments to the test publisher for official scoring. These official results override the informal scoring if the scores differ. The official results are sent to the parent within 30 days of receipt by the school. ELPAC results are maintained in the student's English Learner folder inside the cumulative folder, and in the school's student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given a California Department of Education (CDE) approved alternative assessment.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Criteria for reasonable fluency in English

Level	Description
<p>Initial Fluent English Proficient [IFEP]</p>	<p>Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i>.</p>
<p>Intermediate English Learner</p>	<p>Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 <i>ELD Standards</i>.</p>

<p>Novice English Learner</p>	<p>Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 <i>ELD Standards</i>.</p>
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NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students- the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners proceed to primary language assessment. Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parent Notification

- Results of assessments
- Student Placement

Step 3: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC will receive official notification informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such a program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- Core Instruction in English
- Daily Leveled ELD for 30 – 60 minutes based on the student need and level independently at home through English at a Flash (STAR360) program with teacher monitoring progress.
- SDAIE strategies/vocabulary development will be embedded in curriculum and enhanced with teacher support in person or online sessions. One to three, half-hour sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate program regularly.
- Designated ELD Direct Instruction Classes—via a virtual online platform.
- Pathblazer for math and reading support
- Reading Horizons—this program provides an assessment of the student, then offers differentiated and individualized assignments to help them build foundational skills in English language.
- Reading Eggs- provides a comprehensive range of research-based online reading lessons, activities and books that teach children aged 2–13 the literacy skills needed for a lifetime of reading success. The comprehensive reading program is grounded in solid educational research and covers the five pillars of reading – phonics, phonemic awareness, vocabulary, comprehension, and fluency.
- In addition, any other school-provided online programs.

Step 4: Program Placement

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the criteria for "Probably English Proficient" in the ELPAC Scoring Guide. They include:

1. Student's *overall* proficiency level is Early Advanced or higher, *and*
2. Proficiency in *each* skill area is Intermediate or higher. The skill areas are Listening, Speaking, Reading, and Writing (Kindergarten through 12th grade).

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support

services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- McGraw Hill Flex Curriculum (EL supports based on Level)

AT RISK EL STUDENTS & LTEL's (Long Term English Learners)

Clarksville will annually run a list of the at risk ELs (4-5 years as an EL) and our LTELs (6+ years as EL) and work with HSTs to strongly encourage the following supports:

* Automatic access to EIAF

*Virtual Reading Comprehension virtual classes offered by qualified instructors

*Reading Horizons option

*Pathblazer interventions

*ELD Support Class option

*Rosetta Stone English

*School's EL designee will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify

STAFFING

Per state and federal law all teachers of our EL students hold a valid CA teaching credential with authorization to instruct English Learners. This CLAD or English Learner authorization is met through coursework completion, passing scores on the 3 CTEL examinations. EL students are not assigned to teachers who have not yet earned this authorization, or, as in the case of a new teacher, with a preliminary credential, who is still working to clear their credential. Clarksville will:

- Ensure appropriate assignments of teachers for English Learners
- Recruit qualified EL certified teachers through position postings
- Assure that teachers hold proper California Teacher Credentialing (CTC) authorizations
- Provide opportunities for teachers who do not hold appropriate certification to enroll in training

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

Clarksville Charter School is committed to providing ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, Enrichment Center staff, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC starting in February.

If a student was tested with the initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
3. HST and family review the examples of possible evidence for student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, to Director of ELD.

RECLASSIFICATION

Clarksville Charter School reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation.

Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition, common, grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

Reclassification Policy, Criteria, and Process:

Clarksville Charter School's Director of ELD, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon release of ELPAC scores by the state.

Per California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

- 1) ELPAC Score - Student must have an Overall Performance Level score of 4 (the statewide standardized ELP criterion), with no more than one subscore of 2.
- 2) Teacher Evaluation - Student progress as observed by the teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
- 3) Parent Opinion and Consultation - Parents will be invited to and are strongly encouraged to participate in a phone conference, as noted in Parent Notification Letter of Reclassification.
- 4) English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the AR STAR Assessment and SBAC scores. The cut score requirements/criteria are indicated in the chart below.

- 5) Math Proficiency- EL students should be performing at or above grade level in math. Student should perform at standard nearly met on SBAC math and/or have a Min. Math score for STAR 360 that is provided in the chart, per grade level.

Grade	Minimum ELA SBAC Score	Minimum Reading Score on STAR360	Minimum Math SBAC Score	Minimum Math Score on STAR360
TK/K	n/a	50	n/a	n/a
1st	n/a	71	n/a	240
2 nd	n/a	182	n/a	396
3 rd	Standard nearly met	323	Standard nearly met	482
4 th	Standard nearly met	424	Standard nearly met	567
5 th	Standard nearly met	525	Standard nearly met	634
6 th	Standard nearly met	626	Standard nearly met	699
7 th	Standard nearly met	713	Standard nearly met	736
8 th	Standard nearly met	847	Standard nearly met	767
9 th	n/a	925	n/a	780
10 th	n/a	981	n/a	782
11 th	Standard nearly met	1026	Standard nearly met	803
12 th	n/a	1141	n/a	817

Process

1. The ELD coordinator will complete the Reclassification Form for students who meet the first criteria. (Appendix 2).
2. Form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to a phone conference where they can consult with the Director of ELD and/or teacher, and their child. See Appendix 3
4. At this point, if everyone is in agreement, student is then redesignated RFEP.

5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process are the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the Director of ELD to consider the alternative reclassification criteria and form. The IEP team, to include parent and the Director of ELD, will discuss and complete the form. If the student is found to meet these criteria, he/she will then be reclassified to RFEP and four-year monitoring will commence, as with all other RFEP students. See Appendix 4

RFEP Monitoring

Per the California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continued monitoring of that student.

Clarksville Charter School will monitor RFEPs once per year over the course of the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

RFEP Monitoring Schedule

Student's Last Name	Monitoring Month, Annually for Four Years	Student's Last Name	Monitoring Month, Annually for Four Years
A-C	October	M-O	February
D-F	November	P-R	March
G-H	December	S-V	April
I-L	January	W-Z	May

If at any point the student is scoring below grade level, intervention measures will be put in place, so as to ensure that the student is receiving as much support as possible, toward maintaining English language proficiency and academic growth. See Appendix 5



INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> Date: <Date_Testing_Completed>

SSID: <SSID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. In California, the name of the test is the Initial English Language Proficiency Assessments for California (ELPAC). This letter also explains the criteria for a student to exit, or reclassify out of, the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results

See enclosed Student Score Report

Based on the results of the English language proficiency assessment, your child has been identified as an <Calculated_ELAS> student.

Program Placement

If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note, that this does not change your student's homeschool teacher.

If your student was identified as an **English Learner (EL)**, he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to the ELPAC results. Please note, that this does not change your student's homeschool teacher.



Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code [EC]</i> Section 313(f))	LEA Criteria Clarksville Charter School EL Master Plan
English Language Proficiency Assessment	Overall Performance Level score of 4 (the statewide standardized ELP criterion) with no more than one subscore of 2 in the domains of reading, writing, listening and speaking.
Teacher Evaluation	Student progress as observed by teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to and are strongly encouraged to participate in a phone conference, as noted in Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.

Intervention and Support Options

In addition to the instructional support provided by your homeschool teacher, Clarksville Charter School offers MTSS and other programs to help your student with their English fluency and academic achievement goals through a multi-tiered system of supports (MTSS).

Response to Instruction and Intervention through the Multi-Tiered System of Supports (MTSS)

The school will provide intervention for all students TK-12. The following descriptors provide an overview of specific interventions to support ELs. Intervention for Long Term ELs is the responsibility of the Home School Teachers as well as the entire intervention team.

Tier 1 intervention: Provided until proficiency goal is reached

- The general education teacher begins and/or provides Tier 1 level supports on a class/roster-wide basis. Additionally, the teacher ensures that the students are working in evidence-based curriculum. To complement the evidence-based curriculum, parents and students have access to high quality, school created direct instruction video libraries. The video libraries meet the needs of academic intervention and success. Video libraries are also offered for speech production, stuttering (fluency) and spoken language. These video libraries educate the parents/learning coach on developmental milestones. They also guide the parent/learning coach or HST specifically on how to support the student within the general education program with strategies they can start using immediately.

Tier 2 Intervention: Provided for students who have not yet reached proficiency through Tier 1 interventions

- Tier 1 plus online Interventions, as well as video libraries and direct instruction offered through Tier 2.
- Long Term ELs will continue to receive intensive intervention during direct virtual English Language Development instruction.
- Students receive direct virtual instruction.

Tier 3 Interventions: Provided for students who have not reached proficiency through Tier 2 strategies

- Tiers 1 and 2 Interventions, plus
- Direct Individual virtual instruction and intervention program
- Long Term ELs receive additional small group direct virtual or one-on-one assistance during the virtual intervention instruction.
- Long Term ELs receive additional intervention through an online program

Tier 4 Intervention: Provided for students who have not reached proficiency through previously administered intervention strategies

- Students who do not show progress after a designated time will be recommended to a Student Study Team with possible recommendation for Special Education testing.

Additional Online Programs:

1. **English in a Flash**—is an intervention component of Star 360. All students who are designated EL have automatic access. Students access this program through Renaissance Place (same platform as Star 360); the username and password are also the same as that for Star 360.

2. **Curriculum supplemental support**—check with student’s chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.
3. **Pathblazer**—this program can be used for intervention in math and reading. This eligibility is dependent on their star360 scores and is only given to students who score in the yellow intervention or red urgent intervention categories.
4. **Reading Horizons**--When a student is more than 2 grade levels behind in ELA. This is also a great support for EL students
5. **Learning Ally**—this program is an audiobook program that reads books to students so that they can hear what it should sound like, as it is read by an English fluent person.
6. **Reading Eggs**--instructs students in the five core literacy areas outlined by the National Reading Panel as essential components of reading instruction. These include: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. It develops essential reading skills in a progression that will take a non-reader through to a grade 2 reading level.



Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

HST Name: _____

Student Name: _____

SSID: _____ Scope: _____

List of evidence attached:

Reading	Writing
Listening	Speaking

Additional teacher comments and observations:

Teacher Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Final Outcome: Student ELAS will be corrected to IFEP: Yes No

EL Coordinator: _____

Date: _____

Complete all information below and email along with evidence documentation to Stacy Close at sclose@inspireschools.org.

English Language Learner Reclassification Form

Student Name:	Grade:
Teacher Name:	Date:

1. ELPAC Scores

2. English Language Proficiency/ Academic Performance

Overall Score		Comparison Data	English	Mathematic
Subscores: Reading		Grades/Progress Indicators		
Writing		SBAC Scores		
Listening		STAR360 Scores		
Speaking		Other		

3. Teacher Evaluation

4. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature:

EI Coordinator:

Parent Signature:

Official RFP Date:



Clarksville Charter School
5094 Robert J. Mathews Parkway
El Dorado Hills, CA 95762-5752

Parent Notification Letter of Reclassification

Date:

Dear Parent/Guardian of _____

State and federal laws require all school districts in California to give a state assessment of English proficiency each year to every student who is identified as an English Learner. The assessment is called "English Language Proficiency Assessments for California (ELPAC)." The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for this year. Scores are in and based on your child's performance on this test, your child may be Reclassified as Fluent English Proficient (RFEP). In addition to the ELPAC scores, criteria used to make this decision include:

- an evaluation of your child's academic performance by the teacher,
- your child's English proficiency as measured by Smarter Balance Assessment (SBAC), Star 360 and/or iReady assessment
- your opinion as the parent/guardian regarding your child's proficiency in English and readiness to be reclassified.

You are invited to contact me on the number below for a phone conference, so that we may discuss and decide on your child's readiness and overall qualification for reclassification. Questions regarding the ELPAC or your child's results may be directed to me as well.

We urge you to make this contact and hold this conference as soon as possible. Together we can make decisions that are in the best interest of your child.

Sincerely,

Stacy Close
English Learner Coordinator
Clarksville Charter School
1-916-671-0662
sclose@inspireschools.org

Reclassification Form For English Learners with Disabilities

Student Name:	Grade:
Teacher Name:	Today's Date:
Primary Disability:	Date of last IEP:
Secondary Disability	

1. Indicate which assessment the student took: ELPAC _____ Alternate Version _____

2. ELPAC Scores

3. English Language Proficiency/ Academic Performance

Overall Score		Comparison Data	English	Mathematic
Subscores: Reading		Grades/Progress Indicators		
Writing		SBAC Scores		
Listening		STAR360 Scores		
Speaking		Other		

4. Has student met language proficiency criteria as assessment by ELPAC? Yes___ No___
5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes___ No___
6. If so, in which domains? Reading___ Writing___ Listening___ Speaking___

Provide an explanation below by using the following criteria to help determine if factors other than English Language Proficiency are responsible for limited achievement on the ELPAC and/or ELA:

_____ Student's performance is commensurate with the student's ability, due to the student's learning disability.

_____ Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners.

_____ Student's errors are indicative of the student's disability versus a language barrier.

_____ Other/also:

7. Was an English proficiency goal written into the student's IEP? Yes ___ No ___

8. Did the student meet the English proficiency goal? Yes ___ No ___

9. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified? Yes ___ No ___

10. Teacher Evaluation

11. Parent Opinion

Final Outcome: Student will be reclassified: Yes ___ No ___

Teacher Signature:	EL Coordinator
Parent Signature:	Official RFEP Date:
Case Carrier:	IEP Team Member:
IEP Team Member:	IEP Team Member:

Appendix I High School

Career Tech Education (CTE) Opportunities

Today's Career Tech Education (CTE) is a program of study integrating core academic knowledge with technical and occupational knowledge. Upon completion of a CTE pathway, students have the knowledge base required to sit for and pass the exam leading to industry certification, giving them the opportunity to apply for a career-ready job. While CTE is career-focused education preparing students for the world of work, completion of a pathway prepares students for college as well and is a valuable addition to one's application, giving students a boost when applying to a particular program of study. Inspire is proud to work with vendors offering courses for CTE pathways and options are found in the links below.

*If you have questions about CTE courses, please contact your HSSC.

TWO WAYS TO CTE PATHWAYS...

1. Students looking to complete their pathway through available online curriculum and other Inspire options should [JUMP](#) for course and curriculum options.
2. Inspire students are offered the opportunity to complete pathways through their local ROP, ROC, CEC, CTE or community college programs. HSTs with students enrolled in one of these programs should [JUMP](#) for further information.

PATHWAYS ARE OFFERED IN THE FOLLOWING INDUSTRY SECTORS	
Click on a link below to see Pathway Information.	
Curriculum Pricing for CTE courses: Fuel Ed: \$344 per semester course, Edmentum: \$295 per semester course, Edynamic Learning : \$85 without instructor, \$265 with instructor	
INDUSTRY SECTOR	Pathway:
Agriculture & Natural Resources (AGR)	Agriscience
Arts, Media, and Entertainment (AME)	Dance / Choreography Professional Theater
Education, Child Development, and Family Services (EDU)	Child Development
Health Science and Medical Technology (HLT)	Patient Care
Information and Communication Technologies (INF)	Software & Systems Development
Marketing, Sales, and Services (MAR)	Marketing

Is your student currently enrolled in courses with a local program?

 ROC <i>On the job</i> Regional Occupational Center (ROC)	 ROP Regional Occupational Program (ROP)	 Career Education Career Education Center (CEC)	 CAREER & TECHNICAL EDUCATION CENTER Career Tech Center (CTC)	 CTE Career and Technical Education Community College
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For students taking a course through a local program, HSTs should complete the [ROP/ROC Survey](#) to ensure course(s) and credits are accurately added to SIS and students are accurately enrolled in CTE pathways by the high school team.

- When the course is UC approved and the curriculum is “adoptable,” we will add the program to Inspire’s UC course list and the HST will add the course(s) to the student’s MA. As well, the student will be placed in a CTE Pathway by the high school team.
- When the course is UC approved but not “adoptable,” students will submit a transcript at the end of each semester and we will add the course(s) and credits to the student’s Inspire transcript. Students should maintain (20) other high school credits on their MA.

Appendix J Enrichment



Elk Grove cleaned up
EG Community Park!



Community Connections

Impact Day -Nov. 11 2019



9 LOCATIONS
250+ HUMANS
500+ PERSON HOURS



South Lake Tahoe
worked with the
Sugar Pine
Foundation to
plant 300 seedlings
around the area.



Appendix K Demographics

Student Summary Report

Clarksville Charter School

Report criteria: Range: (Start to Today) 09/20/2019 - 01/30/2020
 Generated on: Thu, Jan 30, 2020 3:35 pm

Students By Race			
	CALPADS Code	Student Count	Percent of Total
American Indian or Alaska Native	100	13	1.0%
Argentinean	700	1	0.1%
Asian	299	2	0.2%
Asian Indian	205	7	0.6%
Black or African American	600	28	2.2%
Chinese	201	5	0.4%
Cuban	700	1	0.1%
Declined to State	999	42	3.4%
Filipino	400	10	0.8%
Hawaiian	301	5	0.4%
Hispanic or Latino	700	44	3.5%
Japanese	202	2	0.2%
Korean	203	1	0.1%
Mexican American	700	17	1.4%
Other Asian	299	5	0.4%
Other Pacific Islander	399	5	0.4%
Puerto Rican	700	2	0.2%
Salvadoran	700	1	0.1%
Spaniard	700	1	0.1%
Unspecified		6	0.5%
White	700	1052	84.2%
Total:		1250	100.0%

Students By Ethnicity

	CALPADS Code	Student Count	Percent of Total
Hispanic		167	13.4%
Not Hispanic		1083	86.6%
Total:		1250	100.0%

Students by Gender

	CALPADS Code	Student Count	Percent of Total
Female	F	607	48.6%
Male	M	643	51.4%
Total:		1250	100.0%

Students by Gradelevel

(based on most recent enrollment in range)

	CALPADS Code	Student Count	Percent of Total
Grade: TK	KN	57	4.6%
Grade: KN	KN	104	8.3%
Grade: 01	01	126	10.1%
Grade: 02	02	95	7.6%
Grade: 03	03	105	8.4%
Grade: 04	04	92	7.4%
Grade: 05	05	92	7.4%
Grade: 06	06	124	9.9%
Grade: 07	07	105	8.4%
Grade: 08	08	112	9.0%
Grade: 09	09	59	4.7%
Grade: 10	10	61	4.9%
Grade: 11	11	70	5.6%
Grade: 12	12	49	3.9%

Total:		1251	100.1%
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Student Eligibility for Fall 1 Reported Programs			
(based on most recent enrollment in range)			
	CALPADS Code	Student Count	Percent of Total
Gifted and Talented Education (GATE)	127	2	0.2%
Socio-economically Disadvantaged	175	424	33.9%
Special Education	144	107	8.6%

Languages of English Learners			
	CALPADS Code	Student Count	Percent of Total
Rumanian	45	1	0.1%
Russian	29	6	0.5%
Spanish	01	2	0.2%
Taiwanese	46	1	0.1%
Ukrainian	38	1	0.1%
Total:		11	0.9%

Students by Age			
(age as of start date)			
	CALPADS Code	Student Count	Percent of Total
4		64	5.1%
5		95	7.6%
6		119	9.5%
7		99	7.9%
8		111	8.9%
9		87	7.0%
10		102	8.2%
11		122	9.8%
12		108	8.6%

13		101	8.1%
14		67	5.4%
15		67	5.4%
16		57	4.6%
17		44	3.5%
18		5	0.4%
19		1	0.1%
20		1	0.1%
Total:		1250	100.0%

Students By Residence Category			
	CALPADS Code	Student Count	Percent of Total
Other	300	36	2.9%
Permanent Housing	200	995	79.6%
Residential School/ Dormitory	230	5	0.4%
Temporarily Doubled Up	120	5	0.4%
Temporarily Unsheltered	130	2	0.2%
Total:		1043	83.4%

Appendix L Letters of Support

Letter A

To whom it may concern,

I write this letter to express the lasting impact that joining Clarksville Charter School has had on our family's life and the academic and social development of my children. When first joining, I was a newly single mother trying to balance making a living to support my family and guiding, teaching and caring for my three children. My children have always been home schooled, as I have always felt that it was the best way to allow them to develop at their own pace and to encourage them to really dig in to each of their own personal passions in life. Joining Clarksville Charter meant that my children could continue with the love of learning lifestyle from which my children had thrived. Because of the economic strain I was under, the funds from the school allowed me to purchase fantastic curriculum for my children and also allowed my children to participate in extracurricular lessons that we would not have been able to afford otherwise. Dance lessons, art lessons, enrichment classes in science, history, physical education and many more provided a well-rounded experience and excellent opportunity for social engagement that would have been more difficult to come-by had we not had access to these.

In addition to the impact of the funding, the teachers and support provided by the school were also overwhelmingly positive. The teachers we have worked with at Clarksville Charter School are some of the most positive and caring individuals a parent can hope for in working with her children. My oldest daughter was very gifted with special needs and had a great deal of anxiety with social experiences and some aspects of school, which is one reason we chose to homeschool her. Our home school teacher really helped to bring her out of her shell and succeed in the subjects with which she was struggling by providing gentle guidance and accountability. It was a very empowering experience for my daughter, eventually leading to her graduating from high school with honors. She continues to excel in college.

My two younger children, also gifted, continue to thrive with the charter school. My 2nd child just competed in her first academic decathlon and placed top three in every subject. She would not have had this opportunity had we not enrolled in this amazing charter school. My youngest is an avid programmer in the making and greatly benefits from being able to chart his own course academically, with some guidance from his teacher and I. He has really enjoyed being able to showcase his skill in the charter school's annual science

and art fair. Some of these experiences may be available to public school or private school students, but the main reason we chose Clarksville Charter School was the ability to continue the home school experience, while still having the wonderful opportunities that this school presents to the homeschooling community. I know I speak for many parents of gifted and special needs children when I say that being able to homeschool can make or break the future of these children, and with the help of the caring, knowledgeable staff at Clarksville Charter School, our children are well on their way to success.

Sincerely,
Rebekah Fechner

Letter B

January 31, 2020

To Whom It May Concern,

I wanted to offer a letter of support and share with you what a positive experience being with Clarksville Charter has been for my family. We started homeschooling almost two years ago. My son, Isaac, was struggling in his traditional public school setting. To make a long story short, he was a C student barely making it through each grade level. He came home depressed every day, and trying to get him to do homework was an exhausting battle every night. He was not enjoying learning, and he was not enjoying life. As a mother it was such a painful thing to watch. When he finished sixth grade we made the decision to try home schooling. That decision has changed our lives.

I remember being so stressed out about how to accomplish such a task. How was I going to get this amazingly stubborn child to enjoy learning again? Where do I even start?! I went to social media to ask my local community and I got an overwhelming response of recommendations and advice. One charter school really stuck out among the responses. Everyone raved about the support I would receive, how I didn't need to stress about anything because I would have a home-school teacher to guide me through every step. So, we enrolled Isaac in Clarksville Charter for seventh grade.

Flash forward to now, half way through eighth grade and the student he is today. He's received straight A's since he started homeschooling. His Star360 and CAASPP scores show that it's not just mom being too nice with the grading. Isaac not only gets better grades but he's actually understanding what he's learning, not just memorizing facts to pass a test. He has opportunities through field trips and curriculum that never would have been available to him

otherwise. Most importantly, he's happy! We have received support from our amazing home school teacher, and all of the charter staff, every step of the way. I've never felt alone, or stressed, about any part of the process. Clarksville Charter has given my son the chance to thrive and love learning again, and this mom is super thankful for that. Thank you!

Krysta Marshall

Letter C

Brett & James Barkell
PO Box 875
Plymouth, CA 95669

January 30, 2020

Jenell Sherman
Director/Principal Clarksville Charter School 5094
Robert J Mathews Pkwy
El Dorado Hills, CA 95672

To Whom it may concern,

Our family has been with Clarksville Charter School for two years now. We have had an amazing experience with this program. This school has made a significant impact on our lives. The boys are receiving the knowledge and inspiring changes in their education that has changed their lives!

Since we have joined this program the boys have blossomed! Your variety of curriculum options and platforms are a God send to their learning experience. The program's learning modalities, limitless enrichment resources, materials, and experiences are invaluable to their school age lives.

They have excelled in your program and have the test scores to prove it.

We would highly recommend your program to all families looking to enrich their children's education.

Sincerely,

Brett Barkell (Mother of James & Samuel Barkell)

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Letter D

Dear Board,

Our family currently has two students enrolled with Inspire through the Clarksville Charter School. We truly love being a part of Clarksville, the resources & programs are very helpful to us & the flexibility is really important for our family. We have to travel occasionally for our family owned business so being able to do our programs while on the road is really important and helpful to us. Having the option to choose learning programs that best fit our children is priceless to us as well. Charter school is a big part of our life & we really look forward to continuing with the program.

Regards,

Cassi Selders

Letter E

Dear Board of Directors,

We have been homeschooling for 10 years and have been with multiple charters. We joined Clarksville Charter School when they opened in our county. This has been the best homeschool experience for our family. We love having the option of purchasing our curriculum, art supplies, online classes and going on amazing field trips and having access to wonderful homeschool teachers. We feel Clarksville is the most ideal charter out there and we have helped many families join. We love the Clarksville community, and we feel a real sense of the true purpose of a homeschooled education. We adore our home school teacher as she has helped us navigate through this journey. We have been very pleased with Clarksville as we have 2 children with IEP'S and appreciate the support we have received from our SPED teachers.

We look forward to the coming years of educating our children through Clarksville Charter School.

-Michael and Renee Nygren

Letter F

My son, Austin, now age 17, attended public school from Kindergarten through tenth grade. In his last year of public school he was failing half his classes and barely passing the others. He was a well behaved and willing student. So, what was wrong? The public school system couldn't and sometimes wouldn't provide my child with what he needed to succeed.

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At the age of six my son was diagnosed with Attention Deficit Disorder (ADD), and a couple of characteristics that are identified in Asperger's Syndrome (AS). He had difficulty staying on task, taking notes while watching films, and keeping pace during instructional lectures. We had a 504 Plan, requiring the school to address my son's disability and grant accommodations to assist in his learning and education. It was not honored.

Educators would respond as though my son was refusing to learn. They were not providing him with extra time to write down notes, give oral exams or alternative assignments. I had several meetings with teachers. I quickly understood my son's frustrations with them. I had one teacher run through algebra problems so quickly that I would begin to grasp the process and in a minute's time be overwhelmed because he continued on at such an overwhelming pace and was offended when I slowed him down. I made an appointment with our school principal asking for help, only to be told that the school was "one size fits all".

My son wanted to drop out of school. He was frustrated with his teachers. He was abhorred by the behavior of fellow students smoking pot on the school grounds, vaping in class, physically fighting with a teacher. I was heartbroken for my son. It was difficult for me to comprehend that he may not graduate.

My parents were both high school drop-outs. They financially struggled to support a family, causing us to move several times and eventually resulting in my mother abandoning us. I had to overcome many obstacles to graduate high school with honors, earn scholarships and receive a bachelor in arts from a university. I did not want my progeny taking a back step.

It seemed my sole choice was to home school and I was unsure of how to go about doing it. Clarksville Charter School was a godsend. They accepted Austin into their program and immediately connected us with a homeschool teacher that walked us through graduation requirements and numerous educational materials and options. As a team, that included our home school teacher, a special education therapist, my son and myself, we evaluated his learning challenges, discussed alternative learning methods, education techniques that could benefit, and various means that would demonstrate his comprehension and mastering of his curriculum.

I am no longer chasing down educators and administrators, pleading with them to help my son, trying to find out what I can do on behalf of my child. Clarksville Charter School keeps me informed of various assisting programs and options for my son. They contact

me at set intervals to review and reevaluate his 504 Plan. Our home school teacher creates a pacing guide for each subject and speaks to Austin weekly. He knows that she is genuinely interested in his success.

Moreover, my son is happy now. He looks forward to school. He enthusiastically engages in conversation with me about what he is learning. He just completed a technical class at a community college in which he received an “A” grade and is finally considering attending college when he graduates.

I am very grateful for this home school program. Anytime, I overhear someone talking about their child struggling in school and their frustrations with bureaucracy, I mention Clarksville Charter School and my son’s positive results.

Sincerely,
Terry Bailey

Letter G

I have been a homeschool student for 10 years. The last 3 years we have been with Clarksville Charter. This is my opinion on homeschooling. I like it for a lot of reasons. My number one reason is, I think I am learning more about a lot of different subjects than I would in public school. The reason I say this is for the last 5 years, I have spent a day, 2 or 3 times each year, with a friend in a local public school. Not always in California but in Nevada too. Every time I went while I was in middle school, I felt that the classes were just like a babysitting service. I enjoyed the time I spent with my friends, but I really didn’t learn much. This last Monday, I went to a local high school for the day. I came home totally confused as to why children go to that school. In each class, I had already done the work in more detail than what was being taught to each class. I was shocked to see kids and a lot of them making out in the hallways and teachers walking by and not saying anything about it. I was also shocked to hear how children spoke to their teachers in front of other children, with no consequences at all. I am not perfect at all, but this was a shock. What are children actually doing at school? From what I have witnessed nothing except what they want to do and when they want to do it.

Through my charter, I have responsibilities to complete certain educational tasks. I don’t always complete them, but I certainly try too, and I have consequences when I don’t. Besides my core subjects, I get to choose all my electives and I have many, and I learn as much as I can about that subject. I get to choose, which doesn’t happen in a public school, I would have to do what the school tells me to do. My mother has made it possible for me to do many outside activities, so I have many friends and a very busy social life.

Through my charter, I have the most wonderful teacher, Amber Stephen, who has been my
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teacher since kindergarten. She has seen me grow from a little girl to a teenager. She has seen me through my down times and my up times, and she has helped me grow by supporting me and guiding me through my educational adventure. Without Amber's guidance, I think I might not have done as well as I have.

Now that I am in high school, I am able to do college courses during the day which I couldn't do if I was in public school.

I am also able to travel with my mother and explore many overseas countries, and I am able to take my schoolwork with me and do it during downtime. This I think is probably the best education I am getting BUT to me the best part is having NO homework!

I don't know how I would do homeschooling without Clarksville and Amber.

Thank you

Jaymee-Leigh Levin
Homeschool Student

Letter H

Hello,

As a longtime private homeschooling family, we were nervous to make the switch to a public charter school. But the move to Clarksville Charter School has impacted our family in many great ways. From a caring HST who works with us to teach our children in the way we feel best, to the many opportunities we've had for educational field trips, funding for excellent curriculum, and the many classes our children have been able to participate in--horseback riding, gym classes, art, writing, science--so many fun and educational choices we wouldn't have been able to give our children without Clarksville. We also have enjoyed the community of other homeschool families that we were missing as private homeschoolers.

We hope to have many more years partnering with Clarksville Charter School to give our children a great education.

Thank you.
Megan and Ralph Schow

Letter I

Here is my "testimony" about Clarksville.

"My family has been with Clarksville Charter School for going on three years. We have been a homeschooling family for nearly six years, previously with another charter school. I have taught three of my children at home, two daughters and a son. Currently my seven-year old son is the only child I am homeschooling. He is in first grade. Our experience with Clarksville has been an excellent one. We are blessed to work with Ty Beekman as our teacher. He knows our family well and is always so helpful and knowledgeable whenever I have a question or issue. He is the one who suggested we try a new curriculum for our son this year. My son is a very intense, engaging, intelligent and inquisitive boy who can sometimes be challenging for me to work with. Ty suggested Acellus, a complete online curriculum, for him. We were able to tailor the lessons to Evan's level and he has thrived with this approach this year. I have been so pleased with his progress and also how much he enjoys the lessons. His STAR test results show that he is excelling and I am confident that he is being challenged and learning in a way that complements his unique learning style. Our whole family has benefited from our charter school experience and I am so thankful to have found Clarksville School!"

Holly Easterbrook

Letter J

February 1, 2020

Ms. Jenell Sherman, Director/Principal
Clarksville Charter School
5049 Robert J. Mathews Pkwy.
El Dorado Hills, CA 95762

Dear Ms. Sherman,

I would like to take this opportunity to tell you how much we have enjoyed being part of the Clarksville Charter School. I started homeschooling my 10-year-old grandson in August 2019. He has High Functioning Autism (HFA) and a high level of ADHD. After having a very challenging 2018-19, 4th grade year in public school, he was failing, both academically and

emotionally. He is a very smart, capable, outgoing, happy and kind little boy, but the best was not coming out of him in that environment. We knew that he was capable of meeting and exceeding academic and social expectations. For this reason (and many more), we decided at the end of last school year, that I would homeschool him going forward, and it has been the best decision we've ever made.

We knew he had some catching up to do because of the challenging 4th grade year he had, and his STAR 360 results reflected this. He tested at 2nd grade reading and 3rd grade math levels in August 2019. Happily, the results of the STAR 360 in January 2020, show that his reading and math levels have increased to 4th and 5th grades, respectively. We are extremely excited and happy at how much he has improved academically and emotionally in such a short period of time. We credit his growth to the support of Clarksville Charter—our HST, Mindy Hopson, Ashley Clines, his Special Education Teacher, the Special Academic Instruction he receives three times per week, the speech, OT and mental health therapies he receives through Global Teletherapy (identified in his IEP), concentrated, one-on-one learning, eliminating distractions of the classroom, the peer pressure he was feeling in trying to act “normal”, and the loneliness he was feeling from being isolated by other kids. As an Autistic child, our grandson already has built-in challenges, and then adding all of the elements of public school onto his shoulders, squashed his learning, happiness and true personality. He is a butterfly now, and it gives us so much pleasure to see him truly enjoying every day and to see his *real*, joyous, funny and insightful personality soar, all in the midst of learning. The Clarksville Charter team, has been an advocate for our grandson, acting almost as if, they are one of his family members cheering him on and supporting us as we help him continue to grow and improve.

The support we have received from the entire Clarksville Charter team has been phenomenal. Every field trip, extra-curricular activity, communication, and newsletter has been well-communicated and executed. They have gone above and beyond in their roles to help us succeed in ours. Having Clarksville Charter be such a well-run, efficient entity, has taken the stress off our shoulders so that we can truly focus on helping our grandson grow emotionally and educationally. All of the Clarksville Charter staff has gone above and beyond to assist our family in our new homeschooling endeavor, and we are so very grateful to have found them. We will be an educational customer and partner for our grandson until he graduates high school!

If there is any additional information I can provide to you, please let me know. I can be reached at 916-798-1221 or kiminey1@yahoo.com.

Sincerely,
Kim Walker

Letter K

Hello members of the Buckeye School Board!

I wanted to take a minute to share how thankful we are for Clarksville Charter School! Clarksville has provided our family the opportunity to homeschool our kids with a unique and customized curriculum to each of our 3 kids desires and needs!

Acellus has been a great way to tackle high school with 2 of our kids, and our HST, Ty Beekman, has been incredibly supportive and patient as we've navigated this 'new to us' system! One of the pros of Acellus for our 4th grader is the ease of knowing that we are hitting so many of our 'I Can' statements, without me having to put a ton of research and work into my elementary son's subject content. He loves the video interaction and I think Inspire providing this curriculum for their students is AMAZING!

So far, the approved vendor selection has been more than sufficient for our needs, in terms of our kids extracurricular activities! Our 10th grader loves being able to attend several dance classes at an approved studio, while our 9th & 4th grader have loved their rock-climbing experience at a local gym.

Our son uses an Inspire-approved computer and our daughter, a tablet, which is so helpful! Honestly I don't know how we would have been able to have all the kids simultaneously use Acellus without these resources! I'm thankful we've been able to use our funding for these devices!

I think a charter like Inspire makes homeschooling seem SO much more possible and even fun. It really has made the difference between us going from feeling 'trapped' to feeling hope-filled about our kids' education and future endeavours. Our homeschool meetings with Mr Beekman are never a begrudging event but rather an empowering & positive experience for our whole family! We always end up feeling championed and encouraged by him!

We're so thankful for this opportunity!

Sherri Yoder

Letter J

Being a part of the school has been an incredible blessing to our family. I was teaching in the public school, commuting an hour plus each morning and evening, and spent more time away from my family, than with them. I missed so much of my daughter's school and extracurricular activities, I missed waking her up and getting her ready for school, and sometimes I even missed sitting down at the dinner table.

After a lot of thought and prayer, my husband and I decided that I should apply for a position as an HST with Inspire. After just one semester in, I am here to tell you that this has been the BEST six months for our family. Being present each day with my daughter, witnessing her learn, grow and get excited about school, having the flexibility to allow her to make choices in her learning, and the time to extend learning beyond the page, are just a few incredible opportunities that we have been gifted this semester. Being an HST has also allowed me to continue my passion for teaching and supporting other families and their children in the learning process. I have been able to continue to share my creativity with my families, spend time teaching my students and providing them with the amazing supports and supplements that Inspire offers to make sure each student succeeds.

Clarksville Charter is not just a "school" in the eyes of our families, it is a gift! Thank you for believing in family choice and the individual student's needs. Your faith in us and support of us is invaluable! Thank you!

Blessings,

Alicia Insinna

Letter K

To the Buckeye School Board Members,

It is my great desire to encourage the Board to recharter the Clarksville Charter School without reservation. Our family has been homeschooling for about twelve years total. Upon moving to Amador County two and a half years ago, we signed up for one of the small charter schools available in Amador County. It was far away, had a tiny lending library, offered no consumables, did not allow families to utilize funds for outside enrichment activities or materials, and had limited courses available through their campus. We were very disappointed to be leaving behind all of the educational options of our previous charter school, but our choices were limited.

Only days after signing up, we learned that Inspire was coming to Amador County under Clarksville Charter school and were the first family to sign up in Amador County. Since that time, we have been enjoying the benefits of being a homeschool family through Clarksville Charter School.

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My husband, who works as a Program Specialist for Sacramento County Office of Education, and I have four homeschooled children, grades first through 11th. Our children thrive with the many opportunities granted them by educating through Clarksville. Our older girls have benefited from online live classes for many academic subjects. We've had the great blessing of an amazing teacher, Shoshanna Amen, who is very invested in the success of my children both academically and emotionally. We have spent many hours together consulting over how to handle various problems as they arise, including unmotivated teenagers, curriculum, augmentative resources, and most recently, extra help for our fourth grade son with extreme reading challenges. Shoshanna has gone above and beyond to help problem solve and keep my family on track with some of the more challenging aspects of homeschooling, including testing and high school requirements. All four children participate in horseback riding, an activity that could never be afforded to my children by public school or the other charter.

My husband and I desire to choose the influences that our children will be best benefited by. I appreciate the option to be completely hands-on in my children's education, especially for my more vulnerable children with learning challenges. Clarksville supports parent-led education, and as I believe parents know their children best, I am gratified to have that belief respected by Clarksville Charter.

I encourage the rechartering of Clarksville Charter School so that my family and many others may continue benefiting from this excellent choice in education.

Thank You,

Laine and Guy Holman



CLARKSVILLE
CHARTER SCHOOL

Proposal for Business Management Services





February 11, 2020

Ms. Jenell Sherman, Principal
Clarksville Charter School
5094 Robert J. Mathews Parkway
El Dorado Hills, CA 95762

Dear Jenell:

Thank you for the opportunity to submit a proposal for business management services for Clarksville Charter School. We are honored to be considered for working more directly with you and your organization. Charter Impact provides a variety of business management services to charter schools and non-profit organizations nationally and we pride ourselves on our hands-on approach and top-notch customer service.

Our team is well-versed and experienced with the needs of charter schools, CMO's and complex organizational structures and we offer customized solutions accordingly. As you know, our company's style combines a professional and friendly feel, with personalized service being our number one priority. Our goal is to provide timely and accurate financial reporting as well as insight and guidance in a way that only an experienced financial professional and CPA can. We also focus on providing the professional development and tools necessary to empower board members and executives to make the best business decisions possible for their organization.

As Clarksville Charter School experiences not only great successes but also inevitable challenges in the future, we would love the opportunity to support you with the most accurate and efficient advisement and service. We believe that utilizing the deep, nuanced expertise of an outsourced provider would be an asset, especially as the school navigates changes in the coming years. We feel confident that Charter Impact would be an excellent partner for Clarksville, and that we can provide a competitively priced service offering with the highest qualifications and service capabilities.

Please contact me with any questions or comments regarding our proposal or our services. We are very excited about the opportunity to partner with your organization and greatly look forward to hearing back from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Spencer C. Styles'.

Spencer C. Styles, C.P.A., M.P.A.
President and CEO
Charter Impact, Inc.

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The Charter Impact team has an uncanny ability to break down complex financial information. They do a great job balancing prudent fiscal management with creative problem-solving.

VALERIE BRAIMAH
EXECUTIVE DIRECTOR, CITY CHARTER SCHOOLS



Collaboration as a Management Solution

Managing a charter school and providing specialized education to your local community is a righteous endeavor and one that only a team of highly qualified educators can tackle. However, navigating the financial and operational side of the organization can be a daunting task. School funding, regulations and reporting are constantly changing. Managing and monitoring these areas while staying in compliance with internal controls and avoiding audit findings is labor intensive, and it takes your time away from the classroom. **We can help.**

Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support. Our number one priority is to provide **timely, accurate financial information** with **dependable, responsive customer service** at an affordable cost.

Our model of service resembles more of a hand-in-hand partnership than a “back” office company. We stand with our clients, not behind them, and help navigate from start-up through strategic growth and into long-term sustainability. We believe that what separates us from other firms is our ability to go a step beyond producing financial statements. As a team of experienced CPA's, finance experts, and other business professionals focused on nothing but charter school and non-profit business management, we can offer the type of high-level professional and personal support that no one else can.

As **Clarksville Charter School** continues its strategic focus on long-term sustainability and stability, it will be critical to have support from a team of professionals experienced in managing charter schools as well as affiliated non-profit organizations such as CMO's, facility holding companies and foundations. Having our team at your disposal will allow you to manage changes on the Clarksville horizon effectively and efficiently, and we will work with you and your board to assist in the long-term strategic planning of the organization to ensure success.

We highly encourage you to contact our references.

From the perspective of a school leader, they can speak very clearly about what it means to work with a business management firm as a true partner to their mission.

Mission Statement

Our Vision

Charter Impact empowers mission-driven organizations to achieve their goals through personalized support in finance, operations and business management.

We accomplish this through enthusiastic collaboration within our team and with our clients to support their communities.

Core Values

DO GOOD

Make sure it's right for you, the client, and the company.

BE HONEST

Communicate with integrity and speak the truth.

SUPPORT EACH OTHER

Your teammates are as important as your clients.

SHARE YOUR IDEAS

Every one of us brings unique experiences to the team.

DEBATE IS HEALTHY

Speak up, presume positive intent, seek clarity, and work toward resolution.

GET UNCOMFORTABLE

Growth happens outside your comfort zone.

FOCUS

Distractions are ever-present; don't let them become stumbling blocks.

QUESTION THE STATUS QUO

Ask questions, present solutions, push the envelope, and then push it again.

EMBRACE CHANGE

This is not a static task, job or company, and you are not a static person.

KEEP LEARNING

Continuously expanding your abilities and skill-sets keeps you sharp and motivated.

START STRONG; FINISH STRONG

Give it your all and present your finished product with pride.

HAVE FUN

Your job is a worthy pursuit that impacts everyone around you. Enjoy yourself.

Client Success Stories

The stories below provide a recent sample of what we help our clients accomplish.



New \$38.5M School Facility

In the Fall of 2017, the *Palmdale Aerospace Academy* moved into its new 165,000 sq. ft. facility serving grades 6–12. Additional community demand for the school's innovative programs led to the planned addition of a new elementary school. Through Charter Impact's leadership and process management, the school secured a second tax-exempt bond issuance prior to opening the expanded grade levels and only a year after the initial bond issuance for the first facility. After successfully receiving a "BB" rating from Standard & Poor's, we achieved a 4.40% interest rate for the 30-year term. This is the equivalent of "BBB-" or "investment-grade" security. As a result, the school **funded \$350,000 in needed equipment without increasing its monthly payments**. The elementary school broke ground in October 2018 and began serving grades K-5 in the fall of 2019.



\$1.5M in Debt Reduced to \$0

Life Source International Charter School joined Charter Impact in September 2015 carrying \$1,500,000 in revenue anticipation notes due on September 20, 2015. Through a detailed review of the school's operations and a revision to the budget, we created and implemented a refinancing plan and monthly cash management tool which enabled the school to **completely eliminate its debt by May 31, 2016**. The school is now pursuing permanent financing to purchase a facility — something that was not previously possible.



Successful Appeals

Both *Julia Lee Performing Arts Academy* and *College Preparatory Middle School — La Mesa* faced an uphill battle on approval of their new charter petitions for the 2018–19 school year. After being denied at local levels, we stood and fought with both schools, creating detailed financial plans, responding to inquiries and presenting to the authorizers — Riverside County for *Julia Lee* and the State Board in Sacramento for *College Prep*. **Both schools won their appeals and are in the second year of serving their communities.**

References

DAVID BAUTISTA

Executive Director, Adelante Charter School
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BRENT BISHOP

Director, Highland Academy Charter School
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VALERIE BRAIMAH

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CHRISTINA CALLAWAY

Director of School Business, College Prep Middle School
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RAUL CARRANZA

Superintendent of Schools, TEACH Public Schools
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SARA JORDAN

Executive Director, Pathways Charter School
Rohnert Park, California
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KRISTIN KRAUS

Director of Finance and Operations, SOAR Charter Academy
San Bernardino, California
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TERRI MARTIN

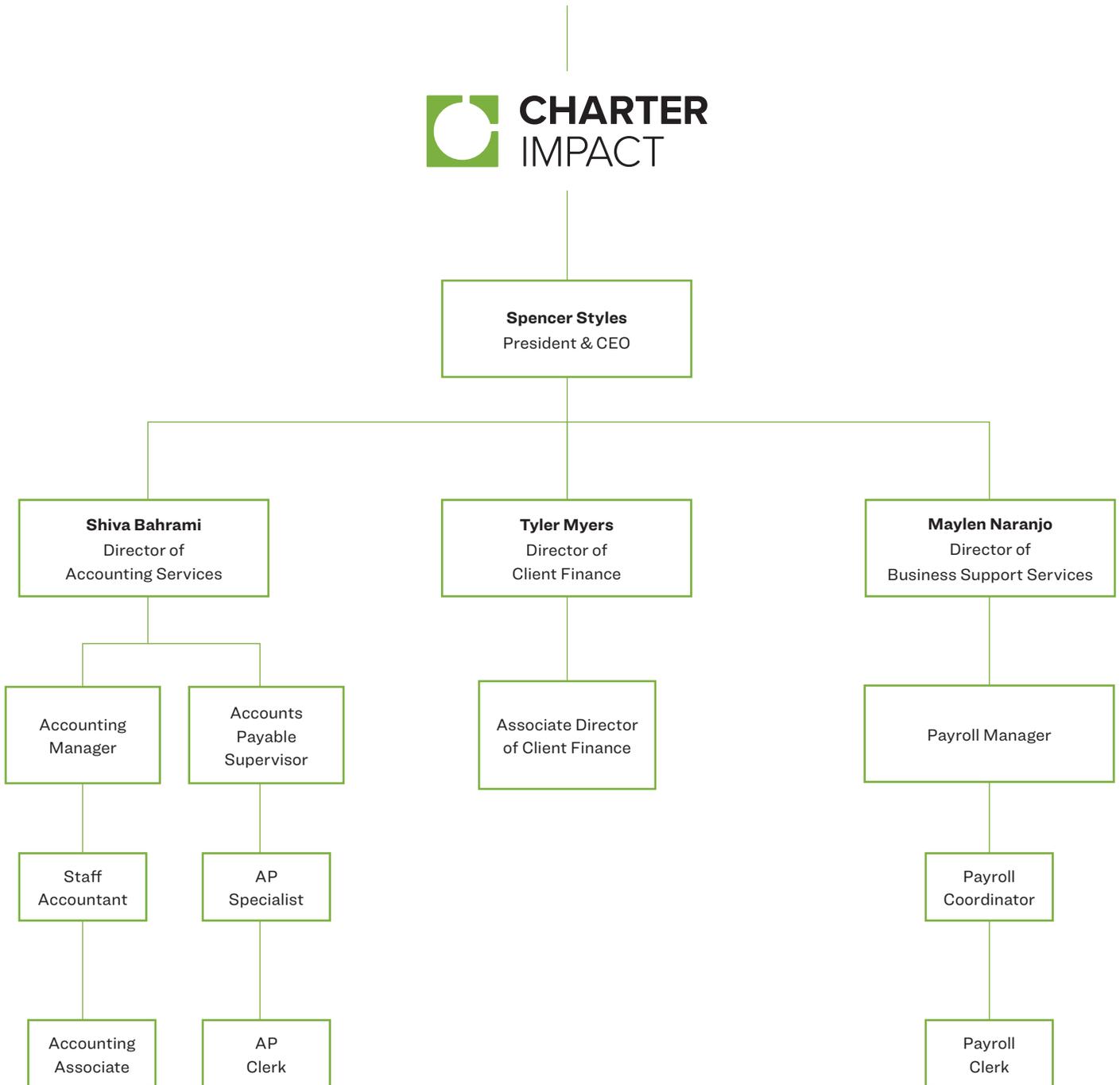
Business Director, Aspen Public Schools
Fresno, California
terri.martin@aspenps.org | 559.225.7737

Financials are accurate and on-time. District and State compliance reporting has never been submitted past a deadline. Charter Impact is prompt and extremely professional.

TERRI MARTIN

BUSINESS DIRECTOR, ASPEN PUBLIC SCHOOLS (FRESNO, CA)

School's Proposed Support Team



Team Bios

Below you will find bios for members of our team who will be working directly with your organization. For more information on the rest of our leadership team, please visit our website at www.charterimpact.com.

SPENCER STYLES, C.P.A., M.P.A.

President & CEO



As President and CEO, Spencer spearheads Charter Impact's initiatives and is responsible for the long-term growth and sustainability of the company. In addition to internal operations oversight, Spencer guides new schools through the start-up and

grant application process, directs and manages the strategic growth of existing schools, and bolsters established schools in their navigation and execution of facility financing.

Prior to Charter Impact, Spencer was the Vice President of Finance for Alliance College-Ready Public Schools, a network of 28 free public high schools and middle schools serving over 12,000 students in low-income communities in California with historically under-performing schools. His primary areas of concentration included maintaining all accounting systems, designing and implementing the internal control framework, developing cash flow projections and forecasts for organizational growth, and providing guidance on fiscal best practices.

Before working in the charter school world, Spencer was a practitioner in public accounting for several years and has experience leading audits and reviews of privately-held companies, publicly-traded companies, governmental agencies, not-for-profit organizations and employee benefit plans. He has also provided a wide variety of technical consulting including litigation support, due diligence testing for mergers and acquisitions, internal control design and implementation, stock option valuation and Sarbanes Oxley Section 404 compliance and implementation.

Spencer earned a Bachelor of Business Administration in Accounting with a minor in Mathematics, and a Master of Professional Accountancy degree with an emphasis in Finance, both from the University of Wisconsin-Whitewater. He is an actively licensed CPA.

TYLER MYERS

Director of Client Finance



Tyler comes to Charter Impact with a strong background in non-profit organizations, start-up environments, project management, budgeting, forecasting, and process development.

Prior to joining Charter Impact, Tyler was the Finance Manager for a Vorwerk and Co. U.S. division start-up where he was instrumental in helping to grow the company from 5 employees to over 50. He led the charge in creating a fully operational Finance and Accounting department by hiring and training staff, implementing new scalable processes and systems, and developing the company's budgeting and forecasting model. Additionally, he led numerous successful projects there, including a global ERP implementation involving members from Singapore, Germany, and the United States.

Before Tyler was a Finance Manager, he worked for a local Los Angeles non-profit Community Development Corporation (CDC), helping fund small businesses in the metropolitan area in order to create new jobs and give back to the community. During his time with the CDC, he trained numerous staff, developed and improved both internal and external reporting, managed several of the company's annual audits, and ensured the accuracy and timeliness of government grant billings.

Tyler has a strong passion for public education that was strongly influenced by the education-focused environment of his childhood; his mother was a teacher and principal administrator for 34 years. During his college years, Tyler volunteered his time as a mentor, helping students in grade school classes.

Tyler graduated with a Bachelor of Science degree in Accounting with a minor in Philosophy and a Master of Accountancy degree, both from Southern Illinois University Carbondale, home of the Salukis.

SHIVA BAHRAMI, M.B.A.

Director of Accounting Services



Shiva brings over 25 years of finance and accounting experience to Charter Impact. In her current role, she spearheads Charter Impact's core service model, by leading all accounting and reporting related functions with a focus on team leadership

and development, quality, timeliness, and process improvement.

Prior to Charter Impact, Shiva was the Director of Financial Services for California State University of Northridge, where they serve over 40,000 students. Although her priority focus was mainly to oversee accounting, payables, receivables, payroll, funds and cash management, Shiva also served as the treasurer of the board for CSUN's real estate business and a member of BASC (Business Administration of Systems Committee), where she developed and implemented automated workflows to aid in efficiencies.

Prior to CSUN, Shiva served as the Chief Financial Officer at Parsons Federal Credit Union, overseeing assets of over \$250 million. During her almost five-year tenure there, she helped the credit union increase their annual investment income by \$1M by adding new investment instruments and increased the credit union's loan portfolio by 9%. While there, she was also the chairman of both ALCO (Asset and Liability Committee), and the Pricing Committee.

For the past six years, Shiva has been personally involved with charter world, as her two young children attend a local charter school. She is a passionate supporter of the charter concept and its potential to make a positive difference in the lives and outcomes of students, and she is proud to vigorously support her school and charter community.

Shiva earned a Bachelor of Science in Accounting from DeVry University and a Master of Business Administration with an emphasis in Finance from Keller Graduate School in Long Beach, CA.

MAYLEN NARANJO, M.B.A.

Director of Business Support Services



Maylen is responsible for the oversight and management of Client onboarding, Client training and Payroll support at Charter Impact.

She has been working with charter schools in several capacities for over a decade.

In 2007, she joined the charter world as a payroll administrator at Partnerships to Uplift Communities (PUC), a non-profit charter school organization consisting of 16 schools serving the Northeast San Fernando Valley and Northeast Los Angeles. While there, she advanced to become the manager of PUC's Accounting department.

After her time at PUC, Maylen joined the team at a financial management services provider specializing in charter schools, where she played a leading role in managing both client services and personnel.

She continues that work at Charter Impact today, where she oversees and implements efficient operational systems, processes and policies in support of our growing company's mission and our expanding team.

Maylen is passionate about providing excellent service and personalized support to the great organizations we serve, and is confident that the work we do helps these schools offer the best possible education to underserved students.

Maylen earned a Bachelor of Science in Accounting and a Master of Business Administration from the University of Phoenix.

Services Proposed

Charter Impact's array of services provides all of the support that you would expect from an in-house finance/accounting department, plus student data services. Our services include not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with vendor negotiations, assistance with facility financing, management of lender relationships, and much more.

A basic description of our services are as follows:

Business Management Services

1. IMPLEMENTATION AND TRAINING

- + Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
- + Import historical data to the extent possible (typically monthly balances as far back as data is available) to allow for maximum comparability of financial information
- + Review existing contracts for terms, requirements and school responsibilities
- + Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
- + Provide training in specific processes and procedures to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.
- + Provide training to new and/or existing board members on:
 - Charter school funding - including drivers, calculations, restrictions and cash flow timing,
 - Reading and interpreting financial reports, and
 - Internal controls and the board's responsibility for oversight and maintenance

2. ACCOUNTS PAYABLE PROCESSING

- + Review all invoices sent to Charter Impact for proper approval and coding
- + Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
- + Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
- + On an emergency basis, same day payments can be processed in addition to the weekly cycle (*additional processing fees apply).

3. ACCOUNTS RECEIVABLE PROCESSING

- + Monitor the receipt of State approved ADA funding amounts and verify balances paid are correct

- + Work directly with governmental agencies to resolve any issues or discrepancies identified
- + Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
- + Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

4. BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE

- + Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
- + Alert management immediately to any irregularities, un-reconciled amounts, or missing documentation
- + Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
- + Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

5. CASH MANAGEMENT

- + On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
- + On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
- + Plan and manage payment of outstanding debt as needed
- + Prepare all financial reporting necessary for renewal of loans or lines of credit
- + Present line of credit status to board and obtain board resolutions as needed
- + Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
- + Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

6. MONTHLY FINANCIAL REPORTING

- + Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
- + Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
- + Offer a menu of report options for the monthly financial reports including, but not limited to:
 - Monthly summary by financial section with bulleted highlights for presentation purposes
 - Monthly Cash Flow Forecast and comparison to approved budget
 - Budget vs. Actual Report (both current month and year-to-date)

- Schedule of Revenue and Expenses by Period
- Comparative Statement of Financial Position
- Combining/Consolidating Statements of Activities and Financial Position
- Statement of Cash Flows (both current month and year-to-date)
- Accounts Payable/Receivable Aging
- Check Register(s)
- General Ledger Detail
- Other customized reports as requested by the school, executive team or board
- + On a monthly basis, review and present the financial package with the school staff and/or board members to assess the current fiscal condition of the school
- + Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system
- + On an as needed basis, provide or present financial information or training to lenders, board members, community members, parents or other external parties as requested by the school.

7. COMPLIANCE AND GRANT REPORTING

- + Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
- + Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
- + Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
- + Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

8. CHARTER AUTHORIZER SUPPORT

- + Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to:
 - Prepare regular financial reporting (budget and interims)
 - Provide ad hoc financial documents and reports as requested
 - Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
- + Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

9. ANNUAL BUDGET CREATION AND REVISIONS

- + Work with school staff on an annual basis to create a 5-year budget and cash flow projection to ensure proper future planning
- + Provide a monthly budget and cash flow report to monitor the cash balance and protect against

the gap caused by revenue and expenditure seasonality

- + Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

10. AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS

- + Maintain electronic records of all transaction support
- + Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees
- + Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

11. TAX PREPARATION AND SUPPORT

- + Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
- + Prepare and report sales and use tax returns
- + Provide any and all information necessary for the preparation and submission of Form 990

NOTE: Payroll tax reporting is included in the payroll processing section below

12. STRATEGIC PLANNING

- + Work with school management and the Board of Directors to develop long-term strategies to ensure the school's prosperity
- + Provide second opinions and act as sounding board for school management and the Board on business and financial matters

The Charter Impact team has been extremely attentive and patient. They are willing to go above and beyond so we truly understand our budget and how funding works.

KRISTIN KRAUS
DIRECTOR OF FINANCE & OPERATIONS, SOAR CHARTER ACADEMY

Payroll Processing and Retirement Reporting

Payroll is one of the most critical areas of an organization's business office. Our payroll team is well versed in charter school payroll issues and has the depth of experience to handle any and all processing nuances that inevitably arise.

1. PAYROLL PROCESSING

- + Maintain employee static pay information in a payroll database
- + Process status updates, new hires, terminations, and/or informational changes in payroll system
- + Assist in the development of a regular payroll schedule that is compliant with State labor laws and consistent with employee contracts
- + Process supplemental payroll runs such as the following:
 - Involuntary termination - check will be prepared ahead of time and provided to the school on the termination date
 - Voluntary termination without notice - the check will be prepared and delivered to the employee within the time frame required by the State
 - Scheduled bonuses/stipends
 - Additional unscheduled/emergency payroll runs
- + Process and pay all federal and state payroll tax payments according to required guidelines
- + Prepare the state payroll tax filing report annually, and quarterly for federal and state agencies
- + Prepare, review, and distribute W-2s to all employees

2. RETIREMENT AND OTHER REPORTING

- + Process and submit monthly STRS and PERS reports to the third-party administrator (i.e. Hess and Assoc.) or County office
- + Submit payment via ACH or cashier's check within the requisite timeframe for pension contributions
- + Process 403(b) retirement plan deductions, if applicable, and in compliance with State and Federal laws submit payments and provide 403(b) census information to third-party administrator
- + Submit compensation reports to State Controller and Bureau of Labor Statistics, if applicable

3. WEB-BASED EMPLOYEE TIMEKEEPING SYSTEM

- + All employees can be given online access to a streamlined, secure electronic timekeeping system which is fully integrated into our accounting system and eliminates the need for paper timesheets.
- + In addition to entering time, employees can also electronically:
 - request time off
 - make changes to their addresses and W2s
 - access their historical paystubs

4. GENERAL SUPPORT

- + Provide support and assistance with creation of internal processes and procedures, forms and tracking systems

Term and Fees

The term of the initial contract would be from July 1, 2020 through June 30, 2023. Proposed fees for services are as follows:

1

Implementation and Set-Up

For Clarksville Charter School, we will waive our standard implementation and set-up fee for time spent on the initial set up, accounting system customization, updated cash flow forecast and process implementation.

2

Business Management Services

Variable fee of 1.75% of total revenue for each reporting entity.

3

Payroll Processing and Retirement Reporting

Payroll processing	\$100 base plus \$2.75 per employee per pay period
Garnishment reporting	\$2.50 per occurrence
New employee reporting	\$3.50 per occurrence
Payroll delivery via FedEx	\$35.00 per occurrence per 50
Quarterly/Annual Reporting	\$20.00 per occurrence
Form W-2 or 1099 (for contractors paid via payroll)	\$5.75 each

Note: For 50 employees paid semi-monthly, costs would average \$500 per month

This proposal is valid for 90 days.



Reimbursement for Expenses for Driving to an Assessment

This is a request for reimbursement for driving to a student’s IEP testing on two separate occasions. This request is being made because the student was tested in another county making the time and distance financially difficult for the family. Also, the second test date was required due to an error on the school’s part during the first test, so the family was asked to drive a long distance again.

The total driven by this family for these two tests were: 236 miles.

According to the IRS, the reimbursement amount for this mileage is \$271.40.

